

Social Science



Grade
6

PlusOne

Social Science

Teacher's Guide



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Introduction

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

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 competency-based assessment of the learner that applies learner-centered approach to provide opportunity for the learner to develop their knowledge and skills in Social Sciences.

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-centered where the teacher, acting as a facilitator, introduces the topics for the day and assists learners to describe and analyse issues raised. In addition, the teacher helps learners to interact and share ideas among themselves based on their knowledge of Zimbabwe and the world. The class will be encouraged to explore topics through enquiry-based questions. The teacher should emphasise these important areas in day-to-day learning as they are aimed at promoting higher order thinking among learners.

Philosophy of learning Social Science

Through the learning of Social Science, learners will specifically acquire:

- ➊ critical thinking and problem-solving skills to be able to compare, analyse, evaluate and apply geographical knowledge with little or no supervision.
- ➋ creative thinking skills to be able to reconstruct important information confidently.
- ➌ digital literacy skills to be able to use IT tools and resources efficiently for investigations and
- ➍ project works.
- ➎ effective communication skills to be able to share information at various levels of interaction.
- ➏ 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-centered classrooms.
- nurture and develop learners into creative, honest and responsible citizens.
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of Social Science learners.
- use multiple methods to systematically gather data about learners' understanding and ability to guide the teaching and learning of Social Science.
- put necessary arrangements in place to provide feedback to both learners and parents.

Interpretation of key words in the 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 6 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.

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.

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.

Pair work

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

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

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

Learner self-study

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

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

Teaching tips

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

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

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

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

- makes learners feel safe and accepted.
- helps learners to interact with varied sources of information in a variety of ways.
- helps learners to identify a problem suitable for investigation through project work.

- connects the problem with the context of the learners' world so that it presents realistic opportunities for learning.
- organises the subject matter around the problem, not the subject.
- gives learners responsibility for defining their learning experience and planning to solve the problem.
- encourages learners to collaborate in learning.
- expects all learners to demonstrate the results of their learning through a product or performance.

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

Pedagogical approaches

Effective teaching and learning in Social Science depend 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:

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

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

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

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

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

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

Common scaffolding strategies available to the teacher are:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually.
- increases the complexity, difficulty, or sophistication over time.

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

Learner activities

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

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

Core competencies

Teaching instructions

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

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

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

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

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

Practical activities

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

Another might be the writing and performing of a play based upon a traditional story.

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

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

Practising skills

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

The following skills are expected to be acquired:

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

Use of Information and Communication Technologies (ICT)

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

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

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors
- Calculators
- Radios

- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

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

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

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

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

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

Diagnostic assessment

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

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

Formative assessment

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

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

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

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

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

Summative assessment

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

Methods of assessment

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

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

Reflection and self-evaluation

Reflective thinking is the ability to look at the past and develop understanding and insights about what happened and using this information to develop a deeper understanding or to choose a course of

action. It provides teachers and learners with the skills to mentally process learning experiences, identify what they learned, modify their understanding based on new information and experiences, and transfer their learning to other situations. Never be too critical of yourself; teaching large classes with limited resources is a difficult task. No lesson is perfect but given a little time you can learn from every one of them.

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

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

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

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

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

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

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

Reinforcement and revision

Sometimes you will need to revise parts of the topic with the whole class. You will certainly need to start the next lesson by asking learners what they remember of the last one. 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: Community contribution to the family

Unit objectives

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

- a** identify ways in which the community contributes to the family.
- b** describe situations where the community contributes to the family.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 1–5.
- Social Science Grade 3–7 Syllabus.
- Pictures of community members helping families.
- Videos or illustrations of funerals, weddings, childcare and *nhimbe/ilima*.
- ICT tools or newspapers.

Teaching notes

A community is a group of people living together in the same area and sharing common values. Communities contribute to the wellbeing of families in several ways, such as:

Emotional support

- Mentorship programmes
- After-school programmes
- Counselling services

Financial support

- Crowdfunding and donations.
- Financial counselling.
- Emergency assistance.

Childcare

- Childcare services
- Health services
- Nutrition programmes
- Safety and protection programmes.

Errand running

- Helping during funerals, weddings, and birthdays with cooking and decorations.

Nhimbe / Ilima

- Group farming
- Food sharing
- Labour sharing

Suggested answers

Activity 1.1: Community celebrations

- 1 Choose one celebration (funeral, wedding or birthday).
- 2 Draw a picture that represents this celebration.
- 3 Write three sentences about why this celebration is important in your community.

Model answer:

- Chosen celebration: Funeral
- Drawing: People gathered to support a grieving family.
- Sentences:
 - Funerals bring people together to show love and support.
 - The community helps with cooking and comforting the family.
 - This reduces the emotional burden on the grieving family.

Exercise 1.1

- 1 Emotional support, financial support
- 2 Donations
- 3 Counsellors, mentors

Project 1.1 – Model project

Title: Community Support After Cyclone Idai

Using newspapers, library books or ICT tools, research how communities helped families affected by Cyclone Idai in 2019.

Model response:

Communities helped by giving food, clothing, and shelter. Churches and NGOs provided medical help and emotional support. Youths and students also donated books and clothes. This showed how people care for each other during disasters.

Exercise 1.2

- 1 Funerals and weddings.
- 2 By offering safety education and child protection.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 B
- 3 C

Structured questions answers

- 1 By crowdfunding, donations and emergency assistance.
- 2 They provide food to reduce family expenses.
- 3 Cooking, cleaning, and preparing for funerals or weddings.

Unit 2: Cultural values of motherhood and fatherhood in the pre-colonial era

Unit objective

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

- a explain the cultural values of motherhood and fatherhood in the pre-colonial era.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 6–10.
- Social Science Grade 3–7 syllabus.
- Local elders as resource people for discussions.
- Flashcards showing roles of mothers and fathers.

Teaching notes

In the pre-colonial era, both mothers and fathers played critical roles in family life. They passed down cultural values through actions, teachings and example.

Motherhood values:

- **Caring for the family:** Cooking, cleaning, comforting, and creating a safe home.
- **Giving birth:** Considered a sacred role - bringing new life into the world.
- **Raising children:** Teaching life skills and ensuring a child's growth and behaviour.
- **Teaching moral values:** Instilling honesty, kindness, respect, and responsibility.

Fatherhood values:

- **Protecting the family:** Ensuring safety through presence, advice, and physical security.
- **Providing for the family:** Supplying food, clothing, and shelter through hard work.
- **Instilling discipline:** Teaching right from wrong and guiding responsible behaviour.
- **Being a role model:** Demonstrating expected cultural behaviour and leadership.
- **Marriage rites:** Handling bride price (lobola/roora), rusambo and danga (cattle).

Suggested answers

Activity 2.1: Roles of a father

- 1 Organise learners into small groups.
- 2 Ask them to discuss and list the different roles played by a father in the family.
- 3 Let them present their findings to the class.

Model answers:

- Provides for the family.
- Protects the family.
- Teaches discipline and rules.
- Handles bride price ceremonies.
- Acts as a role model and decision-maker.

Exercise 2.1

- 1 Protection and provision.
- 2 The father of the bride.
- 3 Cattle/money/goats.

Activity 2.2

- 1 Ask learners to talk with classmates about what their parents do.
- 2 Encourage them to share what they appreciate about their parents.

Model answers:

- “My mother cooks for the family every day.”
- “I love that my father always supports me in my schoolwork.”
- “Both of them teach me to be respectful and honest.”

Exercise 2.2

- | | |
|-----------|-----------|
| 1 Caring | 4 Provide |
| 2 Protect | 5 Birth |
| 3 Heart | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It keeps everyone healthy, happy and safe.
- 2 They guide and discipline their children, teaching values and behaviour.
- 3 By being present, giving advice, and ensuring safety.
- 4 Honesty, respect, kindness and responsibility.
- 5 Because she gives birth, raises children and teaches moral values.

Unit 3: Different ethnic groups of Zimbabwe and their cultures

Unit objectives

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

- a list ethnic groups and cultures found in Zimbabwe.
- b explain the significance of cultural practices of different ethnic groups.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 12–20.
- Social Science Grade 3–7 syllabus.
- Pictures or videos showing food, clothing, instruments and dances of various ethnic groups.
- Samples of traditional attire or cultural artefacts (where possible).
- Flashcards labelled with ethnic group names, foods and traditions.

Teaching notes

Zimbabwe has many ethnic groups, each with its own language, food, dress, and cultural practices. These groups include the Shona, Ndebele, Tonga, Kalanga, Venda, Sotho, Tswana, Nambya, Chewa, Barwe, English, Khoisan, Ndaou, Xichangana, and Xhosa. Cultural practices like storytelling, music, dances, traditional ceremonies, and crafts promote identity, unity, and heritage preservation.

Examples of ethnic groups and their cultures:

- **Shona:** Speak ChiShona, eat sadza, and practice roora. Known for storytelling and music.
- **Ndebele:** Speak IsiNdebele, wear beadwork and paint huts (ukugcoba).
- **Tonga:** Speak ChiTonga, skilled boat makers, live in stilt huts.
- **Kalanga:** Play the mbira, skilled farmers.
- **Venda:** Known for domba dance and beadwork.
- **Sotho:** Play the lesiba instrument, respect for ancestors.
- **Tswana:** Known for cattle herding and vibrant clothing.
- **Nambya, Chewa, Barwe, Ndaou, Xichangana, Xhosa:** Each has distinct traditions, clothing, instruments and foods.

Importance of cultural practices:

- 1 Preservation of heritage.
- 2 Promotion of social cohesion.
- 3 Shaping identity.
- 4 Promoting respect and values.
- 5 Tourism and economic benefits.

Suggested answers

Activity 3.1: Family traditions discussion

- 1 Ask learners to pair up and talk about a tradition they follow in their family.
- 2 Let them each share one tradition with the class and explain its importance.

Model answers:

- “In my family, we eat sadza together every Sunday.”
- “We wear traditional clothes during holidays to honour our ancestors.”
- “Our family performs a thanksgiving ceremony at the end of the harvest.”

Exercise 3.1

- 1 Language
- 2 Clothing

- 3 House paintings
- 4 History
- 5 Ceremonies

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It preserves heritage, promotes unity and shapes identity.
- 2 Shona people are known for storytelling and roora, while Ndebele are known for ukugcoba and beadwork.
- 3 Nda – Muchongoyo dance; Xhosa – circumcision practice.
- 4 To mark important life stages, give thanks or strengthen family bonds.
- 5 Preservation of heritage, social cohesion, identity, respect and values, economic benefits.

Unit 4: Preservation of cultural identity

Unit objectives

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

- a define cultural identity.
- b list key elements of cultural identity.
- c explain ways of preserving cultural identity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 21–25.
- Social Science Grade 3–7 syllabus.
- Pictures or videos of traditional foods, music, dances, heritage sites and crafts.
- Samples of traditional attire and artefacts (if available).
- Audio recordings of traditional songs or folktales.

Teaching notes

Cultural identity is what makes a group of people special and different. It includes language, traditions, music, food, and dress. These are passed from generation to generation and must be preserved.

Tangible elements (can be seen or touched):

- Heritage sites – For example Great Zimbabwe, Matopos Hills
- Traditional attire – clothing for cultural events
- Cuisine – traditional foods like sadza, umngqusho, xidzumbani

Intangible elements (cannot be seen or touched):

- Music and dance – styles like Mbakumba, Shangara, Mhande
- Language – spoken communication as part of identity
- Folklore – traditional stories, fables, and legends

Ways of preserving cultural identity:

- 1 **Cultural events and celebrations** – traditional dances, festivals.
- 2 **Oral traditions and storytelling** – sharing stories from the past.
- 3 **Traditional food practices** – preparing and teaching recipes.
- 4 **Art and craft preservation** – passing on skills in weaving, pottery.
- 5 **Archiving and documentation** – recording customs and artefacts.

Suggested answers

Activity 4.1

- 1 Have learners form small discussion groups.
- 2 Ask them to talk about unique things from their cultures.
- 3 Each learner shares a dish, song, or tradition that is important to them.

Model answers:

- “In my family, we sing traditional songs at weddings.”
- “We prepare umxhanxa during special occasions.”
- “My grandmother tells us folktales every evening.”

Exercise 4.1

- | | |
|------------|------------|
| 1 Food | 4 Eating |
| 2 Past | 5 Language |
| 3 Clothing | |

Activity 4.2

- 1 Guide learners to use books or elders to find out how to prepare a local dish.
- 2 Let them write the recipe and share it with the class.

Model answer example

Dish: Sadza and muboora

Ingredients: Mealie meal, pumpkin leaves, tomatoes, onion, oil

Steps: Boil water, add mealie meal gradually, stir, simmer. For muboora, fry onions and tomatoes, add chopped leaves, cook until soft.

Activity 4.3: Preservation methods

- 1 Ask each learner to choose one method of preserving culture (storytelling, dancing, food).
- 2 They research and prepare a short oral presentation.
- 3 Encourage them to use visuals or short demonstrations.

Model answer example:

Preservation method: Storytelling

How it helps: Passes history and values to the next generation.

Exercise 4.2

- | | |
|-----------|------------|
| 1 Music | 4 Cultural |
| 2 Stories | 5 Heritage |
| 3 Cooking | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It is what makes a group unique and helps preserve their traditions.
- 2 Heritage sites and traditional attire.
- 3 Different foods are prepared and eaten in different cultures.
- 4 They help express emotions, identity and traditions.
- 5 They teach children about culture and promote unity.
- 6 They pass down values and preserve history.
- 7 They ensure culture is recorded and saved for future generations.

Topic 2

National history, sovereignty and governance

Unit 5: Systems of governance

Unit objectives

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

- a** identify systems of governance.
- b** compare democracy and autocracy.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 26–31.
- Social Science Grade 3–7 syllabus.
- Charts comparing types of governments.
- Flashcards with definitions (democracy, autocracy, egalitarian).

Teaching notes

Governance refers to how a country is led. There are different systems:

Democracy

- Power belongs to the people.
- Citizens vote to choose leaders.
- Freedom of speech and participation.
- Majority rule applies.

Egalitarianism

- Belief in equality.
- No discrimination based on sex, race or disability.
- Everyone should be treated fairly and have equal rights.

Autocracy

- Power is held by one person or a small group.

Two types:

- **Monarchy** – leadership is inherited within a family.
- **Dictatorship** – leader takes power without elections and rules without citizen input.
- Citizens have limited rights and cannot oppose the leader.

Comparing democracy and autocracy

Feature	Democracy	Autocracy
Power source	From the people.	From one leader or small group.
Elections	Free and fair.	Controlled or none.
Participation	Citizens involved.	Limited or none.
Freedoms	Speech, assembly.	Few freedoms.
Decision making	Majority rule.	Leader's decision.

Suggested answers

Activity 5.1: Government systems around the world

- 1 Divide the class into small groups.
- 2 Assign each group a different system (democracy, autocracy, egalitarian).
- 3 Ask learners to research and list at least one country that follows each system.

Model answers:

- Democracy: Zimbabwe, South Africa, Kenya
- Autocracy: North Korea, Saudi Arabia
- Egalitarian: Sweden, Norway

Exercise 5.1

- 1 A government ruled by leaders not chosen by the people
- 2 Democracy, autocracy
- 3 Autocracy
- 4 (i) Democracy – Zimbabwe
(ii) Autocracy – North Korea
(iii) Egalitarian – Sweden

Activity 5.2: Compare democracy and autocracy

- 1 Let learners choose one democratic country and one autocratic country.
- 2 Guide them to research:
 - Who makes decisions.
 - How leaders are chosen.

- Whether people vote.
- Rights and freedoms.

3 Learners can create a chart to present their comparison.

Model answer example:

- Democracy: South Africa – citizens vote in elections, leaders follow the law.
- Autocracy: North Korea – leader has full control, no elections or free speech.

Exercise 5.2

- | | |
|-----------------|-------------------|
| 1 People | 4 Limited |
| 2 Leader | 5 Majority |
| 3 Free | |

Unit revision exercises

Multiple choice answers

- | | |
|------------|-------------|
| 1 A | 7 B |
| 2 D | 8 D |
| 3 C | 9 B |
| 4 D | 10 D |
| 5 A | 11 B |
| 6 C | 12 C |

Structured questions answers

- 1** In a democracy, people participate by voting and sharing opinions. In autocracy, only the leader makes decisions.
- 2** Free elections allow people to choose their leaders and promote fairness and equality.

Unit 6: Structures and functions of central government

Unit objectives

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

- a** identify the structure of the central government.
- b** explain the functions of each of the arms of the government.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 32–35.

- Diagram of the three arms of government Social Science Grade 3–7 syllabus.
- Charts showing the role of the president, parliament and courts.

Teaching notes

The central government has **three arms**:

- **Executive** – carries out laws and runs government. Headed by the President.
- **Legislature** – makes laws. Made up of Parliament (Senate and House of Assembly).
- **Judiciary** – interprets laws and ensures justice. Includes courts and judges.

Use simple comparisons like:

- Executive = School head
- Legislature = Student council
- Judiciary = Disciplinary committee

Suggested answers

Exercise 6.1

- 1 The President
- 2 To make laws for the country.
- 3 Executive carries out plans; Judiciary interprets and enforces laws.
- 4 Law courts

Activity 6.1

Learners name their MP and constituency and share with classmates.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 The Judiciary interprets laws and ensures justice; the Executive carries out plans and runs government.
- 2 Supreme Court and Magistrates' Court.
- 3 House of Assembly and Senate.

Unit 7: Colonisation of Zimbabwe

Unit objectives

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

- a explain the reasons for the colonisation of Zimbabwe.
- b describe how Zimbabwe was colonised.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 36–40.
- Social Science Grade 3–7 syllabus.
- Portraits of Cecil John Rhodes and Charles Rudd.
- Maps showing British colonies in Africa.

Teaching notes

- **Colonisation:** The process of taking control over another country.
- **Concession:** A written agreement granting rights or permission.
- **Treaty:** A formal agreement between two parties.

