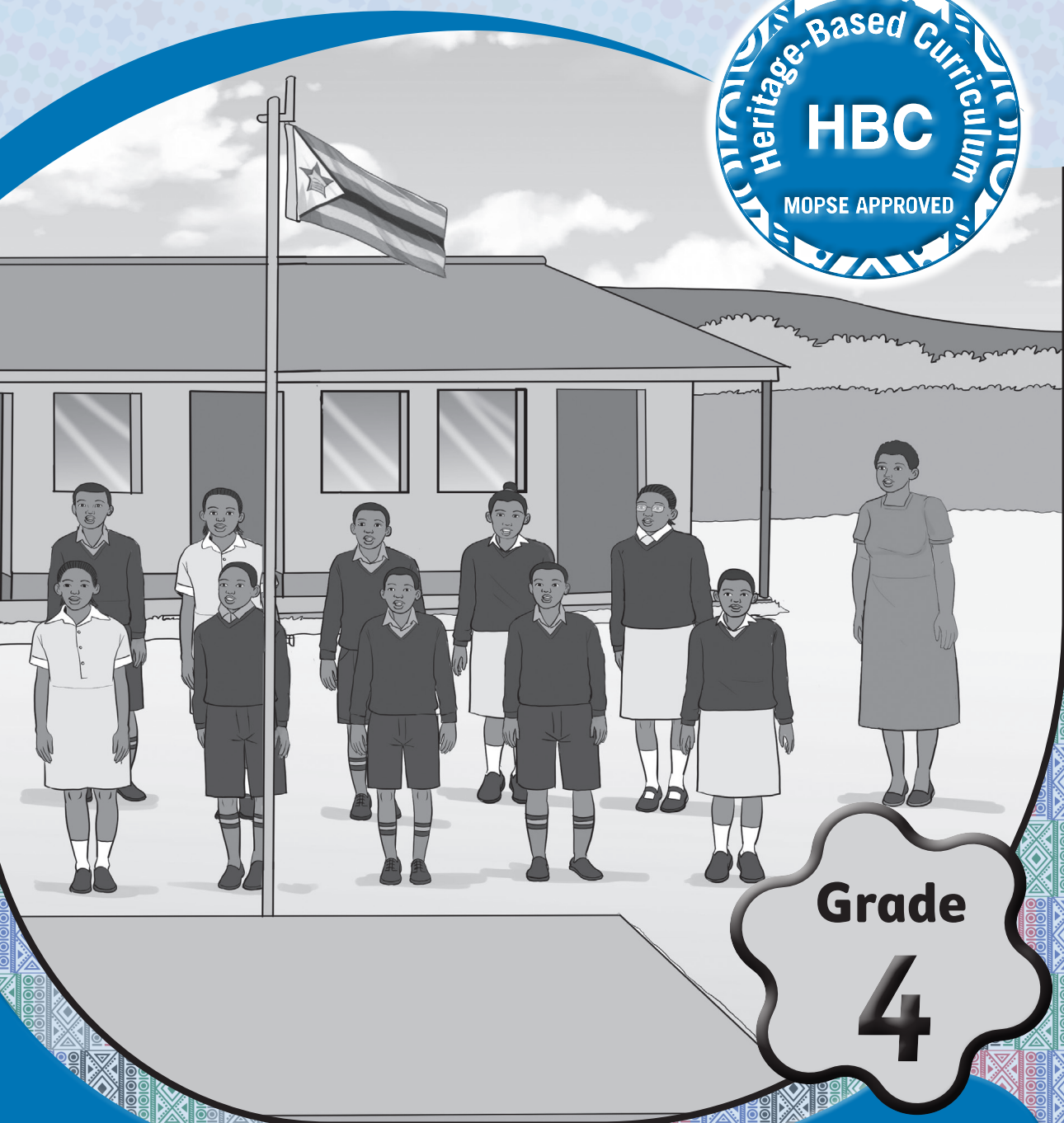


PlusOne

Social Science



Grade
4

Moreblessing Masuka

Teacher's Guide

PlusOne

Social Science

Teacher's Guide



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Introduction

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

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:

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

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

Subject specific aims

The syllabus aims to enable pupils to:

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

Instructional expectations

Social Science provides opportunity for teachers to:

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

Interpretation of key words in the curriculum

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

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

The Social Science Grade 4 curriculum 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, for example:

Group work

Class teaching is large group work but sometimes there are advantages in working in pairs or groups of four to six learners: some children make more progress when working in a group of the same ability.

On other occasions more able learners can help those who are not quite so quick at understanding. Groups of friends and groups working on different topics are other possible divisions that you could make.

For group work to be successful some thought must be given to the organization of class furniture. In most of our classrooms we still see rows of desks with several children to each desk. The classrooms are also often crowded so that it 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 curriculum emphasises the:

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

Learning-centred pedagogy

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

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

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

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-centered pedagogy, which emphasises active participation in class activities, making teaching and learning more practical and toward achieving positive learning outcomes that largely benefit the learner.

Pedagogical approaches

Effective teaching and learning in Social Science 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 curriculum in every school in Zimbabwe. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process.

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

The curriculum therefore promotes learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities learning that is meaningful because it aligns with learners' ability such as learning that is oriented towards developing general capabilities and solving the practical problems of everyday life; 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 curriculum is to be delivered using creative approaches. Differentiation and scaffolding are pedagogical approaches to be used within the context of the creative approaches.

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

- a** task,
- b** one-on-one support,
- c** 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 curriculum, you will need to draw on as many resources as possible and use them imaginatively. This section contains some suggestions on how best to use the resources in the learner's book and how to make use of other resources that may be available. The factual material in the learner's book is useful but it should be used alongside other information that the learners find out for themselves. It is important that learners learn techniques for finding out additional information.

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

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

The learner's book

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

Other resources

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

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

Using the local environment

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

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

Topic 1

Identity

Unit 1: Types of families

Unit objectives

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

- a** identify types of families.
- b** describe types of families.
- c** Compare and contrast the types of families

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 1-5.
- Social Science Grade 3-7 syllabus.
- Pictures of different types of families.

Teaching notes

- **Nuclear family:** Two parents and their children.
- **Monogamous family:** One husband and one wife.
- **Polygamous family:** Multiple spouses.
- **Extended family:** Includes grandparents, aunts, uncles, and cousins.
- **Single-parent family:** One parent raising the children.
- **Child-headed family:** Children assume adult roles.
- **Blended family:** Formed from previous relationships.

Suggested answers

Activity 1.1

- 1** Divide learners into groups of 4-5.
- 2** Assign Roles: Each group will assign roles (mother, father, child).

- 3 Groups create a short skit (3-5 minutes) depicting daily life in a nuclear family.
- 4 Allow 10 minutes for practice.
- 5 Each group performs their skit for the class.

Exercise 1.1

- 1 A nuclear family is made up of a mother, a father and their children.
- 2 Nuclear family members live together in the same house.
- 3 Both parents.

Activity 1.2

- 1 Ask learners to think about the roles of each family member.
- 2 Write responses on the board. Example responses:
- 3 **Mother:** Cooks, cleans, helps with homework.
- 4 **Father:** Provides, teaches, supports.
- 5 **Children:** Help with chores, study, respect parents.
- 6 Have learners share their thoughts on why these roles are important.

Exercise 1.2

- 1 Spouse means husband or wife.
- 2 A monogamous family is a family with one husband and one wife.
- 3 Spouses love and care for each other and their children.

Activity 1.3

A picture of a family

Say: “Today, you will draw a picture of your family and write the name of each person.”

- Ask learners to think about who lives with them (parents, siblings, or grandparents).
- Tell them to draw each family member clearly and neatly.
- Under each person, they should write their name and how they are related (Mom, Dad, Sister).

A short story about a child-headed family

- a Tell learners that sometimes children live without parents and take care of each other. This is called a child-headed family.
- b On the board, write questions to help them plan their stories:
 - Who are the children in the family?
 - What are their names and ages?
 - How do they cook, clean or go to school?
 - How do they help each other?

c Give a model example (short and simple):

“Lerato is 13 years old and takes care of her two brothers. She cooks food, helps them with homework, and makes sure they go to school every day. They all love and support each other.”

A diagram showing the different types of families

a Teach the types of families:

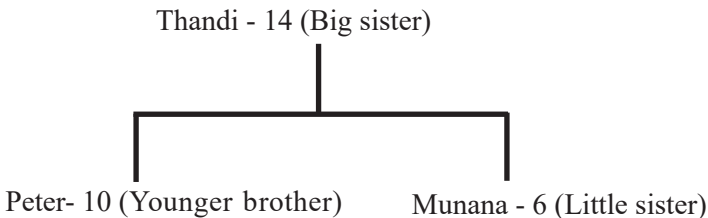
Use the board or posters to explain:

- Nuclear family – Parents and children.
- Extended family – Includes grandparents, aunts, uncles.
- Single-parent family – One parent with children.
- Child-headed family – Children taking care of each other.

b Draw an example diagram on the board:

Use boxes or circles and label them. Example:

Child-headed family



Exercise 1.3

1 A family where one parent raises the children.

2 A polygamous family is a family with one husband and many wives.

3 Challenges faced by child-headed families:

- Lack of food – They may not have enough money to buy food every day.
- No adult support – There is no parent to give advice, comfort, or help in hard times.
- Difficulty going to school – Older children may have to stay home to care for younger ones and miss school.
- Money problems – They may struggle to buy clothes, pay rent, or afford school supplies.
- Too much responsibility – Young children have to act like parents, which is hard and stressful.
- Loneliness and sadness – They may feel alone or miss their parents.

Activity 1.4: Differences between a polygamous and nuclear families

- Pair learners in twos.
- Tell them they will work together to talk about how parenting is different in nuclear and polygamous families.

Discussion questions

- What is a nuclear family?
- What is a polygamous family?
- How do parents in each family type take care of children?
- How do these roles affect children (attention, care, support)?

Encourage learners to take turns speaking and writing their ideas.

Class feedback:

- Ask a few pairs to share what they discussed.
- As learners speak, write key points on the board.

Model answers

Feature	Nuclear family	Polygamous family
Number of parents	Two (one mother and one father).	One father with two or more wives.
Parenting style	Parents usually share roles equally.	Roles may be shared or divided among different spouses.
Care for children	Both parents care for the children.	Children may be cared for by more than one mother.
Effect on children	Children may get more attention and stronger parent bonds.	Children may receive support from multiple caregivers.

Exercise 1.4

- 1 Parents and their children.
- 2 One parent handles all responsibilities vs. shared roles in a nuclear family.
 - Less financial support vs. dual income in a nuclear family.
 - Limited emotional support for the parent vs. shared emotional load in a nuclear family.
- 3 Extended families often provide more built-in support networks for example grandparents.
 - Child-headed families lack adult guidance and resources.
- 4 Financial strain.
 - Emotional and psychological pressure on the parent.
 - Limited time and energy for parenting and supervision.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 One parent
- 2 Boys
- 3 Mother or father.
- 4 The oldest child.
- 5 More than one.

Unit 2: Roles of the family

Unit objectives

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

- a identify members of a family.
- b explain roles of family members.
- c demonstrate the roles of the family members.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 6-9.
- Social Science Grade 3-7 syllabus.
- Pictures of different roles of the family members.
- Chart on family members.

Teaching notes

Members of a family and their roles

- **Mother:** Takes care of the family.
- **Father:** Provides for the family.
- **Grandmother:** Offers wisdom and care.

- **Siblings:** Brothers and sisters who support each other.
- Grandfather resolves family conflicts.
- Aunt teaches young boys and girls family values.

Suggested answers

Activity 2.1: Role play

- 1 Divide learners into small groups (4-5).
- 2 Each group selects different family roles (mother, father, sibling).
- 3 Groups create a short skit illustrating daily responsibilities.
- 4 Allow 10 minutes for practice.
- 5 Groups perform skits for the class.

Exercise 2.1

- 1 A family is a group of people living together.
- 2 Four family members:
 - Mother
 - Father
 - Brother
 - Sister
- 3 The head of the indigenous family is the father.

Activity 2.2

- 1 In groups, learners should discuss the importance of various family members. After the discussion they should present their findings to the class.
 - Model answer: Family members provide support, love and guidance. Each member has a unique role that contributes to the family's well-being.
- 2 Create a pretend family with roles like father, mother, child, grandparent and older sibling.
 - Assign learners to act as family members with specific responsibilities.
- 3 Demonstrate family roles:
 - **Father:** Pretends to go to work and provide for the family.

Example: "I go to work every day to earn money for food and school fees."

- **Mother:** Pretends to cook and take care of the household.

Example: "I prepare meals and help my children with homework."

- **Child:** Pretends to go to school and do chores.

Example: "I go to school to learn and help clean the house."

- **Grandparent:** Pretends to tell stories or give advice.

Example: “I share wisdom and look after the younger children.”

- **Older Sibling:** Pretends to assist parents and help younger siblings.

Example: “I help my brother with homework and fetch water for the family.”

4 Reflect and discuss:

- After the role-play, discuss the importance of each role in keeping the family happy and functional.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Father
- 2 Mother
- 3 Grandparent
- 4 Grandparent
- 5 Support

Unit 3: Family gatherings and aspirations

Unit objectives

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

- a state family gatherings.
- b describe family gatherings.
- c outline individual and family aspirations.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner’s Book page 10-15.
- Social Science Grade 3-7 syllabus
- Pictures of family gatherings.

Teaching notes

Types of family gatherings

- 1 Weddings
- 2 Funerals
- 3 Birthdays
- 4 Memorial services

Family aspirations

Family aspirations are the hopes, goals, and dreams that a family collectively works toward to improve their well-being and future. These can include educational, financial, social or personal achievements that benefit the entire family.

Examples of family aspirations

- 1 Educational aspirations:
 - Ensuring all children complete school and pursue higher education.
 - Parents learning new skills to improve career opportunities.
- 2 Financial aspirations:
 - Saving money to build a family home.
 - Starting a family business to increase income.
- 3 Social aspirations:
 - Building strong relationships with extended family and community.
 - Teaching children good morals and values.
- 4 Personal aspirations:
 - Staying healthy through proper diet and exercise.
 - Spending quality time together to strengthen family bonds.

Suggested answers

Activity 3.1

- 1 Divide learners into small groups.
- 2 Ask learners what a family gathering is? Why they are important?
- 3 Each group lists examples of family gatherings.
- 4 Groups present their lists to the class.

Model answers

- Strengthening bonds: Family gatherings help build closer relationships and foster unity among family members.

- Sharing values and traditions: They provide an opportunity to pass on cultural heritage, traditions, and family values.
- Emotional support: Gatherings allow family members to share experiences, offer advice, and support each other during challenges.
- Celebrating achievements: Families can celebrate milestones such as birthdays, graduations, or anniversaries together, creating lasting memories.

Exercise 3.1

- 1 Family gatherings are special times when families come together to share, bond, celebrate, support and have fun.
- 2 Birthdays, weddings, funerals and many others.
- 3 Strengthening bonds, sharing values and traditions, emotional support, celebrating achievements.
- 4 For emotional support and to console each other.

Activity 3.2: Dramatisation of the bringing back ceremony

- Assign roles such as family elder, family members and dancers.
 - Family members visit a symbolic “grave,” carrying offerings like beer and snuff.
 - Act out the process of asking the spirit to return home with words of respect.
- Feasting and celebration:
 - Pretend to prepare a feast and share food and drinks with relatives and “guests.”
- Music and dance:
 - Include a performance with drumming, singing and dancing, emphasising the joy of the ceremony.

Exercise 3.2

- 1 To rejoice and give thanks for the continuation of the family lineage.
- 2 The family elder or spiritual leader.
- 3 To honor the memory of the deceased.
 - To bring the family together for unity and healing.
- 4 It unites family members, honors traditions and ensures the spirit of the deceased is at peace and part of the family.

Activity 3.3: Family aspirations

- Begin by explaining what family aspirations are and their importance. Use examples like education, career, or homeownership to clarify.
- Divide learners into small groups and ask them to list aspirations their families have.

Guide discussions:

- Encourage learners to identify the sources of these aspirations, such as role models, culture, or family traditions.
- Have each group share their family aspirations and the sources with the class.

Reflect:

- Discuss how family aspirations contribute to personal growth and unity.

Exercise 3.3

- 1 Family role determines the status of an individual in a family.
- 2 High status is given to males according to rank because of background and wealth.
- 3 Good health, harmony, home ownership, education are examples of family aspirations.
- 4 People get inspiration from role models and family members.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Goals or desires individuals wish to achieve.
- 2 Good health and education, success, good of life, fame, wealth, virtue.
- 3 Family aspirations are the things which a family desires or wishes to achieve.
- 4 Hard work and determination.

Unit 4: Communication and conflict management at school

Unit objectives

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

- a define communication and conflict.

- b** explain the importance of communication at school.
- c** identify the causes and effects of conflicts.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 16-21.
- Social Science Grade 3-7 syllabus.
- Chart on conflict management at school.

Teaching notes

- **Communication:** The exchange of information between individuals.
- **Conflict:** A disagreement or argument between people.
- **Resolve:** To find a solution to a disagreement.

- 1** Importance of communication
 - Building relationships.
 - Learning effectively.
- 2** Causes and effects of conflicts at school
 - Common causes of conflict.
 - Effects on learners.
- 3** Conflict management
 - Steps to resolve conflicts.
 - Role of teachers in conflict resolution.

Suggested answers

Activity 4.1

- 1** Provide scenarios involving conflicts for example, arguments over games.
- 2** **Role assignment:** Learners take on different roles in the conflict.
- 3** **Resolution demonstration:** Groups demonstrate how to resolve the conflict using effective communication.

Exercise 4.1

- 1** Poor *communication* can lead to misunderstandings.
- 2** At school some children *bully* others,
- 3** *Gossiping* about others causes conflict.

Activity 4.2

In groups, learners should discuss the causes and effects of conflict at home, school, and community. Present your findings in class.

- At home:

Causes: Poverty, substance abuse, domestic violence, poor communication.

Effects: Emotional stress, poor school performance, behavior issues.

- At school:

Causes: Bullying, discrimination, unfair treatment, lack of rules.

Effects: Absenteeism, poor grades, fights, anxiety.

- In the community:

Causes: Crime, lack of jobs, political disputes, inequality.

Effects: Violence, mistrust, poor development, migration.

Exercise 4.2

Use the words in blue: development, role, absent, less, abused

Let us fill in the blanks:

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

Activity 4.3

- Begin by explaining how conflicts can happen in everyday life and why it is important to handle them calmly and respectfully.
- Review the methods of resolving conflicts for example, talking it out, apologising, compromising.

Provide new scenarios

- Present fresh, relatable conflict scenarios for learners to act out:
 - Scenario 1: Two learners both want to sit in the same seat during a group activity.
 - Scenario 2: A student accidentally spills water on another student's schoolwork, causing an argument.
 - Scenario 3: A group of classmates disagrees on which game to play during recess.

Assign roles

- Divide learners into small groups and assign roles for each scenario:
 - Person A: The first person in the conflict.
 - Person B: The other person in the conflict.
 - Mediator/Teacher: A neutral individual helping resolve the conflict.

Demonstrate conflict resolution

- Guide learners to use the conflict resolution methods outlined in the lesson:
 - Talking it out:
Example: “I feel upset because I wanted to sit there, but you didn’t ask me if it was okay.”
Response: “I’m sorry. I didn’t know you wanted to sit here. Let’s figure out a solution.”
 - Apologising:
Example: “I’m really sorry for spilling water on your homework. Can I help you rewrite it?”
 - Compromising:
Example: “Let’s play your game first, and then we can play mine afterward.”
 - Problem-solving:
Example: Decide as a group to rotate seats or take turns.

Reflect as a group

- After each role-play, discuss the following:
 - What strategies worked well?
 - How did the learners feel during the resolution process?
- Reinforce the importance of listening, showing empathy and working together.

Activity 4.4

- Start by explaining that not all conflicts are bad. Some conflicts, when handled well, can lead to positive changes or stronger bonds. For example:
 - Scenario 1: Two friends argue about how to complete a project but end up combining their ideas for a better outcome.
 - Scenario 2: A classmate feels left out of a game, leading to a conversation about including everyone.

Group work:

- Divide learners into small groups and assign each group one scenario.
- Task:
 - Discuss the conflict and how it could be resolved positively.
 - Identify the lessons learned or the positive outcomes from the resolution.

Songs against conflict at school.

Here are two short and simple songs that promote peace and discourage conflict at school. These can be sung to familiar tunes so learners can easily remember and enjoy them.

Song 1: “Let’s talk it out” (Tune: “If You’re happy and you know it”)

Verse 1:

*If you’re angry and upset, let’s talk it out,
If you’re angry and upset, let’s talk it out,
We can solve it in a way,
That will make a brighter day,
If you’re angry and upset, let’s talk it out.*

Verse 2:

*If there’s trouble with a friend, let’s make it right,
If there’s trouble with a friend, let’s make it right,
We can listen, we can share,
Show each other that we care,
If there’s trouble with a friend, let’s make it right.*

Song 2: “Peace begins with me” (Tune: “Twinkle, Twinkle, Little Star”)

Verse 1:

*Peace begins with me and you,
Kindness in all that we do.
We can share and we can care,
Solve our problems everywhere.
Peace begins with me and you,
Together we’ll see it through.*

Verse 2:

*If we listen, if we try,
We can reach for peace so high.
No more fighting, no more tears,
We can face our little fears.
Peace begins with me and you,
Together we’ll see it through.*

Exercise 4.3

- 1
- 2
- Conflict is a disagreement or argument between two or more people.

Place	Causes of conflict
Home	Sibling rivalry, chores, or misunderstandings.
School	Bullying, disagreements over group work, or competition.

- 3 Absenteeism by learners, dishonesty, lack of discipline and mob groups are some of the effects of conflicts.
- 4 If someone bullies me at school, I would report it to a teacher or a trusted adult and try to stay calm.
- 5 A person who helps resolve a conflict is called a mediator.
- 6 At school, violent conflicts are reported to the teacher, school counsellor, or principal.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Home, school, community.
- 2 Stress and broken relationships.
- 3 Good communication, apologising, talking about the issue.
- 4 Report to a trusted adult, seek help.
- 5 Report the incident or confront the person responsible.

