

# CPS

Primary

# Family and Heritage Studies

New  
Curriculum

## ECD A

# Family and Heritage Studies

### Teacher's Guide



## ECD A

Musiyiwa J

Ncube S.B

Nyakuno J

**CPS**

**Primary**  
**Family and Heritage Studies**

**New  
Curriculum**



**ECD A**  
**Family and Heritage Studies**

**Teacher's Guide**

Musiyiwa J   Ncube S.B   Nyakuno J

**CPS**

CONSULTUS  
PUBLISHING  
SERVICES



19 Genara Avenue, Eastlea, Harare

## ECD A Family and Heritage Studies - Teacher's Guide

© CPS 2019

First published March 2019

**ISBN** : 978-0-7974-9800-6

**Publisher** : Mwazvita Patricia Madondo

**Edited by** : Sophia Gwakuka

**Cover design by** : Kelvin Zamchiya

**Cover image** : Joseph Mutasa

**Text design and layout** : Victor Mupangami

**Printed by** :

Every effort has been made to trace the copyright holders. In the event of unintentional omissions or errors, any information that would enable the publisher to make the proper arrangements will be appreciated.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the written permission of the copyright holder.

# Contents

Chapter 1	Myself	1
Chapter 2	Myself and my family	3
Chapter 3	My friends and my classmates	5
Chapter 4	My teacher	7
Chapter 5	My school	9
Chapter 6	Family norms and values	11
Chapter 7	Work at home and at school	13
Chapter 8	Different languages in the community	15
Chapter 9	Song and dance in different languages	17
Chapter 10	Dressing in different cultures	19
Chapter 11	Food in different cultures	21
Chapter 12	Fruits and vegetables	23
Chapter 13	Energy giving and body building foods	25
Chapter 14	The national anthem	27
Chapter 15	The national flag	29
Chapter 16	The national flag	31
Chapter 17	The national school pledge	33
Chapter 18	Child protection at home	35
Chapter 19	Child protection at school	37
Chapter 20	Child protection in the community	39
Chapter 21	People and animals need shelter	41
Chapter 22	Shelter for people	43
Chapter 23	Shelter for animals	45
Chapter 24	Duties of parents in the family	47
Chapter 25	Helping each other in the family	49
Chapter 26	Duties of children in the family	51
Chapter 27	Sharing resources in the family	53
Chapter 28	Food at home	55
Chapter 29	Food and hygiene	57
Chapter 30	Food from plants	59
Chapter 31	Food from animals	61
Chapter 32	Processed foods	63
Chapter 33	Healthy food	65
Chapter 34	Moving objects	67
Chapter 35	Types of transport	69
Chapter 36	Road safety rules	71
Chapter 37	Water related disasters	73
Chapter 38	Fire related disasters	75
Chapter 39	Safety at home	77
Chapter 40	Safety at school	79

## **Guidelines on how to use the book**

The book is written in line with the revised curriculum developed and prepared by the Ministry of Primary and Secondary Education (new curriculum 2015-2022). It is logically and sequentially arranged to help the teacher effectively and efficiently deliver the intended lessons. It explicitly and clearly guides the teacher on how to implement the curriculum. The book tallies very well with both the learners' book and workbook. It empowers the teacher with skills and expertise of teaching the subject areas. The book 's layout lessens the teacher 's burden in the execution of lessons as everything is clearly spelt out. The book gives room to the teacher to collect materials for the lessons. It highly involves learners as it employs learner-centred methodologies.

The book has assessment activities at the end of each unit to guide the teacher in assessment of the learners' progress.

This Family and Heritage Studies Teachers' Guide is complemented by an interesting Learner's Book and an exciting Learner's Workbook.

## **Structure of the book**

1. Weekly aims of the lessons
2. Suggested learning materials
3. Lesson objectives
4. Lesson development
5. Assessment of the weekly lessons

# CHAPTER 1 Myself

## Aims

To help learners:

- develop an appreciation of their identity

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 2:** learners' photographs

## Day 1

### Topic: My name

### Objectives

During the lesson, learners will:

- a) state/sign their names
- b) recite/sign the naming rhyme

### Skills to be developed

- Naming/ signing
- Reciting/signing

### Learning activities

1. Two learners who have been pre-coached state/sign their names before the class in the following manner:  
Teacher: What is your name?  
Learner: My name is.....
2. The rest of the learners are asked the question in the same manner and they answer with the teacher's help. Learners read the picture of other learners playing a naming game in their readers on page 1.
3. Learners recite the naming rhyme

as they take turns to state their names in rhyme:

Do you know my name?

No

Do you know my name?

No

My name is .....

Your name is .....

## Day 2

### Topic: Myself

### Objectives

During the lesson, learners will:

- a) identify their photographs
- b) select their photographs from other photographs
- c) colour a drawing of themselves

### Skills to be developed

- Identifying
- Selecting
- Colouring

### Learning activities

1. Learners sing the naming song.
2. Teacher gives learners instructions on the gallery walk and what they are supposed to do when they identify their photos.

3. Learners are taken through the gallery walk where they identify and pick up their photographs from among the rest. In their groups, learners show each other their photographs and tell each other their names
4. Learners look at the picture showing children reciting the naming rhyme in their work book on page 1. They select one of the pictures which they believe looks like them and colour it.
5. Learners show each other their work.

**Assessment**

<b>Name of child</b>	<b>Are learners able to state their names?</b>	<b>Are learners able to select their own photographs from many photographs?</b>	<b>Are learners able to show others their photographs?</b>	<b>Are learners able to recite the naming rhyme?</b>	<b>Are learners able to colour drawings of themselves?</b>
Betty					
Chipo					
Sihle					

# CHAPTER 2 Myself and my family

## Aims

To help learners:

- develop an appreciation of their identity
- develop and sustain *Unhu/Ubuntu/Yumunhu* as they interact with family, community and society at large

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** chart showing family members (mother, father, brother, sister, ECD child, grandmother, grandfather)

**Day 2:** picture of a family shown in the learners' readers.

### Day 1

#### Topic: My family

#### Objectives

During the lesson, learners will:

- a) identify different members of their family from a picture
- b) read and name the different family members in the pictures
- c) name their different family members

#### Skills to be developed

- Identifying
- Naming/ Signing
- Reading

#### Learning activities

1. The teacher explains what a family is using the chart of a family.

2. Learners are helped to identify and name their different family members.

3. In pairs, learners identify and name the different family members shown in the learner's reader on page 2.

In groups, learners tell each other about their family members and what the different family members like.

### Day 2

#### Topic: My family

#### Objectives

During the lesson, learners will:

- a) identify the family members shown in the pictures.
- b) compare the two pictures and identify the family member who is missing in the second picture
- c) draw a circle around the drawing of the missing member in the first picture.

#### Skills to be developed

- Identifying
- Comparing
- Drawing

## Learning activities

1. Learners recite the naming rhyme.
2. Learners talk about the families shown in the pictures in their workbooks on page 2.  
Learners compare the two pictures and identify the family member who is missing in the second picture.
3. They draw a circle around the drawing of the missing member in the first picture.
4. The learners identify and name who the missing family member in the second picture is.

## Assessment

<b>Name of child</b>	<b>Are learners able to identify their different family members?</b>	<b>Are learners able to identify and name the different family members in the pictures?</b>	<b>Are learners able to name different members of their family?</b>	<b>Are learners able to compare the two pictures and identify the family member who is missing in the second picture?</b>	<b>Are learners able to draw a circle around the drawing of the missing member in the first picture?</b>
Betty					
Chipso					
Sihle					
James					

# CHAPTER 2 My friends and my classmates

## Aims

To help learners:

- develop an appreciation of their identity
- develop and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** picture of children doing different activities shown in the learners' readers

### Day 1

#### Topic: My friends

#### Objectives

During the lesson, learners will:

- name their friends
- identify the activities that they do with their friends
- describe the activities being done by the children in the pictures

#### Skills to be developed

- Naming
- Identifying
- Describing
- Reading

#### Learning activities

- Learners state the names of their friends in the following manner: My friend is .....
- Learners identify the activities that they do with their friends. They tell

each other about these activities in groups.

- In groups, learners talk about the pictures of children doing different activities as friends. The pictures are in the learners' reader on page 3. Teacher emphasises the issue of playing well with each other, sharing and looking after each other.
- Learners recite the naming rhyme  
*Do you know my friend?*  
*No*  
*Do you know my friend?*  
*No*  
*My friend is .....*  
*Your friend is .....*  
*My friend is .....*  
*Your friend is .....*

### Day 2

#### Topic: My friends and my classmates

#### Objectives

During the lesson, learners will:

- identify the different games that they play with friends and classmates
- join the dotted lines to draw a ball

## Skills to be developed

- Identifying
- Drawing

## Learning activities

1. Learners identify the different games that they play with friends and classmates.
2. Learners identify the toy the children in the drawing in their workbooks on page 3 are playing with.
3. Learners join the dotted to complete the drawing of a ball.
4. Learners show each other their work.

## Assessment

<b>Name of child</b>	<b>Are learners able to name their friends?</b>	<b>Are learners able to identify the activities that they do with their friends?</b>	<b>Are learners able to describe the activities being done by the children in the pictures?</b>	<b>Are learners able to join the dotted lines to complete the drawing of a ball?</b>
Betty				
Chipo				
Sihle				
James				

# CHAPTER 4 My teacher

## Aims

To help learners:

- develop an appreciation of their identity
- develop and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 2:** picture of a teacher shown in the learners' readers

### Day 1

#### Topic: My teacher

#### Objectives

During the lesson, learners will:

- a) state the name of their teacher
- b) describe the picture of a teacher

#### Skills to be developed

- Naming
- Discussing
- Describing

#### Learning activities

1. Learners sing the naming song.
2. The teacher introduces himself or herself in the following manner: My name is.....
3. Learners are helped to state the name of their teacher in the following manner:  
My teacher is
4. In pairs, learners describe the

picture of the teacher in class shown in the learner's reader on page 4.