Reasons for colonisation of Zimbabwe:

- Britain wanted cheap labour.
- Britain needed raw materials (minerals, animal products).
- Cecil John Rhodes aimed to expand British control from Cape to Cairo.
- Britain wanted land for farming, mining and hunting.

How Zimbabwe was colonised:

- 1 **Moffat Treaty (1888):** A friendship agreement signed by King Lobengula and John Moffat to protect the Ndebele.
- 2 **Grobler (Moffat) Treaty (1887):** Signed between Boers and Lobengula, which caused Britain to act quickly and sign a treaty of their own.
- 3 **Rudd Concession (1888):** Cecil John Rhodes sent Charles Rudd and others to gain mining rights. Lobengula was misled into signing.
- 4 **Pioneer Column (1890):** A group hired by Rhodes to occupy Mashonaland and raise the British flag (Union Jack) in Fort Salisbury (Harare).

Suggested answers

Activity 7.1

In groups, dramatise the reasons why Zimbabwe was colonised.

- 1 Divide the class into small groups.
- 2 Assign each group a reason (for example raw materials, labour, land).
- 3 Let each group act out a short skit showing how and why Britain wanted those resources.
- 4 Groups perform for the class, followed by a reflection or summary by the facilitator.

Exercise 7.1

- 1 European countries / Britain
- 2 Britain, France, Portugal
- 3 To get cheap labour, raw materials and land
- 4 Gold, ivory, iron, silver, skins, animals

Activity 7.2

Match/pair words that are linked to how Zimbabwe was colonised.

Model answer:

Group A	Group B
Raw	Materials
Rudd	Concession
Pioneer	Column
Union	Jack

Exercise 7.2

- 1 Moffat Treaty
- 2 Rudd Concession
- 3 Charles Rudd, Rochfort Maguire, Francis Thompson
- 4 Pioneer Column
- 5 The British flag
- 6 Fort Salisbury

Unit revision exercises

Multiple choice answers

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

- 5 B
- 6 C
- 7 B

- 8 D
- 9 A
- 10 C

Structured questions answers

- 1 1 000 guns, 100 pounds every month.
- 2 Mining, hunting
- 3 Moffat Treaty
- 4 To get raw materials, land, labour.
- 5 Pioneer Column
- 6 Union Jack
- 7 Fort Salisbury

Unit 8: The liberation history of Zimbabwe – First Chimurenga/ Umvukela

Unit objectives

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

- outline the causes of the First *Chimurenga/Umvukela*.
- describe the course of the First *Chimurenga/Umvukela*.
- describe the role played by spirit mediums in the First *Chimurenga/Umvukela*.
- identify heroes and heroines of the First *Chimurenga/Umvukela*.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner’s Book pages 41–45.
- Social Science Grade 3–7 syllabus.
- Pictures of the spirit mediums of the First *Chimurenga/Umvukela*.

Teaching notes

The First *Chimurenga/Umvukela* (1896–1897) was a resistance war fought by the black majority in Zimbabwe against British colonial rule, especially the British South Africa Company (BSAC). It was triggered by issues like:

- Loss of land and cattle.
- Forced labour and taxation.
- Natural disasters, especially droughts and cattle diseases.

The Shona and Ndebele people, despite their differences, united in resistance. Spirit mediums like Mbuya Nehanda and Sekuru Kaguvi played a key role by mobilising people spiritually and politically. The war was eventually defeated due to poor weaponry and strong British military force. Many leaders, including Nehanda and Kaguvi were executed.

Suggested answers

Activity 8.1: Causes of the First Chimurenga/Umvukela

- 1 Begin with a recap of colonial experiences discussed in earlier units.
- 2 Ask learners to recall some unfair practices by colonists (for example land loss).
- 3 Pair learners and ask them to list all causes they remember from the textbook.
- 4 Circulate and assist groups as needed.
- 5 Allow groups to present briefly and write the key points on the board.

Model answers:

- Loss of land
- Loss of cattle
- Forced labour
- Punitive taxes
- Natural disasters

Exercise 8.1

- 1 Loss of land, forced labour.
- 2 Knowledge
- 3 Mbuya Nehanda and Sekuru Kaguvi.
- 4 Mbuya Nehanda

Activity 8.2: Role played by spirit mediums in the First Chimurenga/Umvukela

- 1 Show a picture of Mbuya Nehanda and ask if anyone knows her role.
- 2 Ask learners what spirit mediums do in traditional society.
- 3 Pair up learners and let them discuss the listed spirit mediums and what they did.
- 4 Summarise responses on the board.

Model answers:

- Predicted the outcome of battles.
- Provided spiritual protection to fighters.
- Encouraged people to fight the colonisers.

Exercise 8.2

- 1 Mbuya Nehanda, Sekuru Kaguvi, Mukwati
- 2 Predicted battle outcomes, provided spiritual protection, encouraged the people

Activity 8.3: Qualities of a hero or heroine

- 1 Ask learners to name any hero they know.
- 2 Write answers on the board and ask: “Why do we call them heroes?”
- 3 Discuss traits like bravery, sacrifice, leadership, patriotism.
- 4 Allow learners to work in pairs and write three qualities.

Model answers:

- Brave
- Selfless
- Strong leadership

Exercise 8.3

- 1 Sekuru Kaguvi, Mukwati and Mbuya Nehanda
- 2 Mbuya Nehanda
- 3 Forced labour

Unit revision exercise

Multiple choice answers

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

Unit 9: The liberation history of Zimbabwe – Second Chimurenga/Umvukela

Unit objectives

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

- outline the causes of the Second *Chimurenga/Umvukela*.

- describe the course of the Second *Chimurenga/Umvukela*.
- describe the role played by spirit mediums in the Second *Chimurenga/Umvukela*.
- identify heroes and heroines of the Second *Chimurenga/Umvukela*.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 46–51.
- Social Science Grade 3–7 syllabus.
- Pictures or posters of liberation war fighters and spirit mediums.
- Charts showing key causes of the war.

Teaching notes

The **Second Chimurenga/Umvukela** (1966–1979) was a protracted armed struggle between African nationalists and the white minority Rhodesian government. It was led by **ZANU (Zimbabwe African National Union)** and **ZAPU (Zimbabwe African People's Union)**, through their armed wings **ZANLA** and **ZIPRA**.

Key causes:

- Loss of independence
- Shortage of land
- Unequal education
- Unfair taxation

The war began with the **Chinhoyi Battle of 1966**. It escalated through the 1970s and ended in **1979** with the **Lancaster House Agreement**, which led to independence on **18 April 1980**.

Spirit mediums helped boost morale, mobilise fighters, and offer spiritual protection. Heroes included **Robert Mugabe**, **Joshua Nkomo**, **Herbert Chitepo**, and many others.

Suggested answers

Activity 9.1: Reasons which led to the Second Chimurenga/Umvukela

- 1 Begin by asking: “Was the First *Chimurenga* successful? Why or why not?”
- 2 Show a chart/poster on causes of the Second *Chimurenga*.
- 3 Divide learners into groups and ask them to find causes in their books.
- 4 Let groups present their findings to the class.
- 5 Summarise using the board or flashcards.

Model answers:

- Loss of independence
- Shortage of land
- Unequal education
- Unfair taxation

Exercise 9.1

- 1 Farming
- 2 The British (white settlers).
- 3 Hut tax or Head tax.

Activity 9.2: Visit the national heroes acre and collect the names of the heroes and heroines buried there

- 1 Begin with a discussion: “What is a hero? What is a heroine?”
- 2 Ask learners if they’ve ever heard of the National Heroes Acre.
- 3 Display images or a short video (if available) of the monument.
- 4 Ask learners to list names of heroes from the unit and research who among them is buried at Heroes Acre.
- 5 Learners can create a mini-poster or oral report based on their findings.

Model answers:

Heroes buried at Heroes Acre include:

- Herbert Chitepo
- Joshua Nkomo
- Jason Moyo
- Josiah Tongogara

Exercise 9.2

- 1 Joshua Nkomo, Robert Mugabe
- 2 Sally Mugabe, Joice Mujuru, Victoria Chitepo
- 3 18 April 1980

Unit revision exercises

Multiple choice answers

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

Structured question answers

- 1 Loss of independence, shortage of land.
- 2 ZANU and ZAPU

- 3 Chinhoyi Battle of 1966.
- 4 Seven
- 5 United Kingdom
- 6 A ceasefire was signed and talks were held.
- 7 Robert Mugabe, Joshua Nkomo; Sally Mugabe, Victoria Chitepo

Unit 10: National symbols and celebrations

Unit objectives

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

- a identify national symbols and celebrations.
- b explain the importance of national symbols and celebrations.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner’s Book pages 52–58.
- Social Science Grade 3–7 syllabus.
- Pictures of national symbols and celebrations.

Teaching notes

Zimbabwe uses national symbols and holidays to promote unity, patriotism, and self-governance. Symbols like the national flag, bird, and coat of arms are seen on documents, monuments, and currency. Celebrations like Independence Day and Heroes Day help people remember their shared history and national identity. These symbols and events empower citizens and remind them of their freedom and responsibilities.

Suggested answers

Activity 10.1

- 1 Introduce the Zimbabwe bird, national flag, and coat of arms using visuals or flashcards.
- 2 Ask learners to collect pictures from newspapers, magazines, or the internet that show these symbols.
- 3 Guide learners in making a group poster with the collected pictures.
- 4 Assist them in writing a short poem or paragraph titled “My Zimbabwe” on the poster.
- 5 Display the posters in class or on a school bulletin board.

Model answer

- Pictures of the flag, coat of arms and bird.

- A short poem, for example,
*“Zimbabwe, my pride and home,
 Your bird and flag to me belong,
 In freedom and unity we stay,
 Celebrating you every day.”*

Exercise 10.1

- 1 Shona people
- 2 On the flag, coat of arms, bank notes and coins.
- 3 18 April 1980
- 4 The black majority
- 5 Coat of arms
- 6 Government buildings and schools.

Activity 10.2

- 1 Introduce the five national holidays (Independence Day, Heroes Day, Defence Forces Day, Unity Day, Workers Day).
- 2 Divide the class into small groups.
- 3 Assign each group one holiday to research and discuss.
- 4 Each group should describe when the holiday is celebrated and its importance.
- 5 Let each group present to the class.

Model answer

Heroes Day – Celebrated on the second Monday of August. It honours those who fought in the liberation struggle.

Exercise 10.2

- 1 Brave men and women who fought in the war.
- 2 It honours the courage of soldiers who protect the country.
- 3 Heroes Day and Defence Forces Day.
- 4 22 December 1987
- 5 National Army and Air Force.

Activity 10.3

- 1 Recap all national symbols and holidays discussed so far.
- 2 Pose the question: “Why are these important to Zimbabweans?”
- 3 Facilitate a class discussion and let learners give examples (flag, holidays).
- 4 Record key points on the board.

Model answer

- Symbols remind us of our identity and history.
- Celebrations bring people together.
- They promote pride and unity in the country.

Exercise 10.3

- 1 Signs or objects that represent a country.
- 2 Flag, Zimbabwe bird, Coat of Arms
- 3 They show Zimbabwe's rich heritage and culture.
- 4 Because they unite people and remind them of their identity.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 They remind us of our roots and make us proud of our country.
- 2 They help unite people and encourage participation.
- 3 Flag, Zimbabwe bird
- 4 Hoe and gun
- 5 Unity, Freedom and Work
- 6 Agriculture and healthy living.
- 7 (a) Independence Day – 18 April
(b) National Unity Day – 22 December

Topic 3

Heritage

Unit 11: Courtship practices of different cultural groups

Unit objectives

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

- a** list indigenous courtship practices.
- b** explain the role of some family members in courtship.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 59–63.
- Social Science Grade 3-7 Syllabus.
- Pictures or drawings of traditional courtship scenarios.

Teaching notes

Courtship is the period when a boy and girl get to know each other before deciding on marriage. It differs across Zimbabwe's ethnic groups, with each group having distinct values, rituals, and family involvement.

Key practices:

- Among the Tonga, boys had to ask for permission from the girl's parents and persist despite rejection.
- Girls often rejected proposals several times as part of custom.
- Courtship was sometimes arranged by both families.
- Tokens of love were exchanged once a girl accepted a boy's proposal.
- The suitor performed tasks (for example, farming, building, herding cattle) for the bride's family as a sign of love and commitment.
- Rituals like **Kugova** and **Kuombana** symbolised dedication and seriousness in courtship.

Family roles:

- The boy was guided by his uncle, while the girl was advised by her aunt.
- Families taught children life skills, discipline, and respect.
- Families ensured their children knew proper conduct, virginity preservation, and traditional values.

Suggested answers

Activity 11.1

Organise learners into groups.

- 1
- Ask them to list modern vs. indigenous courtship practices.
- 2
- Provide prompts (Who initiates? Are gifts exchanged? Are elders involved?).
- 3
- Let groups report back and discuss similarities and differences.
- 4
- Write findings in a class table/chart.

Model answer:

Aspect	Indigenous	Modern
Who proposes	Boy (via parents or elders)	Either can propose
Gifts	Yes – livestock, tokens	Sometimes rings, flowers
Elders involved	Yes	Rarely
Rejection	Expected repeatedly	Often final
Supervision	Monitored by family	Often private

Exercise 11.1

- 1
- Tonga
- 3
- Tokens
- 2
- True
- 4
- False

Activity 11.2

Ask learners to list life skills taught to boys and girls during courtship.

- 1
- Divide the board into two columns: boys and girls.
- 2
- Let learners suggest life skills (fishing for boys, winnowing for girls).
- 3
- Guide learners to present findings in groups.

Model answer:

Boys	Girls
Hunting	Winnowing
Carving	Fetching firewood.
Fishing	Household chores.

Exercise 11.2

- 1 Family members (uncle/aunt)
- 2 Observe
- 3 To be disciplined and respectful.

Unit revision exercises

Multiple choice answers

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

Unit 12: Indigenous marriage practices

Unit objectives

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

- a describe indigenous marriage practices.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 64–67.
- Social Science Grade 3–7 syllabus.
- Flashcards labelled with marriage types.

Teaching notes

In Zimbabwe, marriage is a respected and valued cultural tradition that brings families and communities together. Indigenous marriage practices vary across cultures but share common values of respect, commitment, and family involvement. The unit explores several types of indigenous marriages:

- **Formal marriage** – The man seeks permission from the woman's parents, and a “go-between” (*munyai*) facilitates family discussions. Lobola (bride price) is paid as a sign of respect and seriousness.
- **Elopement** – The couple runs away due to family opposition or strong personal feelings. This can create social challenges, especially if the girl becomes pregnant.
- **Sororate** – A man marries his deceased brother's widow to support the family and children left behind.

- **Working for a wife** – When a man cannot afford lobola, he may offer labour for the girl’s family, showing dedication.
- **Marriage through abduction** – In the past, men would abduct girls to initiate marriage. This is now discouraged due to human rights concerns.
- **Child pledging** – Poor families would pledge their daughters to wealthier families in exchange for food or support. Though once accepted, this practice raises serious concerns about children’s rights today.

Suggested answers

Activity 12.1

Drama on an indigenous marriage practice

Divide learners into groups of 4–6.

- 1 Assign each group a marriage practice (formal marriage, elopement).
- 2 Give each group time to write a short drama with characters and dialogue.
- 3 Encourage inclusion of cultural terms like “munyai” and “lobola.”
- 4 Let each group perform their drama in front of the class.
- 5 After each performance, guide a short discussion on what the learners understood.

Model example: (Formal marriage)

- Scene: A family meeting in a home.
- Characters: Father, mother, go-between (munyai), groom’s uncle, bride.
- Dialogue: The go-between greets the family and announces the groom’s intention. The father asks questions about the groom. The family agrees after a discussion and sets lobola terms.

Exercise 12.1

- | | |
|---------------------|------------|
| 1 Consent | 4 sororate |
| 2 go-between | 5 wealthy |
| 3 strong connection | |

Unit revision exercises

Multiple choice answers

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

Structured question answers

- 1 It shows respect and strengthens family ties.
- 2 Elopement may cause tension with the girl's family, especially if she becomes pregnant.
- 3 It ensures children left behind are cared for and the family remains supported.
- 4 It shows the man's willingness to work hard and sacrifice for love and marriage.
- 5 It raises serious issues about the rights and freedom of young girls, especially around consent.

Unit 13: Age of consent to sex and marriage

Unit objectives

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

- a explain the concept of consent.
- b state the importance of adhering to the age of consent to sex and marriage.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 68–72.
- Social Science Gade 3-7 syllabus.
- Chart showing legal age requirements in Zimbabwe.

Teaching notes

In Zimbabwe, the legal age of consent is eighteen years. Anyone below this age is considered a minor and is not legally allowed to engage in sexual activity or marriage. Doing so constitutes statutory rape.

- **Consent:** Permission to do something, especially in relationships.
- **Statutory rape:** Having sex with a child under 18.
- **Legal age of consent:** The minimum age at which a person is legally allowed to agree to sex or marriage.
- **Exploitation:** Taking advantage of someone in a harmful way.
- **Minors:** Young people under the age of eighteen.

Emphasise that the law protects minors to:

- Prevent exploitation.
- Promote continued education.
- Encourage safe and healthy growth into adulthood.

Also highlight harmful past practices:

- Child pledging or offering girls as compensation.
- Girls marrying older men for family or religious reasons.
- Girls missing out on education because of early marriage.

Suggested answers

Activity 13.1

- 1 Group learners and assign roles for a short drama.
- 2 Let them dramatise why the age of consent matters using characters such as a girl, boy, parents, teacher and law enforcer.
- 3 Ask learners to show a situation where a girl is protected from early marriage or sex by knowing her rights.
- 4 After the drama, facilitate a class discussion about the importance of the age of consent.

Model answers

- The girl now knows her rights.
- Parents understand the law and support their child's education.
- Adults are arrested for violating child rights.
- Education helps girls avoid early marriage.