Topic 2

National history, sovereignty and governance

Unit 5: The early people of Zimbabwe

Unit objectives

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

- a narrate the history of the early people of Zimbabwe.
- b describe the way of life of the Khoisan and the Bantu.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 22-25.
- Social Science Grade 3-7 syllabus.
- Pictures of the Khoisan and Bantu way of life.

Teaching notes

Early people of Zimbabwe

- 1 History of the early people of Zimbabwe
 - The Khoisan and their lifestyle
 - The Khoisan were among the first inhabitants of Zimbabwe.
 - They were hunter-gatherers, relying on bows, arrows, and traps for hunting.
 - Practiced a nomadic lifestyle, moving in search of food and water.
 - Known for their rock art, depicting their daily activities and beliefs.
 - The *bantu* migration
 - The Bantu people migrated into Zimbabwe around 2000 years ago.
 - They brought iron-working techniques and advanced farming methods.
 - Settled in permanent villages, practicing agriculture and cattle rearing.
 - Introduced new languages and cultural practices.

2 The way of life of the Khoisan and Bantu

- Tools and hunting practices
 - Khoisan: Used stone tools, bows and poisoned arrows for hunting.
 - Bantu: Developed iron tools for farming and weapons for hunting.

Suggested answers

Activity 5.1

- Divide the class into four groups.
- Assign each group a specific topic:
 - Group 1: Khoisan tools and hunting practices.
 - Group 2: Khoisan social structures and traditions.
 - Group 3: Bantu tools and hunting practices.
 - Group 4: Bantu social structures and traditions.

Presentation:

- Each group presents their findings to the class in 5-10 minutes.
- Group 1: Highlights the simple stone tools and hunting with poisoned arrows by the Khoisan.
- Group 2: Discusses the Khoisan's small family groups, nomadic lifestyle, and rock art.
- Group 3: Explains the advanced iron tools and farming practices of the Bantu.
- Group 4: Describes the Bantu's hierarchical societies, communal living, and cultural festivals.

Exercise 5.1

- 1 The Khoisan were the first inhabitants during the Stone age.
- 2 The other name for the San is Bushmen.
- 3 Bows and arrows and knives were tools used by the Khoisan for hunting purposes.
- 4 Clicking sound is the language used by the Khoisan.
- 5 Animal skins were used as clothes by the Khoisan.

Activity 5.3: Step-by-step guide

- 1 Draw a map of Zimbabwe.
- 2 Mark and label the areas where the Bantu people settled.



Exercise 5.2 answers

- 1 The San and Khoi-Khoi.
- 2 The Bantu migrated from central Africa in Kenya. The bantu people are the early people who settled in Zimbabwe after the San and Khoi khoi. They include the Karanga, Ndebele, Nda, Zezuru, Xangani, Manyika, Venda and Tonga people.
- 3 The Ndebele, Tonga, Shona and Venda.
- 4 Millet and sorghum.

Unit revision

Multiple choice answers

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

Structured questions answers

- 1 The first people to settle in Zimbabwe were the San (Khoisan).
- 2 Tools used were bows, arrows, stone tools, hand axes and strippers.
- 3 The food eaten by early people included millet, sorghum, meat and wild fruits.

Unit 6: Contribution of the early people to the Zimbabwean heritage

Unit objective

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

- list the contributions of the Bantu people to the national heritage.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 26-29.
- Social Science Grade 3-7 syllabus.
- Chart on contributions made by the early people in Zimbabwe.

Teaching notes

Contribution of early people to the national heritage

- 1 Language
 - Early people contributed to the development of local languages like Ndebele and Sotho.
 - Words such as *munhu* (person) in Shona originate from early Bantu languages.
- 2 Heritage sites
 - Early people built heritage sites such as Great Zimbabwe and Khami monuments, which are significant for tourism and cultural preservation.
- 3 Medicinal value
 - Indigenous people used trees and plants for medicine (for example *tsangamidzi* (ginger) for stomach aches).
 - Knowledge of medicinal plants was passed down generations and is still valued today.
- 4 Edible fruits
 - Early people relied on wild fruits like *mazhanje*, *nhengeni* and *tsubvu* for food.
 - These fruits were nutritious and contributed to their survival.

Activity 6.1

- 1 Arrange a visit to a nearby national heritage site (Great Zimbabwe or a local monument).
- 2 Guide learners to observe and learn about:
 - Historical structures built by early people.
 - Cultural practices (language, totems, tools).

- 3 Facilitate discussions on how early contributions (heritage sites, language) influence modern Zimbabwean culture.

Model answers

- 1 Language:
 - Early people developed local languages such as Ndebele and Sotho, which are still spoken today.
 - Words like *munhu* (person) in Shona originated from early Bantu languages.
- 2 Heritage sites:
 - Early people built prominent sites such as Great Zimbabwe, Khami monuments, and Chesvingo monuments.
 - These sites attract tourists, preserve culture and provide insights into early architectural skills.
- 3 Medicinal knowledge:
 - Early people identified medicinal plants for healing, for example *tsangamidzi* for stomachaches.
 - This knowledge has been passed down and is still used by herbalists today.
- 4 Edible fruits:
 - Early people relied on wild fruits like *mazhanje*, *nhengeni* and *tsubvu* for survival.
 - These fruits are still consumed and valued for their nutritional benefits.
- 5 Totems:
 - Totems, such as Shumba, Soko and Ndlovu, were introduced to classify clans and maintain unity.
 - They remain an integral part of Zimbabwean culture today.

Exercise 6.1

- 1 Ndebele, Shona and Sotho.
- 2 Great Zimbabwe, Dlodlo monuments and Khami ruins.
- 3 They preserve history, attract tourists and provide cultural identity.
- 4 Totems are objects such as an animal or plant serving as the emblem of a family or clan and often as a reminder of its ancestry.
- 5 Totems influenced indigenous people by:
 - **Clan identity:** Totems were used to identify clans, helping individuals recognize their lineage and familial connections.
 - **Social unity:** They promoted unity and a sense of belonging within clans, fostering cooperation and collective responsibility.
 - **Marriage rules:** Totems regulated marriage customs by prohibiting intermarriage within the same clan, preventing inbreeding.

- **Environmental conservation:** Some totems, often animals, encouraged the protection of specific species as sacred symbols.
- **Cultural identity:** Totems preserved cultural heritage by passing down stories, values, and traditions associated with the clans.
- Early people influenced indigenous practices such as farming, hunting, and traditional medicine.

Activity 6.2

- 1 Divide learners into groups and assign each group a topic:
 - Language contributions.
 - Heritage sites.
 - Medicinal plants.
 - Edible fruits.
- 2 Ask groups to discuss and prepare a presentation on how Bantu people contributed to national heritage.
- 3 Allow each group to present their findings to the class.
- 4 Facilitate a discussion comparing contributions across topics.

Expected model answers:

- **Language:** Development of Ndebele and Sotho languages.
- **Heritage sites:** Construction of Great Zimbabwe as a cultural and tourist site.
- **Medicinal plants:** Use of trees like *mumvee* for healing.
- **Edible fruits:** Reliance on wild fruits like *mazhanje* and *tsubvu* for nutrition.

Exercise 6.2

- 1 Herbs are plants used for medicinal purposes to treat illnesses and promote health.
- 2 Early people treated illnesses such as stomach aches, fevers and wounds with herbs.
- 3 Herbal treatments are advantageous today because they are natural, affordable and often have fewer side effects compared to modern medicines.
- 4 The edible fruits used by indigenous people: *nyii / umnyi, nhunguru / ungokolo, matamba / umkhemeswane, mazhanje / mashuku, tsubvu / umtshwankela, nhunguru / umqokolo* and *nhengeni*.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Heritage is the cultural and historical legacy inherited from early people.
- 2 Language, heritage sites, totems and medicinal knowledge.
- 3 It attracts tourists and maintains cultural identity.
- 4 Great Zimbabwe which is a key site of national heritage built by the Bantu people.
- 5 The San are also known as the *Bushmen* and today live in the *Kalahari* Desert.

Unit 7: The need for rules and laws

Unit objectives

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

- a list the rules at home, school and community.
- b explain the importance of rules and laws at home, school and community.
- c define laws.
- d list the by-laws and national laws.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 30-35.
- Social Science Grade 3-7.
- Chart with rules and laws.

Teaching notes

- 1 Rules and laws at home

Examples:

- Respect your parents and siblings.
- Always clean your room.

Importance:

- Maintains harmony and respect within the family.
- Encourages responsibility and discipline.

Consequences of not following rules:

- Disagreements and conflicts.
- Lack of organization and order.

2 Rules and laws at school

Examples:

- Be punctual and attend class on time.
- No bullying or disrespecting others.

Importance:

- Ensures safety and respect for everyone.
- Creates a conducive learning environment.

Consequences of not following rules:

- Disruptions in learning.
- Conflicts among learners and staff.

3 Rules and laws in the community

Examples:

- No littering in public spaces.
- Observe traffic laws (stopping at red lights).

Importance:

- Promotes cleanliness and safety.
- Ensures peaceful coexistence among community members.

Consequences of not following rules:

- Increased accidents, pollution, and conflicts.

Suggested answers

Activity 7.1

- 1 Assign learners to pairs.
- 2 Ask each pair to list examples of rules they follow at home.
- 3 Discuss the role and importance of these rules in maintaining order and harmony in the household.
- 4 Encourage learners to reflect on the consequences of not following these rules.

Model answers for activity 7.1

- Examples of rules at home: No yelling, clean your room, help with chores, respect others.
- Importance of rules: They help create a peaceful environment, teach responsibility, and ensure safety.
- Consequences of not following rules: Arguments, disorder, and lack of harmony in the home.

Exercise 7.1

- 1 Rules are important because they maintain order and promote safety.
- 2 Respect your parents and siblings.
 - Always clean up after yourself.
- 3 Respect teachers, no bullying, be punctual and no littering among others.
- 4 There would be chaos and disorder, such as increased littering and unsafe roads.
- 5 Two examples of community rules are:
 - No littering in public spaces.
 - Observe speed limits and traffic signs.

Activity 7.2

- 1 Divide learners into small groups.
- 2 Ask each group to discuss why rules are important at home, school and in the community.
- 3 Have groups share examples of rules that promote safety, good behaviour and harmony.
- 4 Conduct a class discussion on the benefits of having rules and laws in society.

Model answers

- Why rules are important: They maintain order, promote respect, and ensure safety.
- Examples of rules promoting safety: No running in the hallways at school, stopping at red lights in the community.
- Consequences without rules: Chaos, accidents and lack of discipline.

Exercise 7.2

- 1 One rule you have at home and why it is important:
 - Rule: Always finish your homework before playing.
 - Importance: It ensures that responsibilities are completed before leisure.
- 2 Why do we have rules at school?
 - Rules maintain order and promote respect among learners and teachers.
 - Example: No bullying ensures a safe and supportive learning environment.
- 3 A law in your community that helps keep people safe:
 - Example: Traffic laws, such as stopping at red lights, to prevent accidents.
- 4 Two ways rules help us in our homes:
 - They promote harmony and respect among family members.
 - They ensure a clean and organized living space.
- 5 Example of how following a rule can make a school a better place:
 - Rule: Keeping the school tidy.
 - Following this rule creates a clean and welcoming environment for everyone.

Activity 7.3

- 1 Visit a local council and conduct research on the by-laws.
- 2 Identify your local council office or website.
- 3 Request or look up documentation about the by-laws they have implemented.
- 4 Take note of the purpose of these by-laws, the areas they cover, and how they are enforced.

Model answer example:

“I visited my local council and found that by-laws are created to govern activities like waste disposal, parking regulations and noise control. They ensure the community remains clean, safe and orderly.”

“By-laws are important because they help maintain order in the community, promote public safety, and ensure that everyone follows rules that protect the environment and public health.”

Exercise 7.3

- 1 Rules and regulations made by local authorities to govern specific areas.
- 2 Law enforcement agencies and government officials.
- 3
 - Made by the legislature/parliament.
 - Enforced by law enforcement agencies, such as the police and courts.
- 4
 - By-laws are created by local authorities, while national laws are made by the national government.
 - By-laws apply to local areas; national laws apply to the entire country.
- 5 To ensure justice, maintain order, protect citizens' rights, and provide a framework for governance.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Respect others and clean your room.
- 2 No bullying, be punctual, and listen to teachers.
- 3 Parliament
- 4 By-laws are specific to local areas, while national laws apply to the whole country.

Unit 8: Observing the laws

Unit objectives

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

- a explain the importance of observing laws.
- b identify the consequences of breaking the law.
- c state the roles of individuals, community, police and the courts in enforcing the law.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 36-42.
- Social Science Grade 3-7 syllabus Grade.
- Chart on the importance of observing the law.

Teaching notes

Importance of observing laws

- 1 **Peace:** Observing laws fosters harmony and prevents conflict.
- 2 **Order:** Laws maintain structure and prevent chaos in communities.
- 3 **Public Safety:** Laws protect individuals from harm and accidents.
- 4 **Fairness:** Ensures equal treatment and protects individual rights.
- 5 **Trust:** Encourages trust among community members and institutions.

Consequences of breaking the law

- 1 **Imprisonment:** Lawbreakers can face jail time.
- 2 **Fines:** Violators may be required to pay penalties.
- 3 **Loss of Privileges:** Certain rights (voting) may be revoked.
- 4 **Community Impact:** Lawbreaking can lead to disorder and mistrust.

Roles of the individual, community, police, and courts in enforcing laws

- 1 **Individual:** Abide by laws, respect others' rights, and report unlawful activities.
- 2 **Community:** Promote awareness, maintain a culture of lawfulness, and support law enforcement efforts.
- 3 **Police:** Enforce laws, prevent crimes, and ensure public safety.
- 4 **Courts:** Interpret laws, resolve disputes, and impose penalties for violations.

Activity 8.1

Step-by-step guide for teachers

- 1 Introduce the scenario:
 - Present examples like a traffic situation, classroom rules, or community laws.
 - Encourage learners to brainstorm scenarios.
- 2 Group discussion:
 - Divide learners into small groups.
 - Ask them to create and act out the scenario.
- 3 Guide the discussion:
 - What happens when the law is followed?
 - What happens when the law is disregarded?
 - How does following the law help in the scenario?
- 4 Debrief:
 - Summarize the outcomes and emphasize the importance of laws.

Model answers:

- Following traffic laws reduces accidents and ensures safety.
- Following rules in the classroom creates a conducive learning environment.
- Community laws maintain order and protect rights.

Exercise 8.1

Answers:

- 1 Laws protect our rights by ensuring fairness and safety.
- 2 It is important to follow traffic laws to prevent accidents and save lives.
- 3 Breaking laws leads to chaos, harm and loss of trust.
- 4 Examples of laws protecting rights: anti-discrimination laws, property laws.
- 5 Protection of rights, property laws, marriage among others.

Activity 8.2

Step-by-step guide for teachers

- 1 Preparation:
 - Ask learners to identify laws in their community and discuss their importance.
- 2 Group work:
 - Divide learners into groups to discuss what would happen if laws were not followed.

- 3 Encourage creativity:
 - Learners can write a short story or share a real-life example of lawbreaking and its consequences.
- 4 Presentation:
 - Groups present their findings or stories.
- 5 Debrief:
 - Discuss the importance of laws and their role in maintaining order.

Model answers:

- Consequences of breaking laws: fines, imprisonment, loss of privileges.
- Importance of laws: safety, fairness, and trust in the community.

Exercise 8.2

Answers:

- 1 Consequence of having a criminal record: difficulty finding jobs.
- 2 Fines are imposed to deter lawbreaking and compensate for damages.
- 3 When laws are broken, the community may experience disorder and mistrust.
- 4 Effects of breaking traffic laws: accidents, injuries, and loss of lives.
- 5 Breaking the law hurts a community by making people feel unsafe and stopping them from trusting each other.

Activity 8.3

- Inform learners about the purpose of the visit to the police station.
- Discuss the importance of understanding the roles and duties of police officers in maintaining law and order.
- Arrange permission from relevant authorities to visit the station.

During the visit:

- Encourage learners to interact with police officers.
- Ask learners to take notes on the roles and duties explained by the officers (crime prevention, public safety, investigations).
- Guide learners to ask relevant questions, such as:
 - What are the main responsibilities of police officers in Zimbabwe?
 - How do the police ensure public safety?
 - What challenges do officers face in their duties?

Post-visit discussion:

- Back in the classroom, divide learners into groups to discuss their findings.
- Encourage each group to share their observations and insights.

Model observations:

- Police officers prevent and investigate crimes.
- They enforce laws and maintain public order.
- They assist in conflict resolution and protect vulnerable populations.

Exercise 8.3

Answers:

- 1 Three roles of the police:
 - Enforcing laws.
 - Maintaining public safety.
 - Investigating crimes.
- 2 Types of courts in Zimbabwe:
 - Magistrate Court.
 - High Court.
 - Supreme Court.

- 3 Role of the labour court:

Handles disputes between employers and employees, including issues of wages, contracts and unfair dismissal.

Unit revision exercise

Multiple choice answers

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

Structured questions answers

- 1 Three school rules:
 - Attend classes on time.
 - Respect teachers and fellow learners.
 - Complete assignments on schedule.
- 2 Courts found in Zimbabwe:
 - Magistrate Court.
 - High Court.
 - Supreme Court.

- 3 National laws are made by Parliament and are enforced by police and courts.
- 4 Differences between by-laws and national laws:
 - By-laws are local regulations, while national laws apply countrywide.
 - By-laws are enforced by local authorities, while national laws are enforced by police and courts.
- 5 Three roles of the police in the community:
 - Preventing crimes.
 - Enforcing public safety.
 - Resolving disputes.

Unit 9: The indigenous court system

Unit objectives

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

- state indigenous courts
- name people who preside over different indigenous courts.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 43-47.
- Social Science Grade 3-7 syllabus Grade.
- Chart with indigenous courts in Zimbabwe.

Teaching notes

Types of indigenous courts:

- **Village Courts:** Resolve minor disputes and promote harmony.
- **Headman's Courts:** Address local disputes and manage community issues.
- **Chief's Courts:** Handle larger disputes and ensure peace in broader regions.

Suggested answers

Exercise 9.1

- 1 Village courts are informal gatherings led by **elders** or **community** leaders.
- 2 These gatherings help resolve local issues and disputes.
- 3 In village courts, everyone has a chance to **speak** about their problems.

Activity 9.1

Begin with a brief explanation:

- Village courts are traditional or community-based institutions where local leaders (such as village chiefs or elders) help resolve disputes among community members.
- They focus on peaceful solutions, reconciliation, and maintaining harmony within the village rather than harsh punishments.
- These courts rely on local customs and values, often giving everyone involved a chance to speak.
- Explain that the goal is not just to decide who is right or wrong, but to restore relationships and achieve justice that benefits the whole community.

Assign roles:

Give learners roles to act out:

- Village chief (judge/mediator).
- Disputing parties (neighbors or family members).
- Witnesses (people from the community with knowledge about the issue).
- Court clerk/recorder (optional, to document proceedings).

Example scenario:

Two families are arguing over the boundary between their farms. One family claims the other has extended their fence and taken a portion of their land. The other family insists the boundary has always been where it is. Witnesses remember different versions of past events.

Role-play:

- Let the learners act out how the village court would handle the dispute.
- Encourage the chief to guide the process by listening, asking questions, and suggesting a fair outcome.
- Ensure all parties speak and that witnesses share their views.
- Allow for negotiation or compromise.

After the role-play, lead a class discussion with the following prompts:

- What decision did the village court make?
- Did everyone feel they had a chance to speak?
- Was the decision fair to both parties?
- How was reconciliation (restoring peace and relationships) achieved?
- How is this process different from formal court systems?

Activity 9.2

Begin with an introduction:

- Explain that chief's courts or traditional courts led by chiefs and elders are local justice systems rooted in customary law.
- Emphasise that their primary goals include:
 - Maintaining peace and order.
 - Encouraging reconciliation rather than punishment.
 - Settling disputes through dialogue and community consensus.
- Mention that these courts are often more accessible and culturally relevant to rural communities.

Divide the class:

- Split the learners into two groups:
 - Group 1: Will argue in favor of chief's courts as effective tools for promoting reconciliation and justice.
 - Group 2: Will argue against their effectiveness, pointing out possible shortcomings such as bias, lack of formal legal training or inconsistency.

Post-debate discussion

- Highlight the strengths of each side's arguments.
- Recap ideas such as:
 - **Pros:** Accessibility, cultural relevance, reconciliation, cost-effectiveness.
 - **Cons:** Potential bias, lack of formal legal procedures, gender inequality.

Exercise 9.2

Answers:

- 1 The chief's courts are led by **chiefs** in rural areas.
- 2 These courts deal with various issues like family problems, **civil disputes** and community conflicts.
- 3 Chiefs help resolve disagreements among community members using their knowledge of **local and traditional customs**.
- 4 The role of the chiefs is not only to make decisions but also promote **understanding** and cooperation.
- 5 By encouraging discussion and reconciliation, chief's courts help keep the **community** united.

Activity 9.3

Start with a class discussion:

- Ask: "What are some common disagreements in our communities?"
- Emphasise that dialogue not anger or violence is the most effective way to solve disagreements and build trust.

Examples of common conflicts in Zimbabwe:

Write these on the board:

- 1 Livestock damage – A neighbour's goats feed on someone's crops.
- 2 Boundary disputes – Disagreements over land borders between family members or neighbours.
- 3 Water source disputes – Conflict over access to a shared borehole or well.
- 4 Noise or disturbance – Loud traditional ceremonies or night gatherings disturbing neighbours.
- 5 Cattle straying into burial sites – Seen as disrespectful in many rural areas.
- 6 Inheritance issues – Disagreements over distribution of land or property after a family member's death.
- 7 Use of communal grazing land – One family overusing land meant for everyone.
- 8 Traditional beliefs and practices – Conflicts over cultural rites, witchcraft accusations, or differing religious beliefs.

Simulation activity

Assign roles in each group:

- Disputing parties – People directly involved in the conflict.
- Mediator – A respected community member or village elder helping resolve the issue.
- Witnesses/community members – Those affected or who can provide context.