5. In groups, learners tell each other the name of their teacher.

### Day 2

#### Topic: My teacher

#### Objectives

During the lesson, learners will:

- a) state the name of their teacher
- b) describe the teacher shown in the drawing
- c) draw a line from the teacher to the classroom door

#### Skills to be developed

- Naming
- Describing
- Drawing

#### Learning activities

1. Learners state the name of their teacher as a class.
2. In their groups, learners take turns to state the name of their teacher.
3. The learners describe the teacher shown in their workbooks on page

4. They then draw a line from the teacher to the classroom door, from left to right.

4. Learners state the name of their teacher as a class. The name of our teacher is .....

### Assessment

Name of child	Are learners able to state the name of their teacher?	Are learners able to describe the picture of the teacher?	Are learners able to describe the teacher shown in their workbooks?	Are learners able to draw a line from left to right, from the teacher to the classroom door?
Betty				
Chipo				
Sihle				
James				

# CHAPTER 5 My school

## Aims

To help learners:

- develop an appreciation of their identity
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** chart showing different places around the school

**Day 2:** picture of a school shown in the learners' readers

### Day 1

**Topic: Places around the school**

### Objectives

During the lesson, learners will:

- a) state the name of their school
- b) read the picture of the school shown in the learner's reader
- c) describe the different places shown in the picture

### Skills to be developed

- Naming
- Reading
- Describing

### Learning activities

1. Learners are asked if they know the name of their school. The teacher introduces the name of their school in the following manner: *My school is.....*

2. Learners are helped to state the name of their school in the following manner:

My school is.....

3. In pairs, learners read the picture of the school shown in the learner's reader on page 5. They describe the different places shown in the picture. Learners identify and name the different places around the school shown in the pictures.
4. The teacher shows the learners the different areas around the school as they go for their routine toileting.

### Day 2

**Topic: My school**

### Objectives

During the lesson, learners will:

- a) identify the different places around the school
- b) name the different places around the school
- c) read the picture of the school shown in the workbooks
- d) select their favourite area in the picture of the school
- e) draw a circle around their favourite place in the picture

## Skills to be developed

- Identifying
- Reading
- Selecting
- Drawing

## Learning activities

1. Learners are taken on an excursion to see the school.
2. Learners read the picture of the

school shown in their workbooks on page 5. They name the different places shown in the picture.

3. Learners select their favourite area in the school picture and draw a circle around the place.
4. Learners show each other their favourite areas.

## Assessment

<b>Name of child</b>	<b>Are learners able to state the name of their school?</b>	<b>Are learners able to read the picture of the school shown in the learner's reader?</b>	<b>Are learners able to identify and name the different places around the school?</b>	<b>Are learners able to read the picture of the school shown in the work book?</b>	<b>Are learners able to draw a circle around their favourite place in the picture?</b>
Betty					
Chipso					
Sihle					
James					

# CHAPTER 6 Family norms and values

## Aims

To help learners:

- develop an appreciation of their identity
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large
- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices

## Source of matter

ECD A Syllabus 7.0 and 8.0

## Suggested resources

**Day 2:** picture showing some common norms and values in the learners' readers

## Day 1

### Topic: Family norms and values

## Objectives

During the lesson, learners will:

- a) recite the family rhyme
- b) identify some common family norms and values
- c) answer some questions on family norms and values
- d) demonstrate some common norms and values

## Skills to be developed

- Reciting
- Identifying
- Demonstrating
- Dramatising

## Learning activities

1. Learners recite the family rhyme  
Eee maita Soko Vhudzijena  
Evoi Soko Makwiramiti,  
mahomuhomu  
Vanopona nekuba  
Vanamushamba ngegore  
Makumbo mana muswe weshanu  
Hekani Soko yangu yiyi
2. Teacher discusses with learners some family norms and values with specific reference to how different activities are carried out, for example, eating, greeting, receiving, asking for different things, kneeling before elders, and performing some duties. Learners identify some common norms and values. Learners can also be asked to demonstrate these family norms and values.
3. In groups, learners read the picture of different family norms and values shown in the learners' reader on page 6. They describe the activities being carried out in the picture.
4. Learners dramatize the activities.

## Day 2

### Topic: Family norms and values

#### Objectives

During the lesson, learners will:

- identify a drawing which shows good manners in children
- draw a circle around the drawing which demonstrates good manners

#### Skills to be developed

- Identifying
- Selecting
- Role playing
- Drawing

#### Learning activities

- Learners recite the family rhyme.  
Eee maita Soko Vhudzijena  
Evoi Soko Makwiramiti,  
mahomuhomu

Vanopona nekuba  
Vanamushamba ngegore  
Makumbo mana muswe weshanu  
Hekani Soko yangu yiyi

- Learners role play some common norms and values like:
  - Receiving and handing over items to adults
  - Making proper requests
  - Eating as a family
  - Greeting adults
- Learners look at the drawing showing two children in their workbooks on page 6. They compare the two pictures and select one which shows good manners.
- Learners draw a circle around the drawing which shows good manners
- Learners answer the teacher's questions about family norms and values and the selected drawing.

#### Assessment

Name of child	Are learners able to recite the family rhyme?	Are learners able to identify some common family norms and values?	Are learners able to demonstrate some common norms and values?	Are learners able to role play some common family norms and values?	Are learners able to identify a drawing which shows good manners in children?	Are learners able to draw a circle around the drawing which demonstrates good manners?
Betty						
Chipo						
Sihle						

# CHAPTER 7 Work at home and at school

## Aims

To help learners:

- appreciate the value and dignity of work, recreation and the need to participate in national development
- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** picture of children doing some work shown in the learners' readers, video showing children doing work

**Day 2:** small watering cans

### Day 1

#### Topic: Work at home

### Objectives

During the lesson, learners will:

- a) appreciate the importance of work
- b) identify work that can be done by children at home and at school
- c) talk about the work that is being done by children in the pictures

### Skills to be developed

- Appreciation
- Identifying
- Picture reading
- Discussing

### Learning activities

1. Teacher discusses with learners the importance of work. Learners

watch a video showing a child helping out with different tasks in the home and parents appreciating the child.

2. Learners identify the different work that they can help with at home.
3. In pairs, learners talk about the work tasks being done by the children in the pictures in the learners' reader on page 7.
4. The learners describe the activities being done by the children in the pictures and then answer the teacher's questions about the pictures.

### Day 2

#### Topic: Work at home and at school

### Objectives

During the lesson, learners will:

- a) identify work that can be done by children at school
- b) identify work that can be done by children at home
- c) name tools and utensils used to

perform tasks in the home

- c) draw a line to join the tool or utensil to the work it is used for in the home

different areas around the school.

3. Learners read the pictures in their workbooks on page 7. They then identify the tasks that need to be done in the areas shown in the pictures. The learners match the tool with the relevant area where that tool could be used. They draw a line to join the area and the tool.
4. Learners answer the teachers' questions.
5. Learners can go outside and water flowers using small cans.

### Skills to be developed

- Identifying
- Working
- Drawing

### Learning activities

1. Learners identify work tasks that can be done by learners at school.
2. The teacher explains the importance of work and tell learners that they can help in their small way in the

### Assessment

Name of child	Are learners able to appreciate the importance of work?	Are learners able to identify work that can be done by children at home and at school?	Are learners able to talk about the work that is being done by children in the pictures?	Are learners able to draw a line to join the tool with the area where that tool could be used?
Betty				
Chipo				
Sihle				
James				

## Aims

To help learners:

- develop an appreciation of national heritage and identity
- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

## Source of matter

ECD A Syllabus pages 7 and 10

## Suggested resources

**Day 1:** ICT gadgets

## Day 1

### Topic: Different languages in the community

## Objectives

During the lesson, learners will:

- identify the languages spoken in their communities and other communities
- name the languages spoken in their community
- talk about the pictures showing people of different cultures

## Skills to be developed

- Identifying
- Naming
- Discussing

## Learning activities

- Learners listen to an audio of greetings in different local languages and identify which language is used in the greeting.
- Gallery walk as children visit different corners in the class where they find different local language tasks being led by learners who have been coached in advance and perform them:
  - Greeting in language 1- children are helped to answer back in that language
  - Greeting in language 2- children are helped to answer back in that language
  - Greeting in language 3- children are helped to answer back in that language
- Children identify and name the languages that they came across during the gallery walk.
- Learners talk about the pictures showing people of different cultures in the learners' reader on page 8. Learners are helped to establish that these people from different cultures have different languages.
- The teacher gives learners homework to find out the other languages spoken in Zimbabwe

## Day 2

### Topic: Different languages in the community

#### Objectives

During the lesson, learners will:

- discuss the different languages spoken in other communities
- identify languages spoken in other communities in the country
- colour the drawing
- dramatise making greetings in different local languages
- make presentations in greeting people in different languages

#### Skills to be developed

- Discussing
- Identifying
- Colouring a drawing
- Dramatising

#### Learning activities

- Teacher discusses with learners the different languages spoken in other communities.
- Learners colour the drawing of two women shaking hands in greeting in their workbooks on page 8.
- Learners are asked to make presentations on the greetings in languages that they have been taught at their homes.
- In groups, learners make greetings in the different languages.