Exercise 13.1

- 1 Eighteen years
- 2 For spiritual guidance.
- 3 Boys
- 4 They were married early or pledged to rich men.
- 5 Spirit or soul

Activity 13.2

- 1 Ask learners to sit in groups.
- 2 Pose the question: "Why is it important to protect young people using age of consent laws?"
- 3 Let them discuss and write their responses.
- 4 Have one representative share their group's points.
- 5 Conclude by summarising with the points from the book (for example, safety, focus on education, less exploitation).

Model answers:

- It helps protect young people from abuse.

- It prevents early pregnancies and marriage.
- It allows children to grow and focus on their future.
- It reduces school dropouts.

Exercise 13.2

- | | |
|----------------|-----------|
| 1 young people | 4 harmful |
| 2 adults | 5 abuse |
| 3 education | |

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 C | 9 B |
| 2 C | 10 D |
| 3 A | 11 B |
| 4 C | 12 B |
| 5 B | 13 B |
| 6 A | 14 B |
| 7 C | 15 B |
| 8 D | |

Structured questions answers

- 1 Eighteen years
- 2 To protect young people from abuse and early marriage.
- 3 A legal union between two people.
- 4 Eighteen years for both boys and girls in Zimbabwe.
- 5 To allow for physical, emotional and mental maturity.
- 6 They may face early pregnancy, drop out of school or suffer abuse.

Unit 14: Heirship in the family

Unit objectives

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

- a define heirship.
- b explain heirship in the family.
- c describe heirship processes in the family.
- d justify equality between males and females in heirship.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 73–79.
- Social Science Grade 3-7 syllabus.
- Charts showing inheritance processes.

Teaching notes

- **Heirship** is the process of receiving property or belongings from a deceased person.
- It includes **inheritance**, which is the passing down of property like land, money, or assets.
- In **indigenous culture**, property usually passes to male relatives. Women often inherit only kitchen items.
- In **modern practices**, wills and laws guide inheritance, often promoting equality.
- Heirship processes vary depending on the family structure (for example, monogamous vs. polygamous) and rural vs. urban setting.
- Importance of equality: Boys and girls should have equal rights to inheritance.
- Challenges include outdated customs, lack of awareness, and gender bias.
- Promoting equality in heirship requires **education, fair laws** and changing cultural attitudes.

Suggested answers

Activity 14.1

Divide learners into small groups.

- 1 Ask each group to create a short role-play showing what happens when someone dies and how their property is divided.
- 2 Include scenarios with and without a written will.
- 3 Groups should act out disputes, family meetings, or court involvement.

Model answer:

A play showing how a family uses a will to divide property fairly between sons and daughters. Another group may show conflict where the eldest son wants everything, but a village elder ensures equality.

Exercise 14.1

- 1 The passing down of property after death.
- 2 The estate
- 3 inheritance
- 4 Two-thirds
- 5 Disputes

Activity 14.2

Organise the class into discussion groups.

- 1 Ask: Why is it important to treat all children equally in inheritance?
- 2 Groups list ways to ensure fairness (writing wills, education).

Model answer:

- Equality helps avoid family disputes.
- Girls and boys can both manage property well.
- Families should follow the law and customs that support fairness.

Exercise 14.2

- | | |
|---------------|-----------|
| 1 property | 4 females |
| 2 traditional | 5 assets |
| 3 ideas | |

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 D | 7 D |
| 2 B | 8 B |
| 3 C | 9 B |
| 4 B | 10 C |
| 5 B | 11 B |
| 6 B | 12 C |

Structured questions answers

- 1 Heirship means receiving property after someone dies; it's important for family security.
- 2 Register the estate, write wills, follow traditional or legal procedures.
- 3 Families can promote equality through education, discussions and writing fair wills.
- 4 Equality ensures boys and girls are treated fairly and reduces conflict.
- 5 Customs may favour boys or eldest sons and girls may inherit through their husbands.

Topic 4

Work and leisure

Unit 15: Employment creation in Zimbabwe

Unit objectives

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

- a identify ways of creating employment in Zimbabwe.
- b describe ways of creating employment.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 80–83.
- Social Science Grade 3–7 syllabus.
- Pictures or videos showing agricultural work, markets, artists and performances.

Teaching notes

Employment is a job or occupation that people do to earn a living. In Zimbabwe, people create employment through income-generating projects and arts.

- **Income-generating projects** include agriculture (small gardens), animal husbandry (rearing chickens, goats), crafts (basket-making, jewellery), and recycling (collecting bottles or cans).
- **Arts** also provide employment through music, dance, theatre, and visual arts like painting and sculpture.
- These activities help people earn income, become self-sufficient, and contribute to the country's economic growth.

Suggested answers

Activity 15.1: Income-generating projects

Organise learners into small groups of 3–4.

- 1 Ask each group to think of at least 5 income-generating projects they can do in their community.

- 2 Remind them to consider local resources (for example, land, talent, materials).
- 3 Let groups write down their ideas.
- 4 Allow each group to present their ideas to the class.

Model answers:

- Vegetable farming
- Poultry rearing
- Basket weaving
- Recycled bottle selling.
- Making and selling bead necklaces.

Exercise 15.1

- 1 Through income-generating projects.
- 2 Agriculture, animal husbandry, crafts, recycling.
- 3 They create jobs, reduce poverty and support families

Activity 15.2: Visit to arts centre

If a visit is not possible:

- 1 Show learners pictures or videos of art activities (music, dance, theatre, visual arts).
- 2 Let learners discuss how such activities earn money.
- 3 Ask learners to design posters showing how arts create jobs.

Model answer:

- A poster showing musicians performing and earning money.
- Drawings of a dancer teaching children.
- An artist selling paintings at a market.

Exercise 15.2

- 1 Employment, income, creativity, economic growth
- 2 Agriculture, animal husbandry, crafts, recycling
- 3 Music, dance, visual arts, theatre

Unit revision exercises

Multiple choice answers

- 1 C
- 2 B

Structured questions answers

- 1 Activities that help people earn money.
- 2 Agriculture and crafts.
- 3 They reduce unemployment and poverty.
- 4 Arts offer income through music, dance, theatre, and visual arts.

Unit 16: Tourism in Zimbabwe

Unit objectives

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

- a identify major tourist destinations in Zimbabwe.
- b explain the importance of tourism in Zimbabwe.
- c describe indigenous ways of preserving tourist destinations.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 84–89.
- Social Science Grade 3–7 syllabus.
- Zimbabwe tourist map or printed photos of tourist sites.
- Flashcards with the names and images of tourist sites.

Teaching notes

Tourism is the activity of travelling mainly for leisure or enjoyment. Zimbabwe has many tourist destinations which include:

- **Victoria Falls** – one of the Seven Wonders of the World, located on the Zambezi River.
- **National parks** – such as Hwange, Matobo, and Mana Pools, which have wildlife and natural beauty.
- **National monuments** – including Great Zimbabwe, Khami, and Matopo Hills.
- **Recreational parks** – like Lake Chivero, Darwendale, and the National Botanic Garden in Harare.

Importance of tourism in Zimbabwe

- Brings in foreign currency.
- Promotes cultural exchange.
- Supports local businesses.
- Provides entertainment and education.
- Helps people appreciate nature and national heritage.

Indigenous ways of preserving tourist destinations

- **Taboos** – for example, no noise or eating certain animals in sacred places like Chinhoyi Caves.
- **Totem system** – promotes respect for animals and nature (for example, elephant = Nzou).
- **Spiritual beliefs** – encourage protection of sacred places like Matopo Hills and Great Zimbabwe.

Suggested answers

Activity 16.1

Pair learners or form small groups.

- 1 Ask them to talk about what they know about:
 - Victoria Falls
 - Great Zimbabwe
 - Any other tourist place they have visited or heard of.
- 2 Encourage learners to describe features, location, and importance.

Model answer:

- Victoria Falls: A large waterfall, also called “The smoke that thunders”, on the Zambezi River.
- Great Zimbabwe: Ancient ruins with stone structures in Masvingo.
- Lake Chivero: Recreational park with animals and fishing activities.

Exercise 16.1

- 1 Travelling for leisure or enjoyment.
- 2 Victoria Falls, Lake Kariba
- 3 Manicaland Province (Nyanga)

Activity 16.2

Lead a class discussion on past school trips.

- 1 Ask learners to share where they went, what they saw, and why it was important.
- 2 Let them write short paragraphs or create drawings about the trip.

Model answer:

- “We visited Great Zimbabwe. We saw big stone buildings. It was exciting to learn about the past.”

Exercise 16.2

- 1 Christianity, Indigenous Religion, Islamic Religion.
- 2 Making noise in sacred caves like Chinhoyi is taboo.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Tourism is travelling for leisure or enjoyment.
- 2 Victoria Falls, Matopo Hills, Great Zimbabwe, Hwange National Park, Khami ruins.
- 3 It brings foreign currency and promotes local culture.
- 4 It may temper with the cultural belief of the community for example not observing taboos, hunting animals regarded as totems and dilution of local spiritual beliefs.

Unit 17: Responsibility at work

Unit objectives

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

- a outline individual responsibilities at work.
- b explain the importance of responsibility at work.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 91–95.
- Social Science Grade 3-7 syllabus.
- Pictures of different workplaces.

Teaching notes

This unit helps learners understand what responsibility at work means and why it is important. Key points include:

- Individual responsibilities at work like wearing safety gear, following instructions, and keeping workspaces clean.
- Qualities of responsible behaviour such as punctuality, honesty, and hard work.
- Benefits of being responsible at work, including trust, teamwork, professional growth, and customer satisfaction.
- Importance of good behaviour during leisure as well.

Suggested answers

Exercise 17.1

- 1 Good
- 2 Wearing safety gear, being honest, being punctual.
- 3 Playing, watching television, visiting relatives
- 4 Not doing assigned work, being late or being dishonest.

Activity 17.1

- 1 Put learners in groups of 4–5.
- 2 Ask each learner to think of a time they were given a task.
- 3 Have them describe what made them responsible or irresponsible.
- 4 Let each group share one example of responsible behaviour at home, school, or workplace.
- 5 Guide them to conclude that responsibility includes doing work well, on time and safely.

Model answers:

- Being on time for duty.
- Following instructions.
- Completing tasks properly.
- Wearing safety gear.
- Cleaning up after work.

Exercise 17.2

- 1 Trust
- 2 Personal
- 3 Customer
- 4 Conflicts
- 5 Performance

Unit revision exercise

Structured questions answers

- 1 Punctuality, honesty, hard work
- 2 Because it builds trust with others and grows the business.
- 3 Helmet, gloves, goggles
- 4 Fighting or arguments
- 5 To share tasks, complete work faster and support each other.

Topic 5

Transport and communication

Unit 18: The importance of transport, communication and ICTs

Unit objectives

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

- a state the importance of transport and communication.
- b explain the role of ICTs in communication.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 96–101.
- Social Science Grade 3-7 syllabus.
- Pictures of different transport and communication tools.

Teaching notes

Transport is the movement of people and goods from one place to another. It supports emergency services (ambulances, rescue helicopters), job creation (drivers, pilots, mechanics), parcel delivery, and international connectivity (flights, ships, trains).

Communication involves sending or receiving messages. It aids in emergencies, creates employment (customer service, journalists), and keeps people informed and connected. ICT tools such as mobile phones, the internet, and social media platforms (WhatsApp, Facebook, Instagram) have transformed how we communicate.

ICTs have enabled instant connectivity, accessibility of information, and the quick spread of news or updates across the globe. This unit also includes a comparison of past vs. current communication methods.

Suggested answers

Activity 18.1

- 1 As a class, discuss how people in rural areas travel to town.
Model answer: People in rural areas may travel to town using buses, bicycles, donkey carts, or walking.

- 2 How do people in town travel to work?

Model answer: People in towns travel to work using cars, buses, commuter omnibuses, or even bicycles.

Exercise 18.1

- 1 Road and air transport
- 2 Transport is the movement of people, goods, or services from one place to another.
- 3 It helps in emergencies, transport goods and people and creates jobs.

Activity 18.2

In groups, discuss the changes which were brought forth by ICTs compared to the communication systems used in the past. Present your findings to the class.

Model answer:

- In the past, people used letters or messengers; today, we use phones and emails.
- Communication is now faster and more reliable.
- Social media and video calls allow face-to-face conversation from far away.

Exercise 18.2

- 1 Communication is the act of sending or receiving information.
- 2 By sending messages via email, whatsapp, making video calls and posting updates on X or facebook.
- 3 ICTs allow people to connect instantly from any part of the world.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Communication is the sending and receiving of messages.
- 2 ICT.
- 3 People received messages through smoke, drums, messengers in the past.

Unit 19: Modes of transport and communication

Unit objectives

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

- a state different modes of transport.
- b identify different modes of communication.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages. 102–107.
- Social Science Grade 3-7 syllabus.
- Charts showing various transport and communication modes.
- Flashcards with transport and communication vocabulary.

Teaching notes

This unit introduces different ways people and goods move from one place to another (modes of transport) and how people share information (modes of communication).

- The classification of transport: land, water, rail, air, and pipelines.
- The distinction between indigenous and modern forms.
- Different forms of communication: verbal, non-verbal, written, and visual.
- The importance, advantages, and disadvantages of each form.
- How communication has evolved with technology.

Suggested answers

Activity 19.1

Divide learners into pairs.

- 1 Assign each pair one topic from the list below:
 - “How to make a sandwich”
 - “The history of Zimbabwe”
 - “Animal habitats”
- 2 Ask one learner in the pair to use written communication to explain the topic (write a short paragraph).
- 3 Ask the other learner to use visual communication (draw a diagram or picture related to the topic).
- 4 Each pair shares both versions of their topic with the class.
- 5 As a class, discuss the strengths and weaknesses of written and visual communication (for example, which one was faster, easier to understand, more detailed).

Model example (using “animal habitats”)

Written communication:

- “Lions live in the savanna where there is grass and open space. Frogs live in wetlands where it is moist. Birds live in trees.”

Visual communication:

- (Draw a savanna with a lion, a wetland with a frog, and a tree with a bird).

Exercise 19.1

- 1 Written communication is sharing information using words on paper or screen. Examples: letters, emails, text messages.
- 2 Visual communication is sharing information using images and graphics. Examples: diagrams, maps, symbols.
- 3 It allows us to share detailed info, keep records and reach many.
- 4 It helps people understand across language barriers.
- 5 Visuals support written messages and make info clearer.
- 6 Written: Advantage – detailed info. Disadvantage – slow.
- 7 Visual: Advantage – fast info. Disadvantage – unclear if culturally specific

Activity 19.2

Ask learners to stand in a circle.

- 1 Call out an emotion (happy, sad, angry, surprised).
- 2 Ask learners to act out the emotion using only facial expressions and gestures.
- 3 Let others guess what the emotion is.
- 4 Discuss how non-verbal communication conveys feelings.

Model answer example:

A learner frowns and folds arms = angry.

Activity 19.3

- 1 Ask learners to collect images (from magazines or drawings) of transport types.
- 2 Provide containers or sections labeled: Land, sea, air, rail and pipeline.
- 3 Guide learners to sort the pictures accordingly.
- 4 Allow group presentations.

Model answer example:

- **Land:** Bicycle, ox-drawn cart
- **Sea:** Canoe, boat

- **Air:** Helicopter, plane
- **Rail:** Train
- **Pipeline:** Oil pipes

Exercise 19.2

- 1 Ox-drawn cart
- 2 Bus, airplane
- 3 Faster and can travel long distances quickly.
- 4 Oil or fuel

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 (a) Train (drawing); (b) A person talking on phone (drawing)
- 2 Water transport moves people or goods across water using boats or ships.
- 3 False
- 4 It can expose users to harmful content.
- 5 Road transport (truck or lorry).

Unit 20: Road signs, signals and markings

Unit objectives

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

- a identify various road signs, signals and markings.
- b explain the importance of observing road signs, signals and markings.

Suggested teaching and learning materials

- PlusOne Social Sciences Grade 6 Learner's Book pages 108–113.
- Social Science Grade3-7 syllabus.
- Road sign charts and posters.
- Flashcards with road symbols.

Teaching notes

- 1 Definition of road signs, signals and markings:
 - **Road signs:** Special symbols placed on roads that give drivers important instructions for safe driving.
 - **Signals:** Lights that control traffic (for example, traffic lights).
 - **Markings:** Lines on roads guiding drivers.
- 2 Examples of road signs:
 - Stop, Give way, Traffic light ahead, Pedestrian crossing, Speed limit, No Entry, One way.
 - Each symbol has a specific meaning to ensure safety and order.
- 3 Examples of road signals:
 - Red, Green, and Yellow Traffic Lights.
 - Arrows indicating direction (Left, Straight).
 - Flashing Yellow Light = Caution.
- 4 Examples of road markings:
 - Centre Line, lane divider, pedestrian crossing, stop line, give way line, arrow markings, no passing line.
- 5 Importance of observing road signs, signals and markings:
 - Keeps road users safe.
 - Prevents accidents.
 - Helps pedestrians cross safely.
 - Provides clear guidance to drivers.

Suggested answers

Activity 20.1: Road signs

Ask learners to sit in pairs or small groups.

- 1 Instruct them to recall a time they saw a road sign.
- 2 Ask: What did the sign say or show? Where did you see it?
- 3 Let learners share how the sign helped or why it was important.
- 4 Conclude with a few pairs sharing their stories to the class.

Exercise 20.1

- 1 Information
- 2 Stop
- 3 Lines
- 4 Safe
- 5 Pedestrians

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Road signs are symbols on the road that give drivers important information to help them stay safe.
- 2 Traffic signals use lights to control the movement of vehicles on the road.
- 3 Road markings help drivers know where to drive, stop, or give way.
- 4 It helps prevent accidents and keeps everyone on the road safe.
- 5 (Example answer) I like the “Pedestrian Crossing” sign because it tells drivers to be careful and protect people walking.