Let each group act out one scenario. Here are three detailed examples:

Scenario 1: Livestock damage

A farmer complains that their neighbor's goats entered their field and destroyed their maize crop. The goat owner says the fence was broken and it's not their fault. The mediator must guide them toward a peaceful solution.

Scenario 2: Water dispute

Two families use the same borehole. One accuses the other of wasting water and locking access with a padlock. Tempers have flared, and the community is divided.

Role-play

Guide the process:

- The mediator sets ground rules and invites both parties to share their side.
- Each party shares their feelings and perspectives respectfully.
- Witnesses or community members provide support or clarification.
- The mediator encourages solutions such as:
 - Apologies or acknowledgments.
 - Restitution (repairing a fence or replacing lost crops).
 - Agreements on future behaviour.
 - Community-based resolutions.

Facilitate a class discussion:

- What resolution was reached in each group?
- How did dialogue help solve the conflict?
- Was everyone treated fairly?
- Were cultural values respected?

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A headman's court resolves disputes by listening to both parties, applying customary laws, and making fair decisions.
- 2 The headman plays a key role in resolving disputes by mediating disagreements, promoting reconciliation, and ensuring fairness.
- 3 Issues addressed in village courts include land disputes, minor thefts and disagreements between neighbours.
- 4 Respected elders help in village courts by guiding discussions, offering wisdom and ensuring fair outcomes.
- 5 It is important for community members to participate in village courts to ensure inclusivity and promote a sense of ownership in resolving disputes.
- 6 Headman's and chief's courts contribute to community peace by resolving conflicts, promoting reconciliation, and maintaining unity.

Unit 10: Importance of the national school pledge

Unit objectives

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

- a read the national school pledge.
- b explain the importance of the national school pledge.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 48-50.
- Social Science Grade 3-7 syllabus.
- Chart with the national school pledge.

Teaching notes

Key points of the pledge

- The national school pledge is a solemn promise made by learners to serve and respect their country.
- It is recited daily in schools to remind pupils of their responsibilities as Zimbabwean citizens.
- The pledge promotes values such as unity, patriotism, honesty, hard work, and respect for national heritage.

Origin of the pledge

- The national school pledge was taken from the Constitution of Zimbabwe.
- It was created to promote patriotism, good citizenship, and the preservation of the national heritage.

Importance of the pledge

- It encourages learners to work hard in school and do their best.
- It teaches respect for elders, especially national heroes who fought in the liberation struggle.
- It promotes national identity, helping children to feel proud of their culture and country.
- It inspires love for Zimbabwe, unity, and participation in building the nation.

Suggested answers

Activity 10.1

Key national values

- 1** Patriotism
Loving, respecting, and being loyal to your country. It includes being proud of Zimbabwe, protecting its flag, land, history, and culture.
- 2** Good moral values
Doing what is right and fair. This includes being honest, kind, respectful, and treating others well.
- 3** Hard work
Putting effort into your studies and duties. It means doing your best in school and in everything you do.
- 4** Respect
Showing honor and consideration to others, especially parents, teachers, elders, the national flag, and cultural traditions.

- 5 Honesty
Telling the truth and being trustworthy. It means not cheating, stealing, or lying.
- 6 Unity
Working together as one people regardless of differences. It means cooperating and promoting peace among others.
- 7 National identity
Being proud of being Zimbabwean. It means understanding and appreciating the country's culture, history, and language.
- 8 Cultural pride
Valuing and respecting your traditions, dances, food, dressing and customs. It also includes taking part in cultural activities.
- 9 Good citizenship
Being a responsible member of the community and country. It means following rules, participating in community work, and helping others.
- 10 Preservation of heritage
Protecting Zimbabwe's historical sites, stories, customs, environment, and natural resources so they are not lost.

Exercise 10.1

- 1 The national pledge was taken from the **Constitution** of Zimbabwe.
- 2 The national pledge seeks to foster **patriotism, good citizenship** and preservation of the national heritage into the young.
- 3 Three national values that are taken from the national school pledge are honesty, unity, and respect for national heritage.

Unit revision exercises

Multiple choice answers

- 1 A
- 2 D

Structured questions answers

- 1 A national school pledge is a solemn promise made by learners to be loyal, responsible citizens who love, respect, and work hard for their country.
- 2 The national school pledge teaches patriotism, good citizenship and the importance of preserving our national heritage.
- 3 The national school pledge seeks to foster hard work, good moral values and patriotism into the young.
- 4 Three national values that are derived from the national school pledge are honesty, unity, and respect for national heritage.

Topic 3

Heritage

Unit 11: Customs of different cultural groups

Unit objectives

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

- a** name different cultural groups.
- b** identify customs of cultural groups.
- c** describe customs of different cultural groups.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 51-54.
- Social Science Grade 3-7 syllabus.
- Chart with different customs in different cultural groups.

Teaching notes

- 1** Custom:
 - A custom is an established social practice that is accepted and followed by a particular cultural group.
 - It reflects respect, humility, and tradition within different communities.
- 2** Cultural groups in Zimbabwe:
 - Zimbabwe is home to various cultural groups, such as the Shona, Ndebele, Kalanga, Zezuru, Karanga, Venda, and Korekore.
 - Each cultural group has unique customs and practices.
- 3** Common customs in Zimbabwe:
 - **Crouching:** A sign of respect, practiced by kneeling or bending.
 - **Kneeling:** Observed by women and girls to show humility or respect.
 - **Genuflecting (*Kutyora Muzura/Ukuyivutya*):** Done by girls or women when greeting elders or receiving items.

4 Significance of customs:

- Customs promote unity, respect, and humility in communities.
- They preserve cultural identity and provide a sense of belonging.

Suggested answers

Activity 11.1

- Explain the significance of customs in different cultural groups.
- Provide examples such as kneeling, crouching, and genuflecting.

Group work:

- Divide learners into small groups.
- Assign each group a custom (crouching, kneeling, genuflecting) to discuss.

Discussion:

- Instruct learners to answer these questions:
 - What is the purpose of the custom?
 - How is the custom practiced?
 - Which cultural groups observe this custom?
- Ask each group to present their findings to the class through role playing in pairs or as a group

Model answers:

- **Crouching:** Practised to show humility and respect, especially when greeting elders.
- **Kneeling:** Done by women and girls to show respect or gratitude.
- **Genuflecting:** A gesture of receiving items or greeting elders respectfully.

Exercise 11.1

Answers:

- 1 Shona, Ndebele, Kalanga, Zezuru, Karanga among others.
- 2 Customs differ in different cultural groups because of cultural traditions, beliefs and practices but some of them are crouching, kneeling and genuflecting among others.
- 3 Four actions in which women or girls kneel:
 - Greeting elders.
 - Receiving parcels.
 - Serving food.
 - During traditional ceremonies.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A custom is an established social practice accepted by a particular cultural group.
- 2 Some of the cultural groups in Zimbabwe are:
 - Shona
 - Ndebele
 - Kalanga
 - Ndau
 - Venda
 - Korekore and the other 10 not mentioned here.
- 3 Three customs:
 - Crouching
 - Kneeling
 - Genuflecting

Unit 12: Indigenous Knowledge Systems (IKS)

Unit objectives

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

- a list Indigenous Knowledge Systems (IKS).
- b explain the importance of Indigenous Knowledge Systems.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 55-62.
- Social Science Grade 3-7 syllabus.
- Chart with indigenous knowledge systems.

Teaching notes

1 Indigenous Knowledge Systems (IKS):

Refers to traditional knowledge and practices used for generations to solve everyday problems, particularly in health, food preservation, and agriculture.

2 Forms of Indigenous Knowledge Systems:

- Medicinal plants: Plants such as Aloe (*gavakava*), *Mubvamaropa* and *Moringa* are used to treat various illnesses.
- Food preservation: Techniques like drying, smoking, and pickling ensure food remains edible and nutritious for longer periods.
- Sustainable agriculture: Practices like water conservation, composting, and crop rotation protect natural resources while ensuring food security.

3 Conservation of medicinal herbs and trees:

- Protect plants from destruction by harvesting only what is needed.
- Educate communities about their importance.
- Establish laws to protect endangered plants and trees.

4 Importance of IKS:

- Preserves cultural heritage and traditions.
- Promotes sustainable ways of living.
- Provides affordable and accessible solutions to everyday challenges.

Activity 12.1

- Explain what medicinal plants are and their significance in treating illnesses.
- Give examples of local trees used for medicinal purposes.
- Ask learners to research local trees and plants used for medicinal purposes. Encourage them to consult elders, herbalists, or other community members.

Presentation:

- Have learners present their findings, listing the names of the trees and the illnesses they treat.
- Summarise the importance of medicinal plants and the need to conserve them.

Model answers:

- **Aloe (*gavakava*):** Treats wounds and diabetes.
- ***Mubvamaropa*:** Used for cancer-related symptoms.
- ***Moringa*:** Boosts the immune system and reduces high blood pressure.

Exercise 12.1

- 1 Aloe, *mubvamaropa*, *moringa*, *nhundurwa* and many others.
- 2 Herbs are taken from plant **roots**, **leaves** and **bark** to heal various diseases.
- 3 Proper herbal prescription is given by a **herbalist** and an **elderly** person.
- 4 Three trees that heal stomach problems: Aloe, *murumanyama* and *moringa*.

Activity 12.2

1. Conservation project:

- Learners research local medicinal plants.
- Examples:
 - **Aloe vera**: Used for burns and skin conditions.
 - **Moringa**: Known for its nutritional and medicinal benefits.
 - **Baobab tree**: Provides remedies for stomach issues and a source of vitamin C.

2. Action plan:

- Learners develop conservation plans that include:
 - **Replanting**: Replanting seedlings of medicinal plants in designated areas.
 - **Controlled harvesting**: Using methods that avoid cutting down entire trees (harvesting leaves instead of roots).
 - **Education campaigns**: Organising awareness campaigns to educate the community about the importance of these plants.

3. Implementation:

- Organise a community tree-planting event where learners plant seedlings of medicinal plants.
- Example: Planting aloe vera in the school garden, as they are known for treating skin conditions.

4. Presentation:

- Learners present their projects to the class or community, focusing on:
 - The importance of conservation.
 - How their actions benefit the environment and future generations.

5. Reflection:

- Learners write a short report on what they have learned about conserving medicinal plants and trees.

Exercise 12.2

Answers:

- 1 The correct harvesting methods of trees protects these herbs.
- 2 Every person should know about herbal plants in order to protect them.
- 3 The sacredness of a tree or plant protects it from:
 - Overharvesting or exploitation by the community.
 - Destruction due to respect for cultural or traditional beliefs.
- 4 Correct harvesting methods protect plants.
- 5 Two ways to conserve trees:
 - Establish protected areas.
 - Educate communities on sustainable harvesting methods.

Activity 12.3

A culture day

Steps for the culture day:

- 1 Preparation:
 - Set up stations for each preservation method (drying, fermentation, pickling, grinding).
 - Gather materials (fruits, vegetables, grains, salt, vinegar, grinding stones, and many other thing).
 - Invite community elders or experts to share knowledge about traditional methods.
- 2 Station activities:
 - Drying station:
 - Use bananas, mangoes or tomatoes. Slice them thinly and lay them out on drying racks under the sun.
 - Learners discuss how drying extends the shelf life of food and reduces waste.
 - Fermentation station:
 - Prepare a fermented drink such as traditional sorghum beer or fermented maize porridge.
 - Learners explore how fermentation makes food more nutritious and long-lasting.
 - Pickling station:
 - Use cucumbers or carrots. Show how to pickle these vegetables with a mixture of vinegar, salt and spices.
 - Learners learn about how pickling enhances flavor and preserves vegetables for months.
 - Grinding station:
 - Use traditional grinding stones or simple milling machines to grind maize or sorghum into flour.
 - Learners discuss how grinding grains makes them easier to cook and improves food preparation.

3 Reflection and discussion:

- After rotating through the stations, learners regroup to:
 - Share what they learned about each method.
 - Discuss how these methods ensure food security and sustainability.
 - Reflect on the importance of preserving these practices for future generations.

Exercise 12.3

Answers:

- 1 Preserving food is essential for ensuring food is available throughout the year.
- 2 One traditional method of food preservation is drying which removes moisture.
- 3 Fermentation uses natural microorganisms to preserve food.
- 4 Maize can be fermented to make a drink called *maheu*.
- 5 Picking involves preserving vegetables in salt water or vinegar.
- 6 Crop rotation helps replenish nutrients in the soil.
- 7 Intercropping involves growing different crops together in the same area.
- 8 Traditional seed saving ensures crops are well-suited to their local climate.
- 9 Grinding grains into flour is a method used in indigenous communities.
- 10 Sustainable agriculture promotes practices that protect natural resources.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Four ways of conserving medicinal herbs and trees:
 - Harvest only what is needed.
 - Educate communities about the importance of medicinal plants.
 - Establish protected areas.
 - Implement laws to protect endangered plant species.
- 2 Five indigenous herbs:
 - Aloe (*gavakava*)
 - *Mubvamaropa*.
 - *Nhunduramire*
 - *Moringa*
 - *Muoropodzi*

- 3 Cultural practices are methods of doing things that are unique to a particular community or culture.
- 4 The bark of a *mubvamaropa* tree is used to treat skin problems.

Unit 13: Conservation of natural resources

Unit objectives

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

- a state natural resources.
- b explain sustainable methods of conserving the natural resources.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 63-68.
- Social Science Grade 3-7 syllabus.
- Chart with natural conservation methods.

Teaching notes

Natural resources

Natural resources are resources provided by nature that are important for life and economic development.

- For example:
 - **Land/Soil:** Farming, grazing, growing plants.
 - **Water:** Drinking, irrigation, fishing, power generation.
 - **Trees:** Timber, medicine, food, oxygen, and habitats for animals.
 - **Minerals:** Economic exports and industrial use (gold, diamonds, coal).
- Importance:
 - Sustains life (water, soil for crops, forests for oxygen).
 - Supports economic activities (mining, agriculture).
 - Provides habitats for wildlife.

Conservation of natural resources

- Why conserve?
 - Prevents depletion and ensures resources are available for future generations.
 - Maintains ecological balance.
- Methods:
 - **Tree planting:** Prevents erosion, improves air quality.
 - **Water harvesting:** Collects rainwater for later use.

- **Gully filling:** Prevents soil erosion and land degradation.
- **Afforestation:** Restores barren lands with trees.

Challenges to natural resources

- Overuse and pollution.
- Deforestation and soil erosion.
- Climate change.

Suggested answers

Activity 13.1: Map creation

- Teach learners about the distribution of natural resources in Zimbabwe.
- Steps:

- 1 Provide blank maps of Zimbabwe and markers.
- 2 Assign groups specific natural resources to research (gold, forests, water bodies).
- 3 Students mark locations of resources on their maps using different colours or symbols:
 - Yellow for gold mines.
 - Green for forests.
 - Blue for water bodies.
- 4 Groups present their maps and explain their findings.
 - The map should have:
 - labeled regions such as the Great Dyke for minerals, Eastern Highlands for forests and Lake Kariba for water.

Exercise 13.1

- 1 Land is vital for farming, which is a major part of Zimbabwe's economy.
- 2 Water is crucial for drinking, agriculture and supporting **ecosystems**.
- 3 Forests and trees provide habitats for **animals** and help prevent soil erosion.
- 4 Zimbabwe is rich in **minerals** which are valuable for economic development.
- 5 Key minerals in Zimbabwe include gold, platinum and lithium.

Activity 13. 2: Conservation research

- Identify ways to conserve trees in the school area.
- Steps:

- 1 Break students into small groups.
- 2 Assign each group an area of the school to observe (playground, garden).

- 3 Ask students to note:
 - The number of trees.
 - Signs of deforestation (stumps, broken branches).
 - Potential threats (grazing animals, soil erosion).
- 4 Discuss solutions such as mulching, watering and planting new trees.
- 5 Groups present their findings and proposals for improving tree conservation.
 - Sample answer:
 - “We observed 10 trees in the garden, but 3 are drying up. We propose watering the trees twice a week and fencing the area to prevent damage.”

Exercise 13.2

- 1 Conservation is the sustainable use and management of natural resources to prevent their depletion or destruction.
- 2 Animals, trees, water sources, soil, crops and air
- 3 To use wood for fuel or construction or to clear land for farming or urban development.
- 4 Planting more trees (afforestation) or enforcing laws against deforestation.
- 5 The first Saturday of December every year is national tree planting day for Zimbabwe.

Activity 13.3: Water challenges in Zimbabwe

- Research water challenges in Zimbabwe and suggest solutions.
- Steps:
 - 1 Assign students to research water challenges (drought, pollution).
 - 2 Ask them to identify local solutions such as installing water tanks or building small dams.
 - 3 Students create posters or presentations showcasing their research.
- Sample answer:
 - “In areas like Masvingo, droughts are common. To address this, we recommend building small dams and using water-efficient irrigation systems.”

Exercise 13.3

- 1 Collecting rainwater for future use.
- 2 The two ways of water harvesting are
 - Installing rooftop gutters.
 - Building small dams.
- 3 Three ways of conserving water are
 - Fixing leaks.
 - Recycling water.
 - Using efficient irrigation.

- 4 Gully filling is filling eroded land with soil to prevent further erosion.
- 5 Gully filling is done by:
 - Clearing debris.
 - Filling the gully with soil and rocks.
 - Then compacting the soil.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 C
- 3 B

Structured questions answers

- 1 The three ways of conserving natural resources are.
 - Planting trees (afforestation).
 - Water harvesting.
 - Reclaiming eroded land (gully filling).
- 2 The following should be done to reduce soil erosion:
 - Planting grass or vegetation cover.
 - Building terraces on slopes.
 - Filling gullies and compacting soil.
- 3 Four reasons why the natural environment is important to human beings are:
 - Provides food and water.
 - Supports economic activities like farming and mining.
 - Maintains ecological balance.
 - Offers recreational spaces and aesthetic value.

Unit 14: Media as an agent of socialisation

Unit objectives

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

- a name different media that assist in socialisation.
- b explain the advantages and disadvantages of media in socialisation.

Suggested teaching and learning materials

- PlusOne
- Social Science Grade 4 Learner's Book page 69-73.
- Social Science Grade 3-7 syllabus
- Chart with advantages and disadvantages of media as an agent of socialisation.

Teaching notes

- Media are various means of communication, including television, radio, and the internet.
- Socialisation is the process through which individuals learn and adopt the norms, values, and practices of their culture.

- 1 Types of media
 - Radio
 - Television
 - Internet
 - Newspapers
 - Social media (WhatsApp, Facebook)

- 2 Advantages of media in socialisation

- Information dissemination
- Cultural preservation
- Educational content

- 3 Disadvantages of media in socialisation

- Misinformation
- Bias and stereotyping
- Negative influence on behaviour

Suggested answers

Activity 14.1: Create a media collage

Objective: Help learners explore different forms of media.

Steps:

- 1 Provide old magazines, newspapers, and printed images.
- 2 Ask learners to cut out pictures of different media types (radios, Televisions, smartphones).
- 3 Glue these pictures onto a large poster to create a collage.
- 4 Label each picture with its purpose (Television for entertainment, radio for news).
- 5 Display the collages in class and discuss how each medium promotes socialisation.

Sample collage:

- Images of a cellphone, radio, television and the internet.
- Labeled functions such as “Education,” “Entertainment and “Connection.”

Exercise 14.1

- 1 Cellphone allow people to talk, text and share photos instantly.
- 2 Radio broadcasts music, news and stories.
- 3 Television shows movies, documentaries and news programs.
- 4 Newspapers provide written news articles, opinions and information about local and global events.
- 5 The internet connects people through websites, social media and emails.

Activity 14.2: Storytelling session

Preserving cultural heritage through storytelling

Ask learners: “What is cultural heritage?” “Why do we tell stories?”

Guide them to understand that cultural heritage includes beliefs, customs, arts, and traditions passed from generation to generation.

Explain how storytelling is a key way to pass on knowledge, values, and history.

Group formation

Divide the class into small groups.

Assign each group to:

- Share a traditional story, folk song, or dance that they know from home or community.
- Choose one representative to present.

Sharing and presentation

- Each group presents their chosen item to the class.
- Encourage creativity:
 - For storytelling, learners can act it out, draw scenes, or use puppets.
 - For songs/dances, allow live performance or audio/video if possible.

Cultural meaning discussion

After each presentation, ask reflective questions:

- What is the message of the story/song/dance?
- Which values or lessons are being taught?
- What does this tell us about our ancestors or community life?

Linking to media and technology

- Lead a discussion on how these stories can be preserved today:
 - Recording videos or audios of elders telling the stories.
 - Writing and illustrating the stories in books.
 - Sharing them through radio, YouTube, blogs, or social media.
- Emphasise the importance of documenting oral traditions so they are not lost.

Storytelling example

Story: *The Brave Boy of Chikombedzi*

Presented by: Takudzwa's group

A long time ago, a young boy named Shumba lived in Chikombedzi. When a wild lion attacked his village, the elders were too afraid to act. But Shumba faced the lion using a flaming torch, scaring it away. He was honoured as a hero and taught others how to defend the village without violence.

Discussion points:

- **Cultural values:** Bravery, community responsibility, problem-solving.
- **Heritage:** Story reflects the importance of protecting one's home and using wisdom over weapons.
- **Preservation tip:** This story can be turned into a comic book or recorded as an audio play for children's radio.

Exercise 14.2

- 1 Media helps keep cultural **traditions** alive by sharing stories, music and art.
- 2 Media provides access to educational **content**, such as documentaries and online courses.
- 3 Documentation helps people remember and understand their **past**.
- 4 Educational content helps people learn new things and gain **knowledge**.
- 5 Media allows younger generations to learn about their **heritage** and history.

Activity 14.3: The impact of misinformation

Help learners understand the dangers of misinformation.

Steps:

- 1 Divide the class into two groups:
 - Group A researches examples of misinformation (fake news about health).
 - Group B researches ways to fact-check information.
- 2 Groups present their findings and discuss the consequences of misinformation.
- 3 Highlight how media literacy can help distinguish facts from fake news.

- Sample discussion:
 - “Misinformation about vaccines can lead to fear and lower vaccination rates. Fact-checking sources like WHO can prevent this.”