#### Assessment

Name of child	Are learners able to state the different languages spoken in their community?	Are learners able to state the different languages spoken in other community?	Are learners able to imitate greetings in different languages?	Are learners able to colour a drawing?
Betty				
Chipso				
Sihle				
James				

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

**Source of matter**

ECD A Syllabus 7.0 and 8.0

**Suggested resources**

**Day 1:** music player like radio, DVD or cellphone

**Day 2:** picture of different cultures' singing and dancing shown in the learners' readers

**Day 1**

### Topic: Songs in different languages

**Objectives**

During the lesson, learners will:

- a) name some songs sung in different languages and cultures
- b) sing some songs in different languages
- c) dance to some songs
- d) read and discuss the pictures of people singing and dancing

**Skills to be developed**

- Naming
- Singing
- Dancing
- Reading

**Learning activities**

1. Learners identify and name some songs that are sung in different languages.
2. Learners sing some of the songs as other learners listen and join in the singing.
3. The learners listen to some songs from the radio /cell phone/ DVD
4. In pairs, learners read and discuss the pictures of people singing and dancing shown in the learner's reader on page 9. Learners talk about the activities taking place in the pictures.

**Day 2**

### Topic: Singing and dancing in different languages

**Objectives**

During the lesson, learners will:

- a) observe pictures showing people of different cultures singing and dancing
- b) find matches for pictures

- c) talk about the pictures showing people of different cultures singing and dancing
- d) role play the activities shown in the drawings in their workbook

people of different cultures singing and dancing.

2. The learners find matches for pictures in their workbooks on page 9. They draw a line to join the matching pictures of dancers with the source of music.
3. They talk about the different pictures and try to sing songs related to the different pictures.
4. They role play the activities shown in the drawings in their workbook.

**Skills to be developed**

- Observing
- Matching
- Discussing
- Role playing

**Learning activities**

1. Learners are taken on a gallery walk to view pictures showing

**Assessment**

<b>Name of child</b>	<b>Are learners able to name some songs sung in different languages and cultures?</b>	<b>Are learners able to sing and dance to some songs in different languages?</b>	<b>Are learners able to read and discuss the pictures of people singing and dancing?</b>	<b>Are learners able to find matches for pictures?</b>	<b>Are learners able to role play the activities shown in the drawings in their workbook?</b>
Betty					
Chipo					
Sihle					
James					

# CHAPTER 10 Dressing in different cultures

## Aims

To help learners:

- develop an appreciation of national heritage and identity
- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- acquire *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

## Source of matter

ECD A Syllabus 7.0 and 8.0

## Suggested resources

**Day 1:** sample clothing for different cultures, chart showing dressing in different cultures

**Day 2:** pictures showing the dressing of people in different cultures shown in the learners' readers

## Day 1

**Topic: Dressing in different cultures**

## Objectives

During the lesson, learners will:

- a) sing and dance to a song in a different language
- b) identify different forms of dressing in their culture
- c) identify different forms of dressing for different cultures
- d) discuss different ways of dressing in different cultures

- e) talk about the picture showing some forms of dressing for different cultures

## Skills to be developed

- Singing and dancing
- Identifying
- Discussing

## Learning activities

1. Learners sing and dance to one song in a different language.
2. Teacher discusses with learners the different forms of dressing in their own culture. Learners then identify the different forms of dressing in their culture.
3. The learners identify the different forms of dressing for different cultures as shown in the learners' reader on page 10.
4. In groups, learners talk about the pictures showing the different forms of dressing for different cultures.

## Day 2

### Topic: Dressing in different cultures

#### Objectives

During the lesson, learners will:

- identify the different forms of clothing shown to them
- talk about the pictures showing different forms of dressing
- colour the drawing in their workbook

#### Skills to be developed

- Identifying
- Picture reading
- Discussing
- Colouring

#### Assessment

Name of child	Are learners able to identify different forms of clothing shown to them?	Are learners able to identify different forms of dressing for different cultures?	Are learners able to talk about the pictures showing some forms of dressing for different cultures?	Are learners able to identify the different forms of clothing shown to them?	Are learners able to colour the drawing?
Betty					
Chipso					
Sihle					
James					

#### Learning activities

- Learners identify the different forms of clothing shown to them.
- In groups, learners talk about the drawing of a woman dressed in Indian attire in the learners' workbooks on page 10. Learners talk about the woman and how Indians dress. The teacher encourages learners to be tolerant of people from different cultures. Learners then colour the drawing.
- Learners answer questions on the pictures.
- Learners are asked to bring some clothes depicting different cultures for the next lessons.

# CHAPTER 11 Food in different cultures

## Aims

To help learners:

- develop an appreciation of national heritage and identity
- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

## Source of matter

ECD A Syllabus 7.0 and 8.0

## Suggested resources

**Day 1:** pictures of different foods eaten in different cultures shown in the learners' readers

**Day 2:** chart showing different types of food eaten in different cultures

## Day 1

### Topic: Food in different cultures

## Objectives

During the lesson, learners will:

- a) talk about the different types of food eaten in their homes
- b) identify and name the different types of food shown in the pictures

## Skills to be developed

- Speaking
- Picture reading
- Identifying
- Discussing

## Learning activities

1. Teacher discusses with learners the different types of food that they eat in their homes.
2. Learners identify and name the different foods eaten in different cultures as shown in the pictures in the learners' reader on page 11.
3. Learners recite any food rhyme in their local languages.
4. Learners are asked to bring pictures of different foods eaten in different communities.

## Day 2

### Topic: Food in different cultures

## Objectives

During the lesson, learners will:

- a) identify the different foods from the chart.
- b) choose and draw a circle around the odd one out
- c) name the different crops grown in the garden/ orchard or field

### Skills to be developed

- Identifying
- Choosing the odd one out
- Drawing
- Naming

### Learning activities

1. Learners identify different foods from the chart. They name the different foods shown.

2. Learners name the pictures of food shown in rows in their workbooks on page 11. They then choose the odd picture of food and circle it.

3. Learners identify and name the foods grown in the garden/orchard/field in their homes.

### Assessment

<b>Name of child</b>	<b>Are learners able to talk about the different types of food eaten in their homes?</b>	<b>Are learners able to identify and name the different types of food shown in the pictures?</b>	<b>Are learners able to identify the different foods from the chart?</b>	<b>Are learners able to choose and draw a circle around the odd one out?</b>	<b>Are learners able to name the different crops grown in the garden/orchard or field?</b>
Betty					
Chipso					
Sihle					
James					

# CHAPTER 12 Fruits and vegetables

## Aims

To help learners:

- develop an appreciation of national heritage and identity
- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

## Source of matter

ECD A Syllabus 7.0 and 8.0

## Suggested resources

**Day 1:** pictures of different fruits shown in the learners' readers, samples of different fruits

**Day 2:** chart showing different types of vegetables, samples of different types of vegetables

## Day 1

### Topic: Fruits

## Objectives

During the lesson, learners will:

- a) talk about the different types of fruits
- b) name the different types of fruits
- c) identify the different types of fruits from pictures and samples
- d) talk about the different types of fruits shown in the pictures

## Skills to be developed

- Discussing
- Naming
- Picture reading
- Identifying
- Discussing

## Learning activities

1. Teacher discusses with learners the different types of fruits shown on chart 1 (apples, oranges, bananas, paw paws, xakuxaku, mazhanje, mkhemeswana, baobab) and the samples of fruits in season. Learners then name the different types of fruits.
2. Learners identify and name the different types of fruits in the pictures in their reader on page 12 in pairs.
3. Learners answer questions on fruits.

## Day 2

### Topic: Vegetables

## Objectives

During the lesson, learners will:

- a) identify the different vegetables shown on the chart
- b) talk about the drawing that is in their workbooks
- c) join the dotted lines to make a drawing of a carrot

### Skills to be developed

- Identifying
- Discussing
- Drawing

### Learning activities

1. Learners identify different types of vegetables from the chart.
2. Learners talk about the drawing of a hare eating a carrot in their workbooks on page 11. Learners describe the activities taking place in the picture and then colour the drawing of the carrot.
3. They show each other their work.

### Assessment

<b>Name of child</b>	<b>Are learners able to talk about the different types of fruits?</b>	<b>Are learners able to identify and name the different types of fruits from pictures and samples?</b>	<b>Are learners able to talk about the different types of fruits shown in the pictures?</b>	<b>Are learners able to identify the different vegetables shown on the chart?</b>	<b>Are learners able colour the drawing of a carrot?</b>
Betty					
Chipo					
Sihle					
James					

## Aims

To help learners:

- develop an appreciation of national heritage and identity
- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

## Source of matter

ECD A Syllabus 7.0 and 8.0

## Suggested resources

**Day 1:** pictures of different energy giving foods shown in the learners' readers

**Day 2:** chart showing different types of body building foods; samples and pictures of body building foods

## Day 1

## Topic: Energy giving foods

## Objectives

During the lesson, learners will:

- name the different types of energy giving foods
- identify the different types of energy giving foods from pictures
- talk about the different energy giving foods shown in the pictures

## Skills to be developed

- Naming
- Picture reading
- Discussing
- Identifying

## Learning activities

- Learners name the foods that they ate for supper and breakfast.
- Teacher discusses with learners the pictures showing the different types of energy giving foods in the learners' reader on page 13.
- Learners identify and name different energy giving foods in groups.

## Day 2

## Topic: Body building foods

## Objectives

During the lesson, learners will:

- identify the different types of body building foods displayed as pictures or samples
- paste the picture of a body building food onto their workbooks

## Skills to be developed

- Identifying
- Pasting

## Learning activities

1. Learners are taken on a gallery walk where they identify and talk about the different body building foods that they find displayed as pictures or samples (fish, beans, meat, milk, caterpillars, and many others)
2. Learners identify the different body building foods shown in the pictures given to them in their groups. They name the foods shown. They then choose a picture of one body building food and paste it onto their workbooks on page 13.
3. In groups, learners paste different pictures onto a chart and display their work.