Unit 21: Transport and communication links with other countries

Unit objective

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

- a outline Zimbabwe’s transport and communication links with other countries.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner’s Book pages 114–116.
- Social Science Grade 3-7 syllabus.
- Map of Zimbabwe and neighbouring countries.
- Pictures of airports, sea ports, border posts.

Teaching notes

Zimbabwe has three major airports:

- Robert Gabriel Mugabe International Airport (Harare)
- Victoria Falls International Airport
- Joshua Mqabuko Nkomo International Airport (Bulawayo)

These airports link Zimbabwe with other countries for business and leisure.

Although Zimbabwe is landlocked and has no seaport, sea ports in neighbouring countries link it with the world. Examples include:

- Durban (South Africa)
- Beira, Maputo (Mozambique)
- Dar es Salaam (Tanzania)

Road ports or border posts link Zimbabwe with South Africa, Zambia, and Mozambique. Major ones include:

- Beitbridge
- Forbes (Mutare)
- Nyamapanda
- Chirundu

Railway stations are found in major cities like Bulawayo and Harare and are key for regional transport.

Suggested answers

Activity 21.1

- 1 Introduce the topic by showing a map of Zimbabwe with airports marked.
- 2 Ask learners to identify Victoria Falls, Harare, and Bulawayo.
- 3 Organise the class into groups.
- 4 Instruct them to research (from books, internet, or interviews) about the three major airports.
- 5 Ask them to present findings to the class.

Model answer:

- Victoria Falls International Airport
- Robert Gabriel Mugabe International Airport
- Joshua Mqabuko Nkomo International Airport

Exercise 21.1

- 1 Robert Gabriel Mugabe, Joshua Mqabuko Nkomo, and Victoria Falls
- 2 Bulawayo
- 3 South Africa

Activity 21.2

- 1 Ask learners to name entry points they know or live near.
- 2 If possible, organise a virtual or physical visit.
- 3 Let them describe what they see or research on the chosen entry point.
- 4 Present findings through posters, oral presentations, or drawings.

Exercise 21.2

- 1 Points used to enter a country.
- 2 Beitbridge, Chirundu, Nyamapanda, Forbes, Plumtree
- 3 Airports

Unit revision exercise

Structured questions answers

- 1 Robert Gabriel Mugabe International Airport and Joshua Mqabuko Nkomo International Airport
- 2 Beitbridge, Chirundu, and Nyamapanda
- 3 South Africa
- 4 Sea transport such as ship, boats, canoes
- 5 It allows trade, travel, and communication with other nations.

Topic 6

Shelter

Unit 22: Development of settlements in Zimbabwe

Unit objectives

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

- a** identify factors that led to the development of settlements in Zimbabwe.
- b** state types of settlements.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 117–122.
- Social Science Grade3-7 syllabus.
- Map of Zimbabwe showing towns and settlements.

Teaching notes

Factors that led to the development of settlements

Natural factors:

- Availability of water (Binga near Zambezi, Kariba)
- Fertile soil (Zambezi Valley, Highveld)
- Climate (mild regions like the Highveld)

Economic factors:

- Trade routes (ancient Indian Ocean trade route)
- Mining (gold at Great Zimbabwe)
- Agriculture (fertile regions for maize.)

Social and cultural factors:

- Migration (people from other parts of Africa)
- Tribal settlements (Shona, Ndebele)
- Missionary stations

Types of settlements in Zimbabwe

- **Villages** – mainly rural, with huts and small-scale farming.
- **Rural Service Centres (RSC)** – provide basic infrastructure and small businesses.
- **Growth points** – larger than RSCs, have better infrastructure.
- **Towns and cities** – well-developed urban areas, with jobs, schools and hospitals.

Suggested answers

Activity 22.1

- 1 Pair learners and give them a map of Zimbabwe.
- 2 Ask each pair to choose a town and name its province.
- 3 Ask them to list activities done in that town (“cotton farming in Kadoma”).
- 4 Learners share with the class.

Model answers:

- Town: Gweru | Province: Midlands | Activity: Cattle ranching
- Town: Mutare | Province: Manicaland | Activity: Fruit farming

Exercise 22.1

- 1 Harare and Bulawayo, Gweru, Kwekwe
- 2 A settlement is a place where people live.
- 3 A growth point is bigger than a Rural Service Centre.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Harare, Kadoma, Gweru, Mutare
- 2 Great Zimbabwe
- 3 Gokwe, Chiredzi, Mutare
- 4 A town is smaller than a city; cities have more services and higher population.
- 5 A village has fewer services than a Rural Service Centre, which has shops and infrastructure.

Unit 23: Siting of shelter in rural and urban areas

Unit objectives

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

- a state the different uses of land in relation to shelter in rural and urban areas.
- b outline factors influencing the siting of shelter.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book page 123–127.
- Social Science Grade 3-7 syllabus.
- Pictures of huts, houses, treehouses.

Teaching notes

- Land in urban and rural areas is used for different purposes: industrial, residential, farming, mining.
- Factors influencing siting of shelter include:
 - Availability of land
 - Type of shelter
 - Use of shelter
- Each shelter type (tent, hut, house, treehouse) has different siting needs (for example, tents need flat areas, huts need fertile land).

Suggested answers

Activity 23.1

- 1 Ask learners to imagine building a shelter in the wilderness.
- 2 Let them draw the shelter or write a short story.

Model drawing: A hut near a water source and under a tree.

Model short story:

"I built a hut near a river where I could get water. I chose a shady place under a big tree for coolness. I used mud and grass for my hut. It is safe from wild animals and has a nice view of the mountain."

Activity 23.2

- 1 Group learners.
- 2 Let each group list land uses in their community (farming, housing, mining).
- 3 Ask them to present to class.

Model findings (poster format):

Our land uses:

- Farming: maize fields
- Residential: houses
- School: education
- Shops: trading

Exercise 23.1 Word search

Words to be found: industrial, rural, farming, mining, land, shelter, resources, density

Activity 23.3

- 1 Organise a field visit or allow learners to describe a local building (clinic, church).
- 2 Ask why the site was chosen.

Example response: “Our clinic is near the road and houses. People can reach it quickly when they are sick.”

Exercise 23.2

- 1 Availability of land, type of shelter, use of shelter.
- 2 Soil fertility supports farming and plant growth, which makes areas attractive for shelter.

Unit revision exercises

Structured questions

- 1 Dairiboard, Delta
- 2 Central Business District
- 3 Places with small crowded houses in towns.
- 4 Industrial, residential, agricultural
- 5 Gold, asbestos, chrome
- 6 Availability of land, type of shelter, use of shelter.
- 7 Availability of land:

Shelter is built where there is enough space. If land is available and affordable, people are more likely to build homes there.

Type of shelter:

The kind of shelter (for example, hut, house, flat) affects where it can be built. Large or permanent shelters need strong, flat land while simple ones can be built almost anywhere.

Use of shelter:

How the shelter will be used (for example, for living, farming, or business) helps decide the best location. For example, a farming shelter is built near fields, while shops are built near roads or people. (Choose any two from above and explain them).

Unit 24: Disaster and risk management

Unit objectives

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

- a identify disasters that affect shelter.
- b explain ways of reducing disasters on shelter.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book page 129–133.
- Social Science Grade 3–7 syllabus.
- Flashcards with types of disasters.
- Pictures/videos of disaster scenarios.

Teaching notes

- **Natural disasters** – Events caused by natural forces (storms, floods, veld fires, lightning, cyclones).
- **Man-made disasters** – Events caused by human negligence or error.
- **Disaster management** – Actions taken before, during, and after disasters to reduce their impact.
- **Prevention strategies** – Building shelters on higher ground, using strong materials, regular inspections, windbreaks.

Suggested answers

Activity 24.1

- 1 Introduce the five types of disasters using pictures (storms, floods, veld fires, lightning, cyclones).
- 2 Ask learners to imagine a scenario where a disaster destroys a shelter.
- 3 Let learners choose any disaster from the list.
- 4 Instruct them to describe:
 - The type of disaster.
 - How it affected their home (roof blown away, water flooded the house.)
- 5 Learners can write 3–5 sentences or draw a diagram.

Model answer:

“My house was destroyed by a strong storm. The roof was blown away and heavy rain entered the house. Our walls were made of weak bricks and they collapsed. We had to run to the neighbours for safety.”

Exercise 24.1

- 1 A natural disaster is caused by nature (for example, cyclone, flood).
- 2 A man-made disaster is caused by humans (for example, fire from negligence).
- 3 Two natural disasters: floods, storms
- 4 Two man-made disasters: veld fires (started by people), building collapse due to poor materials.

Activity 24.2

Imagine you are in the government disaster management planning team. You have been tasked to prepare people in your area about a cyclone.

- 1 Recap what a cyclone is and its effects on shelter.
- 2 Discuss what a disaster response plan looks like.
- 3 Divide learners into groups to role-play or prepare a presentation on how they would warn or prepare the community.
- 4 Suggestions may include:
 - using a radio to announce warnings.
 - advising families to secure roofs and doors.
 - telling people to evacuate to safer areas.
- 5 Let each group present their plan to the class.

Model answer:

“We would use community radio to warn people early. We would tell people to fix their roofs, use strong building materials, and prepare emergency food and water. Everyone should know where the evacuation centre is.”

Project

- a Draw a picture of a shelter affected by one of the disasters above.
- b Create a disaster preparedness plan.
- c Role-play a scenario where a disaster affects a shelter.
 - For (a), give learners paper and crayons to draw a house affected by storms, floods, or fire.
 - For (b), learners should write simple steps like:
 - Warning people.
 - Securing the house.
 - Evacuating
 - Helping the injured.
 - For (c), assign roles (residents, responders, injured person) and act out a rescue and evacuation.

Model plan (b):

- Step 1: Listen to the weather report.
- Step 2: Pack emergency bag with food, water and clothes.
- Step 3: Move to higher ground.
- Step 4: Help others evacuate.

Exercise 24.2

- 1 They destroy or damage houses, especially those made of weak materials.
- 2 Firebreaks, firefighting equipment
- 3 They blow away weak roofs, cause walls to collapse; use cyclone-resistant materials, secure roofs and doors, evacuate to safe areas.

Unit revision exercise

Structured questions answers

- 1 A disaster is a harmful event that damages life, property, or the environment.
- 2 A man-made disaster is caused by humans; a natural disaster is caused by nature.
- 3 A shelter is a place where people live or take cover for protection.
- 4 Storms, floods, veld fires, lightning, cyclones.
- 5 They submerge or wash away shelters.
- 6 By building on high ground, using strong materials, and having flood evacuation plans.
- 7 It helps people know what to do before, during, and after disasters.
- 8 Collapsing roofs, electric shocks, fire.
- 9 By staying inside safe structures, moving to safer places, or evacuating.
- 10 They rescue people, provide first aid, and give shelter or food.

Topic 7

Global issues

Unit 25: Disasters and disaster management

Unit objectives

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

- a** identify natural and human-induced disasters.
- b** explain the effects of natural and human-induced disasters on the socio-economic environment.
- c** describe ways of managing disasters.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book page 134–139.
- Social Science Grade 3–7 syllabus.
- Flashcards or charts showing types of disasters.
- Pictures of affected communities.
- Disaster preparedness posters.

Teaching notes

A disaster is a sudden harmful events that negatively affect the environment and people.

- **Natural disasters** include floods, droughts, earthquakes, cyclones.
- **Human-induced disasters** include road accidents, veld fires, explosions, mining disasters, wars.

Effects on socio-economic environment:

Homelessness, damaged infrastructure, food and water shortages, job losses, emotional trauma.

Management methods:

- Conducting **drills** (evacuation practices).
- Preparing **emergency plans**.

- Donating essentials.
- Educating the public about disaster preparedness.

Suggested answers

Activity 25.1

- 1 Begin with a discussion on the role of disaster relief workers (ask learners: Who helps when disasters strike?).
- 2 Ask learners to imagine they are part of a rescue or relief team.
- 3 Instruct them to either:
 - Draw themselves helping victims after a disaster (flood, cyclone).
 - Or write a short paragraph about what they would do to assist.
- 4 Encourage use of phrases like “I would give food,” “I would comfort children,” “I would help rebuild homes.”

Model answer:

“I am a disaster relief worker. I give out food and water to families who lost their homes in the flood. I help build tents for them to sleep in and give clothes to those who lost everything.”

Activity 25.2

- 1 Show learners pictures or a video about Cyclone Idai.
- 2 Ask learners what they know or have heard about it.
- 3 Let them discuss in pairs or small groups.
- 4 Ask them to write short notes or present orally:
 - What happened during the cyclone?
 - How people were affected?
 - What the government and others did to help?

Model answer:

“Cyclone Idai hit Chimanimani and Chipinge in 2019. Roads and homes were destroyed. Many people died or were injured. The government and other people gave food, clothes, and shelter to help victims.”

Exercise 25.1 (Word search)

Let learners find:

- | | |
|-----------------|-------------|
| • Floods | • Veld fire |
| • Earthquake | • War |
| • Cyclone | • Explosion |
| • Road accident | • Drought |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Floods, droughts, earthquakes
- 2 Road accidents, veld fires, explosions
- 3 Loss of homes, damage to schools and hospitals, food shortages
- 4 Disaster management is the way of preparing for, responding to, and reducing the impact of disasters.

Unit 26: Information and Communication Technology development

Unit objectives

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

- a trace the development of ICT.
- b explain the positive and negative impact of ICT on people's way of life.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book page 140–143.
- Social Science Grade 3–7 syllabus.
- Pictures of ICT devices (typewriter, landline, mobile phone, tablet).
- Real gadgets or printed flashcards.
- Chart showing timeline of ICT development.

Teaching notes

Early ICT devices

- Typewriters (1870s): used for writing documents.
- Landline phones (1870s): for voice calls through wired connections.
- Television (1920s): brought entertainment and information.
- Satellite dishes (1960s): enabled global broadcasting.

Modern ICT devices

- Cellphones (1970s): enabled wireless communication and apps.
- Computers and laptops: for processing, storage, and communication.
- Internet and WiFi (1990s): global connectivity.
- Smartphones and tablets (2000s): combined communication and entertainment.

Effects of ICT on society

- Improved communication.
- Better access to information.
- Online learning and entertainment.
- E-commerce and digital payments.

Impacts on way of life

- **Positive:** faster communication, mobile banking, access to education
- **Negative:** cyberbullying, high costs, less personal interaction, bad influences

Mitigating negative effects

- Setting screen time limits.
- Practising digital citizenship.
- Using technology responsibly.
- Taking care of physical and mental health.

Suggested answers

Activity 26.1

- 1 Begin by reviewing examples of both early and modern ICT gadgets using real objects or flashcards.
- 2 Divide learners into pairs or small groups.
- 3 Ask each group to identify two or more ICT gadgets and describe how they work (cellphone used for calling, texting, and internet).
- 4 Let learners present or draw gadgets and write a few lines on their functions.
- 5 Encourage use of real or printed examples.

Model answers:

Examples of ICT gadgets:

- **Typewriter:** Used to write and print documents.
- **Landline phone:** Wired phone for voice communication.
- **Cellphone:** Wireless device for calls, texts and apps.
- **Tablet:** Mobile device for apps, games, communication and learning.

Exercise 26.1

- 1 B
- 2 A
- 3 Accept any two from: Cellphones, Internet, WiFi, Smartphones, Tablets
- 4 Accept any three from:
 - Improved communication.
 - Access to information.
 - Entertainment and education.
 - E-commerce and digital payments.

Unit revision exercises

Structured questions answers

- 1 Used to write and print documents.
- 2 Landlines are wired and fixed, while cellphones are wireless and portable.
- 3 Negative and positive effects:
 - Improved communication.
 - Access to good and bad information.
 - Entertainment and education.
 - It may also be expensive.
- 4 Easy communication.
Online banking and shopping.
- 5 Cyberbullying
Loss of cultural values.

Topic 8

Managing and coping with changes

Unit 27: Peer influence

Unit objectives

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

- a** explain peer influence.
- b** state the advantages and disadvantages of peer influence.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 144–148.
- Social Science Grade 3–7 syllabus.
- Charts showing positive and negative peer influence.

Teaching notes

Peer influence refers to how individuals of the same age group affect each other's behaviour, attitudes, and values. It can be both positive and negative. Adolescents are especially vulnerable as they begin forming their own identities and separating from parental authority.

Advantages of peer influence include:

- A sense of belonging.
- Boost in self-confidence.
- Reinforcement of good habits.
- Sharing of common experiences.

Disadvantages include:

- Pressure to engage in risky behaviours.
- Seeking unhealthy approval.
- Copying negative habits.
- Distracting from school work.

Teachers should help learners identify positive peer pressure and develop strategies to resist negative influence.

Suggested answers

Activity 27.1

- 1 Ask learners what they understand by peer influence and peer pressure.
- 2 Group learners in pairs. Give them short case studies or scenarios where peers influence each other to take risks (drinking alcohol, skipping school).
- 3 Discussion prompts:
 - What happened in the scenario?
 - Was the influence positive or negative?
 - How could the peer have responded differently?
- 4 **Feedback time:** Each pair presents one way peer pressure can lead to risky behavior.
- 5 **Class discussion:** List suggestions on the board on how to handle peer pressure (for example, say no, walk away, seek support from adults).

Model answers:

- Peer pressure can lead to trying alcohol or smoking.
- Learners can handle peer pressure by avoiding negative company or practicing saying no.

Exercise 27.1

- 1 Someone who is approximately of the same age.
- 2 Gives a sense of belonging; increases one's confidence; positive habits are reinforced.
- 3 Because they share a lot in common and relate better to one another.

Exercise 27.2

- 1 They spend more time together; they influence each other's decisions.
- 2 Say no confidently; walk away or avoid bad company.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Sharing experiences; building confidence.
- 2 Hormonal changes.

- 3 Hormonal imbalance.
- 4 Believing puberty starts and ends at a specific age.
- 5 Listen, communicate, guide positively without judgment.