Exercise 14.3

- 1 The spread of false or misleading information can create **confusion** and panic.
- 2 Difficulty in fact-checking can lead to misinformed **decisions**.
- 3 Media can portray certain groups of people in a **negative** light.
- 4 Lack of representation in media can reinforce existing **biases**.
- 5 Stereotyping can harm relationships between different **communities** and create divisions.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Cellphones allow people to instantly communicate through calls, texts and social media. They also help share photos, videos and information, keeping people connected worldwide.
- 2 Media preserves cultural heritage by recording traditional music, stories and dances. It can digitise this content for future generations to access and learn from.
- 3 Misinformation can lead to confusion, mistrust and harmful behaviours for example, false health information may cause people to avoid necessary treatments.
- 4 Media can reinforce stereotypes by showing biased or limited representations for instance, portraying certain ethnic groups only in negative roles can lead to prejudice and discrimination.
- 5 Fact-checking ensures the accuracy of information, preventing the spread of fake news. Reliable sources help people make informed decisions and avoid unnecessary panic.

Topic 4

Work and leisure

Unit 15: Importance of work

Unit objectives

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

- a state the importance of work.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 74-77.
- Social Science Grade 3-7 syllabus.
- Chart different types of jobs.
- Chart with the importance of work.

Teaching notes

Work means activities that people engage in to earn a living or fulfill responsibilities.

Lifestyle means the way in which a person or group lives.

Importance of work

- Financial gain
- Contribution to society
- Personal fulfilment

Suggested answers

- 1 Divide learners into small groups of 4–6 learners.
 - Try to ensure a mix of boys and girls in each group to reflect real family settings.
 - Tell learners they will create a short skit (2–3 minutes) that shows how family members work together by doing household chores.
 - Emphasise that the role play should show cooperation, respect and the value of each person's role in the home.
 - Encourage creativity, groups can choose to act as parents, children, grandparents or siblings.

- 2 Examples of chore scenarios to suggest (if needed):
 - Preparing a family meal together.
 - Cleaning the house as a team before visitors arrive.
 - Collecting firewood or fetching water.
 - Doing laundry and folding clothes as a group.
 - Taking care of a baby or helping younger siblings with homework.
- 3 Group performances
 - Each group presents their role play in front of the class.
 - Remind the audience to watch respectfully and note positive messages.
- 4 Class discussion after each performance
 - Ask the class questions such as:
 - What chores were being done?
 - How did the characters show teamwork or responsibility?
 - Why are these chores important for the family?

Exercise 15.1

- 1 Money from work is used for buying food, paying school fees, paying for transport and accessing services like media, education and health.
- 2 Some of the professions which offer service to the people are:
 - Doctors
 - Teachers
 - Soldiers
- 3 Some of the household chores performed by children are:
 - Sweeping
 - Watering the garden
 - Cleaning their bedrooms
 - Looking after their young ones
- 4 People are motivated to work for survival, to serve others, and by personal motivation. People also work to keep their environment clean.

Unit revision exercises

Multiple choice answers

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

Unit 16: Sport and arts as forms of work

Unit objectives

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

- a identify careers in sport and arts.
- b participate in sport and arts activities.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 77-81.
- Social Science Grade 3-7 syllabus.
- Chart with different types of careers.

Teaching notes

- **Choreographer:** A person who creates and teaches dance movements.
- **Visual artist:** An artist who uses materials to create visual works like paintings or sculptures.
- **Athlete:** A person who participates in sports.

- 1 Careers in sports
 - Umpires, coaches, and athletes.
 - Importance of training and skill development.

- 2 Careers in arts
 - Roles such as writers, dancers, visual artists, and comedians.
 - Contribution to culture and entertainment.

Suggested answers

Activity 16.1

Ask learners collect pictures of sports and arts personalities and paste them into your art book.

Find images of sports and arts personalities (soccer players like Khama Billiat or musicians like Oliver Mtukudzi). You can get these from magazines or online, print them, and paste them into your art book.

Exercise 16.1

- 1 Some of the careers that come out of sport are:
 - Soccer player
 - Referee / Umpire
 - Coach

2 Some examples of sport celebrities that I know in Zimbabwe are:

- Khama Billiat (soccer player)
- Kirsty Coventry (swimmer) and many more.

3 Some forms of work that come out of sports are:

- Athletes
- Coaches and Trainers
- Referees and Umpires
- Sports Journalists and Broadcasters

4 Some of the benefits of sports in my community are:

- Promotes health and fitness.
- Provides entertainment to the community.
- Creates employment opportunities.
- Encourages teamwork and social interaction.

Activity 16.2

Ask learners to collect pictures of arts personalities and paste them into your art book.

They should find images of arts personalities like painters, dancers, musicians or poets from Zimbabwe, such as Albert Nyathi. These can be sourced online or in magazines, printed and pasted.

Exercise 16.2

1 Art is a way of expressing creativity and imagination through activities such as painting, dancing, music, sculpting and writing.

2 Some of the careers that come out of arts are:

- Visual artist
- Dancer
- Writer

3 Some of the arts celebrities that I know in Zimbabwe are:

- Albert Nyathi (poet)
- Dominic Benhura (sculptor), Feli Nandi (musician)

4 Some of the benefits of arts to my community are it:

- Provides entertainment.
- Promotes cultural identity and heritage.
- Creates employment opportunities.
- Encourages creative expression and tourism.

Unit revision exercises

Multiple choice answers

- 1 C
- 2 A
- 3 D

Structured questions answers

- 1 Three sporting activities that create employment for others are:
 - soccer
 - tennis
 - rugby
- 2 The three works of art:
 - Sculpture
 - Painting
 - Dance performance
- 3 Advertising is the act of promoting products, services, or ideas to attract the attention of people.
- 4 Two benefits of arts activities in my community are:
 - Encourages creativity and self-expression.
 - Boosts economic opportunities through tourism and employment.

Unit 17: Visual and performing arts as forms of leisure

Unit objectives

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

- a state leisure activities involving visual and performing arts.
- b demonstrate artistic skills in various forms of art.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 82-86.
- Social Science Grade 3-7 syllabus.
- Chart with different activities in visual and performing arts.

Teaching notes

- Leisure activities: Activities done for fun and relaxation in free time.
- Artistic skills: Skills that involve creativity in visual and performing arts.

Types of visual arts

- Painting
- Photography
- Sculpture

Types of performing arts

- Dance
- Theatre arts
- Music

Suggested answers

Activity 17.1

Groups display visual and performing arts activities of their choice.

Solution:

- **Visual arts:** Organise an exhibition where participants showcase paintings, sculptures, or drawings for example, students can create works of art representing their culture or community.
- **Performing arts:** Plan a performance that includes music, dance or drama. For instance, students can prepare and act out a short play or perform a traditional dance.
- **Tips:** Assign roles within the group - some can create art pieces while others focus on performing arts. The learners should be able to explain the significance of their work during the display.

Exercise 17.1

- 1 Leisure is the free time people use for rest, relaxation, or engaging in activities they enjoy.
- 2 Forms of visual arts activities.
 - Drawing
 - Painting
 - Sculpting
- 3 Visual artists in Zimbabwe.
 - Dominic Benhura (sculptor)
 - Nicholas Mukomberanwa (sculptor)
 - Bernard Matemera (sculptor)

Activity 17.2

Learners should participate in a community art day where they create colorful paintings, engage in painting sessions and showcase their artwork for family and friends.

Solution:

- Organise a community art event. Provide materials like paints, brushes and canvases for participants to create various artworks.
- Encourage children and adults to join painting sessions.
- Display all completed artworks in an exhibition area for family and friends to view.
- Use the opportunity to discuss how art brings people together and promotes creativity.

Exercise 17.2

- 1 Painting is the act of using colors on a surface like **paper, canvas, or walls**.
- 2 Photography clubs encourage members to explore and share their **creative photography** skills.
- 3 Sculpture workshops allow people to marking and share art.
- 4 Dance can be a form of expression or just for **fun**.
- 5 Community theatres often put on **performances** that involve local actors.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Painting involves applying colours to a surface, such as a canvas or paper, using tools like brushes. It allows artists to express feelings, ideas, or depict scenes visually.
- 2 Photography serves as a leisure activity by allowing individuals to capture moments, express creativity and document events. Community photography clubs encourage sharing techniques and exploring different styles.
- 3 Clay, wood or stone.
- 4 Dance can be both fun and expressive in that the way artists expresses themselves brings joy to the audience.
- 5 Community theatres provide a platform for local artists to showcase their talents, engage with the audience, and promote cultural events. They help foster a sense of community and support the arts.

Unit 18: Responsible use of leisure time

Unit objectives

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

- a identify responsible use of leisure time.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 87-90.
- Social Science Grade 3-7 syllabus.
- Pictures of leisure activities.

Teaching notes

Responsible use of leisure time

Leisure time is the period when an individual is free from work, school, or other duties. It is time meant for relaxation, enjoyment and self-development. Using leisure time responsibly means engaging in activities that are productive, healthy and contribute positively to one's physical, emotional and social well-being.

1 Participating in community events

- Taking part in activities organised by the local community such as festivals, clean-up days, or cultural celebrations.
- Benefits:
 - Encourages social interaction and unity.
 - Promotes cultural pride and heritage.
 - Builds a sense of responsibility and belonging.

2 Spending time with family

- Using free time to do activities together with family members.
- Benefits:
 - Strengthens family bonds.
 - Promotes love, respect, and support.
 - Encourages the sharing of values and traditions.

3 Reading as a leisure activity

- Reading for fun, interest, or knowledge during free time.
- Benefits:
 - Improves vocabulary and language skills.
 - Increases knowledge and imagination.
 - Enhances concentration and mental relaxation.

4 Relaxation techniques

- Methods used to calm the mind and body after stress or hard work.
- Benefits:
 - Reduces stress and anxiety.
 - Improves mental focus and mood.
 - Promotes good health and better sleep.

5 Playing games

- Engaging in physical or mental games, alone or with others, for fun.
- Benefits:
 - Develops teamwork and cooperation.
 - Builds physical fitness and coordination.
 - Enhances critical thinking and problem-solving skills.

Suggested answers

Activity 18.1

Begin by asking learners:

- “What do you do when you are not in school or doing chores?”
- Briefly explain that free time is the time when we are not working or studying, and we can use it for fun and rest but we must use it wisely.

Grouping learners

- Divide the class into small groups (3-5 learners per group).
- Each group should sit together and choose one speaker to present.

Group discussion

- Ask groups to discuss:
 - What are some good ways to spend free time?
 - Why is it important to spend time responsibly?
 - What are bad ways of using free time?
- Provide prompts like:
 - Playing sport
 - Reading books
 - Helping at home
 - Watching television too much
 - Playing outside with friends

Writing/recording ideas

Each group writes or draws 3-5 good ways to use free time responsibly on a chart or A paper.

Presentation

- Invite each group to come to the front and share their ideas with the class.
- Encourage others to clap and listen carefully.

Class reflection

After all groups have presented, ask:

- “Which ideas did you like the most?”
- “Will you try to use your free time better from now on?”

Extension activity:

Learners can draw a picture showing themselves doing something good in their free time (reading, cleaning, or planting).

Unit revision exercise

Structured questions answers

- 1 Leisure time is our **free time** when we are not at school or doing chores.
- 2 It is important to use our leisure time in a **responsible** way, which means making good choices about what we do.
- 3 We can use our leisure time to **learn** and do things we enjoy, like playing games or reading.
- 4 Doing **hobbies** like painting, playing a musical instrument, or collecting things can be a fun way to spend leisure time.
- 5 Leisure time is also a good time to **relax** and rest our bodies and minds.

Topic 5

Transport and communication

Unit 19: Increasing need for transport

Unit objectives

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

- state the reasons for the increase in the need for transport.
- identify some possible solutions to transport problems.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 91-94.
- Social Science Grade 3-7 syllabus.
- Pictures of a busy bus terminus.

Teaching notes

- **Urbanisation:** The process of making an area more urban.
- **Transport:** Means of carrying goods or people from one place to another.

Reasons for the increase in need for transport

- Urbanisation
- Economic growth
- Expansion of businesses

Solutions to transport problems

- Improving public transport.
- Managing traffic congestion.

Suggested answers

Activity 19.1

- Many people are moving from rural areas to towns and cities.
- People need transport to go to school, work, hospitals, and markets.
- More families now own cars, leading to more traffic on the roads.
- Kombis and buses are common but sometimes overcrowded.
- Roads are often congested, especially in the mornings and evenings.
- Some areas still have poor transport and people walk long distances.
- As people earn more money, they can afford to buy cars, increasing the number of vehicles on the road.

Exercise 19.1

- 1

Transport is the movement of people and goods from one place to another.
- 2

Two things that have led to the need for transport:
 - Urbanisation (movement of people from rural to urban areas).
 - Economic growth (more people can afford vehicles).

Activity 19.2

- Introduce more buses and trains to reduce the number of private cars.
- Encourage ride-sharing with friends, family, or neighbours.
- Widen and repair roads to ease traffic congestion.
- Install more traffic lights and speed cameras to reduce accidents and speeding.
- Run awareness campaigns to teach road safety and traffic rules.
- Remove old and unworthy vehicles to reduce air pollution.
- Offer defensive driving courses to improve driver behaviour.

Exercise 19.2

Transport problem		Solution
Traffic congestion	→	Widening of roads.
Speeding	→	Putting speed traps.
Air pollution	→	Removing unworthy road vehicles.
Accidents	→	Issuing of defensive driving courses.
Shortage of transport	→	Introducing more public transport.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 C
- 3 D

Structured questions answers

- 1 Introducing more public transport and widening roads.
- 2 Adding more lanes allows more buses to travel at the same time.
- 3 Urbanisation and economic growth.

Unit 20: Major roads and railways in Zimbabwe

Unit objectives

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

- a identify major roads and railways in Zimbabwe.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 95-97.
- Social Science Grade 3-7 syllabus.
- Map of major roads in Zimbabwe.

Teaching notes

Major roads in Zimbabwe:

- The Beitbridge-Masvingo-Harare-Chirundu Highway is a vital road linking Zimbabwe with South Africa and Zambia. This road carries significant economic importance as it facilitates trade within the Southern African region.
- The Bulawayo-Gweru-Harare road is another primary road that connects major cities in Zimbabwe. It supports trade and transport within the country.

Major railways in Zimbabwe:

- The Beitbridge railway line connects Rutenga, Zvishavane, Gweru, Chegutu and Harare. It supports the movement of goods and passengers across the country.
- The Bulawayo-Gweru-Harare railway line is vital for carrying agricultural and industrial products.

Economic importance:

- Roads and railways in Zimbabwe play a crucial role in the transport of goods and raw materials, linking agricultural and industrial production to international and domestic markets.
- Many of these routes connect Zimbabwe to neighbouring countries, such as South Africa, making them important trade corridors.

Guidance for drawing the map

- 1 Ask learners to start with a simple sketch or outline of Zimbabwe.
- 2 Add points for Harare, Bulawayo, Gweru, Masvingo, Beitbridge, Mutare and Chirundu.
- 3 Add major roads:
 - Use a solid line for Beitbridge-Masvingo-Harare-Chirundu Road.
 - Add Bulawayo-Gweru-Harare Road.
- 4 Add railways:

Use a dashed line for the Beitbridge railway line and Bulawayo-Gweru-Harare railway line.
- 5 Label and colour: Write city names, roads, and railways clearly. Use a legend to explain symbols.

Exercise 20.1

- 1 There are **roads** and **railway** networks in Zimbabwe.
- 2 The Beitbridge railway is linked to **Chiredzi** railway line.
- 3 Rail transport is used for **transporting exports** and **imports**.
- 4 The Bulawayo-Gweru-Mutare road has been influenced by industries.

Unit revision exercise

Structured questions answers

- 1 The two common transport systems in Zimbabwe are:
 - Road transport.
 - Rail transport.
- 2 Two factors which influence the use of road networks in Zimbabwe are:
 - Accessibility to major cities and towns.
 - The cost and availability of vehicles for transportation.
- 3 The two advantages of using rail over road transport are:
 - Road transport is faster and easy to build.

Unit 21: Public and private forms of transport and communication

Unit objectives

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

- distinguish between public and private forms of transport.
- compare public and private forms of communication.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 98-101.
- Social Science Grade 3-7 syllabus.
- Pictures of public and private forms of transport.
- Chart with public and private forms of communication.

Teaching notes

- **Transport:** The means of carrying goods or people from one place to another.
- **Communication:** The exchange of information between people.

- 1 Public forms of transport
Buses, trains, aeroplanes and other public transport options.
- 2 Private forms of transport
Private cars, bicycles, motorcycles and scooters.
- 3 Forms of communication
 - Public communication- television, radio
 - Private communication- letters, phone calls.

Suggested answers

Activity 21.1

Divide learners into small groups. Ask them to list public and private forms of transport.

Possible answers

- Public forms of transport
- Buses, trains, aeroplanes, omnibuses or ship.
- Private forms of transport.
- Small private passenger cars, bicycles, motorcycles, private jet and scooters

Exercise 21.1: Transport table

Learners should draw a table. The table should have two headings public and private forms of transport.

- Under public forms of transport: Buses, trains, aeroplanes, omnibuses,
- Under private forms of transport: small passenger cars, bicycles, motorbikes, private jet, small private boats and scooters.

Activity 21.2

Ask learners to draw any two private forms of communication they know. For example letter, telephone or cellphone.

Exercise 21.2

- 1 Differences between public and private communication:
 - **Public:** Reaches a large audience; examples include radio, television and newspapers.
 - **Private:** Shared between individuals or small groups; examples include phone calls and emails.
- 2 Examples of public communication:
 - Radio broadcasts
 - Television programmes
 - Newspaper articles
 - Public speeches
 - Social media posts
- 3 Use of radio:
Broadcasting information, news and entertainment to a wide audience, including those without internet or television.
- 4 Advantages of private communication:
 - Ensures confidentiality.
 - Allows direct and immediate feedback.

Advantages of public communication:

- Reaches a large group quickly.
- Effective for spreading awareness of public matters.

Unit revision exercises

Multiple choice answers

- 1 A
- 2 D
- 3 D

Unit 22: Cyclist safety

Unit objectives

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

- a state cycling rules.
- b explain the importance of cyclist safety.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 102-106.
- Social Science Grade 3-7 syllabus.
- Chart with cyclist rules.
- Chart with steps to maintain cycles.

Teaching notes

Cycling rules

- Wear a helmet for head protection.
- Use designated cycling lanes for safety.
- Keep a safe distance from other road users.
- Follow traffic signals and road signs.
- Always ride in the same direction as the traffic flow.

Maintenance of cycles

- Check the tires: Ensure proper inflation and check for wear.
- Brake inspection: Make sure brakes are functioning properly.
- Lubricate the chain: Prevent friction and improve performance.
- Inspect gears: Check for proper alignment and smooth operation.
- Clean and store properly: Keep the bicycle clean and store it in a safe, dry place.

Suggested answers

Activity 22.1: Poster

Teacher ask the learner to make a poster that shows cycling rules. They should follow the steps below:

- 1 Add a bold title like "Cycling safety rules."
- 2 Include a picture of a cyclist wearing a helmet, cycling lanes and traffic signs.
- 3 Write key rules like wearing helmets, following traffic signals, and using cycling lanes.
- 4 Use bright colors and neat fonts to make the poster attractive.

Exercise 22.1

- 1 helmet
- 2 motor
- 3 bike
- 4 traffic

Activity 22.2

Bicycle maintenance important because it:

- Ensures the safety of the rider.
- Prolongs the lifespan of the bicycle.
- Improves performance and efficiency.
- Reduces the risk of accidents caused by mechanical failures.

Exercise 22.2

- 1 pressure
- 2 brakes
- 3 lubricated
- 4 damage

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Importance of obeying traffic signals:
 - Prevents accidents.
 - Ensures smooth traffic flow.
 - Protects cyclists and other road users.
- 2 Ways to maintain brakes:
 - Inspect brake pads regularly.
 - Adjust the brake cables.
 - Replace worn-out brake components.

- 3 Benefits of using bike lanes:
 - Provides a safer space for cyclists.
 - Reduces conflicts with motor vehicles.
 - Encourages more people to cycle.
- 4 Give way to pedestrians.
- 5 Steps in regular cycle maintenance:
 - Check tire pressure and condition.
 - Inspect and adjust brakes.
 - Lubricate the chain to reduce friction.
 - Clean the bicycle and store it properly.

Test 1

Learners Book page Page 107-113

Paper 1: Multiple choice answers

- | | | | |
|----|---|----|---|
| 1 | B | 21 | A |
| 2 | B | 22 | B |
| 3 | B | 23 | B |
| 4 | A | 24 | B |
| 5 | A | 25 | B |
| 6 | A | 26 | B |
| 7 | A | 27 | B |
| 8 | A | 28 | B |
| 9 | A | 29 | A |
| 10 | B | 30 | B |
| 11 | B | 31 | B |
| 12 | A | 32 | B |
| 13 | B | 33 | B |
| 14 | A | 34 | B |
| 15 | C | 35 | B |
| 16 | A | 36 | B |
| 17 | B | 37 | B |
| 18 | B | 38 | B |
| 19 | B | 39 | B |
| 20 | D | 40 | B |

Paper 2: Structured questions

Section A answers

- 1 (a) A marriage ceremony is important as it signifies the union of two families, upholds cultural traditions, and strengthens community bonds.
(b) A child-headed family might face financial difficulties.
(c) A monogamous family consists of one husband and one wife, while a polygamous family involves one husband having multiple partners.
(d) Families can celebrate their traditions by organising cultural gatherings or festivals.
- 2 (a) A family gathering is a time when relatives meet.
(b) An aspiration is a **desire** or goal that a person hopes to achieve.
(c) Good **communication** helps us understand each other better.
(d) Conflicts at school can happen because of **misunderstandings** and **bullying**.
(e) Finding ways to resolve conflicts is called **conflict** management.
- 3 (a) The Khoisan people are known for their hunting and gathering lifestyle
(b) A violation of the law can lead to **punishment** or arrest.
(c) The national school pledge teaches **respect** and **discipline**
- 4 (a) The village head presides over the community court.
(b) By-laws are rules made by local leaders to keep the community safe, clean and organised.
(c) Maintaining public order.
Regulating local services such as waste removal.
Managing community resources.
- 5 (a) Rules are important at home and in school because they maintain order, ensure safety and promote fairness.
(b) Indigenous courts in Zimbabwe resolve disputes based on traditional customs and practices, often presided over by community elders.
- 6 (a) Indigenous Knowledge Systems include traditional ways of preserving food.
(b) Sustainable agriculture promotes eco-friendly methods for food production.
(c) Food processing methods can include grinding, roasting and cooking with local ingredients.