## Assessment

Name of child	Are learners able to name the different types of energy giving foods?	Are learners able to identify the different types of energy giving foods from pictures or from samples?	Are learners able to talk about the different energy giving foods shown in the pictures?	Are learners able to paste the picture of a body building food onto their work books?
Betty				
Chipo				
Sihle				
James				

# CHAPTER 14 The national anthem

## Aims

To help learners:

- develop an appreciation of national heritage and identity
- appreciate the significance of national events, symbols and heritage

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

Day 1: ICT equipment (DVD, radio, cell phone, or computer,) for playing the National Anthem, pictures showing the hoisting of the National Flag in the learners' readers

Day 2: ICT equipment (DVD, radio, cell phone, computer)

### Day 1

#### Topic: The National Anthem

### Objectives

During the lesson, learners will:

- a) state the name of their country
- b) talk about the pictures showing the hoisting of the national flag

### Skills to be developed

- Naming
- Picture reading
- Discussing

### Learning activities

1. Learners are helped to state the name of their country (Zimbabwe)

in the following manner: My country is Zimbabwe.

2. Learners discuss the pictures showing the hoisting of the national flag in a school set up shown in the learners' reader on page 14. If possible, let learners watch the hoisting of the flag at the school.
3. Learners watch a video or listen to an audio of the national anthem. The teacher demonstrates the proper posture when singing the national anthem.
4. Learners are helped to sing the first stanza of the national anthem in their local language.

### Day 2

#### Topic: The National Anthem

### Objectives

During the lesson, learners will:

- a) demonstrate the correct posture when singing the national anthem
- b) sing the national anthem
- c) colour one strip of the national flag

### Skills to be developed

- Demonstrating correct posture when singing the national anthem
- Singing
- Colouring

## Learning activities

1. Learners watch a video or listen to an audio of children singing the national anthem.
2. Learners are helped to sing the first stanza of the national anthem in their local language as a class. They are helped to demonstrate the correct posture whilst singing the national anthem.

*Oh lift high our banner, the flag of Zimbabwe;*

*The symbol of freedom proclaiming victory;*

*We praise our heroes' sacrifice,  
And vow to keep our land from foes;  
And may the Almighty protect and bless our land.*

*Look at Zimbabwe, a land so wondrously lovely*

*With mountains, and rivers*

*cascading, flowing free;*

*May rain abound, and fields be fertile;*

*May we be fed, our labour blessed;  
And may the Almighty protect and bless our land.*

*Oh God, we beseech Thee to bless our native land;*

*The land of our fathers bestowed upon us all;*

*From Zambezi to Limpopo*

*May leaders be exemplary;*

*And may the Almighty protect and bless our land.*

1. Learners then colour the green strip of the national flag in their workbooks on page 14.
5. Learners stand at attention and sing the first stanza of the national anthem as a class.

## Assessment

Name of child	Are learners able to state the name of their country?	Are learners able to talk about the pictures showing the hoisting of the national flag?	Are learners able to demonstrate the correct posture when singing the national anthem?	Are learners able to sing the first stanza of the national anthem in their local language?	Are learners able to colour the green strip of the national flag?
Betty					
Chipo					
Sihle					
James					

# CHAPTER 15 The national flag

## Aims

To help learners:

- develop an appreciation of their national heritage and identity
- appreciate the significance of national events, symbols and heritage

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** The National Flag, model/toy flags

### Day 1

#### Topic: The national flag

### Objectives

During the lesson, learners will:

- a) state the name of their country
- b) talk about the colours of the national flag
- c) name the colours of the national flag

### Skills to be developed

- Naming
- Discussing

### Learning activities

1. Learners state the name of their country (Zimbabwe) in the following manner: My country is Zimbabwe.
2. Learners are taken on an excursion to the Flag area to be shown the national flag.
3. Learners discuss the picture of the national flag held by a girl shown in

the learners' reader on page 15.

4. Each learner is given a model flag to closely observe.
5. Learners identify the colours of the national flag.

### Day 2

#### Topic: The national flag

### Objectives

During the lesson, learners will:

- a) recite the colours rhyme
- b) name the colours of the national flag
- c) talk about the picture of the national flag
- d) select the Zimbabwean national flag from among three flags and draw a circle around it

### Skills to be developed

- Reciting
- Naming
- Discussing
- Selecting

### Learning activities

1. Learners recite the rhyme on colours.  
*Colours, colours, colours*  
*Everywhere there are colours*

Blue for the sky

Red for blood and

Green for grass

Colours, colours, colours.

3. Learners identify and name the colours of the national flag. The teacher discusses with learners the importance of the national flag.

4. In pairs, learners talk about the different flags in their workbooks on page 15.

5. Learners select the Zimbabwean national flag from among the three and draw a circle around it.

5. Learners show each other the Zimbabwean national flag.

### Assessment

<b>Name of child</b>	<b>Are learners able to state the name of their country?</b>	<b>Are learners able to name the colours of the national flag?</b>	<b>Are learners able to recite the colours rhyme?</b>	<b>Are learners able to talk about the importance of the national flag?</b>	<b>Are learners able to select the Zimbabwean national flag from among the three and draw a circle around it?</b>
Betty					
Chipo					
Sihle					
James					

# CHAPTER 16 The national flag

## Aims

To help learners:

- develop an appreciation of their national heritage and identity
- appreciate the significance of national events, symbols and heritage

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** model of the national flag

### Day 1

#### Topic: The National Flag - project

### Objectives

During the lesson, learners will:

- a) name the colours of the national flag
- b) work on a project of making a model of the National Flag

### Skills to be developed

- Naming
- Constructing a model flag
- Creative thinking

### Learning activities

1. Learners name the colours of the Zimbabwean flag. They recite the colours rhyme.
2. Learners observe the national flag and then draw it in their workbooks on page 16.

3. Teacher discusses constructing a model of the national flag with learners (project work). Learners are shown how to cut out the flag and paste it on a small pole. They are also shown a completed sample of the model.
4. Learners work on cutting out the mini flags.
5. Cut out flags are carefully put away for project completion in the next lesson.

### Day 2

#### Topic: The National Flag - project

### Objectives

During the lesson, learners will:

- a) complete their project of constructing a model of the national flag
- b) sing the National anthem

### Skills to be developed

- Constructing a model flag
- Creative thinking
- Singing

## Learning activities

1. Learners are given their construction project materials including the cut-out flag. They are helped to paste their flags onto a mini pole.
2. Learners display their work and compare it with the work of other learners shown in the learners' reader on page 16.
3. Learners put their flags in front of themselves and sing the first stanza of the national anthem.

## Assessment

<b>Name of child</b>	<b>Are learners able to name the colours of the national flag?</b>	<b>Are learners able to work on a project of making a model of the national flag?</b>	<b>Are learners able to complete their project of constructing a model of the national flag?</b>	<b>Are learners able to sing the first stanza of the national anthem?</b>
Betty				
Chipso				
Sihle				
James				

# CHAPTER 17 The national school pledge

## Aims

To help learners:

- develop an appreciation of their national heritage and identity
- appreciate the significance of national events, symbols and heritage

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** ICT equipment (DVD, computer and projector, cell phone) and pictures of learners reciting the pledge in the learners' readers

### Day 1

**Topic: The national school pledge**

### Objectives

During the lesson, learners will:

- a) talk about the pictures of learners reciting the national school pledge
- b) demonstrate the proper posture in reciting the national school pledge

### Skills to be developed

- Picture reading
- Discussing
- Demonstrating

### Learning activities

1. Learners listen to an audio of learners reciting the national school pledge for the infant school

module:

*Almighty God, in whose hands our future lies:*

*I salute the national flag*

*I commit to honesty and the dignity of hard work*

2. Teacher discusses with learners the pictures of learners reciting the pledge in the learners' reader on page 17. This is followed by a demonstration of the proper posture as seen in the pictures.
3. Learners are helped into the proper posture and repeat the pledge after the teacher.

### Day 2

**Topic: The national school pledge**

### Objectives

During the lesson, learners will:

- a) demonstrate the proper posture in reciting the national school pledge
- b) recite the national school pledge
- c) colour the drawing of a boy and girl helping in the garden

## Skills to be developed

- Demonstrating
- Reciting
- Colouring

## Learning activities

1. Learners are given the opportunity to watch and listen to 5 grade 2 learners as they recite the national school pledge.
2. Learners then recite the pledge after the resource persons as a class. (Grade 2 learners go back to their class.)
3. Learners recite the pledge with the teacher's help as a class.
4. The teacher explains about honesty and hard work. Learners colour the drawing of a boy and girl helping in the garden in their workbooks on page 17.
5. Learners then recite the pledge as a class.

## Assessment

<b>Name of child</b>	<b>Are learners able to talk about the pictures of learners reciting the national school pledge?</b>	<b>Are learners able to demonstrate the proper posture when reciting the national school pledge?</b>	<b>Are learners able to recite the national school pledge?</b>	<b>Are learners able to colour the drawing of a boy and girl helping in the garden?</b>
Betty				
Chipso				
Sihle				
James				

# CHAPTER 18 Child protection at home

## Aims

To help learners:

- develop an appreciation of their identity
- gain an appreciation of sovereignty, governance and moral value systems

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** chart showing different forms of abuse in the home

**Day 2:** picture story of abuse in the learners' readers

### Day 1

#### Topic: Child protection at home

### Objectives

During the lesson, learners will:

- a) explain the meaning of child abuse
- b) discuss the different forms of child abuse in the home
- c) role play how they should deal with abuse

### Skills to be developed

- Speaking
- Discussing
- Role playing

### Learning activities

1. Teacher displays a chart showing children being abused.
2. Learners observe the picture and

explain what is happening.

3. Teacher discusses with learners the different forms of child abuse in the home as shown in their reader on page 18.
4. Learners identify the different forms of abuse shown in the pictures.
5. Learners discuss how to deal with abuse (reporting to a trusted adult, telling the teacher).
6. Learners role play the different ways of dealing with abuse in their play areas.