Unit 28: Managing peer influence

Unit objectives

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

- a identify ways to cope with peer influence.
- b demonstrate ways to resist peer influence.
- c explain the importance of responsible behaviour.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book 149–153.
- Social Science Grade 3–7 syllabus.
- Posters on positive and negative peer influence.
- Real-life stories or newspaper cuttings on youth behaviour.

Teaching notes

- **Peer influence** can either be **positive** (motivating learners to work hard, behave well) or **negative** (encouraging risky behaviours like smoking or skipping school).
- Children at this stage are vulnerable and need guidance to make correct decisions.
- Teach assertiveness skills like saying “**NO**” confidently, choosing good friends, and understanding the long-term effects of choices.
- Encourage responsible behaviour such as self-discipline, time management, and respect.
- Emphasise that **delaying sexual activity** helps protect health, supports school achievement, and avoids early parenthood.

Suggested answers

Exercise 28.1

- 1 planning
- 2 prioritise

Activity 28.1

Problems associated with peer influence.

- 1 Ask learners what peer pressure means and how it affects their choices.
- 2 Divide the class into small groups and give each group a device or assign homework to use ICT at home.

- 3 Ask learners to use the internet to find examples of how peer pressure leads to issues like smoking, early sexual activity, or bullying.
- 4 **Group sharing:** Each group presents their findings to the class.
- 5 **Class discussion:** Guide learners to identify if the behaviours were positive or negative and what could have been done differently.
- 6 At the end reinforce the importance of resisting negative peer pressure and choosing responsible actions.

Model answers:

- Peer pressure can lead to alcohol and drug abuse.
- Some learners engage in early sexual activity due to peer influence.
- Negative peer pressure causes school dropouts and poor performance.
- Cyberbullying and risky behaviour on social media are modern peer pressure issues.

Exercise 28.2

- 1 They should talk to them and know their friends.
- 2 Unwanted pregnancy.
- 3 Influence from people of the same age group.
- 4 Avoid bad groups and build self-confidence.
- 5 To protect them from bad influence and know their lifestyle.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Choose the right friends; avoid bad groups.
- 2 Enlargement of the testicles.
- 3 Prevents early pregnancy; improves focus in school.
- 4 The power to influence people of the same age.
- 5 Build confidence.
- 6 Early pregnancy, HIV/AIDS.
- 7 Earn more, get good jobs.
- 8 Stay close to family.
- 9 Drop out of school.
- 10 Drug abuse.

Topic 9

Social etiquette

Unit 29: Norms and values

Unit objectives

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

- a** define norms and values.
- b** identify norms and values in the community.
- c** describe how norms influence behaviour.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book 154–161.
- Social Science Grade 3–7 syllabus.
- Flashcards for norms, values, and attitudes.

Teaching notes

- **Norms** are unwritten rules shared by a group that guide acceptable behaviour.
- **Values** are beliefs or principles that help individuals decide what is right or wrong.
- **Attitudes** are settled ways of thinking or feeling about something.

Key concepts

- Norms promote social order and guide behaviour in schools, families and communities.
- Norms can be prescriptive (what to do) or proscriptive (what not to do).
- Values help shape judgement, such as loyalty, honesty, and equality.
- Polite language, punctuality, listening skills, and gratitude are expressions of good norms and values.
- Norms influence behaviour by regulating actions, encouraging conformity, shaping decisions and reinforcing good habits.
- Behaviour that aligns with norms is called **conformity**.

Suggested answers

Activity 29.1

- 1 Read each statement aloud.
- 2 Ask learners to write “M” for Morals, “V” for Values, or “A” for Attitudes.
- 3 Facilitate class discussion to justify each classification.

Model answers:

- Saying sorry when you bump into someone – M
- Kindness – V
- Irritation – A
- Respect to parents – V
- Love – V
- Not talking with your mouth full – M
- Apologising after school late – M
- Anger – A
- Honesty – V

Exercise 29.1

- 1 Norms are rules or standards shared by members of a group.
- 2 Values
- 3 Behaviour
- 4 They contribute to social order.

Activity 29.2

- 1 Organise learners into groups.
- 2 Assign role-play scenarios involving polite language (greeting teachers, asking for help, apologising).
- 3 Allow each group to perform.
- 4 Discuss as a class how tone affects relationships.

Activity 29.3: Active listening

- 1 Pair up learners.
- 2 Ask each to talk about what they enjoy doing on weekends.
- 3 Encourage partners to nod, ask questions and maintain eye contact.
- 4 After 5 minutes, switch roles.

Activity 29.4

- 1 Help learners create a weekly timetable (school and home activities).
- 2 Allocate specific appointment slots (library time, feeding chickens).
- 3 Emphasise importance of showing up on time.

Day	Morning	Afternoon
Mon	School	Library visit
Tues	School	Feeding chickens
Wed	School	Homework
Thurs	School	Help at home
Fri	School	Football practice
Sat	Chores	Family time
Sun	Church	Reading

Activity 29.5

- 1 Provide each learner with a small notepad or template.
- 2 Guide them to write a short gratitude message (to a parent, teacher, or friend).
- 3 Let them decorate the message and share it aloud.

Exercise 29.2

- 1 Morals are principles that help people decide right and wrong.
- 2 Different answers depending on scenario cards.
- 3 Reflection responses will vary (“I should greet elders more often”).

Activity 29.6

- 1 Invite a school/community leader or a parent.
- 2 Brief them to explain norms and values at home/school/community.
- 3 Let learners ask questions.
- 4 Take notes and summarise key points with learners.

Exercise 29.3

- | | |
|------------------|----------------------|
| 1 Gambling | 3 Respecting elders. |
| 2 Stealing food. | 4 Respect |

Activity 29.7

- 1 Present three prompts:
 - Act out norms (sharing toys).
 - Discuss decision-making shaped by norms (for example, choosing friends).
 - Write a short paragraph on how norms influence daily life.
- 2 Divide the class to handle each task.

Exercise 29.4

- 1 Norms are rules or standards shared by members of a group.
- 2 Answers vary (scenario cards).
- 3 Group work quiz results vary.

Activity 29.8

- 1 Read the funeral scenario aloud.
- 2 Let learners role-play the actions of different families.
- 3 Conduct a class discussion on what the story teaches about community norms.

Exercise 29.5

- | | |
|--|---------------------------|
| 1 Norms | 4 Wearing school uniform. |
| 2 By guiding behaviour. | 5 Norms |
| 3 Conformity is following group rules. | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Norms are rules or standards accepted by a group to guide behaviour.
- 2 Loyalty, honesty
- 3 By following rules, respecting teachers and using polite language.
- 4 Cooking, singing to comfort the bereaved.
- 5 Obey rules or behave well.
- 6 Norms
- 7 Conformity is following expected behaviour.
- 8 Greeting elders.

Topic 10

Entitlements/ rights and responsibilities

Unit 30: Law-making processes in Zimbabwe

Unit objective

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

- a** describe the stages in the law-making process in Zimbabwe.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book, pages 163–166.
- Social Science Grade 3–7 syllabus.
- Chart showing the law-making stages.
- Pictures of the Parliament of Zimbabwe.

Teaching notes

- Zimbabwe makes laws through Parliament, which consists of two houses: the **House of Assembly** and the **Senate**.
- A **motion** is a formal suggestion made in Parliament that could lead to a law.
- A **bill** is a draft version of a law and goes through several stages before it becomes an **Act** (official law).
- Bills can originate from government ministers (public bills) or from private individuals or members of Parliament (private bills).
- The law-making process includes various steps such as readings, committee reviews, and presidential approval.

Stages in the Law-making process:

- a** Initiation
- b** First Reading
- c** Parliamentary Legal Committee
- d** Second Reading
- e** Committee Stage

- f** Report Stage
- g** Third Reading
- h** Transmission to the Other House
- i** Presidential Assent

Suggested answers

Activity 30.1

A visit to the parliament. If the visit is not possible:

- Begin by asking learners what they know about Parliament and laws.
 - Show a picture of the Parliament of Zimbabwe.
- 1** Instruction for Part A:
 - Say: “Let’s pretend we are visiting the Parliament. What do you think we would learn about how laws are made?”
 - If an actual visit is not possible, use a virtual tour, pictures, or invite a guest speaker (for example, a councillor or legal officer).
 - 2** Instruction for Part B:
 - Guide the discussion using these prompts:
 - Who proposes the laws?
 - What is the role of the President?
 - What is a bill or motion?
 - Record learners’ responses on the board/chart.
 - Let groups share and compare findings.

Model answer:

Laws start with a motion, go through many stages in Parliament (like readings and debates), and are signed by the President before they become law.

Exercise 30.1

- 1** Private bill and public bill.
- 2** Private bill
- 3** House of Assembly and Senate.
- 4** After agreeing to the bill by signing it.
- 5** If the president disagrees with the bill.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Private bill and public bill
- 2 Government Gazette
- 3 Parliamentary Legal Committee
- 4 Parliament

Unit 31: Gender stereotypes and rights

Unit objectives

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

- a identify common stereotypes in the community.
- b state the effects of gender stereotypes on rights.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book, pages 167–171.
- Social Science Grade 3–7 syllabus.
- Flashcards with keywords: stereotype, expectation, equality.
- Posters showing different professions with both male and female representations.

Teaching notes

- A **gender stereotype** is a generalised belief about roles people should take based on their gender.
- These beliefs are not based on a person's actual skills or interests but are imposed by culture, tradition, or society.
- Common types of stereotypes include:
 - **Gender expectations** – men as breadwinners, women as caretakers
 - **Occupational stereotypes** – for example, teaching = women, engineering = men
 - **Behavioural expectations** – women = gentle, men = assertive
 - **Economic and cultural** – women seen as unfit for leadership or certain jobs
- These stereotypes affect equality and limit people's rights and opportunities in life.

Suggested answers

Activity 31.1

- Write the word “Stereotype” on the board and ask learners what they think it means.
- Show examples from everyday life (“Boys do not cry”).

1 Dramatisation

- Group learners and assign them short role-plays showing cultural gender roles:
 - a girl being told she can not be a pilot.
 - A boy teased for helping in the kitchen.

2 Class discussion

- Ask: “Was that fair? How did the person feel?”
- Discuss how these stereotypes limit people’s chances.

Model answer:

Stereotypes like “women can not lead” or “men do not cook” are harmful because they stop people from reaching their full potential.

Activity 31.2

1 Ask learners to think about their community.

2 Say: “Write down any beliefs you have heard that say women or men cannot do certain jobs.”

3 Examples:

- “Men cannot be nurses.”
- “Women should not be mechanics.”

Model answers:

- Women should not go to work.
- Men are the only ones who should be chiefs.
- Only men can drive buses or be pilots.

Exercise 31.1

1 A generalised idea about how boys and girls should act.

2 Girls should play with dolls; boys should not cry.

Activity 31.3

1 Ask learners to recall or list the challenges discussed in previous activities.

2 Let groups discuss effects of stereotypes (on jobs, leadership, school roles).

3 Each group shares their findings.

Model answer:

- Stereotypes limit chances for promotion.
- They discourage girls from participating in technical subjects.
- Boys may be mocked for liking creative subjects.

Exercise 31.2

- 1 Girls do not get promoted, child marriages, loss of talent.
- 2 Girls
- 3 Women
- 4 Opportunity

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A generalised view about roles men and women should take.
- 2 Nursing, teaching
- 3 Building, engineering
- 4 Equality

Unit 32: Equity at the workplace

Unit objectives

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

- a define gender equity.
- b describe the importance of gender equity at the workplace.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book, pages 172–175.
- Social Science Grade 3–7 syllabus.
- Picture charts showing men and women in various jobs.

Teaching notes

- **Gender equity** is the fair treatment of men and women based on their needs, not stereotypes.
- It ensures both men and women have equal access to resources, jobs, and leadership opportunities.
- Equity recognises that people have different strengths and may need different types of support.
- Gender equity helps improve fairness, teamwork, and problem-solving in the workplace.

Importance of gender equity at work:

- 1 **Fairness for everyone** – equal opportunity for all.
- 2 **Better ideas and solutions** – diverse teams solve problems better.
- 3 **Stronger teams** – respect improves cooperation.
- 4 **Role models** – inspires boys and girls.
- 5 **A better world** – leads to prosperity and justice.

Suggested answers

Activity 32.1

- 1 Ask learners to form pairs.
- 2 Say: “Think about someone you know or have seen who works in a job people think is only for the other gender.”
- 3 Guide them with examples:
 - A male nurse.
 - A female bus driver.
- 4 Allow each pair to share an example and explain why it supports equity.

Model answer:

- “My aunt is a mechanic. This shows that gender equity is being practiced.”
- “Our head cook at school is a man. This is a good example of fairness.”

Exercise 32.1

- 1 Their needs and strengths.
- 2 Fair treatment
- 3 Boys, girls

Exercise 32.2

- 1 It is the fair treatment of people based on their needs.
- 2 Everyone gets a fair chance, it builds teamwork, it creates role models

- 3 Girls not allowed to do mechanical work.
- 4 They share ideas and work well as a team.
- 5 It shows girls they can succeed, and boys learn to respect women.

Activity 32.2

- 1 Write the heading “**Why Gender Equity is Important**” on the board.
- 2 As a class, brainstorm and list ideas from the textbook.
- 3 Prompt learners to give reasons using the five headings in the book:
 - Fairness
 - Better ideas
 - Stronger teams
 - Role models
 - A better world

Model answer:

- Gender equity lets both boys and girls show their abilities.
- It creates a fair and peaceful society.
- Everyone gets a chance to work in different roles.

Unit revision exercises

Multiple choice answers

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

Structured questions

- 1 Fair treatment of people based on their needs and strengths, regardless of gender.
- 2 Promotes fairness
 - Improves teamwork and decision-making.
 - Encourages women to take challenging roles.

Unit 33: Consumer rights

Unit objectives

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

- a** identify consumer rights.
- b** interpret consumer rights.
- c** explain the importance of consumer rights.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book, pages 176–178.
- Social Science Grade 3–7 syllabus.
- Sample product packaging (food labels, medicine containers).
- Chart showing consumer rights.

Teaching notes

- **Consumer rights** protect people who buy goods and services.
- In Zimbabwe, consumers are protected by law to ensure they receive safe, fair, and good quality products.
- Consumers should be aware of:
 - Their **right to choose** what to buy.
 - Their **right to know** product composition and expiry dates.
 - Their **right to safety**, especially from harmful goods.
 - Their **right to information** for informed decision-making.
 - Their **right to compensation** if they are not satisfied.

Why consumer rights matter

- They prevent exploitation and fraud.
- They encourage fair pricing and quality.
- They empower buyers to make confident decisions.
- They allow complaints and compensation for faulty goods.

Suggested answers

Activity 33.1

- 1** Ask learners to bring or choose a simple item like a snack or toy.
- 2** Say: “Find out what ingredients are used in the product, when it expires, and whether it has safety warnings.”

- 3 Ask: “Why is it important to know this information before buying?”
- 4 Let each group or individual share their findings.

Model answer:

- A snack: Composition includes sugar, flour, milk; expiry date is shown on the pack; safety warning may include “store in a cool, dry place.”
- This helps buyers avoid expired or unsafe goods.

Exercise 33.1

- 1 Choose
- 2 Expiry
- 3 Compensation
- 4 Composition
- 5 Safety

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 The right to choose is the ability to select from different products (choosing between two brands of soap).
- 2 It helps prevent harm by avoiding expired or unsafe products.
- 3 Redress means seeking a solution like a refund or replacement if not satisfied.
- 4 They ensure products meet safety standards and prevent harm.
- 5 They give consumers confidence and power to make informed choices.

Topic 11

Health

Unit 34: Environmental hygiene

Unit objectives

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

- a identify types of waste in the community.
- b list effects of polluting the environment.
- c describe ways of maintaining environmental hygiene.
- d explain ways of managing waste.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book, pages 179–184.
- Social Science Grade 3–7 syllabus.
- Pictures of different types of waste and recycling.

Teaching notes

- **Environmental hygiene** means cleaning and maintaining the environment to prevent the spread of diseases.
- Waste includes **food, plastic, paper, electronic, and clothing** waste.
- If not managed properly, waste can pollute air, water, and land and harm humans, animals, and plants.
- The 3 R's of waste management are:
 - **Reduce** – create less waste.
 - **Reuse** – use old items again.
 - **Recycle** – turn waste into new products.
- Environmental hygiene is maintained through proper waste disposal, conserving energy and water, planting trees and keeping public areas clean.

Suggested answers

Activity 34.1

- 1 Set up three labelled bins outside: **Recycle**, **Reuse**, **Garbage**.
- 2 Explain the meaning of each label.
- 3 Ask the class to walk around the schoolyard collecting waste.
- 4 Help them sort items into the correct bins.
- 5 Guide a classroom discussion on how to reduce waste in future.

Model answer:

- Paper goes to **Recycle**, broken but reusable bottles to **Reuse**, and spoiled food to **Garbage**.
- We can reduce waste by avoiding littering and reusing what we can.

Exercise 34.1

- 1 Diseases
- 2 Reduce, reuse, recycle
- 3 Pollution
- 4 Turning waste into new products.

Activity 34.2

- 1 Group learners and assign cleaning roles:
 - Group 1: Sweep classroom
 - Group 2: Clean windows
 - Group 3: Pick litter
- 2 Provide cleaning tools or ask learners to bring rags or brushes.
- 3 Supervise and help as they clean.
- 4 Conclude with a reflection: “How does this help the environment?”

Model answer:

- The class helped reduce dirt and litter.
- Cleaning together promotes responsibility and hygiene.

Exercise 34.2

- 1 Cleaning surroundings to prevent diseases.
- 2 It prevents disease; it keeps surroundings safe.
- 3 Reduce, reuse, recycle.
- 4 To save resources and protect the environment.
- 5 Planting trees helps clean the air and protect the soil.