Section B answers

- 7 (a) Gold, platinum and coal are three natural resources found in Zimbabwe.
(b) The two main natural resources for farming are **soil** and **water**.
- 8 (a) - Instant communication with friends and family.
- Access to social media platforms for networking.
(b) They can be outdated once printed.
- Limited access to breaking news.
(c) A **poet** uses their voices to create poems.

- 9
- (a) - Work provides income for livelihood.
 - Work contributes to personal growth and development.
 - (b) - Professional athlete.
 - Sports coach.
 - Physical therapist.
- 10
- (a) Urbanisation increases the need for housing and public transport.
 - (b) Road expansion can help reduce **traffic** congestion.
 - (c) Major roads connect different **towns** and **cities** in Zimbabwe.
 - (d) Rail networks help transport **goods** and **passengers**.
- 11
- (a) - Always wear a helmet while cycling.
 - Obey traffic signals and signs.
 - (b) Public communication is intended for a large audience, such as television or radio broadcasts, while private communication is between individuals or small groups, like phone calls or emails.

Topic 6

Shelter

Unit 23: Indigenous types of shelter

Unit objectives

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

- a identify indigenous types of shelter
- b describe indigenous types of shelter.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 114-118.
- Social Science Grade 3-7 syllabus.
- Pictures with indigenous types of shelter.

Teaching notes

Indigenous types of shelter

Indigenous shelters are traditional structures that vary across cultures and communities, designed to meet local environmental and social needs. Examples include:

- **Nhanga/Ixhiba:** A traditional bedroom for girls, serving as a private space and a symbol of cultural practices related to puberty.
- **Gota/Ixhiba:** A shelter for boys, often used for sleeping and serving as a rite of passage.
- **Tsapi:** A storage granary raised for keeping crops safe from moisture and pests.
- **Caves:** Natural shelters used for protection and providing cool spaces in summer and warmth in winter.
- **Ingalani/Dara:** A circular shelter offering protection and privacy, often built with mud and wooden poles.
- **Tonga huts:** Traditional huts made with local materials, providing ventilation and protective roofing.

Suggested answers

Activity 23.1

Preparation:

- Show examples of indigenous shelters in the textbook to inspire ideas.
- Discuss why specific materials were used in each type (mud for insulation, thatch for roofing).
- Ask learners to think about their local environment and how it influences the design of shelters.

Drawing and description:

- Guide learners to create neat, labelled diagrams.
- Ensure they write clear, concise descriptions detailing the purpose, materials, and cultural/environmental relevance of their designs.

Exercise 23.1

- 1 *Nhanga*
- 2 *Ingalani*
- 3 *Gota*
- 4 *Tsapi*
- 5 Tonga

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Indigenous cooking huts are made from mud and thatch. They are designed with ventilation to allow smoke to escape safely. These huts are important in a community because they provide a safe and sanitary space for cooking, protect food from contamination, and serve as communal spaces for social interactions.
- 2 The *gota* is important as a rite of passage for boys in indigenous cultures because it provides a dedicated space where boys learn cultural values, traditions, and responsibilities. It serves as a place for mentorship by elders and allows boys to bond with their peers while developing a sense of identity and maturity within the community.

- 3 The structure of the *tsapi* contributes to food security in agricultural communities by being built raised off the ground. This design helps to protect grains and crops from moisture and pests, ensuring their long-term storage and preserving food supplies for future use.
- 4 Natural caves provide many advantages as shelters for indigenous people. They offer natural insulation, keeping the interior cool in summer and warm in winter. Caves are durable and provide reliable protection from environmental elements, such as rain, wind, and predators.
- 5 The *nhanga* is a traditional structure specifically designed as a bedroom for girls, often associated with cultural practices related to puberty. In contrast, the *ingalani* is a shelter used for drying maize. The *nhanga* is constructed using locally sourced poles and thatch, while the *ingalani* uses wooden poles and thatch as primary materials.

Unit 24: Shelter outside Zimbabwe

Unit objectives

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

- a name types of shelter outside Zimbabwe.
- b describe types of shelter outside Zimbabwe.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 119-122.
- Social Science Grade 3-7 syllabus.
- Pictures of types of shelter outside Zimbabwe.

Teaching notes

Types of shelter outside Zimbabwe

- **Dome-shaped huts:** Built using mud, grass, or other materials found nearby. These huts are strong and protect people from bad weather.
- **Wigwams:** Made using wooden frames and covered with bark or grass. They are used by some Native American communities and are easy to move.
- **Igloos:** Shelters for Eskimos, made of ice blocks. They are warm inside even though the outside is cold.
- **Pyramids:** Large stone structures built in Egypt for burying kings (Pharaohs). They have a square base and four triangular sides.

Suggested answers

- 1 Preparation stage:
 - Show learners a picture of an igloo.

- Explain that an igloo is a dome-shaped shelter made of ice blocks, used by Eskimos in cold regions.
- Describe the key features of an igloo, such as its round structure, blocks of ice, and the entrance tunnel.

2 Demonstration:

- On the board, draw a simple outline of an igloo:
 - Start with a dome shape for the main structure.
 - Add horizontal and vertical lines inside the dome to show the ice blocks.
 - Add a small tunnel-like entrance on one side.
- Label the parts of the igloo (dome, ice blocks, entrance).

3 Guiding learners to draw:

- Ask learners to draw their igloo step by step:
 - Start with the dome shape.
 - Draw lines to show how the ice blocks fit together.
 - Add the entrance tunnel.
- Encourage neatness and creativity, but remind them to stick to the structure of an igloo.

4 Coloring and finishing touches:

- Allow learners to color their igloo using white and blue to show ice.
- Guide them to add details like snow around the igloo or shading to make it look realistic.

Exercise 24.1

- 1 Two forms of shelter from other countries: Wigwam and igloo.
- 2 Material used by the Eskimos to build their shelter: Ice blocks.
- 3 During warm seasons, ice blocks melt, and the Eskimos live in **tents**.
- 4 Pyramids were mainly found in **Egypt**.
- 5 Five reasons why shelter is important:
 - Protects us from bad weather.
 - Keeps us safe from wild animals.
 - Gives us a place to sleep and rest.
 - Keeps us warm in cold weather.
 - Stores our belongings safely.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A pyramid is a large structure with a square base and triangular sides, typically made of stone blocks.
- 2 An igloo is a dome-shaped structure made from blocks of ice, designed to provide shelter in cold environments.
- 3 A wigwam is a dome-shaped hut made from wooden frames covered with bark or hides, used by indigenous peoples of North America for shelter.

Unit 25: Materials used to make different shelter

Unit objectives

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

- a name materials used to make different shelters.
- b discuss factors that determine the choice of materials used to make different shelters.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 123-127.
- Social Science Grade 3-7 syllabus.
- Chart with materials used to make different shelter.

Teaching notes

A shelter is a structure that provides protection from weather, animals, and other dangers.

- 1 Materials used to make shelter
 - **Wood:** Used for making frames, doors, and windows.
 - **Glass:** Used for windows and doors.
 - **Dagga (mud):** Used for building walls and floors.
 - **Cement:** Used for building foundations and walls.
 - **Grass:** Used for roofs in rural areas.
 - **Asbestos:** Used for roofs and walls (though not recommended due to health risks).
 - **Canvas materials:** Used for tents.
 - **Fibrous boards:** Used for walls.
 - **Stones:** Used for foundations and walls.
 - **Corrugated iron sheets:** Used for roofs and walls.
- 2 Factors determining the selection of materials
 - **Cost:** Some materials are expensive, while others are cheaper.
 - **Purpose:** The type of shelter influences the choice of materials.

- **Climate:** Areas with heavy rain need durable materials.
- **Availability:** Use materials that are easily available near the area.
- **Durability:** Materials should last long and withstand harsh conditions.

Suggested answers

Activity 25.1: Drawing a shelter

Ask learners to recall the materials used for building shelters (wood, glass, mud).

- Provide learners with paper and crayons or pencils.
- Ask them to draw a picture of a shelter made from one of the materials listed (wood, grass or cement).
- Guide learners to label the parts of the shelter (walls, roof, door, window).

Display the drawings and ask learners to explain their work in simple terms.

Exercise 25.1

- 1 Wood → A wooden hut.
- 2 Cement → A concrete house.
- 3 Dagga → A mud hut.
- 4 Glass → A glass window in a house.

Activity 25.2

Discuss with learners the materials used to construct shelters in their community.

- 1 Task instructions:
 - Divide learners into small groups.
 - Each group identifies four materials used to construct shelters.
 - Ask them to name two materials that are not recommended for building and explain why.
- 2 Class presentation: Let each group share their findings with the class.

Model answers

Materials used to make shelter

- **Wood:** Used for making frames, doors, and windows.
- **Glass:** Used for windows and doors.
- **Dagga (mud):** Used for building walls and floors.
- **Cement:** Used for building foundations and walls.
- **Grass:** Used for roofs in rural areas.
- **Asbestos:** Used for roofs and walls (though not recommended due to health risks).
- **Canvas materials:** Used for tents.
- **Fibrous boards:** Used for walls.

- **Stones:** Used for foundations and walls.
- **Corrugated iron sheets:** Used for roofs and walls.

Exercise 25.2

- 1 Some of the materials used to construct a hut are.
 - Grass, wood, mud, stones.
- 2 Asbestos is not recommended anymore due to health issues.
- 3 Some of the modern shelters made from corrugated iron sheets:
 - Steel-framed houses, corrugated iron-roofed houses.
- 4 Some of the materials that are used to build shelter are:
 - Asbestos, fibrous boards.

Activity 25.3

- Begin with a discussion about what shelters are and why they are important.
- Ask students to brainstorm different types of shelters they have seen.

Group activity:

- Divide the class into small groups of 4–6 students.
- Ask each group to discuss and list the forms of shelter found in their local area (traditional huts, brick houses, modern apartments).
- Encourage them to consider the materials used, design and purpose of each type of shelter.

Presentation

- Each group presents their findings to the class.
- Encourage students to ask questions or share additional insights.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 State any two factors considered when choosing materials for shelter.
 - Cost of materials.
 - Climate of the area.
 - Durability of materials.
 - Availability of materials.

- Purpose of the structure.
- Expertise

2 Name two forms of shelter from other countries.

- Igloo
- Tent

3 List three materials used to make shelter.

- Cement
- Grass
- Stones
- wood
- glass
- dagga
- fibre
- canvass
- stones
- corrugated iron sheets
- steel

Practical project

4 Learners will create a small model shelter using different materials.

Materials needed: Provide learners with clay, paper, sticks, cardboard, or any other available material.

- Ask learners to design their shelter model based on materials seen in their community.
- Guide them to build a simple structure (a hut, a house with iron sheets).

5 **Presentation:** Let learners showcase their models and explain their construction choices.

Topic 7

Global issues

Unit 26: Environmental conservation

Unit objectives

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

- a explain what environmental conservation is.
- b state ways of conserving the environment.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 129-131.
- Social Science Grade 3-7 syllabus.
- Chart with ways of conserving the environment.

Teaching notes

Environmental conservation refers to protecting natural resources and the environment to ensure they are available for future generations.

Ways of conserving the environment

- **Minimum tillage (*Pfumvudza/Intwasa*):** Reduces soil disturbance during planting and prevents erosion.
- **Recycling:** Collecting, processing, and reusing waste materials to create new products.
- **Proper waste disposal:** Sorting and disposing of waste responsibly, including hazardous materials.
- **Using renewable energy:** Using solar, wind and biogas to reduce harmful emissions.
- **Planting grass:** Prevents soil erosion and improves soil quality.

Suggested answers

Activity 26.1

Talk to learners about the importance of protecting the environment such as provision of clean air, water and a healthy ecosystem for future generations.

- Divide learners into pairs.
- Ask each pair to research and list five methods of conserving the environment (recycling, planting trees).

Let pairs share their answers during a class discussion.

Possible answers

- **Minimum tillage (*Pfumvudza/Intwasa*):** Reduces soil disturbance during planting and prevents erosion.
- **Recycling:** Collecting, processing and reusing waste materials to create new products.
- **Proper waste disposal:** Sorting and disposing of waste responsibly, including hazardous materials.
- **Using renewable energy:** Using solar, wind and biogas to reduce harmful emissions.
- **Planting grass:** Prevents soil erosion and improves soil quality.

Exercise 26.1

- 1 Environmental conservation refers to the protection of natural resources and the environment to ensure their availability for future generations.
- 2 Air, water, soil, plants.
- 3 Deforestation, overgrazing, industrial pollution, improper waste disposal.
- 4 Planting trees, proper farming methods, using renewable energy, recycling waste.

Unit revision exercises

Multiple choice answers

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

Topic 8

Managing and coping with changes

Unit 27: Puberty

Unit objectives

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

- a** define puberty.
- b** list changes at puberty.
- c** explain ways of coping with puberty changes

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 132-13
- Social Science Grade 3-7 syllabus
- Chart with ways of coping with puberty changes.

Teaching notes

Puberty is the stage where a person's body changes from that of a child to that of an adult.

It begins between ages 10 and 14 for girls and 12 and 15 for boys.

1 Changes during puberty

- In girls:
 - Breasts develop.
 - Hips widen.
 - Menstruation begins.
- In boys:
 - Voice deepens.
 - Shoulders broaden.
 - Beards and body hair grow.

2 Emotional changes

- Mood swings.
- Attraction to the opposite gender.

3 Ways of coping with puberty

- Open communication with trusted people.
- Practicing hygiene habits like bathing regularly and brushing teeth.

Suggested answers

Activity 27.1

Explain the physical and emotional changes that occur during puberty.

- Divide learners into small groups.
- Ask each group to research and present changes that boys and girls experience during puberty.
- Encourage learners to include physical and emotional changes in their presentations.

Allow groups to present their findings, and clarify any misunderstandings.

Exercise 27.1

- 1 What is the average age for girls to begin puberty? Between 10 and 14 years.
- 2 Boys usually start puberty at the age of 12 years.
- 3 The process can take up to four years.
- 4 Physical changes in girls during puberty include:
 - Breasts begin to develop.
 - Hips widen.
 - Menstruation begins.
- 5 Physical changes in boys during puberty include:
 - Voice deepens.
 - Shoulders broaden.
 - Beard and body hair start growing.

Exercise 27.2

- 1 Emotional change in puberty means feeling stronger and mixed emotions because of body changes.
- 2 Emotional changes in girls:
 - Mood swings.
 - Attraction to the opposite gender.
- 3 Emotional changes in boys:
 - Wet dreams.
 - Emotional development.

- Acts of rebellion.
- Attracted to the opposite gender.

- 4 The rebellious phase only happens in boys. (False)
- 5 Peer pressure from friends can cause a rebellious attitude. (True)

Exercise 27.3

- 1 Two important things that should be practiced during puberty are:
 - Maintaining personal hygiene.
 - Open communication about feelings.
- 2 In the African culture, the following are some of the people that help in advising children at the puberty stage: Aunts, uncles, and grandparents.
- 3 We should we not repeat wearing undergarments to maintain hygiene and avoid infections.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Puberty is the stage where a person's body changes from that of a child to that of an adult.
- 2 Listening to advice from bad peers is prohibited during puberty.
- 3 Factors that influence behavioral change during puberty include:
 - Peer pressure.
 - Hormonal changes.
- 4 True.

Topic 9

Social etiquette

Unit 28: Communication in community relationships

Unit objectives

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

- a identify ways of interacting with others in the community.
- b interact with others in the community.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 137-141.
- Social Science Grade 3-7 syllabus.
- Chart with cyclist rules.
- Chart with steps to maintain cycles.

Teaching notes

Communication is the exchange of information, ideas or feelings between people. It helps build strong relationships within the community.

Ways of interacting with others in the community

- **At home:** Helping with chores, sharing meals, and listening to family members.
- **At school:** Playing, studying, and helping classmates and teachers.
- **At shops:** Sharing good manners, greeting shopkeepers, and thanking them for their services.
- **In the village or neighbourhood:** Helping neighbours with tasks, greeting them, and celebrating festivals together.

Community activities

- Joining a book club.
- Participating in religious ceremonies.
- Helping in community clean-up events.

Suggested answers

Activity 28.1

Talk about how communication and teamwork help build community relationships.

- Write the poem “Together We Share” on the board or provide printed copies or read from the learner’s book page 138.
- Read the poem aloud with learners.
- Ask learners to practice reciting the poem.
- Let learners recite the poem in small groups or individually.

Exercise 28.1

- 1 We can join a book **club** to read books together.
- 2 Helping clean the park is a **community** event.
- 3 A **ceremony** is a special event we celebrate.
- 4 Talking with friends helps us share in our community.
- 5 In a book club, we share our **favourite stories**.

Activity 28.2

- Discuss how helping others strengthens community relationships.
- Ask learners to think of one way they can help someone in their community.
Examples: helping a classmate with homework, cleaning a neighbour’s yard.
- Let learners draw or write about their chosen activity.
- Allow learners to share their drawings or writings with the class.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Cleaning the park.
 - Planting trees.
 - Volunteering at a local shelter.

- 2 By sharing chores such as cleaning or cooking.
 - Helping siblings with homework.
 - Running errands for the family.
- 3 Greet the shopkeeper and say thank you.
 - Pay for items politely.
 - Ask for help finding products if needed.
- 4 To build good relationships and create a sense of belonging.
 - To share important information about the community.
 - To offer or receive help when needed.
- 5 A church service.
 - A mosque prayer session.
 - A temple festival.
- 6 Playing games.
 - Watching movies.
 - Sharing stories or studying together.
- 7 It helps improve reading skills and build friendships with others.
 - Encourages critical thinking and discussion skills.
 - Exposes you to diverse ideas and perspectives.
- 8 To create a better environment and show kindness.
 - To strengthen community bonds.
 - To provide support for those in need.
- 9 At school.
 - In a community centre.
 - At a sports club or event.
- 10 By helping us understand and support each other.
 - By resolving conflicts effectively.
 - By fostering trust and openness.

Topic 10

Entitlements/rights and responsibilities

Unit 29: Rights and responsibilities

Unit objectives

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

- a name child rights and responsibilities.
- b identify sources of child rights.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 142-148.
- Social Science Grade 3-7 syllabus.
- Chart with child right and responsibilities.

Teaching notes

Rights are entitlements children have because they are human. Children have rights to life, education, food, shelter, health, security and safety.

Child rights

- **Right to Life:** Every child has the right to live in a safe place with access to food, water, and healthcare.
- **Right to Food:** Every child has the right to be adequately fed.
- **Right to Shelter:** Children have the right to live in a safe home.
- **Right to Education:** Every child has the right to go to school.

Children's responsibilities

- Follow instructions from parents, teachers and guardians.
- Help with chores at home.
- Respect others.

Sources of child rights

- Constitution of Zimbabwe: Protects children's rights under Section 81.
- African Charter on the Rights and Welfare of the Child (ACRWC): Focuses on protecting children from abuse.
- United Nations Convention on the Rights of the Child (UNCRC): Protects children worldwide.

Suggested answers

Activity 29.1

- 1 Get into small groups (4-6 learners).
- 2 Discuss and list at least 5 responsibilities that children have at home, school or in the community.
- 3 Each group should choose one person to present your answers to the class.

Guiding questions for discussion:

(To help learners think and stay focused)

- What do you do every day to help at home?
- How should we behave at school?
- How do we treat our friends and elders?
- What happens if we do not do our responsibilities?

Expected answers (Examples of children's responsibilities):

- Cleaning up after playing
- Listening to parents and teachers
- Doing homework
- Helping younger siblings
- Respecting elders
- Keeping the environment clean
- Going to school on time
- Taking care of their belongings

Exercise 29.1

- 1 Responsibilities are duties or tasks that a person is expected to do.
- 2 Responsibilities of children:
 - Respecting others.
 - Helping with chores.
 - Listening to elders.
 - Doing homework.
 - Taking care of personal belongings.

3 Qualities of a responsible child:

- Obedient
- Honesty
- Respect
- Dependability
- Hardworking

4 *Unhu/ubuntu/vumunhu* is a **responsibility** of every child.

Activity 29.2

1 Briefly remind learners of the rights already discussed (right to education, right to life).

2 Ask learners to suggest other rights they think children have.

Examples to guide the discussion:

- Right to a name and nationality.
- Right to health care.
- Right to be protected from violence.
- Right to express their views.
- Right to be treated equally.

3 Ask learners to draw a big tree on the board or use a large chart paper with a tree trunk and branches.

- Give each learner a paper leaf or sticky note.
- Ask them to write or draw one child right they learned from the discussion.
- Let each child come up and stick their leaf on the tree, creating a “Rights Tree.”

4 Wrap-up:

- Read out the rights from the tree together.
- Emphasize that all these rights help protect children and allow them to grow up healthy and happy.

Exercise 29.2

1 Give two child rights and explain them.

- **Right to Education:** Children have the right to attend school and learn.
- **Right to Life:** Every child has the right to food, water, and a safe environment.
- United Nations Convention on the Rights of Children
- Child responsibilities: Obeying parents to behave well, to study, helping elders, to have *unhu/ubuntu/vumunhu*.

2 List two documents where a person can access information on child rights.

- Constitution of Zimbabwe
- African Charter on the Rights and Welfare of the Child

- 3 20th of November
- 4 Children should live a childhood full of love and care.
- 5 State two reasons why some children do not enjoy their childhood.
 - They are forced to work instead of going to school.
 - They suffer from abuse or neglect.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A right is an entitlement that every child has because they are human.
- 2 A responsibility is a duty or something a person is expected to do.
- 3 Right to education, right to shelter, right to health care.
- 4 Children should be loved, protected, and given access to basic needs like education, food and shelter.
- 5 They protect children from abuse. They ensure children live a safe and happy life.