### Day 2

#### Topic: Child protection at home

### Objectives

During the lesson, learners will:

- a) read the picture story of child abuse
- b) answer questions on the picture story
- c) complete the story of child abuse with a drawing of their own imagination

## Skills to be developed

- Picture reading
- Discussing
- Drawing
- Question answering

## Learning activities

1. Teacher discusses with learners the different types of child abuse in the home and learners identify how they should deal with abuse.
2. Learners read the picture story of abuse where the child ended up reporting to the teacher in their workbook on page 18.
3. Learners talk about the story in groups. As individuals they make a drawing from imagination to complete the story.
5. Learners answer question on their drawings. A few explain what is happening in the end.

## Assessment

<b>Name of child</b>	<b>Are learners able to explain the meaning of child abuse?</b>	<b>Are learners able to discuss the different forms of child abuse in the home?</b>	<b>Are learners able to role play how they should deal with abuse?</b>	<b>Are learners able to read the pictures on child abuse?</b>	<b>Are learners able to complete the story of child abuse with a drawing from imagination?</b>
Betty					
Chipo					
Sihle					
James					

# CHAPTER 19 Child protection at school

## Aims

To help learners:

- develop an appreciation of national heritage and identity
- gain an appreciation of sovereignty, governance and moral value systems

## Source of matter

ECD A Syllabus 7.0 and 8.0

## Suggested resources

**Day 1:** chart with pictures showing different forms of abuse at school

**Day 2:** pictures in the learners' readers showing ways of dealing with abuse at school

## Day 1

### Topic: Child protection at school

## Objectives

During the lesson, learners will:

- a) identify the different forms of abuse at school
- b) discuss how they should deal with abuse at school
- c) dramatise how they should deal with abuse at school

## Skills to be developed

- Identifying

- Discussing
- Dramatising

## Learning activities

1. Teacher discusses with learners the different forms of abuse at school, such as beating by bullies, personal belongings being forcefully taken away from learners, threats during play, and being forced to do wrong things) shown in the chart. Learners identify the different forms of abuse at school.
2. Learners discuss how to deal with abuse at school (reporting to a trusted adult, telling the teacher, shouting/screaming for help).
3. Learners read the picture story showing the different people that children can talk to about the abuse from the pictures in the learners' readers on page 19.
4. Learners dramatise the different ways of dealing with abuse at school in their play areas.

## Day 2

### Topic: Child protection at school

#### Objectives

During the lesson, learners will:

- read the picture on dealing with abuse
- identify the different ways of dealing with abuse at school
- mime activities showing how they should deal with abuse
- select the picture of one person that they can comfortably report any incident of abuse to

#### Skills to be developed

- Picture reading
- Identifying
- Discussing
- Miming
- Selecting

#### Assessment

Name of child	Are learners able to identify the different forms of abuse at school?	Are learners able to discuss how they should deal with abuse at school?	Are learners able to read the picture on abuse?	Are learners able to mime activities showing how they should deal with abuse?	Are learners able to select the picture of one person that they can comfortably report any incident of abuse to?
Betty					
Chipo					
Sihle					
James					

#### Learning activities

- Teacher discusses with the learners the different types of abuse at home and learners state how they should deal with abuse.
- Learners identify the different people that they can report child abuse in the school to.
- From the drawings in their workbooks on page 19, learners select a picture of one person that they can comfortably report any incident of abuse to. They paste a smiley face onto the drawing of this person.
- Learners talk about their selected people in pairs as the teacher goes around observing closely.
- Learners mime activities showing how they should deal with abuse.

# CHAPTER 20 Child protection in the community

## Aims

To help learners:

- develop an appreciation of their national heritage and identity
- gain an appreciation of sovereignty, governance and moral value systems

### Source of matter

ECD A Syllabus 7.0 and 8.0

- Shading
- Singing

### Suggested resources

**Day 1:** chart showing different forms of child abuse in the community

**Day 2:** pictures in the learners' readers showing body parts

### Day 1

#### Topic: Child protection in the community

### Objectives

During the lesson, learners will:

- a) identify the different forms of child abuse in the community
- b) discuss how they should protect themselves from abuse in the community
- c) shade all the parts of the body that should not be touched by other people
- d) sing the song 'Touch touch'

### Skills to be developed

- Identifying
- Discussing

### Learning activities

1. Teacher discusses with learners the different forms of child abuse in the community, such as sexual, threats and being forced to do wrong things like stealing) shown in the chart.
2. On sexual abuse, the teacher helps the learners to identify the different body parts in their workbooks on page 20 which must not be touched inappropriately. Learners circle all the parts of the body that should not be touched by other people.
3. Learners sing the protection song where children identify different body parts which must not be touched inappropriately:  
*Touch touch*  
*Don't touch*  
*Touch Touch*  
*Don't touch*  
*This area don't touch (as they point to different body parts such as breast area, bottom)*

*Touch touch*

*Don't touch*

*Touch Touch*

*Don't touch*

2. Learners sing the song as a class after the teacher and then in their groups.

## Day 2

### Topic: Child protection in the community

#### Objectives

During the lesson, learners will:

- a) identify body parts that should not be touched inappropriately from the pictures
- b) sing the song 'Don't touch'
- c) discuss ways of dealing with abuse

#### Assessment

Name of child	Are learners able to identify the different forms of child abuse in the community?	Are learners able to discuss how they should protect themselves from abuse in the community?	Are learners able to identify body parts that should not be touched inappropriately from the pictures?	Are learners able to sing the song 'Don't touch'?
Betty				
Chipso				
Sihle				
James				

#### Skills to be developed

- Identifying
- Singing
- Discussing

#### Learning activities

1. Teacher discusses with learners the different types of abuse in the community.
2. Learners identify the body parts that should not be touched inappropriately by other people from the pictures in the learners' readers on page 20.
3. Teacher explains to learners the different ways of dealing with abuse like telling a trusted adult, telling the teacher, and screaming for help.
4. Learners sing the song 'Don't touch'.

# CHAPTER 21 People and animals need shelter

## Aims

To help learners:

- identify global environmental issues that affect livelihood
- gain an appreciation of sovereignty, governance and moral value systems

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** pictures in the learners' reader showing reasons why people and animals need shelter

**Day 2:** chart showing situations where people and animals need shelter (protection from the rain, sun, wind, danger, cold) video showing people and animals soaked in the rains, blown by winds

### Day 1

## Topic: People and animals need shelter

### Objectives

During the lesson, learners will:

- a) discuss the reasons why people and animals need shelter
- b) identify reasons why people and animals need shelter
- c) mime activities shown in the pictures

### Skills to be developed

- Discussing
- Picture reading
- Identifying
- Miming

### Learning activities

1. The teacher shows learners a video showing people and animals soaked in the rains, blown by winds, cold in the open, a hare being chased by a dog.
2. Learners observe and talk about what they saw.
3. Learners hold a discussion on why people and animals need shelter in their groups, based on the pictures in the learners' readers on page 21 showing different situations when people and animals need shelter.
4. Learners identify the reasons why people and animals need shelter.
5. Learners mime the activities shown in the video.

## Day 2

### Topic: People and animals need

#### Objectives

During the lesson, learners will:

- identify the different reasons why people and animals need shelter
- draw a line from left to right to take the person or animal to its home
- dramatise situations where people and animals need shelter

#### Skills to be developed

- Discussing
- Matching
- Drawing lines from left to right
- Dramatising

#### Assessment

Name of child	Are learners able to talk about the reasons why people and animals need shelter?	Are learners able to identify reasons why people and animals need shelter?	Are learners able to mime activities shown in the pictures?	Are learners able to draw a line from left to right to take the person or animal to its home?
Betty				
Chipo				
Sihle				
James				

#### Learning activities

- Learners talk about the pictures on the chart showing different reasons why people and animals need shelter (protection from rain, sun, wind, and dangerous animals, dark). Learners discuss the different reasons why people and animals need shelter
- Learners look at the pictures in their workbooks on page 21 and identify the type of shelter needed by the people and animals. They draw a line from left to right to take the person or animal to its home.
- Learners dramatise situations where people need shelter.

# CHAPTER 22 Shelter for people

## Aims

To help learners:

- identify global environmental issues that affect livelihood
- gain an appreciation of sovereignty, governance and moral value systems

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** displays of different types of shelter for people (pictures and models)

**Day 2:** pictures showing different types of shelter in the learners' readers

## Day 1

### Topic: Shelter for people

### Objectives

During the lesson, learners will:

- a) identify the different types of shelter for people
- b) name the different types of shelter for people
- c) describe the different types of shelter used by people

### Skills to be developed

- Identifying
- Naming
- Describing

### Learning activities

1. Learners discuss the different reasons why people need shelter.

2. Learners identify and name the different types of shelter used by people as shown in their reader on page 22. Learners describe the types of shelter shown in the pictures.

3. Learners are taken on a gallery walk to identify the different types of shelter on display in the different play areas. (round huts, standard brick and asbestos houses, tonga huts, eskimos'igloos)

4. Learners name the shelters that they saw in their gallery walk.

## Day 2

### Topic: Shelter for people

### Objectives

During the lesson, learners will:

- a) identify the different types of shelter for people
- b) name the different types of shelter used by people
- c) draw a hut by joining dotted lines

### Skills to be developed

- Identifying
- Naming
- Drawing

## Learning activities

1. Learners identify and name the different types of shelter used by people as viewed in the previous lesson during the gallery walk.
2. Learners identify and name the shelter shown in the drawing in their workbooks on page 22.
3. Learners complete the drawing of a hut by joining dotted lines.
4. They display their work.