- 6 You can keep your school or neighbourhood clean by putting litter in bins.
- 7 To litter means to throw rubbish on the ground.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Thorough cleaning of the environment to prevent diseases.
- 2 Because it spreads diseases and attracts pests.
- 3 Reduce, reuse, recycle – they prevent waste and pollution.
- 4 Using a lunchbox instead of a plastic bag.
- 5 Paper, plastic, metal.
- 6 Items that can be recycled.
- 7 Wood, cotton.
- 8 Sweeping, planting trees.
- 9 Clean public spaces and dispose waste properly.
- 10 They reduce waste and protect natural resources.

Unit 35: Drug and substance abuse

Unit objectives

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

- a state drugs and substances commonly abused in the locality.
- b identify reasons young people abuse drugs and substances.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book, pages 185–190.
- Social Science Grade 3–7 syllabus.
- Posters showing examples of drugs and substances (alcohol, marijuana, inhalants).

Teaching notes

- Drug and substance abuse refers to the **harmful use of drugs** (legal or illegal) and other substances such as alcohol, glue or pills.
- Commonly abused substances in Zimbabwe include:
 - Alcohol
 - Marijuana
 - Prescription drugs
 - Tobacco
 - Inhalants (glue, thinners)
 - Crystal meth (mutoriro or Guka)
- Reasons young people abuse substances include:
 - Curiosity
 - Peer pressure
 - Emotional problems
 - Boredom
 - Family problems
- **Impacts** include health risks, addiction, social problems, and even criminal behaviour.
- Healthy alternatives include talking to trusted adults, exercising or doing hobbies.

Suggested answers

Activity 35.1

- 1 Say: “Draw a picture or write a short story about a child who avoids drug use.”
- 2 Give guiding questions:
 - What substance were they tempted by?
 - What did they do instead?
 - Who helped them?
- 3 Encourage creativity and discuss the stories in class.

Model answer (Short story):

Tawanda was feeling sad after his parents argued. A friend offered him alcohol. Instead, he talked to his teacher and joined the football club. He felt better.

Exercise 35.1

- | | |
|-------------|-------------|
| 1 Drugs | 4 Pressure |
| 2 Alcohol | 5 Addiction |
| 3 Emotional | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Alcohol and marijuana.
- 2 Friends encourage or pressure others to try drugs to fit in.
- 3 Stress, sadness, family problems, or boredom.
- 4 It can damage the brain, liver, heart, or cause mental illness.
- 5 Media can show drug use as exciting or normal, which misleads young people.

Unit 36: Sexually transmitted infections

Unit objectives

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

- a identify the signs and symptoms of sexually transmitted infections (STIs).
- b explain the importance of seeking early treatment for STIs.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book, pages 191–194
- Social Science Grade 3–7 syllabus.
- Charts showing types of STIs and their symptoms.

Teaching notes

- **Sexually transmitted infections (STIs)** are infections passed through sexual contact or skin-to-skin contact with an infected person.
- Common STIs include:
 - **Chlamydia** – may have no symptoms, but can cause pain and discharge.
 - **Gonorrhea** – burning sensation when urinating, discharge.
 - **Syphilis** – sores, rashes, swollen glands.
 - **HIV** – weakens the immune system and leads to AIDS if untreated.

- **Importance of early treatment:**
 - Prevents serious health issues (pain, infertility).
 - Stops further spread.
 - Helps the person feel better.
 - Protects future health and well-being.

Suggested answers

Activity 36.1

- 1 Divide learners into small groups.
- 2 Assign each group one STI (for example, Group A – Chlamydia, Group B – HIV).
- 3 Say: “Find out one or two symptoms and explain how that STI is treated or prevented.”
- 4 Each group presents their findings.

Model answer (example):

- **Chlamydia:** May cause pain when urinating. Treated with antibiotics.
- **HIV:** No symptoms early. Managed with lifelong medication (ARVs).

Exercise 36.1

- | | |
|-------------|-------------|
| 1 Sexual | 4 Treatment |
| 2 Symptoms | 5 Immune |
| 3 Urinating | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 STIs are infections passed through sexual contact or skin contact with an infected person.
 - **Chlamydia:** No signs, pain, discharge.
 - **Gonorrhea:** Pain when urinating, discharge.
- 2 Because many STIs have no symptoms at first.
- 3 It prevents serious illness, reduces spread, and helps recovery.
- 4 They should talk to a trusted adult and visit a doctor or clinic.

Unit 37: Non-communicable diseases

Unit objectives

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

- a** identify signs and symptoms of non-communicable diseases.
- b** state ways of preventing and managing non-communicable diseases.
- c** describe the effects of non-communicable diseases.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book, pages 195–199.
- Social Science Grade 3–7 syllabus.
- Charts showing common NCDs (heart disease, asthma, cancer).
- Flashcards with symptoms and prevention strategies.

Teaching notes

- **Non-communicable diseases (NCDs)** are long-lasting conditions that are not passed from person to person.
- Causes include: poor lifestyle, genetic factors, and environmental exposure.
- Common NCDs include:
 - **Heart Disease** – chest pain, shortness of breath, swelling
 - **Diabetes** – excessive thirst, hunger, urination
 - **Cancer** – lumps, unexplained weight loss
 - **Asthma** – wheezing, chest tightness, difficulty breathing
- **Prevention and management strategies:**
 - Eat healthy (vegetables, whole grains, avoid sugary/salty foods).
 - Exercise regularly (60 mins/day).
 - Avoid smoking.
 - Limit screen time.
 - Get enough sleep (8–10 hours).
 - Manage stress (relaxation, talking to someone).
- **Effects of NCDs** can be life-threatening if untreated. Some may need lifelong care or regular monitoring.

Suggested answers

Activity 37.1

- 1 Group learners into 4 or 5 members.
- 2 Ask: “Each group should name one non-communicable disease and find out how it can be managed or treated.”
- 3 Allow them to use books, posters, or a short video if available.
- 4 Let each group share with the class.

Model answer (Example)

- **Asthma:** Managed with inhalers and avoiding triggers like dust.
- **Diabetes:** Managed through healthy diet and exercise.
- **Heart disease:** Managed with medicine, exercise, and avoiding fatty foods.

Activity 37.2

- 1 Assign each learner to choose one NCD from the lesson.
- 2 Say: “Research or revise the symptoms, effects, and how it can be prevented or managed.”
- 3 Allow learners to write a short paragraph or prepare a poster.
- 4 Give time for learners to present in front of the class.

Model answer (Poster example)

Cancer

- Symptoms: Lump on the body, fatigue.
- Effects: Can lead to organ failure and death.
- Prevention: Early screening, avoid exposure to harmful substances.

Exercise 37.1

- 1 A lump
- 2 Diet
- 3 Lungs

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A non-communicable disease is a disease that is not passed from one person to another.
- 2 Poor diet and smoking.
- 3 It helps the body stay strong and reduces the risk of disease.
- 4 They help detect problems early and manage the condition better.
- 5 Example: **Diabetes**
 - Symptoms: Feeling thirsty, urinating often, feeling tired.

Unit 38: HIV and AIDS

Unit objectives

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

- a identify stigma and discrimination behaviour.
- b state myths and misconceptions on HIV and AIDS.
- c explain the consequences of stigma and discrimination around HIV.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages, 200–204.
- Social Science Grade 3-7 syllabus.
- Posters on HIV awareness.
- Flashcards showing myths vs facts.
- Charts of stigma and discrimination examples.

Teaching notes

HIV (Human Immunodeficiency Virus) affects the immune system. AIDS (Acquired Immune Deficiency Syndrome) is the final stage of HIV infection. HIV is **not spread by casual contact** and cannot be transmitted through sharing food, clothes, or hugs.

- **Stigma:** negative attitudes based on a person's HIV status
- **Discrimination:** unfair treatment or exclusion based on HIV status
- **Myths:** false beliefs (for example, that HIV spreads by shaking hands)
- Consequences of stigma can include school dropout, depression, stress, and poor medication adherence.

Suggested answers

Activity 38.1

- a** Dramatise a group of learners discriminating one of the learners during play time because they have HIV and AIDS.
- Explain “discrimination” clearly using examples.
 - Divide class into small groups.
 - Assign roles: a learner living with HIV, classmates, observer.
 - Guide learners to dramatise a playground scene with discrimination.
 - Discuss what happened and how the learner felt.
- b** Role-play ways of supporting people living with HIV and AIDS.
- In the same groups, ask learners to re-do the drama with positive/supportive behaviours.
 - Examples: invite the learner to play, speak kindly, include them in activities.
 - Let each group perform and explain their support strategies.

Model answers (Role-play):

- “Let us include everyone in our game!”
- “It is okay, HIV can not be spread by playing.”
- “I’ll sit with you at lunch.”

Exercise 38.1

- 1 Blood
- 2 Rejection
- 3 Labelling and exclusion.
- 4 Include them in group work, avoid isolation, encourage participation.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Refusing to share eating utensils with an infected person.
- 2 Poor academic performance or school dropout.

- 3 Family stress or financial problems.
- 4 By donating food, clothes, or providing care.
- 5 Show love, care, and acceptance.
- 6 Through contact with infected blood.
- 7 Allow them to join group activities, avoid isolation.
- 8 Razor blade
- 9 Radio
- 10 Discrimination

Unit 39: First Aid

Unit objectives

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

- a apply First Aid skills to different situations.
- b state precautions to take when dealing with people who are injured.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book page 205–210.
- Social Science Grade 3-7 syllabus.
- First Aid kit (real or model).
- Charts or posters showing First Aid procedures.
- CPR demonstration video (optional).

Teaching notes

- First Aid is the immediate help given to someone who is injured or suddenly ill.
- Explain and write key terms on the board (First aider, CPR, airway, casualty).

Situations requiring First Aid

- Discuss emergency situations like choking, bleeding, drowning, burns, fractures, and electric shock.
- Ask learners to give real-life examples or experiences.

Types of choking

Mild vs. severe choking: Explain symptoms and how severe choking may need help to clear airway.

Basic First Aid skills

- CPR, stopping bleeding, using a splint.
- Demonstrate or watch a short clip of CPR steps if possible.

Precautions to take when helping injured people

- Emphasise using protective equipment (gloves, goggles).
- Demonstrate how to use gloves or substitute items like plastic bags.
- Stress the importance of washing hands and not eating/touching face after helping.

Suggested answers

Activity 39.1

In groups, role play a situation where First Aid is needed at school.

- 1 Divide class into small groups.
- 2 Assign each group a scenario: choking, burn, fall, cut, nosebleed.
- 3 Ask them to act out what happened and how First Aid is provided.
- 4 Encourage use of terms like “casualty”, “first aider”, “CPR”.

Exercise 39.1

- 1 deaths
- 2 emergency
- 3 allergic reaction
- 4 mild and severe choking
- 5 When blood cannot clot
- 6 Prolonged exposure to high temperatures.

Activity 39.2

State areas you think CPR can be done.

Model answers:

- On the playground
- At home.
- In the classroom.
- On the road.
- In the sports field.

Exercise 39.2

- 1 Cardiopulmonary resuscitation
- 2 Put them in recovery position and call for help.

- 3 To avoid contact with infected blood.
- 4 Shock
- 5 Mild choking.

Activity 39.3

Dramatise precautions you will take while attending your friend who has been injured.

- 1 Explain the precautions (gloves, masks, washing hands, use of barrier).
- 2 Let learners dramatise: pretend to put on gloves, cover wound, wash hands.
- 3 Discuss what they learned after each skit.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 The immediate assistance given to an injured person before medical help arrives.
- 2 Call for help and begin CPR if not breathing.
- 3 To revive a person and restore breathing and heartbeat.
- 4 When a person swallows a toxic or harmful substance.
- 5 Because the rescuer may also drown.
- 6 The passage from the mouth and nose to the lungs.
- 7 Wear protective gloves.
- 8 Mild choking.
- 9 When a limb is broken or dislocated.
- 10 Alcohol-based hand rub.

Topic 12

Career guidance

Unit 40: Career guidance

Unit objectives

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

- a identify factors that influence personal career choice.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book (pages 211–215).
- Social Science Grade 3–7 syllabus.
- Charts showing different careers.
- Pictures of people in various professions.

Teaching notes

- 1 **Personal interests** – What the learner enjoys doing (singing, writing, helping others).
- 2 **Strengths** – Natural talents or abilities (good at maths, drawing, or working with others).
- 3 **Values** – What a person considers important in life (helping people, being creative).
- 4 **Competencies** – Skills and knowledge gained through learning and experience (computer skills, communication).

Suggested answers

Activity 40.1

- 1 Begin with a brief discussion: Ask learners what careers they know.
- 2 Display images of various professionals (doctor, farmer, driver, singer).
- 3 Introduce and explain the four career factors: interests, strengths, values, and competencies.
- 4 Instruct learners to write a short profile about themselves, including:
 - What they enjoy doing.
 - What they are good at.
 - What is important to them.
 - What skills they already have.

- 5 Let learners share in pairs or small groups.
- 6 Summarise how their interests and strengths can help guide career choices.

Model answers (Example of a personal career profile):

- Interest: I enjoy helping people.
- Strength: I am good at explaining things.
- Value: I believe in making others feel better.
- Competency: I know how to read and write well.
- Possible Career: Nurse or teacher.

Exercise 40.1

- | | |
|---------------------|----------------|
| 1 interests | 4 experience |
| 2 strengths | 5 satisfaction |
| 3 professional life | |

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 B | 8 D |
| 2 D | 9 B |
| 3 D | 10 B |
| 4 B | 11 B |
| 5 A | 12 C |
| 6 C | 13 B |
| 7 C | 14 A |

Structured questions answers

- 1 Things that interest them, and skills they have.
- 2 Teachers and career counsellors.
- 3 Doing assignments well, helping others, coming to school on time.
- 4 At school, career expos or community halls.
- 5 Career counselling.
- 6 Career information provision and career assessment.
- 7 It leads to success and improvement.
- 8 Through school and observing professionals.
- 9 Respect and promotion.
- 10 They guide people to suitable careers.
- 11 They help people succeed in areas they are good at.
- 12 Values help people make decisions they believe in.

- 13 Skills and knowledge – they make people ready for work.
- 14 It increases satisfaction and motivation.

Unit 41: Financial literacy

Unit objectives

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

- a identify financial institutions.
- b explain the roles of financial institutions.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 216–220.
- Social Science Grade 3–7 syllabus.
- Flashcards (with names of banks and institutions).
- Pictures or logos of local financial institutions (CBZ, FBC, NBS).
- Chart showing roles of financial institutions.

Teaching notes

Financial literacy refers to the ability to understand and manage money wisely. It involves budgeting, saving, borrowing and investing.

Types of financial institutions in Zimbabwe

- 1 **Commercial banks** – Accept deposits and give loans (CBZ, Stanbic, FBC).
- 2 **Microfinance institutions** – Provide small loans to those who may not qualify for traditional banking.
- 3 **Building societies** – Help people buy or build homes (NBS).
- 4 **Insurance companies** – Offer protection against risks (Zimnat, Nicos Diamond).
- 5 **Investment firms** – Help people grow wealth by investing.

Roles of financial institutions

- Mobilising savings.
- Providing credit.
- Managing risks.
- Offering investment services.
- Facilitating payments.

Suggested answers

Activity 41.1

Look up for three major banks in Zimbabwe and list their services.

- 1 Introduce the different types of financial institutions using a chart or pictures.
- 2 Ask learners to name banks they know.
- 3 Divide the class into groups of 3–4.
- 4 Assign each group to research one bank using textbooks or local newspapers.
- 5 Instruct learners to list services offered by their assigned bank (savings, loans).
- 6 Groups present findings to the class.

Model answers:

- **CBZ Bank** – Personal loans, savings accounts, mobile banking.
- **Stanbic Bank** – Internet banking, investments, credit facilities.
- **FBC Bank** – Mortgage loans, mobile money transfers, insurance products.

Exercise 41.1

- | | |
|--------------|---------------|
| 1 commercial | 4 risks |
| 2 small | 5 investments |
| 3 houses | |

Activity 41.2

Find out how microfinance institutions help small businesses in Zimbabwe.

- 1 Briefly explain what microfinance institutions do.
- 2 Ask learners: “Why do some people struggle to get loans from big banks?”
- 3 Provide examples of small business support (market stalls, sewing projects).
- 4 Let learners research or interview local business owners or community members.
- 5 In groups, learners create posters showing how microfinance supports small businesses.
- 6 Display posters in class.

Model answer highlights:

- Provide loans without requiring big collateral.
- Offer training on managing money.
- Help grow small businesses into bigger ones.

Exercise 41.2

- 1 savings
- 2 credit

- 3 risk
- 4 transactions
- 5 financial

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A commercial bank is a financial institution that accepts deposits and provides loans and other financial services to individuals and businesses.
- 2 Microfinance institutions help small businesses by providing small loans and training, especially for people who cannot access traditional banks.
- 3 Savings are important for financial institutions because they provide funds that can be loaned out and help promote financial security.
- 4 Insurance companies protect against risks such as property damage, health issues, and accidents.
- 5 Financial institutions facilitate payments through services like electronic transfers, mobile banking and other transaction methods.

Topic 13

Religion

Unit 42: Sacred places in Indigenous Religion

Unit objectives

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

- a** identify sacred places in Indigenous Religion.
- b** state the significance of sacred places.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 221–225.
- Social Science Grade 3-7 syllabus.
- Pictures or drawings of sacred places (Njelele Shrine, Great Zimbabwe).

Teaching notes

Sacred places are areas considered holy or spiritually important. In Indigenous Religion, such places are often linked to cultural practices, beliefs, and rituals.

Examples of sacred places in Zimbabwean Indigenous Religion

- **Graveyards:** Spiritual spaces to honour ancestors.
- **Matopo Hills:** Used for reflection and connection with nature.
- **Njelele Shrine:** A worship and guidance site.
- **Chinhoyi Caves:** Spiritual and historical significance.
- **Great Zimbabwe:** Cultural and spiritual heritage site.

Significance of sacred places

- They connect people to ancestors and spiritual beliefs.
- They preserve cultural heritage.
- Used for rituals, ceremonies and meditation.
- Promote community bonding and peace.