Unit 30: Child abuse

Unit objectives

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

- a define child abuse.
- b identify risky behaviours and situations.
- c list effects of child abuse.
- d suggest ways of preventing child abuse.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 149-153.
- Social Science Grade 3-7 syllabus.

- Chart with effects of child abuse.

Teaching notes

Child abuse is ill-treatment or harm done to children by adults or other children.

Risky behaviours and situations

Risky behaviours are actions that harm a person's health or well-being.

- Examples include:
 - Using drugs or alcohol.
 - Communicating with strangers on social media.
 - Travelling alone at night.

Effects of child abuse

- Physical effects: Injuries and poor health.
- Emotional effects: Fear, sadness and loss of confidence.
- Social effects: Isolation from friends and family.

Preventing child abuse

- Follow safety rules: Avoid talking to strangers or going anywhere without telling someone.
- Report abuse: Speak to a trusted adult like a teacher or parent.
- Say "NO" firmly if someone tries to harm you.

Suggested answers

Activity 30.1

Teacher says:

"Today we are learning about risky behaviours. These are things people might do that can put them in danger or lead to harm."

- Give examples to learners:
 - Using drugs or alcohol.
 - Talking to strangers online.
 - Going places without telling an adult.
- Ask learners: "Can you think of any other risky behaviours that could lead to someone getting hurt or abused?"
- Let learners raise their hands and share ideas.
- Write all their answers on the board so everyone can see.

- 1 Go through each risky behaviour on the board.
- 2 Ask: "How can this behaviour be dangerous?"

Exercise 30.1

- 1 Risky behaviours are actions or practices that harm a person's health or well-being.
- 2 Using drugs or alcohol.
 - Communicating with strangers on social media.
 - Travelling alone at night.
 - Playing in dangerous places.
- 3 Lung cancer
 - Heart disease
 - Breathing problems
- 4 It can damage the brain, affect decision-making, and cause health problems.
- 5 Strangers may harm or take advantage of children.
 - They may lie about who they are.
 - They may send harmful or inappropriate content.

Activity 30.2

Explain that children who are abused often feel scared, sad, or angry.

- Example: "Imagine someone you trust hurts you. How would you feel? It is important to understand these emotions so we can help others."

Task instructions:

- Group discussion:

- 1 Ask each group: "How do you think a child feels when they are abused? For example, might they feel lonely or scared?"
- 2 Let learners suggest ways to help, such as: "Talk to a trusted adult or be kind by listening or playing with them."
 - Examples: "Think about what helps you when you feel sad or scared. Could offering comfort or support help someone else?"

Class sharing:

- Allow groups to share their ideas with the class.
- Ask follow-up questions like: "Does anyone have a similar idea?" or "Can you think of another way to help?"
- Reinforce positive suggestions: "That's a great idea! Telling a trusted adult is one of the best ways to help."

Additional tips:

- Create a safe space and remind learners to be kind and respectful.
- Monitor groups to ensure discussions are productive and supportive.
- Encourage learners to talk to you privately if they know someone who needs help.

Exercise 30.2

- 1 Child abuse is any harm or ill-treatment done to children by adults or other children.
- 2
 - They may feel scared.
 - They may lose confidence.
 - They may stop trusting others, withdrawal, suicide tendencies, poor performance at school.
- 2 False.

Activity 30.3

- Begin by explaining to the learners that it is important for children to know how to protect themselves from abuse.
- Use simple language. You can say:

“Sometimes people may do things that make us feel scared, uncomfortable, or hurt. That is called abuse. Today we are going to learn how to keep ourselves safe.”
- Put learners into small groups.
- Ask each group to talk about ways children can stay safe from abuse. Give a few examples to help them think:
 - Saying “NO” when someone touches them in a way they don’t like
 - Running away from danger
 - Telling a trusted adult when they feel unsafe
 - Avoiding talking to strangers alone, especially online or in private places
- Let each group share their ideas with the class. Write the main points on the board as they speak.

Class discussion:

- Lead a discussion with the whole class. Ask:

“Who are the trusted adults we can go to for help if someone tries to hurt us?”

- Help learners come up with answers such as:
 - Parents or guardians
 - Teachers
 - Police officers
 - Religious leaders
 - Neighbours you trust
- Emphasise that children should never keep abuse a secret, even if someone tells them not to tell.

Exercise 30.3

- 1 It is only abuse if it is violent.
 - False.

- 2 Only bad people abuse their children.
- False
- 3 Abuse does not happen in “good” families.
- False.
- 4 Abuse and neglect do not only happen in poor families or bad neighbourhoods.
- True.
- 5 Most child abusers are strangers.
- False.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Child abuse is any harm, ill-treatment, or neglect done to children by adults or other children.
- 2 Types of child abuse.
- Physical abuse.
 - Emotional abuse.
 - Sexual abuse
- 3 Some of the effects of child abuse:
- Feeling scared or sad.
 - Withdrawal
 - Suicidal tendencies
- 4 Some ways of preventing child abuse:
- Report abuse to a trusted adult.
 - Say “NO” firmly to anyone trying to harm you.
- 5 Ways of preventing child abuse:
- Teaching safety rules: Children should avoid talking to strangers and always tell someone where they are going.

- Reporting abuse: Children should report suspicious behaviour to parents, teachers, or police.

6 Risky behaviours:

- Using drugs or alcohol.
- Communicating with strangers online.
- Travelling alone at night.
- Abuse of social media.

Unit 31: Indigenous cultural beliefs and taboos

Unit objectives

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

- a define the terms belief and taboo.
- b identify cultural beliefs and taboos that uphold and violate child rights.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 154-159.
- Social Science Grade 3-7 syllabus.
- Chart with cultural beliefs and taboos.

Teaching notes

Beliefs are ideas that people think are true or real, even without proof.

Example: Some people believe in respecting elders or in the importance of community unity.

Taboos are actions or behaviors considered forbidden or unacceptable by a cultural group.

Example: In some cultures, eating certain foods, like pork, is taboo.

Importance of beliefs and taboos

- **Beliefs:** Help shape how we live and give us comfort and guidance.
- **Taboos:** Protect communities by discouraging harmful behaviors.

Cultural beliefs and taboos that uphold child rights

- **Respect for elders:** Children are taught to respect elders.
- **Protection of children:** Harming or abusing children is considered a taboo.
- **Importance of education:** Many cultures value education for children.
- **Community responsibility:** Communities are responsible for protecting children.

Cultural beliefs and taboos that violate child rights

- **Female genital mutilation (FGM):** Some cultures consider it necessary, but it violates children's rights.
- **Child marriage:** Some cultures marry off children, violating their right to education and protection.
- **Corporal punishment:** Hitting children as punishment violates their rights.
- **Child labour:** Making children work instead of attending school is harmful.

Suggested answers

Activity 31.1

Explain how beliefs affect how people behave in the community.

- Give examples of good beliefs, such as helping the needy or respecting elders.
- Ask learners to brainstorm good beliefs that exist in their community.
- Write their answers on the board.
- Discuss how those beliefs help the community and why they are important.

Exercise 31.1

- 1 Respecting elders or helping others, Belief in a higher power or God.
- 2 Not eating certain foods, not working on certain days, not talking about certain topics.
- 3 Refusing to greet elders.
- 4 They help guide behaviour and prevent harmful actions.
- 5 Learners give different answers.

Activity 31.2

Ask learners to talk about some beliefs or taboos in their community.

Use these examples to help them start:

- Children must not speak when adults are talking.
- Child labour (children expected to work like adults).
- Witchcraft accusations against children.
- Corporal punishment (beating children as discipline).
- Child marriage.
- Girls should not climb trees.
- Boys must not cry.

For each belief or taboo they discuss, ask:

- Does it promote children's rights?
- Or does it violate children's rights?
- Choose two beliefs and write down how each one:
 - Promotes children's rights (for example, teaches safety, respect)
 - Violates children's rights (for example, stops them from learning, expressing themselves or being safe)
- Ask them to present their group's findings to the class.

Exercise 31.2

- 1 A belief is something certain people believe in because it is **important** to them.
- 2 A taboo is always linked to **customs**.

- 3 Families will always take care of **children**.
- 4 Adults in the community have a duty to look after all children.

Exercise 31.3

- 1 Female genital mutilation child marriage, corporal punishment and witchcraft accusations.
- 2 To guide behaviour and ensure the safety of the community.
- 3 Educate communities about child rights. Report harmful practices to authorities.
- 4 By teaching children about their rights and responsibilities Educating communities on child rights.

Exercise 31.4

- 1 Child labour, witchcraft accusations, child marriage, female genital mutilation.
- 2 Customs

Unit revision exercise

Structured questions answers

- 1 A belief is something that people think is true or real, even without proof.
- 2 Respect for elders.
 - Protection of children.
 - Importance of education and community responsibility.
- 2 Boys and girls should go to **school**.
- 3 Children are protected by **laws**.
- 4 Female genital mutilation.
 - Child marriage.
 - Corporal punishment.
 - Child labour
 - Witchcraft accusations

Unit 32: Understanding people with disabilities

Unit objectives

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

- a identify different types of disabilities.
- b discuss ways of accommodating people with disabilities.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 160-164.
- Social Science Grade 3-7 syllabus.
- Pictures of people living with disabilities.
- Chart with steps to maintain cycles.

Teaching notes

Disability is a physical or mental condition that affects a person's ability to perform daily activities.

Examples of disabilities

- **Physical Disabilities:** Paralysis, loss of limbs, or difficulty walking.
- **Visual Disabilities:** Blindness or low vision.
- **Hearing Impairments:** Partial or total hearing loss.

Ways of accommodating people with disabilities

- Inclusive infrastructure:
 - Build ramps and elevators.
 - Install accessible restrooms.
 - Use tactile signs for visually impaired people (braille).
- Inclusive education: Use differentiated instructional methods for learners with disabilities.
 - Foster a sense of belonging by encouraging peer support.

Suggested answers

Activity 32.1

Explain the different types of disabilities (physical, visual, and hearing) with examples.

- Example 1: Someone who uses a wheelchair may have trouble climbing stairs.
- Example 2: A visually impaired person uses braille to read.

Task instructions:

- Divide the class into small groups.
- Assign each group a type of disability.
- Ask groups to discuss and write down challenges faced by people with that disability.

Class sharing:

Have each group present their findings to the class.

Exercise 32.1

- 1 A person who cannot walk may use a **wheelchair** to help them move.
- 2 Individuals with visual disabilities may read using **braille**.
- 3 People with hearing impairments might communicate using **sign language**.

Activity 32.2

Discuss how inclusive classrooms help learners with disabilities.

- Example: Adding ramps for learners who use wheelchairs or using sign language to support hearing-impaired learners.
- Ask learners to design a classroom that includes features to help learners with disabilities.
- Encourage them to draw and label items such as ramps, braille signs, and accessible desks.
- Display the drawings and discuss how these features support learners with disabilities.

Exercise 32.2

- 1 Inclusive infrastructure includes ramps and **elevators** to help those with mobility challenges.
- 2 Assistive technology help learners with **hearing** disabilities.
- 3 Clear signage is important for helping those with **visual impairments** navigate spaces.
- 4 Differentiated instruction means using various teaching methods to meet different learning styles.
- 5 Peer support encourages understanding and **friendships** among learners.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Physical disability limits movement or the ability to perform tasks, such as walking or climbing stairs. This may require tools like wheelchairs or crutches.
- 2 Inclusive education ensures that learners with disabilities are treated equally and given the resources they need to succeed.
- 3 Braille for visually impaired learners and text to speech software.
 - Hearing aids for those with hearing impairments.
- 4 By building ramps, installing elevators, and providing accessible restrooms.
- 5 Peer support fosters friendships, understanding, and a sense of belonging, making learners with disabilities feel included and supported.

Test 2

Page 165-171

Multiple choice answers

- | | | | |
|----|---|----|---|
| 1 | A | 21 | B |
| 2 | B | 22 | B |
| 3 | B | 23 | B |
| 4 | A | 24 | B |
| 5 | B | 25 | B |
| 6 | A | 26 | B |
| 7 | A | 27 | C |
| 8 | B | 28 | B |
| 9 | B | 29 | B |
| 10 | B | 30 | B |
| 11 | B | 31 | B |
| 12 | B | 32 | B |
| 13 | C | 33 | B |
| 14 | B | 34 | A |
| 15 | B | 35 | B |
| 16 | A | 36 | C |
| 17 | B | 37 | B |
| 18 | C | 38 | B |
| 19 | B | 39 | B |
| 20 | B | 40 | B |

Paper 2 : Structured questions

Section A answers

- 1
 - (a) They guide behaviour, teach respect and love and help build strong relationships.
 - (b) One ritual is singing traditional songs or giving speeches to honour the dead.
 - (c) Support during difficult times and sharing responsibilities.
 - (d) It strengthens bonds, helps with communication and preserves traditions.
- 2
 - (a) Music, food, language and traditional dress.
 - (b) Peace and order.
 - (c) The village court.
 - (d) Order.
 - (e) Justice.
- 3
 - (a) Trees hold the soil together with their roots and reduce water run-off.
 - (b) Trees give us shade and fresh air.
 - (c) Avoid cutting down trees and planting more trees.

- 4 (a) By choosing healthy and meaningful activities like reading, sports, or helping at home.
(b) It helps achieve goals, improves communication and builds trust.
(c) A writer educates, informs and entertains through stories and ideas.
- 5 (a) They are cheap and easy to find and they are environmentally friendly.
(b) Grass and poles.
(c) To allow smoke to escape and keep the air clean and fresh.
- 6 (a) Reuse items, recycle plastics and compost food waste.
(b) To prevent diseases and keep the environment clean.
(c) Breathing problems such as asthma.

Section B answers

- 7 (a) Community involvement brings people together to protect the environment, share resources, and ensure long-term success of conservation efforts.
(b) Individuals can conserve water by fixing leaks, using water wisely when washing or cooking, and harvesting rainwater.
(c) Climate change affects natural habitats by causing droughts that dry up wetlands, leading to loss of wildlife; flooding that destroys habitats; and rising temperatures that force animals to migrate.
- 8 (a) Oil the chain regularly and keep the tires properly inflated.
(b) Effective transport systems reduce traffic, save time, and reduce air pollution in cities.
- 9 (a) It helps build confidence, teamwork skills and a sense of belonging.
(b) Physical changes such as voice deepening and muscle growth may make boys more self-conscious and unsure of themselves.
(c) Friendships change as teenagers start seeking emotional support, forming stronger bonds, or moving away from childhood friendships.
- 10 (a) The right to education, the right to protection from abuse, and the right to health care.
(b) The government makes laws to protect children and supports organisations that promote children's rights.
- 11 (a) Child abuse is any action or failure to act by a caregiver that causes physical, emotional, sexual harm, or neglect to a child.
(b) Risky behaviours that endanger children include leaving them unsupervised, substance abuse by caregivers, exposing them to violence, being alone in secluded places and allowing unsupervised internet access.
(c) Cultural beliefs that violate child rights include practices such as child marriage, female genital mutilation, child labour, corporal punishment, and denying education based on gender or tradition.

Topic 11

Health education

Unit 33: Personal hygiene

Unit objective

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

- a identify household chores related to personal hygiene.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 172-175.
- Social Science Grade 3-7 syllabus.
- Chart with cultural beliefs and taboos.

Teaching notes

Personal hygiene is the practice of keeping oneself clean to prevent illness and maintain good health. It includes washing the body, cleaning clothes, and keeping the surroundings clean.

Household chores related to personal hygiene

- **Washing:** Cleaning clothes, bed linens, and utensils to remove dirt and germs.
- **Sweeping:** Removing dust and debris to keep the house clean and prevent illnesses.
- **Ironing:** Kills germs on clothes and maintains a neat appearance.

Importance of personal hygiene

- Prevents diseases caused by germs and bacteria.
- Keeps the body and surroundings clean and healthy.
- Promotes self-confidence and social well-being.

Suggested answers

Activity 33.1

- Discuss the importance of personal hygiene and how household chores help maintain cleanliness.
- Example: Washing clothes removes dirt and germs, while ironing kills bacteria.

- 1 Task Instructions:
- Divide learners into small groups.
 - Ask each group to list household chores that contribute to personal hygiene, such as washing, sweeping, and ironing.
 - Let learners create a chart showing how each chore helps in staying clean and healthy.

- 2 Class Sharing:

Display the charts and allow each group to present their work.

Sample chart

Household chore	How it helps keep us clean and healthy
Washing clothes	Removes dirt, sweat, and germs from our clothes.
Bathing	Cleans the body and removes sweat, dirt, and bacteria.
Sweeping the floor	Removes dust and harmful germs from the house.
Mopping	Kills bacteria and keeps the floor clean.
Washing dishes	Prevents germs from spreading through dirty plates.
Ironing clothes	Kills germs and makes clothes neat.
Cleaning the toilet	Prevents bad smells and stops the spread of disease.
Taking out rubbish	Reduces flies, bad smell, and prevents illness.
Brushing teeth	Removes food particles and keeps the mouth clean.

Exercise 33.1

- 1 Washing clothes helps remove dirt and **germs**.
- 2 Sweeping the floor helps to get rid of dust and **debris**.
- 3 Ironing clothes kills **germs** that may be on the fabric.
- 4 Cleaning dishes after meals helps prevent the **buildup of germs**.
- 5 Regular body washing is important for good **skin health**.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 To remove dirt, germs, and sweat that can lead to infections or bad odours.
- 2 Sweeping removes dust and debris, which can cause allergies or illnesses.
- 3 Ironing kills bacteria and germs that may remain on clothes after washing.
- 4 Germs and bacteria would grow, leading to infections or foodborne diseases.
- 5 It removes dirt, sweat and germs, keeping the skin healthy and preventing infections.

Unit 34: Healthy living

Unit objectives

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

- a explain healthy living.
- b state the importance of healthy living.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 176-180.
- Social Science Grade 3-7 syllabus
- Chart with food nutrients.
- Picture with a plate with a meal with all the necessary nutrients.

Teaching notes

Healthy living involves caring for our bodies, minds, and surroundings to maintain good health. It includes eating nutritious foods, exercising regularly, and avoiding harmful habits like smoking or drinking.

Ways of maintaining healthy living

- Diet:
 - Eat a balanced diet that includes carbohydrates, proteins, fats, vitamins, and minerals.
 - Consume five servings of fruits and vegetables daily.
- Physical exercises:
 - Exercise for at least 30 minutes daily to strengthen muscles and bones and improve overall fitness.
 - Activities like running, swimming, or cycling help maintain a healthy weight.
- Recreational activities:
 - Engage in leisure activities such as visiting tourist attractions, playing sports, or hiking to relax the mind and body.

Importance of healthy living

- **Physical health:** Prevents diseases and improves body strength.
- **Mental well-being:** Reduces stress and promotes happiness.
- **Increased energy:** A healthy lifestyle improves energy levels for daily tasks.

Suggested answers

Activity 34.1

- Discuss what makes a healthy lifestyle, such as eating balanced meals and exercising.
- Example: Eating fruits and vegetables daily provides essential vitamins.
- Ask learners to form small groups.
- Each group lists five activities or habits that contribute to healthy living, such as eating nutritious food or exercising.
- Let each group present their list and explain why these practices are important.

Exercise 34.1

- 1 Healthy living is caring for our bodies, minds, and surroundings to stay healthy and improve our quality of life.
- 2 A meal with necessary food nutrients is called a balanced diet.
- 3 Reduce the intake of sugar and salt in your food for a healthy diet.
- 4 Drinking plenty of water.
- 5 We may feel weak, lack energy and become sick.

Activity 34.2: Designing a healthy living poster

- Explain how visuals can encourage people to adopt a healthy lifestyle.
- Show examples of healthy habits, such as exercising or avoiding junk food.
- Provide learners with paper and crayons.
- Ask them to design a poster that promotes healthy living. It should include drawings and slogans such as “Eat Healthy, Stay Fit!”
- Display the posters in the classroom and let learners explain their designs.

Sample poster

Title: “Healthy habits, happy life!”

Drawings (Ideas to include):

- A smiling child eating fruit.
- A person jogging with the sun shining.
- A red X over chips, soda and sweets.
- A child drinking water.
- Someone sleeping peacefully in bed.

Slogans:

- “Eat Healthy, Stay Fit!”
- “Drink Water, Not Soda!”
- “Say No to Junk Food!”
- “Exercise Every Day!”
- “Sleep Well, Grow Strong!”

Exercise 34.2

- 1 Healthy living helps maintain good **health** and reduces the risk of diseases.
- 2 Regular **exercising** improves mood and reduce stress.
- 3 Eating a balanced diet provides the body with essential **nutrients**.
- 4 A healthy lifestyle can lead to a longer **life**.
- 5 A good physical health can improve social **interactions** and relationships.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Carbohydrates, proteins, fats, vitamins and minerals.
- 2 Swimming, hiking and playing football.
- 3 Victoria Falls and Nyanga Mountains.
- 4 False.
- 5 False.

Unit 35: Communicable and non-communicable diseases

Unit objectives

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

- a identify signs and symptoms of communicable and non-communicable diseases.
- b state ways of preventing the spread of communicable diseases.
- c list ways of managing non-communicable diseases.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 181-186.
- Social Science Grade 3-7 syllabus.
- Chart with ways to prevent communicable and non-communicable diseases.
- Pictures of people suffering from communicable diseases.

Teaching notes

Communicable diseases are diseases that can be spread from one person to another through contact, air, water, or insect bites.

- Examples:
 - STIs (gonorrhea, HIV).
 - Cholera.
 - Typhoid.
 - Influenza.

Signs and symptoms:

- Fever.
- Cough.
- Body aches.
- Diarrhea.
- Nausea or fatigue.

How they spread

Through body fluids, breathing in droplets, or insect bites.

Ways to prevent communicable diseases

- Quarantine: Isolate infected individuals to stop the spread.
- Practising personal hygiene:
 - Wash hands regularly.
 - Cover coughs and sneezes.
 - Avoid touching your face with unclean hands.
- Healthy eating: Boost immunity by eating fruits, vegetables, and proteins.

Non-communicable diseases (NCDs) are diseases that cannot be spread from one person to another.