## Assessment

Name of child	Are learners able to identify and name the different types of shelter for people?	Are learners able to describe the different types of shelter used by people?	Are learners able to name the different types of shelter used by people?	Are learners able to draw a hut by joining dots?
Betty				
Chipo				
Sihle				
James				

**Aims**

To help learners:

- identify global environmental issues that affect livelihood
- gain an appreciation of sovereignty, governance and moral value systems

**Source of matter**

ECD A Syllabus 7.0 and 8.0

**Suggested resources**

**Day 1:** video showing different types of shelter for animals (bird in a nest, dog in a kennel, fish in water, mouse in a hole, rabbit on a rock)

**Day 2:** maze with pictures showing different types of shelter for animals in the learners' readers

**Day 1****Topic: Shelter for animals****Objectives**

During the lesson, learners will:

- a) identify the different types of shelter for animals.
- b) name the different types of shelter for animals
- c) hunt for different animals and their shelters in the maze
- d) describe the different types of shelter used by different animals
- e) recite the rhyme on shelter for animals

**Skills to be developed**

- Identifying
- Naming
- Describing
- Reciting

**Learning activities**

1. Teacher discusses with learners the different reasons why animals need shelter. Learners watch a video of animals in their habitats.
2. Learners identify the different types of shelter for animals from the video.
3. Learners hunt for the different shelters from the maze in the learners' readers on page 23.

Learners identify and name the different animals and their shelters from the maze.

4. Learners answer the teacher's questions on the different types of shelter for animals found in the maze.
5. Learners recite the shelter rhyme as a class.

A house, is a house for me, for me  
A hill is a house for an ant, an ant  
A hive is a house for a bee, a bee

*A hole is a house for a mouse, a mouse*

*And a house is a house for me, for me.*

Adopted from Mary Ann Hoberman

## Skills to be developed

- Identifying
- Naming
- Colouring

## Learning activities

1. Learners name the different types of shelter used by animals as identified in the previous lesson.
2. Teacher talks to learners about the drawing of a lion in its den (cave) which is in their workbooks on page 23. Learners colour the drawing.
3. Learners display their work. Learners then recite the rhyme.

## Day 2

### Topic: Shelter for animals

### Objectives

During the lesson, learners will:

- a) name the different types of shelter used by animals
- b) colour the drawing

### Assessment

Name of child	Are learners able to identify and name the different types of shelter for animals?	Are learners able to hunt for different animals and their shelters in the maze?	Are learners able to describe the different types of shelter used by different animals?	Are learners able to recite the rhyme on shelter for animals?	Are learners able to colour the drawing of a lion in its shelter?
Betty					
Chipso					
Sihle					
James					

# CHAPTER 24 Duties of parents in the family

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- appreciate the value and dignity of work
- develop *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** pictures showing the different responsibility tasks of parents in the family shown in the learners' readers

**Day 2:** chart showing different responsibility tasks of parents in the family

### Day 1

#### Topic: Duties of parents in the family

### Objectives

During the lesson, learners will:

- a) identify the responsibility tasks of parents in the family
- b) describe the different responsibility tasks of parents in the family
- c) talk about the pictures showing different responsibility tasks of parents in the family

### Skills to be developed

- Identifying
- Describing
- Picture reading
- Discussing

### Learning activities

1. Teacher discusses with learners the different responsibility tasks of parents in the family.
2. Learners identify and describe the different types of responsibility tasks of parents from the chart.
3. In pairs, learners discuss the different responsibility tasks of parents shown in the learners' readers on page 24.
4. Learners answer questions on the pictures.

### Day 2

#### Topic: Duties of parents in the family

### Objectives

During the lesson, learners will:

- a) describe the different responsibility

- tasks of parents in the family
- b) compare the two drawings and spot all the differences
- c) role play the different responsibility tasks of parents in the family

parents in the family shown in the drawings in their workbooks on page 24.

### Skills to be developed

- Describing
- Comparing
- Role playing

### Learning activities

1. Teacher and learners discuss the different responsibility tasks of

2. Learners compare the two drawings and spot all the differences. They circle all the differences in the second drawing.
3. Learners identify and name the differences as a class.
4. Learners role play the different responsibility tasks in groups in their different play areas.

### Assessment

Name of child	Are learners able to identify the responsibility tasks of parents in the family?	Are learners able to describe the different responsibility tasks of parents in the family?	Are learners able to talk about the pictures showing different responsibility tasks of parents in the family?	Are learners able to compare the two drawings and spot all the differences?	Are learners able to role play the different responsibility tasks of parents in the family?
Betty					
Chipo					
Sihle					
James					

# CHAPTER 25 Helping each other in the family

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- appreciate the value and dignity of work, recreation and the need to participate in national development
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

## Source of matter

ECD A Syllabus 7.0 and 8.0

## Suggested resources

Day 1: chart showing pictures of family members helping each other; pictures of family members helping each other in a family poultry project, in the learners' readers

## Day 1

### Topic: Helping each other in the family

## Objectives

During the lesson, learners will:

- a) identify the different ways of helping each other in the family
  - b) describe the different ways of helping each other in the family
  - c) talk about the pictures showing ways of helping each other in the family
- d) role play the different ways of helping each other in the family

## Skills to be developed

- Identifying
- Describing
- Discussing
- Role playing

## Learning activities

1. Teacher discusses with learners the importance of helping each other in the family.
2. Learners identify and describe the different ways of helping each other in the family as shown on the chart. They talk about the roles that different family members can play.
3. In pairs, learners discuss the picture shown in the learners' readers on page 25 of family members helping each other.
4. In groups, learners role play the different activities being done in the picture by the family members to help each other.

# Day 2

## Topic: Helping each other in the family

### Objectives

During the lesson, learners will:

- a) identify the activities that family members do to help each other
- b) sing the family song
- c) colour the drawing in the learners' workbook

### Skills to be developed

- Identifying
- Singing
- Discussing
- Colouring

### Learning activities

1. Learners identify the activities that family members do to help each other.

2. Learners sing the song about families:

*We work together*

*We work together*

*We work together oh Lord*

*We are a family*

*We ..... together*

*(Identification of different tasks that families do together e.g. sweep,)*

*We work together*

*We work together*

*We work together oh Lord*

*We are a family*

3. Teacher discusses the drawing of a child sweeping the floor at home which is in the learners' work book on page 25. Learners colour the drawing

4. They show each other their work.

### Assessment

Name of child	Are learners able to identify and describe the different ways of helping each other in the family?	Are learners able to talk about the pictures showing ways of helping each other in the family?	Are learners able to role play the different ways of helping each other in the family?	Are learners able to sing the family song?	Are learners able to colour the drawing of a child sweeping the floor?
Betty					
Chipo					
Sihle					
James					

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- appreciate the value and dignity of work, recreation and the need to participate in national development
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

Day 1: pictures in the learners' readers showing the different responsibility tasks for children in the family.

Day 2: chart showing different responsibility tasks for children in the family

### Day 1

#### Topic: Duties of children in the family

### Objectives

During the lesson, learners will:

- a) state children's responsibility tasks in the family
- b) identify the different responsibility tasks of children in the family
- c) describe the different responsibility tasks of children in the family

### Skills to be developed

- Picture reading
- Identifying
- Describing
- Discussing
- Mimicking

### Learning activities

1. Teacher discusses with learners the different responsibility tasks that children can help within the family.
2. Learners identify and describe the different responsibility tasks for children in the family using pictures in the learners' readers on page 26.
3. Learners name and describe the different tasks being carried out by the children in the pictures in the learner's reader on page 26.
4. Learners sing the song about families whilst miming the different activities that family members do together as identified in the song.

## Day 2

### Topic: Duties of children in the family

#### Objectives

During the lesson, learners will:

- identify and describe the different responsibility tasks for children in the family
- select and circle the odd picture
- sing the family song

#### Skills to be developed

- Identifying
- Selecting the odd picture
- Singing

#### Learning activities

- Learners identify and describe the different responsibility tasks for children in the family shown on the chart.
- Learners talk about the different tasks being carried out by boys and girls in the drawings in their workbook on page 26. From the rows, learners select and circle the odd one out.
- Teacher engages learners in a discussion about the pictures they selected as the odd ones and what makes them different from the rest in the row.
- Learners sing the song: We are a family.

#### Assessment

Name of child	Are learners able to talk about the pictures showing responsibility tasks of children in the family?	Are learners able to identify and describe the different responsibility tasks of children in the family?	Are learners able to describe the different responsibility tasks of children in the family?	Are learners able to select and circle the odd picture from the others?	Are learners able to sing the family song?
Betty					
Chipso					
Sihle					
James					

# CHAPTER 27 Sharing resources in the family

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- acquire and sustain *Unhu/Ubuntu/Vumunhu* as they interact with family, community and society at large

## Source of matter

ECD A Syllabus 7.0 and 8.0

## Suggested resources

**Day 1:** audio or video of family members expressing their needs; pictures in the learners' readers showing ways of meeting the needs of different members in the family

## Day 1

### Topic: Sharing resources in the family

## Objectives

During the lesson, learners will:

- a) appreciate the need to share resources in the family
- b) identify the different needs of family members in the family
- c) state ways of meeting the needs of different members in the family

## Skills to be developed

- Appreciating
- Identifying
- Picture reading
- Discussing

## Learning activities

1. Learners discuss the importance of sharing resources within the family.
2. Learners watch a video or listen to an audio of different family members expressing their needs for different things within the family.
3. Learners identify and describe the different needs of family members in a family.
4. Learners talk about the pictures illustrating some needs of different members in the family. The pictures are in the learners' reader on page 27.
5. Learners sing the family song as a class focusing on sharing.