Suggested answers

Exercise 42.1

- 1 It is a site for worship and guidance.
- 2 Masvingo
- 3 The importance of cultural heritage and spiritual connection.

Activity 42.1

Draw a picture of a sacred place and write a few sentences about why it is important to your culture.

- 1 Introduce sacred places using pictures from the Learner's Book.
- 2 Ask learners to recall local sacred places (e.g., shrine, graveyard).
- 3 Give each learner plain paper and crayons.
- 4 Instruct them to draw a sacred place they know or learnt about.
- 5 Help them write 2–3 sentences:

Example:

“This is a drawing of Njelele Shrine. It is important because people go there to talk to ancestral spirits.”

- 6 Display drawings on the classroom wall.

Exercise 42.2

- 1 holy
- 2 spiritual
- 3 natural
- 4 historical

Activity 42.2

In pairs, discuss ways in which the colonisers tried to destroy Indigenous Religion. Present your findings to the class.

- 1 Group learners in pairs.
- 2 Ask them to recall what they learnt about colonisation.
- 3 Provide guiding questions:
 - What did colonisers ban or destroy?
 - Which traditions were discouraged?
- 4 Let each pair write two points and share with class.

- 5 Reinforce points such as:
- Destruction of shrines.
 - Introduction of foreign religions.
 - Banning of traditional ceremonies.

Exercise 42.3

- 1 B. Ancestral spirits
- 2 B. Christianity
- 3 A. Britain
- 4 A. Evil spirits

Activity 42.3

Name any sacred place in your area. Is there anyone who stays there to protect the area? Discuss what is done by Indigenous followers at a sacred area.

- 1 Ask learners to think of a sacred place near them.
- 2 Let learners raise hands and share their examples.
- 3 Lead a discussion:
 - Is it visited often?
 - Are ceremonies held there?
- 4 Summarise by listing common practices (for example, cleaning the place, offering prayers, observing taboos).

Exercise 42.4

- 1 A. shrine
- 2 D. Matobo

Activity 42.4

Research one sacred place in your community and prepare a short presentation.

- 1 Assign learners to work in groups.
- 2 Guide them to ask elders, teachers, or use books to gather information.
- 3 Give time to prepare simple oral or poster presentations.
- 4 Let groups present to the class.
- 5 Encourage appreciation of different local sites.

Exercise 42.5

- 1 beliefs
- 2 spiritual growth
- 3 honour
- 4 sacred
- 5 culture

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A sacred place is a location that is holy or spiritually significant.
- 2 Njelele Shrine and Great Zimbabwe.
- 3 They connect people to spiritual beliefs and preserve traditions.
- 4 Rituals, ceremonies, and reflection.
- 5 They remind people of their traditions and pass on stories and practices.

Unit 43: Food laws in Indigenous Religion

Unit objectives

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

- a identify food laws in Indigenous Religion.
- b discuss the importance of food laws.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 226-231.
- Social Science Grade 3–7 syllabus.
- Pictures of traditional foods and totem animals.

Teaching notes

- People do not eat their totem animal or plant.
- Elders should be served food first as a sign of respect.
- Some foods are reserved for special ceremonies and rituals.
- Certain groups (for example, pregnant women, spirit mediums) avoid specific foods.
- Sharing food promotes community bonding.
- People thank ancestors and providers for food through prayers, libation or offerings.
- Food laws promote spiritual, social, and physical well-being.

Suggested answers

Exercise 43.1

- 1 It promotes unity and strong community ties.
- 2 Cooking together, sharing harvests, visiting with food.
- 3 It strengthens respect and love within communities.

Exercise 43.2

- 1 It is a sign of respect, appreciation and gratitude.
- 2 Through words of thanks, helping with chores or prayer.
- 3 Libation, prayer and making offerings.

Activity 43.1

Interview a family member about food laws in your culture.

- 1 Ask learners if they know any rules about food in their families.
- 2 Instruct them to interview an elder at home about:
 - Foods that are not eaten
 - Foods eaten only at special times
 - Rules about who eats first
- 3 Let learners share findings in class.
- 4 Summarise key common cultural food laws on the board.

Exercise 43.3

- | | |
|-----------|-----------|
| 1 nature | 4 special |
| 2 allowed | 5 alive |
| 3 respect | |

Activity 43.2

Create a poster of your favourite foods and explain if any are special in your culture.

- 1 Provide drawing paper and crayons.
- 2 Instruct learners to draw 3–5 favourite foods.
- 3 Ask them to label which foods are linked to traditions or special occasions.
- 4 Display posters on the classroom wall.

Exercise 43.4

- 1 totem
- 2 senior

- 3 ceremonies
- 4 restricted
- 5 life

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Food laws are rules that guide what people can and cannot eat.
- 2 Because it symbolises their clan and is considered sacred.
- 3 By teaching younger generations to offer food to elders first.
- 4 Sacred animals like pangolin for chiefs or traditional foods for ceremonies.
- 5 They connect people to culture, promote health and show spiritual respect.

Unit 44: Symbols in Indigenous Religion

Unit objectives

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

- a identify symbols in Indigenous Religion.
- b state the significance of symbols.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 232–236.
- Social Science Grade 3–7 syllabus.
- Real or printed samples of cloth, knobkerries, or drums.
- Flashcards with images of each symbol.
- Chart paper and markers for drawing symbols.

Teaching notes

Symbols are images or items used to represent important meanings in Indigenous Religion. They help communicate with ancestors, express respect and spiritual beliefs, and are used during important ceremonies.

Key symbols include:

- **Drum** – Represents music and communication with ancestors.
- **Black cloth** – Represents mourning or strength.
- **White cloth** – Symbolises purity and cleansing.
- **Knobkerrie** – Symbolises protection, strength and leadership.

Suggested answers

Activity 44.1

Ask learners to think about a cultural or religious symbol they know (for example, spear, axe, cloth).

- 1 Instruct them to draw it and write one sentence explaining what it represents.
- 2 Let learners present and pin their drawings around the classroom.

Model answer:

Drawing: Drum

Sentence: “The drum is used during ceremonies to call spirits.”

Exercise 44.1

- | | |
|--------------|-------------|
| 1 ceremonies | 4 authority |
| 2 strength | 5 beliefs |
| 3 purity | |

Activity 44.2

Lead a discussion using real examples or flashcards of Indigenous Religious symbols.

- 1 Ask learners to identify symbols they’ve seen in their community.
- 2 Let learners share what they think each symbol means.

Model responses:

- “I saw my uncle use a knobkerrie during a funeral.”
- “My grandmother wears white cloth at ceremonies.”

Exercise 44.2

- 1 beliefs
- 2 ancestors
- 3 rituals
- 4 cultural
- 5 beliefs and cultures

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 An image or item that represents a religion or idea.
- 2 Drum
- 3 It is used to communicate with the spirit world.
- 4 Mourning and respect.
- 5 They connect people with beliefs, culture, and ancestors.

Unit 45: Sacred places in Christianity

Unit objectives

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

- a identify sacred places in Christianity.
- b state the significance of sacred places.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 237–240.
- Social Science Grade 3–7 syllabus.
- Pictures or videos of churches and Jerusalem.

Teaching notes

A sacred place is a location that is holy or special to a religion. In Christianity, sacred places are where people go to worship, pray, and learn about God.

- **Churches** are the most common sacred places in Christianity.
- **Jerusalem** is another sacred place because it is the site of Jesus' crucifixion and resurrection.

Sacred places are important because they:

- Bring people together as a **community**.
- Allow for **spiritual connection**.

- Are centres for **teaching and learning**.
- Are venues for **celebrating Christian events**.
- Remind Christians of their **history and faith**.

Suggested answers

Activity 45.1

Individually find out about a church in your community and write down what makes it special. Begin by explaining what makes a place sacred (prayer, worship, history).

- 1 Ask learners to think of a church near their homes.
- 2 Guide them to write a few sentences about why that church is important to the people who go there.
- 3 Allow learners to present their findings to the class.

Model answer example:

“Reformed church in Zimbabwe church is special because people gather there every Sunday to pray, sing and learn about God.”

Exercise 45.1

- | | |
|------------------------|------------|
| 1 church | 4 Bible |
| 2 Jerusalem | 5 religion |
| 3 designs and symbols. | |

Activity 45.2

Individually find a sacred place for Christians in your area and write down why it is important to Christians.

Ask learners to visit or talk to someone about a church or sacred place in their area.

- 1 Instruct them to write one paragraph explaining why that place is important to Christians.
- 2 Encourage them to include activities done there (weddings, baptisms, prayer).
- 3 Let volunteers read their paragraphs aloud.

Model answer example:

“The church near my home is important because Christians go there to worship God and celebrate weddings and other events.”

Exercise 45.2

- | | |
|-------------|------------|
| 1 God | 4 churches |
| 2 gathering | 5 heritage |
| 3 the Bible | |

Unit revision exercises:

Multiple choice answers

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

Structured questions answers

- 1 Church
- 2 They bring people closer to God and help them share their beliefs.
- 3 The church is where Christians worship, pray, and learn about God.
- 4 Singing, praying, learning Bible lessons, weddings, baptisms.
- 5 It is where important events in Jesus' life happened, such as his crucifixion and resurrection.

Unit 46: Food laws in Christianity

Unit objectives

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

- a identify food laws in Christianity.
- b state the importance of food laws in Christianity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 241–243
- Social Science Grade 3–7 syllabus
- Bible
- Chart showing clean and unclean foods
- Flashcards (with terms like “idols,” “sacrifice,” “blood,” “strangled”)

Teaching notes

Food laws in Christianity are guidelines that help believers eat in a way that honors God and supports their health. These laws are drawn from early Christian teachings and scriptures, especially the book of Acts.

Key food laws include:

- **Avoiding food sacrificed to idols** – such food was associated with false gods.
- **Avoiding blood** – Christians view blood as sacred and symbolic of life.

- **Avoiding meat from strangled animals** – this meat may not be properly drained of blood and may be unsafe.

Importance of these food laws:

- Promote health and well-being.
- Strengthen spiritual connection with God.
- Encourage obedience to God’s word.
- Promote respect for animals as part of God’s creation.
- Strengthen community identity.

Suggested answers

Activity 46.1

Introduce the topic by explaining what a food law is.

- 1 Ask learners if they know any food laws in Christianity.
- 2 Read Acts 15:29 aloud.
- 3 Ask learners to choose one law and explain what it means.
- 4 Let learners write their explanation and share with the class.

Model answer:

“Christians must not eat food sacrificed to idols. This means they should not eat food offered to false gods.”

Exercise 46.1

- | | |
|----------------|---------|
| 1 abstain | 4 God |
| 2 eating blood | 5 Idols |
| 3 strangled | |

Activity 46.2

- 1 Ask learners to choose one Christian food law.
- 2 Guide them to write a short paragraph explaining its importance.
- 3 Ask volunteers to read their answers to the class.
- 4 Display a model answer for class discussion.

Model Answer:

“Christians should not eat blood because it is sacred and represents life. Following this law shows respect for God.”

Exercise 46.2

- | | | | |
|---|--------------|---|--------------|
| 1 | bodies | 4 | togetherness |
| 2 | relationship | 5 | obedience |
| 3 | respect | | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Rules about what Christians should and should not eat.
- 2 Because it was offered to false gods, which can lead them away from their faith.
- 3 To avoid eating blood, which is considered sacred.
- 4 Because it shows care and honour for God's creation.
- 5 By obeying food laws, Christians show respect for God and grow closer to Him.

Unit 47: Symbols in Christianity

Unit objectives

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

- a identify symbols in Christianity.
- b state the significance of symbols.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 245–248.
- Social Science Grade 3–7 syllabus.
- Pictures of the cross and crucifix.

Teaching notes

Symbols help Christians express their faith and remember key teachings. The **cross** and the **crucifix** are two of the most important symbols.

- **The cross:** Symbol of Jesus' death and resurrection. It stands for hope, love, and salvation.
- **The crucifix:** A cross with Jesus' body on it, reminding believers of His suffering and sacrifice.

Significance of symbols:

- Strengthen connection to faith.
- Remind Christians of Jesus' sacrifice.
- Provide encouragement during hard times.
- Help explain Christian teachings.
- Foster a sense of belonging among believers.

Suggested answers

Activity 47.1

- 1 Display pictures of a cross and a crucifix.
- 2 Ask learners to identify the differences.
- 3 Provide simple materials (sticks, glue, paper).
- 4 Let learners create their own cross or crucifix models.
- 5 Ask each learner to explain what their model represents.

Exercise 47.1

- | | |
|-------------|------------|
| 1 cross | 4 churches |
| 2 crucifix | 5 sins |
| 3 teachings | |

Activity 47.2

- 1 Assign learners to choose any Christian symbol (dove, crucifix, Bible).
- 2 Ask them to find out what it represents.
- 3 Let learners write a short explanation and draw the symbol.
- 4 Display their work on a classroom board or chart.

Model answer:

“The crucifix is a Christian symbol that highlights the suffering and pain Jesus endured for each person.”

Exercise 47.2

- 1 Connection
- 2 sacrifice
- 3 strength
- 4 others
- 5 belonging

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A picture or object that represents Christian beliefs.
- 2 It reminds Christians of Jesus' death and resurrection.
- 3 The crucifix shows Jesus' suffering and sacrifice.
- 4 By reminding them of God's love and teachings.
- 5 Because many believers share the same symbols and beliefs.

Unit 48: Sacred places in Islam

Unit objectives

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

- a identify sacred places in Islam.
- b explain the significance of sacred places.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 249–252.
- Social Science Grade 3–7 syllabus.
- Pictures of a mosque, Mecca and Medina.

Teaching notes

In Islam, sacred places are locations that are important for worship, learning, and community. These places connect Muslims to God and their faith. The three most important sacred places in Islam are:

- 1 **Mosque** – A place of worship and learning.
- 2 **Mecca** – The holiest city where the Kaaba is located; Muslims perform the Hajj pilgrimage here.
- 3 **Medina** – The city where Prophet Muhammad lived after leaving Mecca; it holds the Prophet's Mosque.

Significance of sacred places in Islam:

- They are places of worship and education.
- They strengthen the spiritual connection to God.
- They promote unity, peace, and reflection.
- They serve as spiritual centres for prayer and gatherings.
- They help foster a strong sense of community among Muslims.

Suggested answers

Activity 48.1

- 1 Show pictures of a mosque and the Kaaba.
- 2 Ask learners what they know about these places.
- 3 Let them work in pairs or groups to create a model of either a mosque or the Kaaba using home/school materials (paper, boxes).
- 4 Let each group explain what their model represents.

Model answer:

“This is a model of the Kaaba. It is a cube-shaped building in Mecca, where Muslims go to pray during Hajj.”

Exercise 48.1

- | | |
|----------|----------|
| 1 mosque | 4 Medina |
| 2 Mecca | 5 Hajj |
| 3 Mecca | |

Activity 48.2

Divide learners into groups of four.

- 1 Ask them to discuss why mosques are important to Muslims.
- 2 Each group lists four reasons and presents to the class.
- 3 Summarise their answers on the board.

Model answer:

Mosques are important because:

- People go there to pray.
- It is a place of peace and learning.
- Muslims read the Qur'an there.
- It strengthens the Muslim community.

Exercise 48.2

- | | |
|-----------|------------|
| 1 sacred | 3 Qur'an |
| 2 worship | 4 peaceful |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A mosque is used for prayer, reading the Qur'an, and attending lessons.
- 2 Mecca is important because it is the holiest city and the location of the Kaaba.
- 3 The Kaaba is located in Mecca.
- 4 Muslims pray, read the Qur'an, and perform spiritual duties at sacred places.
- 5 Medina is significant because it is where Prophet Muhammad lived and taught after Mecca.

Unit 49: Food laws in Islam

Unit objectives

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

- a identify food laws in Islam.
- b explain the importance of food laws in Islam.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book page 253–256.
- Social Science Grade 3-7 syllabus.
- Bible/Qur'an for comparison discussion.
- Pictures of Halal and Haram foods.

Teaching notes

In Islam, food laws guide what is considered clean (Halal) or forbidden (Haram). These laws promote physical and spiritual well-being by encouraging hygienic practices, compassion towards animals, and self-discipline.

Key terms:

- **Halal:** Permissible or lawful food.
- **Haram:** Forbidden food (for example pork, blood, improperly slaughtered animals).
- **Zabiha:** Islamic method of slaughtering animals.
- **Carnivorous animals:** Animals like lions, wolves-prohibited to eat.

Muslims avoid pork, blood, carnivorous animals, and animals not slaughtered in the name of Allah. These laws foster:

- Discipline and respect
- Cleanliness
- Community unity
- Devotion to Allah

Suggested answers

Activity 49.1

Begin by asking learners if they know what types of food are allowed in Islam.

- 1 Write two columns on the board: *Halal* and *Haram*.
- 2 Ask learners to suggest food items and place them in the correct column.
- 3 Prompt with questions:
 - Why is pork forbidden?
 - What does it mean to slaughter in the name of Allah?
- 4 Conclude with a discussion on the purpose of food laws (spiritual and physical well-being).

Exercise 49.1

- | | |
|---------|----------|
| 1 safe | 4 zabiha |
| 2 pork | 5 died |
| 3 blood | |

Activity 49.2: Discussion on importance

- 1 Divide class into groups.
- 2 Ask each group to answer: *Why is it important to follow food laws?*
- 3 Encourage examples (“It helps me remember to be clean and thankful”).
- 4 Let groups present. Summarise key points: discipline, devotion, community unity.

Exercise 49.2

- | | |
|--------------|---------------|
| 1 Halal | 4 cleanliness |
| 2 discipline | 5 unity |
| 3 zabiha | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Halal foods are allowed in Islam; haram foods are forbidden.
- 2 It helps Muslims stay connected to their faith and promotes healthy living.
- 3 They are not considered clean and are not allowed.
- 4 Such animals may carry diseases or impurities.
- 5 They ensure that food is safe, clean and prepared humanely.