- Examples:
 - Diabetes.
 - Cancer.
 - High blood pressure.
 - Asthma.

Causes

- Poor eating habits.
- Lack of physical exercise.
- Smoking or excessive alcohol consumption.

Ways to manage non-communicable diseases

- **Healthy diet:** Reduce sugar and fat intake, eat whole grains and vegetables.
- **Regular exercise:** Engage in at least 30 minutes of physical activity daily.
- **Avoid smoking and alcohol:** Minimise risks of chronic conditions.
- **Medication:** Follow doctor’s advice if diagnosed.

Suggested answers

Activity 35.1:

- Briefly explain that communicable diseases are illnesses that spread from person to person or through the environment.
- Group Task
- Divide learners into small groups.
- Ask each group to choose one communicable disease they know (flu, cholera, malaria).
- Let them discuss:
 - How it spreads
 - How it can be prevented
- Each group shares their findings.
- Write key points on the board or a chart.

Disease name	How it spreads	How to prevent it
Typhoid	Drinking dirty or contaminated water.	Drink clean water, wash hands, use proper toilets.
Flu	Through coughs, sneezes, or touching surfaces.	Cover mouth when coughing, wash hands, avoid close contact.
Cholera	Dirty water and poor sanitation.	Use clean water, wash hands, proper waste disposal.
COVID-19	Coughing, sneezing, touching infected people.	Wear masks, keep distance, wash hands regularly.
Malaria	Bite from infected mosquitoes.	Sleep under mosquito nets, remove stagnant water.
Measles	Coughs, sneezes, and close contact.	Get vaccinated, avoid infected persons.

Exercise 35.1

- 1 An illness that can spread from one person to another through contact.
- 2 Cholera
- 3 Washing hands regularly with soap and clean water.
- 4 True
- 5 Malaria

Activity 35.2

- Discuss the causes of non-communicable diseases, such as poor eating habits and lack of exercise.
- Example: Eating too much junk food can lead to obesity.
- Ask learners to list four risk factors for non-communicable diseases and ways to avoid them (eating healthy or exercising).
- Let learners share their lists with the class.

Sample answers

Risk factor	Related disease(s)	How to avoid or reduce the risk
Eating too much junk food	Obesity, diabetes, heart disease	Eat balanced meals with fruits and vegetables.
Lack of physical activity	Obesity, heart disease, Diabetes	Exercise regularly - walk, run, dance, play sports.
Smoking	Lung cancer, heart disease	Avoid smoking and stay away from smokers.
Excessive alcohol intake	Liver disease, high blood pressure	Do not drink alcohol or drink in moderation.
Too much stress	High blood pressure, mental health problems	Rest, talk to someone, and practice relaxation.

Exercise 35.2

- 1 Diseases that cannot be spread from one person to another.
- 2 Eating a balanced diet that includes vegetables, fruits and whole grains.
- 3 True
- 4 True
- 5 False

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Some ways of helping people suffering from non-communicable diseases are:
 - Encourage healthy eating and regular exercise.
 - Provide emotional support and medical care.
 - Do not smoke.
- 2 HIV/ AIDS is a communicable disease.
- 3 Four examples of communicable diseases are cholera, typhoid, influenza and mumps.
- 4 Signs of communicable diseases. Fever, cough, body aches, diarrhea and fatigue.
- 5 True.

Unit 36: Drug and substance abuse

Unit objectives

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

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

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 187-190.
- Social Science Grade 3-7 syllabus.
- Pictures of drugs and substance commonly abused.

Teaching notes

Drug and substance abuse refers to the misuse or overuse of legal and illegal substances, leading to harmful effects on the body and mind.

- Examples of substances commonly abused:
 - **Glue:** Inhaled for its effects, causing dizziness and health problems.

- **Alcohol:** Excessive drinking can impair judgment and harm the body.
- **Mutoriro (Crystal meth):** Causes intense energy, paranoia and health issues.
- **Broncleer (Brongo):** A cough syrup abused for its relaxing effects.

Effects of drug and substance abuse

- **Mental effects:** Anxiety, depression, and difficulty concentrating.
- **Physical effects:** Damage to the liver, lungs, and brain; poor health.
- **Social effects:** Dropping out of school, broken family relationships, and violence.
- **Death:** Overdoses or accidents caused by impaired judgment.

Ways to reduce substance abuse

- **Reporting to Authorities:** Inform police about drug suppliers.
- **Counseling:** Offer support for individuals struggling with addiction.
- **Education:** Teach about the dangers of drugs and substances in schools and communities.

Suggested answers

Activity 36.1

Discuss examples of commonly abused substances, such as glue or alcohol.

- **Example:** Explain how inhaling glue can cause dizziness and harm internal organs.
- Ask learners to research substances abused by children in their community.
- Let them write about the effects of these substances.
- Allow learners to share their findings and discuss why these substances are harmful.

Examples of some of the drugs abused in communities

Substance	Examples/Street names	Effects on the body and mind
Alcohol	Beer, cane spirit, whiskey	Liver damage, poor judgment, aggression, accidents.
Broncleer (codeine)	Bronco	Drowsiness, addiction, breathing problems, confusion.
Cannabis (<i>mbanje</i>)	Weed, dagga	Hallucinations, poor memory, low motivation.
Crystal meth	<i>Mutoriro</i>	Aggression, extreme weight loss, mental illness, hallucinations.
Cough syrups	Histalix, Benylin	Slurred speech, slow reactions, dependency.
Glue/inhalants	Glue, petrol fumes	Brain damage, dizziness, breathing failure
Cigarettes	Tobacco	Lung disease, cancer, addiction.
Snuff & Marijuana Mix	<i>“Chikopokopo”, “Musombodhiya”</i>	Mental confusion, loss of coordination.

Exercise 36.1

- 1 Substance abuse is when a person uses drugs, alcohol, or other harmful substances in a way that is dangerous to their health, mind, or behaviour.
- 2 Glue, alcohol, crystal meth (*mutoriro*) and broncleer (*brongo*).
- 3 Peer pressure is the influence from friends or people of the same age that makes someone feel they must do what others are doing to be accepted or liked — even if it is wrong or harmful.
- 4 Causes of substance abuse:
 - Peer pressure – Wanting to fit in with friends who use drugs or alcohol.
 - Lack of parental guidance – When parents are absent, too strict, or not involved in the child's life.
 - Stress or emotional problems – Using substances to escape problems, sadness, or anxiety.
 - Curiosity and experimentation – Wanting to try something new or exciting without understanding the risks.

Activity 36.2 Assisting those affected by substance abuse

Explain how substance abuse negatively affects individuals and their families.

- Example: A person abusing alcohol may face health problems and isolation.
- Divide learners into small groups.
- Ask each group to discuss ways the community can help those affected by substance abuse. Examples: counseling, education, or support groups.
- Let learners create a short role-play to demonstrate their ideas.
- Let each group present their role-play to the class.

Sample answers

- **Counselling:** Provide one-on-one and group therapy sessions with trained counsellors.
- **Rehabilitation:** Enroll them in child-friendly drug rehabilitation programs.
- **Parental support:** Involve and educate parents or guardians to support recovery at home.
- **Peer support groups:** Link children with support groups of others recovering from addiction.
- **Awareness campaigns:** Educate children and communities on the dangers of drug abuse.
- **Life skills education:** Teach decision-making, stress management, and resisting peer pressure.
- **Reintegration support:** Help children return to school or vocational training.
- **Safe spaces:** Create youth centres or clubs that offer safe recreational activities.
- **Early intervention:** Identify and support at-risk children before addiction develops.

Exercise 36.2

- 1 Unbecoming behaviour like violence could be a result of drug and substance abuse.
- 2 Teenage **pregnancy**, death, mental disorder, imprisonment is a result of drug and substance abuse.

- 3 Substance abuse damages health.
- 4 Three ways of reducing drug and substance abuse:
 - Education and awareness campaigns
 - Teach children, youth, and communities about the dangers of drug abuse through schools, media, and community programs.
 - Counselling and rehabilitation services
 - Provide support for people struggling with addiction through counselling and professional treatment centres.
 - Strict laws and enforcement
 - Enforce laws that control the sale and use of harmful substances, and punish those who sell drugs illegally.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Substance abuse is the misuse of legal or illegal substances, leading to harmful effects on the body and mind.
- 2 Teenagers and people facing peer pressure.
- 3
 - Glue: Inhaled for its effects, leading to dizziness and long-term health problems.
 - Alcohol - Drinking too much can make someone violent or sick.
 - *Mbanje* (cannabis) - Smoking it can cause confusion and poor memory.
- 4 Peer pressure, boredom, and lack of education about the dangers of drugs.
- 5 Children can report substance abuse to the police.

Topic 12

Career guidance and financial literacy

Unit 37: Study skills

Unit objectives

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

- a list ways of managing homework
- b explain study methods.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 191-196.
- Social Science Grade 3-7 syllabus.
- Chart study methods.

Teaching notes

Homework is work given to learners to complete at home. It helps learners revise and practice skills learned in class.

Managing homework

- Plan your work:
 - Allocate time for each subject depending on its difficulty.
 - Avoid doing all your homework at the last minute.
- Start early:
 - Start your homework as soon as you get home to avoid rushing.
- Keep away from distractions:
 - Choose a quiet place to concentrate on your work.

Effective study methods

- Doing homework:
 - Helps reinforce what you've learned and identify areas for improvement.
- Writing corrections:
 - Reviewing and correcting mistakes can improve knowledge and understanding.
- Revising work:
 - Summarise key points and practice past exam questions.
- Using a study timetable:
 - Organize your tasks and allocate time for each subject.

Tips for effective studying

- Rest and play:
 - Get 8 -10 hours of sleep and rest your brain.
- Ask for help:
 - Seek help from teachers or parents when needed.
- Set goals:
 - Create small rewards for completing tasks to stay motivated.

Activity 37.1 Helping Malilwe manage his time

Read the scenario about Malilwe. Ask learners if they have ever felt the same.

Group discussion

In small groups, let learners suggest how Malilwe can balance homework and playtime.

Sharing

Let a few groups share their best ideas. Write them on the board.

Wrap-up

Summarise key solutions like making a timetable, starting homework early and asking for help.

Malilwe says homework takes too much of his time and stops him from playing with friends. Here are model ways to help him manage his time.

Create a homework timetable: Help Malilwe plan his day by setting a specific time for homework and play. Example: 3:00–4:00 p.m. for homework, then play after.

Do homework in short sessions: Encourage him to take short breaks in between so he does not feel tired or bored.

Reduce distractions: Let him do homework in a quiet place without noise or television so he finishes faster.

Start early: If he starts as soon as he gets home, he'll finish quicker and still have time to play.

Get support: Ask a parent, teacher, or older sibling to help if he gets stuck, so he does not waste time.

Exercise 37.1

- 1 Homework is schoolwork that learners are asked to do at home.
- 2
 - They want to finish quickly and go play.
 - They do not understand the work and just guess the answers.
- 2 Homework helps learners practise what they learned in class and improve their understanding.
- 3
 - Make a homework timetable.
 - Do homework in a quiet place.
 - Ask for help when needed.

Exercise 37.2

These are only sample answers as all learners are different and have their own ways of studying.

- 1 Reading aloud, summarising notes, using flashcards, and group discussions.
- 2 I use a timetable, keep my books in order, and set time for each task.
- 3 I sometimes get distracted or feel tired. I overcome this by taking short breaks and studying in a quiet place.
- 4 By staying consistent with my methods and using them to prepare for tests and complete assignments on time.

Activity 37.2: Creating a study timetable

Explain how a study timetable helps organize tasks and manage time effectively.

- Example: Allocating 30 minutes per subject ensures all topics are covered.
- Ask learners to create a weekly study timetable, assigning specific times for homework, revision, and rest.
- Include at least one recreational activity.
- Let learners present their timetables and discuss how these will help them improve their performance.

Sample timetable

Time	Activity
2:30 – 3:00 PM	Arrive home and have a snack.
3:00 – 3:30 PM	Do homework.
3:30 – 4:00 PM	Study a subject (reading, Maths).
4:00 – 4:30 PM	Play or relax.
4:30 – 5:00 PM	Revise what was learned at school.
5:00 – 5:30 PM	Help with household chores.
6:00 PM	Supper / family time.
7:00 – 7:30 PM	Quiet reading or revision (optional).
8:00 PM	Get ready for bed.

Exercise 37.3: True or False

- 1 False.
- 2 False.
- 3 False.
- 4 True.
- 5 True

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Career guidance is advice given to help learners choose a profession or career path.
- 2 Reasons why it is not good to rush through your homework:
 - You may make mistakes.
 - The work may be incomplete.
- 3 Things you should do in order to manage your homework:
 - Create a plan.
 - Start early.
 - Work in a quiet place.

- 4** Benefits of beginning your homework early:
- You have enough time to complete your work.
 - You can avoid making mistakes.
- 5** Reasons why one should keep away from distractions when doing homework:
- To concentrate better.
 - To complete tasks faster and correctly.

Unit 38: Career choice

Unit objectives

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

- a** list careers in different fields.
- b** identify the importance of career choice.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 197-200.
- Social Science Grade 3-7 syllabus.
- Pictures of different careers.

Teaching notes

A career is a job or profession that a person chooses to pursue based on their skills, interests, or goals.

Careers in different fields

- Sculptor: Creates artwork using materials like clay or stone.
- Example: A person who creates statues.
- Footballer: Plays football professionally.
- Example: Peter Ndlovu or Lionel Messi.
- Doctor: Treats illnesses and injuries.
- Example: A hospital or clinic doctor.
- Builder: Constructs, repairs, or maintains buildings.
- Example: A construction worker or engineer.

Importance of different careers

- Earning a living:
 - Careers provide income to buy food, clothes, and services.
 - Example: A trader earns money by selling goods at the market.

- Saving for the future:
 - A steady income helps people save for retirement or large purchases.
- Promoting development:
 - Careers contribute to society by creating jobs and improving the community.

Suggested answers

Activity 38.1

Discuss different career fields, such as medicine, arts and sports.

- Example: A nurse works in healthcare, while a musician works in the arts.
- Take learners for a walk around the school or community to observe different workplaces.
- Let learners identify the types of jobs seen in these places, such as teachers, shopkeepers or farmers.

Class sharing: Ask learners to describe what they observed and the responsibilities of each job.

Exercise 38.1

- 1 Career fields refer to different areas of work or professions grouped based on similar skills or industries.
- 2 Choosing the right job ensures personal satisfaction and matches one's skills and qualifications.
- 3 Doctor, nurse.
- 4 Educating learners
- 5 Degree in Education, teaching certification.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 C
- 3 B

Structured questions answers

1. Careers:
 - Teacher, farmer, singer, dancer or doctor.
2. The importance of each career you have listed in (1) above:
 - Teacher: Educates others and helps them gain knowledge.
 - Farmer: Produces food for the community.

- Doctor: Treats illnesses and promotes good health.
- Singer and dancer: to entertain people.

3 Why different professions need specialised training:

- Specialised training equips people with the skills and knowledge needed to perform their jobs effectively.
- Example: A nurse needs medical training to care for sick people.

4 What would you want to become when you finish school? Give reasons for your choice.

Example: I want to become a teacher because I enjoy helping others learn and grow.

Unit 39: Financial literacy

Unit objectives

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

- a** state the importance of money.
- b** explain wise use of money.
- c** discuss various income-generating projects.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 201-206.
- Social Science Grade 3-7 syllabus.
- Chart with wise ways of using money.
- Pictures of income generating projects.

Teaching notes

Financial literacy is the ability to manage money wisely. It involves creating a budget, paying bills on time, and saving money for future needs.

Importance of money

- Paying Bills: Electricity, water, school fees, and rent.
- Measuring Wealth: It reflects financial security and stability.

Wise use of money

- Create a budget: Plan how much to spend and save.
- Pay Bills on time: Avoid late payments to maintain essential services.
- Avoid wasting money: Spend on what is necessary, not on luxuries.
- Save regularly: Helps in emergencies and future investments.

Income-generating projects

- Projects that help people earn money, such as:
 - Pig Rearing: Raising pigs for meat or profit.
 - Example: Buy piglets, feed them, and sell them when grown.
 - Poultry Farming: Raising chickens for eggs and meat.
 - Example: Feed and care for chickens, then sell eggs or meat.
 - Beekeeping: Keeping bees for honey and wax.
 - Example: Set up hives, care for bees, and harvest honey.
 - Buying and Selling: Trading goods for profit.
 - Example: Buy goods in bulk and sell them at a higher price.

Suggested answers

Activity 39.1

Discuss why saving money is important for emergencies and planned expenses.

- Example: Saving for school fees or unexpected medical bills.
- Ask learners to list three ways they can save money.
 - Example: Reducing unnecessary spending or buying in bulk.
- Allow learners to share their ideas and discuss how saving improves their financial stability.

Way to save money	How it helps
Make a budget	Helps you plan your spending and avoid wasting.
Avoid buying unnecessary things	Keeps you from spending money on things you do not need.
Save a part of your pocket money	Builds up savings over time for future needs.
Reuse and recycle items	Reduces the need to buy new things all the time.

Exercise 39.1

- 1 Financial literacy is the ability to manage money wisely, including budgeting, saving, and spending responsibly.
- 2 Things one should do to manage their finances well:
 - Create a budget.
 - Save money regularly.
 - Avoid spending on unnecessary things.
- 3 Three reasons why money is important:
 - To pay bills.
 - To buy food and clothes.
 - To pay rent, mortgage or lease fees.

Activity 39.2: Creating a budget

Explain what a budget is and why it helps in managing money wisely.

- Example: A budget ensures you do not overspend and still have savings.
- Ask learners to calculate how much money they receive each month as pocket money or allowance.
- Let them create a budget, dividing their money into spending, saving, and giving.
- Have learners present their budgets and discuss how budgeting helps them reach their financial goals.

Item	Amount (US\$)	Purpose
Snacks at school	3.00	For buying simple, healthy snacks.
Savings	2.00	To keep for future needs or emergencies.
Stationery (pens, pencils)	1.50	For school use.
Offering at church	1.00	For giving or charity.
Transport (if needed)	1.50	For school or weekend activities.
Fun or entertainment	1.00	For occasional treats or small toys/books.

Exercise 39.2

- 1 A budget is a plan for managing income and expenses.
- 2 Rent, food, transport water and electricity bill.
- 3 Employment, starting a business.
- 4 Saving, investing, budgeting.

Activity 39.3: Research on how vegetables are grown

Discuss how farming vegetables can be an income-generating project.

- Example: Growing tomatoes and selling them at the market.
- Ask learners to research one vegetable they can grow in their school garden or at home.
- Let them write about its planting, caring, and selling process.
- Allow learners to share their research and explain how the vegetable can generate profit.

Examples

- 1 Covo (traditional green vegetable)
 - Description: Covo is a leafy green vegetable commonly grown in home gardens.
 - How it is grown:
 - Grown from seeds or cuttings.
 - Needs well-prepared soil and regular watering.
 - Grows well in warm weather with good sunlight.
 - Can be harvested by plucking the outer leaves.

2 Tomatoes

- Description: A common fruit vegetable used in cooking and salads.
- How they are grown:
 - Grown from seeds, usually in seedbeds first.
 - After 3–4 weeks, seedlings are transplanted into the main garden.
 - Require fertile soil, regular watering, and support (staking).
 - Need protection from pests and diseases.

Exercise 39.3

1 Income-generating project:

- A project that helps people earn money, such as farming or poultry keeping.

2 Income-generating projects.

- Pig rearing, poultry farming and beekeeping, buying and selling.

3 Types of vegetables people can grow for sale:

- Tomatoes, onions, cabbages or spinach.

4 Handicrafts people can make for sale:

- Baskets and mats.

Unit revision exercises

Multiple choice answers

1 A

2 B

3 D

4 C

5 A

Structured questions answers

1 Importance of money:

- It allows people to pay bills.
- It helps people save for emergencies.
- It provides financial stability.

2 Wise ways of spending money:

- Create a budget.
- Buy only necessary items.
- Save a portion of your income.

3 People get money from:

- Salaries or wages.
- Selling goods or services.
- Income-generating projects like farming.

Topic 13

Religion

Unit 40: Indigenous Religion – Religious practitioners and their roles

Unit objectives

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

- a identify religious practitioners in Indigenous Religion.
- b list roles of religious practitioners in Indigenous Religion.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 207-211.
- Social Science Grade 3-7 syllabus.
- Pictures of Indigenous Religion practitioners.
- Chart roles of indigenous practitioners.

Teaching notes

- Religious practitioners are individuals who perform specific roles in Indigenous Religion.
- These roles involve communicating with the ancestral spirits, helping the community, and preserving traditions.
- Religious practitioners in Indigenous Religion and their roles
- Spirit medium:
 - Communicates with ancestral spirits.
 - Leads ceremonies and rituals.
 - Advises the community on spiritual matters.
- Traditional healer:
 - Uses herbs and spiritual knowledge to heal the sick.
 - Conducts cleansing rituals to remove bad spirits.
 - Restores peace and balance to individuals and the community.

- *Nyusa* (One who asks for rain):
 - Performs rain-asking ceremonies during droughts.
 - Advises the community on how to respect nature.
- Importance of the *Nyusa*
 - Food security: Ensures rain for crops and livestock.
 - Community cohesion: Brings people together for ceremonies.
 - Cultural preservation: Helps pass down traditional practices.

Suggested answers

Activity 40.1

Discuss examples of religious practitioners, such as spirit mediums and traditional healers.

- Example: A spirit medium communicates with spirits to guide the community.
- Divide learners into groups.
- Ask each group to research the roles of one religious practitioner and present their findings.

Class sharing:

- Let each group present their findings and discuss the importance of these roles.

Exercise 40.1

- 1 The *Nyusa* performs rain-asking ceremonies.
- 2 Religious practitioners in Indigenous Religion are **custodians** of indigenous practices.
- 3 Traditional healer, *Nyusa*, Spirit medium.
- 4 The roles of a *Nyusa* are asking for rain, performing rain asking ceremonies, interpreting signs and omens and advising the community on the best times to plant and harvest.