## Day 2

### Topic: Sharing resources in the family

## Objectives

During the lesson, learners will:

- a) identify the different needs of family members in the family

- b) role play the different ways of sharing resources in the family
  - c) identify and circle what the family member at the beginning of the row needs
  - d) sing the family song
2. In pairs, learners help each other to identify the needs of the different family members shown at the beginning of each row in their workbooks on page 26.
  3. Learners identify and circle what the family member at the beginning of the row needs.
  4. In groups, learners role play the different ways of sharing resources as a family. They start by identifying what they think different family members need.
  5. As a class, learners sing the family song focusing on sharing.

**Skills to be developed**

- Identifying
- Role Playing
- Circling (Drawing)
- Singing

**Learning activities**

1. Learners identify the different needs of family members in the family.

**Assessment**

<b>Name of child</b>	<b>Are learners able to appreciate the need to share resources in the family?</b>	<b>Are learners able to identify the different needs of members in the family?</b>	<b>Are learners able to talk about the pictures showing ways of meeting the needs of different members in the family?</b>	<b>Are learners able to role play the different ways of sharing resources in the family?</b>	<b>Are learners able to identify and circle what the family member at the beginning of the row needs?</b>
Betty					
Chipso					
Sihle					
James					

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- identify global environmental issues that affect livelihoods

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** pictures in the learners' readers showing the different types of food eaten during the different times of the day

**Day 2:** pictures of food (from home)

### Day 1

#### Topic: Food at home

### Objectives

During the lesson, learners will:

- a) identify the food that they commonly eat in their homes
- b) name different types of food eaten during different times of the day
- c) talk about the pictures of different types of food for different times of the day

### Skills to be developed

- Identifying
- Picture reading
- Naming
- Discussing

### Learning activities

1. Learners identify the different types of food that they had for supper and breakfast. They give a description of their meals.
2. Teacher discusses with learners the different types of food eaten at different times of the day (breakfast, lunch and supper).
3. Learners talk about the pictures in their learners' readers on page 28 showing different types of food for the different times of the day.
4. Learners name and describe the food shown in the pictures.
5. Learners are given homework to bring pictures of food from home.

### Day 2

#### Topic: Food at home

### Objectives

During the lesson, learners will:

- a) name the food shown in the pictures
- b) paste pictures of food in their work books
- c) role play the preparation and serving of a chosen meal

### Skills to be developed

- Naming
- Pasting
- Role playing

### Learning activities

1. Learners identify and name the food shown in the pictures that they brought from their homes.
2. Learners choose one of their
3. Learners identify one meal and then role play its preparation and serving in their groups

pictures of food and paste it in their workbooks on page 26, and then talk about the type of food on the pictures. Learners show each other their pictures.

### Assessment

<b>Name of child</b>	<b>Are learners able to identify the food that they commonly eat at their homes?</b>	<b>Are learners able to name different types of food eaten during different types of the day?</b>	<b>Are learners able to talk about the pictures of different types of food for different times of the day?</b>	<b>Are learners able to paste pictures of food onto their workbooks?</b>	<b>Are learners able to role play the preparation and serving of a chosen meal?</b>
Betty					
Chipo					
Sihle					
James					

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- identify global environmental issues that affect livelihoods

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** hand washing equipment, vegetables, fruits, video

**Day 2:** pictures of hygienic practices of handling food shown in the learners' readers

### Day 1

#### Topic: Food and hygiene

#### Objectives

During the lesson, learners will:

- a) identify different hygienic practices for handling food
- b) demonstrate different hygienic practices for handling food
- c) colour the drawing

#### Skills to be developed

- Identifying
- Demonstrating
- Colouring

#### Learning activities

1. Teacher generates a discussion with the learners on the importance of handling food hygienically.
2. The learners watch a video or listen to an audio of a child who fell sick

after eating unwashed apples.

3. Teacher demonstrates some of the hygienic practices, such as washing hands before eating or handling food, washing fruits before eating, washing vegetables before cooking, keeping food covered and others.
3. Learners use the materials provided in their groups to imitate the activities that they were shown by the teacher and demonstrate the different hygienic practices for handling food.
4. Learners colour the drawing in their workbooks on page 29 of a boy washing his hands.
5. Learners answer the teacher's questions on hygienic practices for handling food.

### Day 2

#### Topic: Food and hygiene

#### Objectives

During the lesson, learners will:

- a) talk about the pictures of hygienic practices of handling food
- b) describe the activities taking place in the pictures
- c) mime activities on hygienic practices of handling food

### Skills to be developed

- Picture reading
- Discussing
- Describing
- Miming

### Learning activities

1. Learners identify the different hygienic practices for handling food using information from the previous lesson.
2. In pairs, learners talk about the pictures of hygienic practices of handling food shown in their learners' readers on page 29.
3. Learners describe the activities taking place in the pictures.
4. Learners mime the activities shown in the pictures.

### Assessment

<b>Name of child</b>	<b>Are learners able to identify the different hygienic practices for handling food?</b>	<b>Are learners able to demonstrate the different hygienic practices for handling food?</b>	<b>Are learners able to colour the drawing?</b>	<b>Are learners able to talk about the pictures of hygienic practices of handling food?</b>	<b>Are learners able to mime activities on hygienic practices of handling food?</b>
Betty					
Chipo					
Sihle					
James					

**Aims**

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- identify global environmental issues that affect livelihoods

**Source of matter**

ECD A Syllabus 7.0 and 8.0

**Suggested resources**

**Day 1:** pictures of different food crops in the learners' readers, chart with different food crops

**Day 2:** samples of foods that are grown (maize, beans, millet, ground nuts, fruits,)

**Day 1****Topic: Food from plants****Objectives**

During the lesson, learners will:

- a) identify different foods that come from plants
- b) name the different types of crops and plants
- c) talk about the pictures of different food crops in the fields

**Skills to be developed**

- Identifying
- Naming
- Discussing
- Picture reading

**Learning activities**

1. Teacher discusses with learners the different types of food from plants. Learners identify the different food crops or plants on the chart. The teacher explains the importance of hard work and growing of own food as families.
2. Learners name the different types of crops and plants that they grow in their homes.
3. Learners talk about the pictures of different types of crops and plants shown in the learners' readers on page 30.
4. Learners identify and name the different plants in the pictures.

**Day 2****Topic: Food from plants****Objectives**

During the lesson, learners will:

- a) describe the food that comes from different crop plants
- b) discuss the different samples of

foods that are grown

c) colour the drawing of a maize plant

### Skills to be developed

- Describing
- Discussing
- colouring

### Learning activities

1. Learners are taken on a gallery walk to identify, name and describe the different samples of food on display in different places  
plant.

around the classroom such as maize, ground nuts, sorghum, fruits in season, round nuts, beans, millet, and vegetables.

2. Learners answer the teacher's questions on the different food samples.
3. Learners talk about the drawing of a maize plant which is in their workbooks on page 30. Learners colour the drawing of a maize

### Assessment

Name of child	Are learners able to identify different foods that come from plants?	Are learners able to name the different types of crops and plants?	Are learners able to talk about the pictures of different food crops in the fields?	Are learners able to describe the food that comes from different crop plants?	Are learners to colour the drawing of a maize plant?
Betty					
Chipo					
Sihle					
James					

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- identify global environmental issues that affect livelihoods

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** pictures of different food from animals and their sources in the learners' readers on a chart

**Day 2:** chart showing animal sources of food

### Day 1

#### Topic: Food from animals

#### Objectives

During the lesson, learners will:

- a) identify different foods that come from animals
- b) name the different types of food from animals
- c) talk about the pictures of different foods from animals

#### Skills to be developed

- Identifying
- Naming
- Picture reading
- Discussing

### Learning activities

1. Learners listen to an audio of animals which provide different kinds of food.
2. Teacher discusses with learners the different types of food from animals. Learners identify the different foods from the chart.
3. Learners talk about the pictures of different types of food from animals shown in the learners' readers on page 31.
4. Learners identify and name the food and its animal source.

### Day 2

#### Topic: Food from animals

#### Objectives

During the lesson, learners will:

- a) match the pictures of different foods with the animal sources
- b) describe the food that comes from different animals
- c) imitate the sound made by the different animals

**Skills to be developed**

- Matching
- Describing
- Imitating

**Learning activities**

1. Learners name the different foods that come from animals. They identify the food and its source.
2. In groups, learners describe the food that is shown in the given pictures on a chart.
3. Learners then match the pictures of different foods with the animal sources in their work books on page 31. Learners draw a line from left to right to join the food and its source.
4. In their groups, learners imitate the sound made by the different animals when a picture of the food produced by the animal is shown to them.
5. Learners answer questions about the different foods and their animal sources, for example: We get eggs from .....

**Assessment**

<b>Name of child</b>	<b>Are learners able to name the different foods that come from animals?</b>	<b>Are learners able to describe the food that comes from different animals?</b>	<b>Are learners able to match the pictures of different foods with the animal sources?</b>	<b>Are learners able to imitate the sound made by the different animals?</b>
Betty				
Chipo				
Sihle				
James				

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- identify global environmental issues that affect livelihoods

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** pictures of different processed foods in the learners' readers, empty containers of processed foods

**Day 2:** chart showing a range of processed foods (baked beans, tinned fish, powdered milk, mahewu, tinned fruit,)

### Day 1

#### Topic: Processed foods

#### Objectives

During the lesson, learners will:

- a) name some processed foods that they know
- b) talk about the pictures of processed foods
- c) match the pictures of processed foods with pictures of foods in their natural state

#### Skills to be developed

- Naming
- Picture reading
- Discussing
- Matching
- Describing

### Learning activities

1. The teacher explains that some foods are not used in their natural state but processed, packaged and sold in shops in the processed state. Learners name some processed foods that they know.
2. The teacher shows learners some samples of processed foods such as tinned fish.
3. Learners talk about the pictures of different processed foods shown in the learners' readers on page 32.
4. Learners identify and name the food shown in the pictures.
5. In their groups, learners match the foods shown in pictures to the processed foods in their readers, for example, picture of tomatoes being matched to tomato puree.