Unit 50: Symbols in Islam

Unit objectives

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

- a identify symbols in Islam.
- b state the significance of symbols.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 257–260.
- Social Science Grade 3–7 syllabus.
- Pictures of Islamic symbols (crescent moon and star).

Teaching notes

Symbols in Islam are powerful visual elements that represent faith, guidance, and identity. The most commonly used symbols are:

- **The crescent moon:**
 - Represents new beginnings and the start of a new month in the Islamic calendar.
 - Commonly seen on top of mosques and national flags of Muslim-majority countries.
- **The star:**
 - Symbolises guidance and light.
 - Often seen with the crescent moon.

Significance of symbols in Islam:

- They remind Muslims of their faith and the importance of following Islamic teachings.
- Help foster a sense of belonging and community identity.
- Encourage guidance, hope, and a sense of direction in life.
- Preserve cultural and religious traditions.

Suggested answers

Activity 50.1: Discuss the meaning of the crescent moon and star

Step-by-step guide:

- 1 Ask learners what they see on top of mosques and Islamic flags.
- 2 Explain that these are religious symbols.
- 3 Guide a class discussion using prompt questions like:
 - What does the moon represent?
 - Why is the star important?
- 4 Allow learners to share their personal thoughts.

Model answers:

- The crescent moon means new beginnings.
- The star gives guidance and light in life.
- They remind Muslims of their religion.

Exercise 50.1

- 1 Start of a new month.
- 2 Guidance
- 3 National flags in Muslim countries.
- 4 Muslim
- 5 Faith

Activity 50.2

- 1 Divide learners into groups of 4.
- 2 Ask: “Why are symbols important in Islam?”
- 3 Each group discusses and writes their points.
- 4 Groups share their responses with the class.

Model answers:

- Symbols help Muslims feel connected to their religion.
- They show unity among Muslims.
- They help people remember to follow Allah’s teachings.

Exercise 50.2

- | | |
|-------------|-----------|
| 1 meanings | 4 respect |
| 2 hope | 5 history |
| 3 belonging | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It means new beginnings and the start of a new month.
- 2 They make Muslims feel part of a big group that shares beliefs.
- 3 Because they stand for faith and culture.
- 4 They remind Muslims to follow the teachings of Islam.
- 5 The Qur'an, the mosque, or prayer mats (acceptable answers may vary).

Unit 51: Sacred places in Judaism

Unit objectives

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

- a identify sacred places in Judaism.
- b explain the significance of sacred places.

Suggested teaching and learning materials

- PlusOne Grade 6 Social Science Learner's Book pages 261–264.
- Grade 3-7 Social Science syllabus.
- Pictures of a synagogue, Jerusalem and the Western Wall.
- Chart showing Jewish sacred places and their meanings.

Teaching notes

- Sacred places in Judaism include the synagogue, Jerusalem, and Hebron.
- A synagogue is a center for worship, learning, and community events such as weddings or bar mitzvahs.

- Jerusalem is the holiest city for Jews and is associated with many significant religious events and sites, including the Kotel (Western Wall).
- Hebron is important as the burial place of Jewish patriarchs and matriarchs such as Abraham and Sarah.
- Sacred places foster a sense of community, preserve traditions, and help Jews connect with their history and faith.

Suggested answers

Activity 51.1

As a class, learners should discuss what they think makes a place special and why sacred places are important in Judaism.

- 1 Show learners pictures of different sacred places (synagogue, Jerusalem, Hebron).
- 2 Ask learners: “What makes a place sacred or special?”
- 3 Divide the class into small groups. Ask each group to pick one Jewish sacred place and discuss:
 - What happens there?
 - Why is it important to Jewish people?
- 4 Let each group share their ideas.
- 5 Summarise by explaining that sacred places in Judaism help people worship, connect to their faith, and remember important traditions.

Model answers/Chart example:

Sacred place	Importance
Synagogue	Place of worship and learning
Jerusalem	Holiest city with many important religious sites
Hebron	Burial place of Jewish patriarchs and matriarchs

Exercise 51.1

- 1 gather to pray
- 2 holiest
- 3 Western
- 4 Abraham, Sarah, Isaac and Rebecca.
- 5 text

Activity 51.2

In groups, learners should discuss how sacred places help people feel connected to their faith and community in Judaism.

- 1 Write keywords on the board – faith, community, tradition.

- 2 Assign each group a sacred place (synagogue, Jerusalem or Hebron).
- 3 Discussion questions:
 - How does this place help Jewish people connect to their faith?
 - How does it help them feel part of the Jewish community?
- 4 Let groups present their ideas.
- 5 Highlight how sacred places support identity and shared beliefs.

Model responses:

- Sacred places help preserve Jewish history and beliefs.
- They allow people to worship together and pass down traditions.
- They strengthen the feeling of belonging to a religious group.

Exercise 51.2

- | | |
|-------------|------------|
| 1 community | 4 pray |
| 2 worship | 5 heritage |
| 3 faith | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Synagogues are important because they serve as centers for worship, learning, and community gatherings.
- 2 Jerusalem symbolises hope, faith, and the spiritual heart of Judaism.
- 3 Hebron is significant because it is believed to be the burial place of Jewish patriarchs and matriarchs.
- 4 Sacred places help people maintain their faith by providing spaces for worship, celebration, and remembering traditions.
- 5 The Kotel is a site for prayer and reflection, helping Jews feel closer to God.

Unit 52: Food Laws in Judaism

Unit objectives

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

- a** identify food laws in Judaism.
- b** state the importance of food laws.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner’s Book pages 265–268.
- Social Science Grade 3-7 syllabus.
- Chart showing kosher and non-kosher foods.
- Pictures of animals (cow, pig, fish, shrimp.)

Teaching notes

Jewish people follow strict food laws known as kosher laws. These laws are based on Jewish religious beliefs and are part of their daily life and traditions.

Key laws include:

- Kosher food: Food allowed by Jewish law.
- Non-kosher: Food that is forbidden.
- Forbidden foods: Pork, animals without split hooves, and fish without both fins and scales.
- Allowed animals: Must have split hooves and chew the cud (for example, cows, sheep).
- Seafood rules: Only fish with both fins and scales (like salmon and trout) can be eaten.
- No mixing of dairy and meat in preparation or meals.

Importance of food laws in Judaism:

- Help Jews stay connected with their faith, culture, and traditions.
- Encourage healthy eating habits.
- Help build community and bring families together during shared meals.
- Help people remember their history and ancestors.

Suggested answers

Activity 52.1

As a class discuss why some foods are considered kosher and others are not in Judaism.

- 1** Show pictures of kosher and non-kosher animals/foods.
- 2** Ask learners: “Which of these do you think Jewish people eat?”

- 3 Write responses on the board.
- 4 Read aloud the rules for kosher food from the textbook.
- 5 Discuss each rule and clarify with examples.
- 6 Let learners explain why it is important to follow these rules.

Model answer:

Some foods are considered kosher because they follow the laws in the Torah. These rules show respect for religion, help Jews eat healthily, and keep their culture alive.

Exercise 52.1

- | | |
|----------|---------|
| 1 kosher | 4 fins |
| 2 pork | 5 mixed |
| 3 split | |

Activity 52.2

Talk about how following food laws can affect family traditions and celebrations in Judaism.

- 1 Begin with a recap of Jewish celebrations (like Passover or Sabbath).
- 2 Ask: “What kind of food do you think they eat during these times?”
- 3 Let learners discuss how sharing similar meals brings families together.
- 4 Guide discussion on how food laws strengthen traditions and identity.

Model answer:

Food laws help Jewish families eat the same way during celebrations. This makes them feel close and proud of their beliefs.

Exercise 52.2

- | | |
|-----------|-------------|
| 1 faith | 4 community |
| 2 God | 5 ancestors |
| 3 healthy | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It means the food is allowed by Jewish law.
- 2 Because pork is not kosher and is considered unclean.
- 3 Salmon.
- 4 It breaks the kosher laws and is forbidden.
- 5 They help people eat and celebrate in the same way, which strengthens community ties.

Unit 53: Symbols in Judaism

Unit objectives

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

- a identify symbols in Judaism.
- b state the significance of Jewish symbols.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 269–272.
- Social Science Grade 3-7 syllabus.
- Chart showing Star of David, Menorah, Torah scroll and Kippah.
- Pictures of Jewish celebrations (Hanukkah).

Teaching notes

Jewish symbols are important religious objects that express the beliefs, history, and identity of Jewish people.

- The Star of David is a six-pointed star made of overlapping triangles. It is a widely recognized symbol of Judaism that shows the connection between God and the Jewish people.
- The Menorah is a seven-branched candleholder. It is lit during Hanukkah and symbolizes light, miracles, and hope.
- The Torah is the holy book of Judaism. It contains the teachings, laws, and stories that guide Jewish life.
- The Kippah is a small cap worn by Jewish men and boys to show respect for God, especially during worship.

These symbols help preserve Jewish traditions, strengthen faith, and promote a sense of unity within the Jewish community.

Suggested answers

Activity 53.1

Begin the lesson by showing learners the symbols (chart or images).

- 1 Ask learners what they think each symbol represents.
- 2 Focus the discussion on the Star of David.
- 3 Guide them with questions such as:
 - What shape is it?
 - What do you think it means to Jewish people?
- 4 Summarise by explaining that it symbolizes the relationship between God and Jewish people.

Model answer:

The Star of David is important because it shows the bond between God and the Jewish people. It reminds them of their identity, faith, and heritage.

Exercise 53.1

- | | |
|-----------------|------------|
| 1 Star of David | 4 Torah |
| 2 Menorah | 5 heritage |
| 3 Kippah | |

Activity 53.2

Create a poster that models the importance of each symbol.

Divide learners into 4 groups and assign each group one symbol:

- Star of David
 - Menorah
 - Torah
 - Kippah
- 1 Ask each group to draw the symbol and write a sentence explaining its meaning.
 - 2 Provide drawing materials and support.
 - 3 Let each group present their poster to the class.

Model answer:

- 4 A poster with 4 sections:
 - **Star of David:** “Represents God’s connection with Jewish people.”
 - **Menorah:** “Shows light, miracles, and hope during Hanukkah.”
 - **Torah:** “Contains Jewish teachings and laws.”
 - **Kippah:** “Shows respect for God when worn during worship.”

Exercise 53.2

- | | | | |
|---|---------------|---|-----------|
| 1 | Star of David | 4 | Kippah |
| 2 | Menorah | 5 | belonging |
| 3 | The Torah | | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It represents the connection between God and the Jewish people and symbolizes their identity and heritage.
- 2 It represents light, hope and miracles, especially during Hanukkah.
- 3 The Torah teaches laws and stories that guide Jewish life.
- 4 Wearing a kippah shows respect for God, especially during worship.
- 5 Symbols remind Jewish people of their traditions, faith and create a shared identity in the community.

Topic 14

Social services and volunteerism

Unit 54: Provision of social services in Zimbabwe

Unit objectives

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

- a** identify institutions that provide social services in Zimbabwe.
- b** describe the role of institutions in social services provision.
- c** participate in voluntary work.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book page 273–277.
- Social Science Grade 3-7 syllabus.
- Pictures of Red Cross, clean-up campaigns and service institutions.

Teaching notes

- Social services are essential for helping vulnerable people in Zimbabwe such as orphans, the elderly, albinos, and the disabled.
- Institutions offering social services include both non-governmental organisations (NGOs) and government institutions.
- NGOs like WHO, CPS, Childline Zimbabwe, Christian Care, and others assist communities with education, health, shelter, and protection.
- The Department of Social Welfare runs programs like food support, cash transfers, and school fees assistance.
- The Civil Protection Unit (CPU) helps during disasters like floods and fires.
- Fire brigades rescue people and prevent fires.
- Learners can also participate in voluntary work such as clean-up campaigns in their communities and schools.

Suggested answers

Activity 54.1

Helping an elderly person in your area

Start a discussion on who vulnerable people are and why they need help.

- 1 Ask learners to name elderly people or those in need in their communities.
- 2 Guide them to think of safe, age-appropriate chores they can do (for example, fetching water, sweeping the yard, or accompanying them).
- 3 Pair learners and ask them to plan and perform one helpful activity after school or over the weekend.
- 4 The next day, have learners share their experiences in class.

Model answers:

- I helped Gogo sweep her yard.
- I fetched water for our neighbour who is very old.
- I helped my friend's grandfather carry firewood.

Exercise 54.1

- 1 (a) World Health Organisation.
(b) Child Protection Society.
- 2 By providing skin care products and protecting them from stigma.
- 3 People who need special care and support, like orphans and the elderly.
- 4 Blind person, albino, elderly, orphan, poor person.

Unit revision exercise

Multiple choice answers

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

Unit 55: Government departments and institutions

Unit objectives

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

- a** identify government departments and institutions that assist the vulnerable groups.
- b** distinguish help given by specific departments and institutions.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 278–282.
- Social Science Grade 3-7 syllabus.
- Pictures of government departments and institutions that assist the vulnerable groups.

Teaching notes

Government institutions in Zimbabwe provide help to vulnerable and disadvantaged groups such as orphans, the elderly, and people with disabilities. These institutions include:

- Social welfare: Supports orphans with shelter and school fees via BEAM.
- NSSA: Assists workers with pensions, injuries, illness, retirement, etc.
- SPS (Schools Psychological Services): Supports learner well-being and helps those with learning challenges.
- Danhiko: Offers skills and shelter to disabled and disadvantaged learners.
- Hospitals: Offer free medical care, immunisation, ARVs, and mobile clinics.

Key terms include:

- Immunisation: Injection to prevent diseases.
- Needy: Lacking life necessities.
- Vulnerable: At risk of harm emotionally or physically.

Suggested answers

Activity 55.1

Research the roles of SPS.

Introduce the SPS and explain its role using the textbook.

- 1** Ask learners to form groups and look up more information about SPS (using textbook and any school resources).
- 2** Instruct each group to summarise 2–3 roles of SPS.
- 3** Let each group present their findings to the class.

Model answers:

- SPS ensures schools are safe and healthy.
- Helps learners with psychological needs.
- Tests learners and supports slow learners with resources.

Exercise 55.1

- 1 The elderly, orphans, people with disabilities.
- 2 Shelter, food, clothes.
- 3 A non-governmental organisation is not controlled by the government. A government department is funded and run by the government.

Activity 55.2

Task: Research how Danhiko helps in society.

Show learners the picture of Danhiko in the textbook.

- 1 Discuss its purpose: to help disabled and disadvantaged learners.
- 2 Ask learners to write down services offered by Danhiko.
- 3 Have learners present or write a short report.

Model answers:

- Danhiko provides education and skills to people with disabilities.
- It offers skills like garment making, carpentry, ICT, and shelter.
- It helps those with hearing challenges.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 The elderly, orphans, people with disabilities.
- 2 Clothes, food and a place to stay.
- 3 They may face stigma or lack of resources like sunscreen. I can help by supporting them and including them in all activities.
- 4 Childline Zimbabwe

Unit 56: Participation in voluntary work

Unit objectives

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

- a** identify voluntary activities in the community.
- b** state the benefits of volunteerism.
- c** participate in voluntary work.

Suggested teaching and learning materials

- PlusOne Social Science Grade 6 Learner's Book pages 283–288.
- Social Science Grade 3–7 syllabus.
- Pictures of people doing voluntary work.
- Video of a clean-up campaign or charity walk.

Teaching notes

Voluntary work is work done to help others without expecting payment. It promotes community cohesion, empathy, and responsibility. This unit encourages learners to appreciate the value of helping others and becoming active participants in solving community problems.

Examples of voluntary activities include:

- Charity walks
- Community clean-ups
- Health care volunteering
- Gardening projects
- Mentoring and tutoring

Benefits include:

- Skills development (communication, leadership, teamwork).
- Networking (meeting new people).
- Personal fulfilment.
- Positive community impact.
- Problem-solving experience.

Suggested answers

Activity 56.1

- 1** Group learners into small groups.
- 2** Ask each group to discuss people in their community who need help (orphans, the elderly, the poor).

- 3 Let each group choose one group of people and discuss what kind of help they need.
- 4 Provide chart paper for learners to write their answers.
- 5 Groups present their findings to the class.

Model answers:

- People in need: orphans, the poor, disabled, elderly.
- Help needed: food, clothing, companionship, cleaning their homes.

Exercise 56.1

- 1 Vulnerable people are those who need special help and care because they are poor, orphaned, sick, elderly, or disabled.
- 2 Examples of services:
 - Shelter
 - Healthcare
- 3 An orphan is a child whose parents have died.
- 4 Help for the poor: giving food, donating clothes, teaching skills.
- 5 Elders may need companionship, help with chores, transport to clinics.

Activity 56.2

- 1 Ask learners to think of local organisations that help the poor, disabled or elderly.
- 2 Let learners list the names of these organisations and describe what they do.
- 3 Learners present their findings orally or in written form.

Model answers:

- Red Cross – gives food and clothes to the needy.
- Plan International – helps children with education.
- Save the Children – supports orphans.
- Christian Care – provides basic needs.

Activity 56.3

- 1 Ask learners to write a short paragraph on a time they helped someone.
- 2 Ask volunteers to share their stories with the class.
- 3 Encourage peer comments and appreciation.

Model answer example:

“I helped my grandmother weed her garden and clean her hut. She was very happy, and I felt proud for helping.”

Exercise 56.2

- | | |
|-------------|-------------|
| 1 community | 4 volunteer |
| 2 need | 5 good |
| 3 skills | |

Activity 56.4

- 1 Provide drawing paper and crayons.
- 2 Ask learners to draw a clean-up campaign in their area.
- 3 Display their drawings on the classroom wall.

Exercise 56.3

- | | |
|------------|--------------|
| 1 better | 4 knowledge |
| 2 rubbish | 5 vegetables |
| 3 shelters | |

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It keeps the community clean.
It encourages people to work together.
- 2 The tutor strengthens their skills.
The student gets help with studies.
- 3 Communication
Problem-solving
- 4 It helps learners cooperate and reach common goals.
- 5 It improves the community and helps those in need.