Activity 40.2

- Explain the significance of rituals, such as rain-asking ceremonies or healing rituals.
- Example: A *Nyusa* performs rain-asking rituals to ensure the community has enough water for crops.
- Ask learners to create a chart with three columns: practitioner, role and ritual.
- Let learners fill in examples, such as:
 - Practitioner: Spirit medium.
 - Role: Leads ceremonies.
 - Ritual: Communicating with ancestral spirits.
- Class sharing:
 - Display the charts and have learners explain how rituals benefit the community.

Practitioner	Role	Ritual
Spirit medium	Leads traditional ceremonies.	Communicating with ancestral spirits.
Traditional healer	Treats illnesses with herbs.	Preparing and giving herbal medicine.

Rainmaker	Calls for rain.	Performing rainmaking dances and prayers.
Village elder	Gives advice and leads meetings.	Settling disputes and leading community gatherings.
Birth attendant	Helps during childbirth.	Assisting in safe delivery and post-birth care.

Exercise 40.2

- 1 *Nyusa*
- 2 Communicating with ancestors, leading various ceremonies and rituals and seeking knowledge from ancestors for the future.
- 3 A spirit medium is a person who possesses the spirit of the ancestors.

Exercise 40.3

- 1 Healing, mediation, conducting ceremonies.
- 2 Meditation: To connect with ancestral spirits.
 - Healing: To restore physical and spiritual health.
 - Rain-asking: To ensure rain for crops and livestock.
- 3 They preserve traditions, strengthen community bonds, and ensure survival.
- 4
 - By learning about and participating in ceremonies respectfully.
 - By preserving cultural practices and passing them to future generations.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 B
- 3 B

Structured questions answers

- 1 *Musikavanhu, Nyadenga, Unkulunkulu, Murena, Chixembu*
- 2 An ancestor communicates with ancestral spirits.
 - Advises the community on spiritual matters.
- 3 Roles of ancestors:
 - Protect the family and community.
 - Provide guidance during difficult times.

4 Roles of religious practitioners in Indigenous Religion:

- Healing the sick.
- Leading ceremonies and rituals.
- Performing rain-asking ceremonies.

Unit 41: Christianity – Religious practitioners and their roles

Unit objectives

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

- a** identify religious practitioners in Christianity.
- b** list the roles of religious practitioners in Christianity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 212-215.
- Social Science Grade 3-7 syllabus.
- Pictures of Christian religious practitioners.
- Chart roles of Christian practitioners.

Teaching notes

Religious practitioners are people who guide the church and help others grow in their faith.

Religious practitioners in Christianity and their roles.

- Apostle:
 - Sent out by Jesus to spread His teachings.
 - Example: The apostles were the first to preach and establish the early church.
- Pastor:
 - Leads a local church and provides guidance to the congregation.
 - Example: Pastors lead worship services and provide support for the community.
- Priest:
 - Leads religious ceremonies such as Mass, weddings, and funerals.
 - Example: A priest offers prayers and blessings for the congregation.
- Prophet:
 - Communicates messages from God to the people.
 - Example: A prophet shares God's word to guide and inspire the community.

Roles of religious practitioners

- Preaching:
 - Deliver messages from the Bible to teach about God's love.
 - Guide the congregation through sermons.
- Teaching:
 - Conduct Bible studies and Sunday school classes.
 - Help individuals grow in their understanding of the faith.
- Baptism:
 - Administer the sacrament of baptism to welcome new believers into the church.

Activity 41.1

- Briefly explain who religious practitioners are.
- Give examples such as:
 - A pastor leads prayers.
 - A prophet gives messages.
 - A priest performs sacred rituals.
- Ask learners: "What does a religious leader do in your community?"

Group task

- Divide the class into small groups (3–5 learners per group).
- Assign each group one religious practitioner (pastor, priest, prophet, apostle).
- Instruct them to:
 - Discuss what their assigned person does.
 - Prepare a short role-play to act out the duties (preaching, praying, helping the sick).

Class presentations

- Invite each group to present their role-play to the class.
- After each performance, ask:
 - What did we learn about this religious role?
 - How do they help the community?

Wrap-up

- Summarise that all religious practitioners have different but important roles.
- Remind learners to respect all faiths and beliefs.

Exercise 41.1

- 1 A **pastor** is a leader of a local church who provides guidance to the congregation.
- 2 A **prophet** communicates messages from God and shares spiritual teachings with the people.
- 3 Apostles were chosen by Jesus to spread His teachings and establish the early **church**.
- 4 Teaching helps individuals understand the **Christian** beliefs and how to live according to them.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A pastor leads worship services, provides counselling, and supports the spiritual growth of the congregation.
- 2 Responsibilities of an apostle in the early church:
 - Spreading God's teachings.
 - Establishing churches and guiding new believers.
- 3 A prophet delivers God's word through preaching, teaching, or direct communication with the congregation.
- 4 Baptism symbolises the washing away of sins and welcomes new believers into the Christian faith.
- 5 Ways religious practitioners contribute to the growth of the Christian community:
 - Teaching the Bible to help members grow in faith.
 - Leading ceremonies that strengthen the faith of individuals and families.

Unit 42: Judaism – Religious practitioners and their roles

Unit objectives

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

- a identify religious practitioners in Judaism.
- b list the roles of religious practitioners in Judaism.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 216-219.
- Social Science Grade 3-7 syllabus.
- Pictures of Judaism religious practitioners.
- Chart roles of Judaism practitioners.

Teaching notes

Religious practitioners in Judaism include:

- **Priests:** Lead religious services and rituals in the synagogue.
- **Prophets:** Share God's messages and guide people to follow God's path.
- **Rabbis:** Teach Jewish laws and lead the community in worship and daily life.

Roles of Religious Practitioners in Judaism

- Priest:
 - Performs religious services and prayers in the synagogue.
 - Leads rituals during important ceremonies.
- Prophet:
 - Communicates God's messages to guide people in their faith.
 - Encourages people to follow God's laws and teachings.
- Rabbi:
 - Teaches Jewish laws and traditions.
 - Leads worship services and provides guidance to the community.

Why Are religious practitioners important in Judaism?

- They preserve religious traditions and teachings.
- They help people understand and follow Jewish laws.
- They strengthen the faith of individuals and the community.

Suggested answers

Activity 42.1: Origins of Judaism

- Briefly explain the significance of Judaism and its origins.
- Ask students to share what they know about the origins of religions.
- Guide students to identify the founder, sacred text and key events in Judaism.
- Have students present their findings to the class.

Model answer

Judaism began over 4 000 years ago in the ancient land of Canaan (modern-day Israel and Palestine). It is considered the first monotheistic religion, centered around the belief in one God. It started with Abraham, who is regarded as the founder. According to tradition, God made a covenant with Abraham, promising to make his descendants a great nation in exchange for their faith and obedience. Later, Moses became a key figure when he led the Israelites out of slavery in Egypt and received the Torah, including the Ten Commandments, on Mount Sinai. These events laid the foundation for Jewish beliefs, practices, and laws, shaping the identity of the Jewish people.

Exercise 42.1

- 1 The other name for priest in Judaism is Kohanim.
- 2 Abraham.
- 3 Priest, Prophet and rabbi.
- 4 Mount Sinai

Activity 42.2: Roles of practitioners in Judaism

- Discuss the importance of religious practitioners in Judaism.
- Divide students into groups to research specific roles (rabbi, cantor).
- Ask groups to create a poster of the roles.
- Have each group present their poster with drawings and key points to the class.

Practitioner	Role
Rabbi	Leads prayers, teaches the Torah and provides guidance.
Cantor	Leads the congregation in singing and prayers.
Kohen (Priest)	Performs rituals and blessings in the synagogue.
Scribe	Writes and preserves sacred texts like the Torah.

Exercise 42.3

- 1 A **Priest** leads synagogue services and prayers.
- 2 A **Prophet** shares God’s messages with the people.
- 3 A **Rabbi** interprets Jewish law and teaches the community.
- 4 The **priest** helps guide the community in their faith.
- 5 The **prophet** acts as a communicator between God and the people.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A priest leads religious services and rituals in the synagogue and performs prayers during important ceremonies.
- 2 To communicate God’s messages and guide people to follow God’s laws.
- 3 A rabbi teaches Jewish laws, leads prayers and provides guidance to the community.

- 4 They help preserve Jewish traditions, teach laws and strengthen the community's faith.
- 5 A prophet delivers God's messages and encourages people to follow His teachings, serving as a bridge between God and humanity.

Unit 43: Islam – religious practitioners and their roles

Unit objectives

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

- a identify religious practitioners in Islam.
- b list the roles of religious practitioners in Islam.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 220-223.
- Social Science Grade 3-7 syllabus.
- Pictures of Islam religious practitioners.
- Chart roles of Islam practitioners.

Teaching notes

- 1 Religious practitioners in Islam include:
 - Muezzin: Calls Muslims to prayer five times a day.
 - Imam: Leads prayers and worship services in the mosque.
 - Mufti: An Islamic scholar who interprets Islamic law and provides guidance.

Roles of religious practitioners in Islam

- Muezzin:
 - Stands in a special place in the mosque to call Muslims to prayer.
 - Announces the prayer times.
 - Helps ensure Muslims pray at the correct times each day.
- Imam:
 - Leads prayers, especially on Fridays during Jumu'ah.
 - Delivers sermons (khutbah) to guide Muslims spiritually.
 - Presides over Islamic events, including weddings and funerals.
- Mufti:
 - Interprets the Qur'an and Islamic law to provide guidance.
 - Advises Muslims on religious matters and how to live according to Islamic teachings.
 - Teaches about Islamic beliefs and practices.

2 Why are religious practitioners important in Islam?

- They guide Muslims in practicing their faith.
- They ensure the community follows Islamic teachings.
- They help preserve and teach Islamic traditions.

Suggested answers

Activity 43.1

- Explain the roles of muezzin, imam and mufti in Islam.
- Example: The muezzin calls Muslims to prayer, while the imam leads the prayers.
- Divide learners into small groups.
- Assign each group a religious practitioner (muezzin, imam, or mufti).
- Ask them to prepare a short play illustrating the roles of their assigned practitioner.
- Let each group present their work and discuss what they learned about the practitioner.

Exercise 43.1

- 1 The **Muezzin** calls Muslims to prayer five times a day.
- 2 The **Imam** leads prayers and gives sermons in the mosque.
- 3 A **Mufti** interprets the Qur'an and provides guidance on Islamic law.
- 4 The muezzin leads prayers in the mosque.
- 5 The imam officiates at **weddings**, helping couples celebrate their marriage.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 The muezzin calls Muslims to prayer five times a day and announces the prayer times from the mosque.
- 2 An Imam leads prayers, delivers sermons, and oversees Islamic events like weddings and funerals.
- 3 A mufti interprets the Qur'an and Islamic law to provide guidance and advice.
- 4 They guide Muslims in prayer and faith, teach Islamic practices, and ensure the community follows Islamic teachings.
- 5 The muezzin calls Muslims to prayer, the Imam leads the prayers and delivers sermons, and the Mufti provides guidance on Islamic law and teachings. Together, they ensure the community practices Islam faithfully.

Topic 14

Social services and volunteerism

Unit 44: Local social service providers

Unit objectives

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

- a identify local social service providers.
- b state the types of services provided by local social service providers.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 224-228.
- Social Science Grade 3-7 syllabus.
- Chart with local service providers.

Teaching notes

Local social service providers are organizations or institutions that provide essential services to meet the needs of vulnerable groups in the community.

Examples of local social service providers

- Councils:
 - Maintain roads and water supply.
 - Provide clean water and sanitation.
 - Offer recreational facilities and waste management.
 - Importance: Councils ensure communities are safe, healthy and clean.
- Orphanages:
 - Provide care and shelter for children without parental support.
 - Offer food, education, and medical care to orphans.
- Churches:
 - Offer spiritual guidance and physical support to vulnerable groups.
 - Provide shelter, food, and other forms of assistance during emergencies.

- Old People's Homes:
 - Provide a safe place for the elderly to live and receive care.
 - Offer medical care, social activities, and emotional support.
- Department of Social Welfare:
 - Ensures services for society's most vulnerable groups.
 - Administers programs such as Basic Education Assistance Module (BEAM).

Specialised local service provider: *Zunde Ramambo/Isiphala Senkosi*

- A traditional social welfare system in Zimbabwe.
- Provides food to vulnerable groups, such as orphans and the elderly, through communal farming.

Suggested answers

Activity 44.1

Introduction:

- Discuss the roles of local social service providers in the community.
- Example: Orphanages provide shelter and food for children in need.
- Ask learners to identify local social service providers in their area (churches, councils, orphanages).
- Let learners list the roles of these providers.

Class sharing:

- Allow learners to share their findings and discuss how these services help the community.

Service provider	Role in the community
Social Welfare	Helps vulnerable people with food, school fees, and shelter.
Orphanages	Take care of children who have no parents or guardians.
Church	Offers spiritual support, charity work, and moral guidance.
Old People's Home	Cares for elderly people who need daily support and shelter.

Exercise 44.1

- 1 Four local service providers:
Councils, orphanages, churches, Old People's Homes.
- 2 Helping the vulnerable, taking care of children with no parents, spiritual support, collect and manage waste, provide clean water and sanitation.
- 3 Roles played by faith-based organisations in social services:
 - Spiritual guidance.
 - Providing food and shelter.
 - Offering counseling and support.

- 4 Role of *Zunde Ramambo/Isiphala* Cares for orphans, vulnerable children, the disabled and the aged. They grow crops and harvest them.
- 5 Provides food for vulnerable groups through communal farming.

Exercise 44.2

- 1 Councils: Maintain roads, provide clean water and sanitation.
Old People's Homes: Provide care, medical support, and social activities for the elderly.
- 2 They meet basic needs and ensure the well-being of vulnerable individuals
- 3 By volunteering, donating resources and showing empathy and respect.
- 4 By treating them kindly, supporting their initiatives, and raising awareness about their contributions.

Activity 44.2 Visiting an orphanage

Explain the importance of visiting social service centers to learn about their work.

- Example: A visit to an orphanage can show how children are supported.
- Organise a visit to a local orphanage.
- Ask learners to observe the services provided and write a report on their experiences.

Examples of how orphanages assist orphans:

- Provide shelter and a safe living environment.
- Offer access to education and learning opportunities.
- Supply food, clothing, and basic necessities.
- Ensure medical care and health support.
- Foster emotional and psychological well-being through counseling.
- Help develop social skills and a sense of community.
- Offer vocational training to prepare for independent living.
- Connect orphans with potential adoptive families.

Class sharing:

Let learners present their reports and discuss how these services benefit the community.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Orphanage centres are places that provide care, shelter, and support to children without parents.
- 2 Orphanage centers in Zimbabwe: Examples: SOS Children's Villages, Mother of Peace Community.
- 3 Death of parents, abusive families, dumped by parents, parents have separated.
- 4 Disabled, orphans, the aged and the sick.
- 5 To provide spiritual support and also with basic commodities such as shelter, food and clothing.
- 6 Council, church, Department of Social Services, *Zunde ramambo* among others.
- 7 Provision of clean water, spiritual support.
Offer meals, offer accommodation.
- 8 Department of Social Welfare
- 9 Provide a safe and comfortable place to live, offer meals, provide medical care, organize social activities and events.
- 7 Roles of the church in the provision of social services in the community:
 - Offers spiritual guidance and counselling.
 - Provides food, shelter, and material support during emergencies.

Unit 45: Functions of local social service providers

Unit objectives

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

- a state functions of local social service providers.
- b describe the services offered by various social service providers.

Suggested teaching and learning materials

- PlusOne Social Science Grade 4 Learner's Book page 229-231.
- Social Science Grade 3-7 syllabus.
- Chart on functions of local social service providers.

Teaching notes

Local social service providers play an important role in supporting communities. They aim to improve the quality of life and reduce poverty by offering essential services.

Key functions

- Education:
 - Provide primary and secondary education to children.

- Offer adult education for those who missed formal schooling.
- Examples: Kapota School for the Blind and Henry Murray School of the Deaf offer specialized education for children with disabilities.
- Transport:
 - Provide buses and vehicles for access to schools, hospitals, and other places.
 - Examples: ZUPCO buses provide affordable transport for the public.
- Guidance and Counselling:
 - Offer emotional support and advice to people with challenges.
 - Example: The Danhiko Children's Home listens to problems and offers solutions.
- Feeding Schemes:
 - Provide meals to children and vulnerable groups.
 - Examples: School feeding schemes and church-based programs, such as the Methodist Church Feeding Scheme.

Suggested answers

Activity 45.1

Discuss the role of local service providers in helping vulnerable groups.

- Example: Feeding schemes ensure children have enough food to concentrate in school.
- Ask learners to choose a local service provider in their community.
- Let them brainstorm ways they can assist the provider, such as donating materials or volunteering.

Class sharing:

Allow learners to present their ideas and discuss how they can make a positive impact on their community.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

1 Match the following organisations with the services they offer:

Organisation	Service offered
Justice for Children	Offer legal aid for children.
Red Crescent	Offers emergency relief, healthcare and disaster response.
Help age Zimbabwe	Supports elderly people with healthcare, food, and social services.
Regai Dzive Shiri	Assisting vulnerable children.
Kapota School	Assisting the blind.

Test 3

Page 232-239

Paper 1

Multiple choice answers

- 1

B
- 2

B
- 3

C
- 4

B
- 5

B
- 6

B
- 7

B
- 8

B
- 9

B
- 10

B
- 11

B
- 12

A
- 13

B
- 14

B
- 15

A
- 16

B
- 17

B
- 18

B
- 19

B
- 20

B
- 21

B
- 22

B
- 23

C
- 24

A
- 25

B
- 26

A
- 27

B
- 28

A
- 29

B
- 30

B
- 31

B
- 32

A
- 33

B
- 34

C
- 35

B
- 36

B
- 37

B
- 38

B
- 39

B
- 40

B

Paper 2: Section A answers

- 1**
 - (a)** A marriage ceremony marks the union of two individuals and their families. It shows commitment, strengthens community bonds, and preserves cultural traditions.
 - (b)** Parents in a nuclear family:
 - Provide emotional and financial support.
 - Teach values and discipline.
 - (c)** Family gatherings allow members to bond, communicate, and share experiences, which strengthens relationships.
- 2**
 - (a)** Grandmother responsibilities:
 - Caring for grandchildren.
 - Passing down cultural traditions and advice.
 - (b)** A child-headed family may face lack of income, emotional stress, and limited access to education and healthcare.
 - (c)** A monogamous family has one wife and one husband, while a polygamous family includes one husband with multiple spouses.
- 3**
 - (a)** An extended family includes relatives beyond parents and children, while a nuclear family is limited to parents and their children only.
 - (b)** Families can celebrate traditions through ceremonies, storytelling, songs and wearing traditional attire.
 - (c)** Family values promote love, respect, and responsibility, which guide behavior and decision-making.
- 4**
 - (a)** Family gatherings create a chance to talk through problems and resolve disagreements peacefully.
 - (b)** Siblings give emotional support and help each other grow through guidance and encouragement.
 - (c)** By encouraging, helping and motivating one another, family members can support each other's goals and dreams.
- 5**
 - (a)** Two important values:
 - Respect.
 - Honesty.
 - (b)** Benefits of an extended family:
 - Shared responsibilities.
 - Emotional and financial support.
 - (c)** Family roles can change due to age, health, job status, or shifting responsibilities.
- 6**
 - (a)** Indigenous shelters and their functions:
 - Pole and dagga hut – protects from weather.
 - Grass-thatched house – provides cool shelter in hot areas.
 - Clay brick hut – strong and long-lasting home.

(b) Environmental factors:

- Climate – affects choice of materials and design (thatching in hot areas).
- Availability of natural resources – such as wood, grass or clay.

Section B answers

- 7** **(a)** The two main materials used in building a cooking hut are mud and grass (or thatch).
(b) The location of a shelter can affect its design by determining its ventilation, shape and materials used. For example, in hot areas, shelters may have wide windows for airflow, while in cold regions, they may be built to retain heat.
(c) Shelters can be modified for different climates by using insulating materials in cold climates and open designs with shade in hot climates.
- 8** **(a)** Three reasons why recycling is beneficial for the environment:
 - Reduces the amount of waste sent to landfills.
 - Conserves natural resources like timber and water.
 - Saves energy and reduces pollution.**(b)** Community gardens promote biodiversity by encouraging the growth of different plant species, attracting various pollinators and beneficial insects and preserving local plant varieties.
- 9** **(a)** Sustainable agriculture is farming that meets current food needs without harming the environment or reducing future agricultural productivity. It promotes soil health, reduces chemical use and conserves water.
(b) Two ways individuals can reduce their carbon footprint are:
 - Using public transport or walking instead of driving.
 - Reducing electricity use by switching off unused lights and appliances.**(c)** Educating youth about environmental conservation creates awareness from an early age, encourages responsible behaviour and ensures that future generations protect natural resources.
- 10** **(a)** One common misconception about puberty is that it happens at the same age for everyone, but in reality, it varies from person to person.
(b) Peer relationships during puberty can affect self-esteem by influencing how adolescents feel about their appearance and social acceptance – positive support boosts confidence, while bullying can harm it.
(c) Hygiene helps manage physical changes like sweating, body odour and acne by keeping the body clean and reducing discomfort and infections.
- 11** **(a)** Education prevents substance abuse by informing youth about the dangers, building decision-making skills, and promoting healthy lifestyle choices.
(b) Three ways to increase household income:
 - Starting a small business like gardening or sewing.
 - Engaging in part-time jobs or side work.
 - Improving skills or education to access better employment opportunities.

- 12**
 - (a)** Ceremonies and rituals in Indigenous Religion are important because they connect people to their ancestors, mark significant life events and preserve cultural values.
 - (b)** Religious practitioners in Christianity guide their congregations through teaching, counselling, and prayer and provide emotional and spiritual support.
 - (c)** The Torah and Qur'an shape beliefs and practices by guiding daily life, teaching morality, worship, and community laws and defining religious duties in Judaism and Islam.
- 13**
 - (a)** Community participation helps address social welfare challenges by identifying local needs, mobilising resources and ensuring sustainable, grassroots solutions.
 - (b)** Individuals and communities can improve service delivery by communicating needs clearly, participating in decision-making, volunteering and monitoring service effectiveness.