### Day 2

#### Topic: Processed foods

#### Objectives

During the lesson, learners will:

- a) describe different processed foods
- b) put together two-piece puzzles of containers of processed food

c) find the missing part of the jig saw puzzle and draw a circle around it

the empty containers in their play areas.

**Skills to be developed**

- Describing
- Identifying
- Matching
- Drawing

**Learning activities**

1. Learners name and describe the different processed foods that they know. They also read a chart showing a range of processed foods.
2. Learners identify and name the different processed foods from

3. Learners put together two-piece puzzles of containers of different processed foods and then name the food shown in the puzzle.
4. Learners look at the jigsaw puzzle in their workbooks on page 32. Learners find the missing part of the jig saw puzzle and draw a circle around it.
5. Learners answer the teacher’s questions on the missing piece of the puzzle.

**Assessment**

Name of child	Are learners able to name some processed foods that they know?	Are learners able to talk about the pictures of processed foods?	Are learners able to match the pictures of processed foods with pictures of foods in their natural state?	Are learners able to put together two-piece puzzles of containers of processed food?	Are learners able to find the missing part of the jig saw puzzle and draw a circle around it?
Betty					
Chipo					
Sihle					
James					

## Aims

To help learners:

- develop an understanding of Zimbabwean spiritual values, beliefs and cultural practices
- identify global environmental issues that affect livelihoods

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** chart with pictures of healthy food; pictures in the learners' readers of foods that are healthy for children

**Day 2:** fishing game; chart with pictures of healthy food

### Day 1

#### Topic: Healthy foods

#### Objectives

During the lesson, learners will:

- a) name some foods that are healthy for children
- b) identify the different foods shown in the pictures

#### Skills to be developed

- Naming
- Picture reading
- Identifying

#### Learning activities

1. Teacher discusses with learners foods that are healthy for children. Healthy foods are identified from

the chart (fruits, vegetables, milk, fish, meat, and peanut butter).

2. In pairs, learners talk about the pictures of healthy foods shown in the learners' readers on page 33.
3. Learners identify and name the foods shown in the pictures.
4. Learners state the foods that they like from the healthy list.

### Day 2

#### Topic: Healthy foods

#### Objectives

During the lesson, learners will:

- a) play the fishing game
- b) state whether fish foods are healthy for children or not
- c) colour the drawing

#### Skills to be developed

- Playing a fishing game
- Describing
- Colouring

#### Learning activities

1. Learners name and describe the foods that are healthy for growing children.
2. In groups, learners play a fishing game for different pictures of food

items from the basket and state whether the food fished out is healthy for children or not.

3. Learners colour the drawing of an

orange in their workbooks on page 33.

4. Learners name the healthy foods on the chart.

### Assessment

<b>Name of child</b>	<b>Are learners able to name some foods that are healthy for children?</b>	<b>Are learners able to identify the different foods shown in the pictures?</b>	<b>Are learners able to play the fishing game?</b>	<b>Are learners able to state whether fished foods are healthy for children or not?</b>	<b>Are learners able to colour the drawing of an orange?</b>
Betty					
Chipso					
Sihle					
James					

## Aims

To help learners:

- identify global issues that affect livelihoods
- appreciate how modes of transport and ICT facilitate communication among people and countries

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** pictures of moving toys in the learners' readers, different moving toys (cars, buses, tractors, aeroplanes, trains,)

**Day 2:** a chart showing different moving objects, different moving toys.

### Day 1

#### Topic: Moving objects

#### Objectives

During the lesson, learners will:

- a) identify the different moving objects that they play with from their play areas
- b) name the different moving toys shown in the pictures

#### Skills to be developed

- Identifying
- Picture reading
- Naming

#### Learning activities

1. The teacher helps learners establish that moving objects have wheels.

2. Learners identify the different moving objects/toys on display. Learners pick the different toys and name them.
3. In pairs, learners talk about the pictures of moving objects shown in the learners' readers on page 34.
4. Learners identify and name the different moving objects in the pictures.

### Day 2

#### Topic: Moving objects

#### Objectives

During the lesson, learners will:

- a) match the different moving toys in their play areas to the objects shown on the chart.
- b) play with the different moving toys in their play areas
- c) imitate the sounds made by different moving objects
- d) draw a transport toy of their own choice

#### Skills to be developed

- Playing
- Imitating
- Drawing

## Learning activities

1. Learners name and describe the different moving objects shown on the chart.
2. Learners match the different moving toys/pictures in their play areas to the objects shown on the chart.
3. Learners draw a transport toy of their own choice in their workbooks on page 34.
4. Learners display their work and imitate the sounds made by their selected means of transport, for example, hooting like a car.

## Assessment

<b>Name of child</b>	<b>Are learners able to identify the different moving objects that they play with from their play areas?</b>	<b>Are learners able to name the different moving toys shown in the pictures?</b>	<b>Are learners able to match the different moving toys in their play areas to the objects shown on the chart?</b>	<b>Are learners able to imitate the sounds made by different moving objects?</b>	<b>Are learners able to draw a transport toy of their own choice?</b>
Betty					
Chipo					
Sihle					
James					

## Aims

To help learners:

- identify global issues that affect livelihoods
- appreciate how modes of transport and ICT facilitate communication among people and countries

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** pictures of moving toys in the learners' readers, different transport toys (cars, buses, tractors, aeroplanes, trains)

**Day 2:** a chart showing different moving objects, different transport toys.

### Day 1

#### Topic: Types of transport

### Objectives

During the lesson, learners will:

- a) identify the different means of transport
- b) name the different types of transport from the pictures
- c) put together puzzles of different means of transport
- d) play with the different moving toys in their play areas

### Skills to be developed

- Identifying
- Naming
- Picture reading
- Constructing

### Learning activities

1. The learners identify the different means of transport represented by the toys on display.
2. Learners pick the different toys and name them.
3. In groups, learners talk about the pictures of the different types of transport shown in the learners' readers on page 35.
4. Learners put together puzzles of different means of transport and then state the name of the means of transport created.
5. Learners play with the different transport toys in their play areas whilst imitating the sounds made by the means of transport and demonstrating where the means of transport travels.

# Day 2

## Topic: Types of transport

### Objectives

During the lesson, learners will:

- name the different means of transport
- describe where the different types of transport travel
- colour the drawing of a bus
- sing the transport song

### Skills to be developed

- Naming
- Describing
- Colouring
- Singing

### Learning activities

- Learners name and describe the different means of transport shown on the chart.
- Learners pick up different transport toys and state their names. This is

followed by a description of where the type of transport travels, for example, air, road, rail, water.

- Learners colour the drawing of a bus in their workbooks on page 35.

- Learners sing the transport song as a class whilst showing off their coloured drawings:

*Here comes a big green bus*

*A big green bus*

*A big green bus*

*A big green bus*

*To take me to town*

*Here comes a very long train*

*A very long train*

*A very long train*

*A very long train*

*To take me to town*

*Here comes a big blue van*

*A big blue van*

*A big blue van*

*A big blue van*

*To take me to town*

### Assessment

Name of child	Are learners able to identify and name the different means of transport?	Are learners able to put together puzzles of different means of transport?	Are learners able to play with the different moving toys in their play areas?	Are learners able to describe where the different types of transport travel?	Are learners able to colour the drawing of a bus?	Are learners able to sing the transport song?
Betty						
Chipso						
Sihle						
James						

**Aims**

To help learners:

- identify global issues that affect livelihoods
- appreciate how modes of transport and ICT facilitate communication among people and countries

**Source of matter**

ECD A Syllabus 7.0 and 8.0

**Suggested resources**

**Day 1:** audio tape, picture of a road, traffic lights (robot) and pedestrian crossing in the learners' readers

**Day 2:** chart showing robots and a pedestrian crossing

**Day 1****Topic: Road safety rules****Objectives**

During the lesson, learners will:

- a) listen to an audio of an accident and answer some questions
- b) identify the basic road safety rules
- c) name the road safety rules
- d) identify the colours of a traffic light (robot)

**Skills to be developed**

- Listening
- Identifying
- Picture reading
- Naming

**Learning activities**

1. Learners listen to an audio tape or watch a video of an accident but with no details of injuries just ambulance sirens.
2. Teacher discusses with learners the need to be cautious and follow road rules in order to be safe. The different rules are discussed:
  - Using a pedestrian crossing
  - Not playing on the road
  - Walking on the right side of the road facing oncoming traffic
  - Understanding the instructions of robots
  - Looking carefully on the right and the left before crossing the road
3. In pairs, learners talk about the pictures of the road rules shown in the learners' readers on page 36.
4. Learners identify the traffic lights (robot) and the pedestrian crossing and tell each other how these should be used on the roads for them to be safe.
5. Learners answer questions on road safety.

## Day 2

### Topic: Road safety rules

#### Objectives

During the lesson, learners will:

- sing the song on being safe on the road
- walk safely on the roads
- identify a pedestrian crossing
- colour one of the robot lights
- practice road safety at the school traffic lane

#### Skills to be developed

- Identifying
- Singing
- Colouring
- Road crossing

#### Learning activities

- Learners identify the traffic light (robot) and the pedestrian crossing from the chart.
- The teacher introduces the song on

road safety:

*Be careful little one on the road*

*Be careful little one on the road*

*You never cross the road*

*Without looking left and right*

*Be careful little one on the road*

*Be careful little one as you play*

*Be careful little one as you play*

*You never play on the road*

*You never never play on the road*

*Be careful little one as you play*

N.B Use the tune for 'if you are happy and you know it.'

- Learners colour one of the robot lights in a drawing in their workbooks on page 36.
- Learners sing the song after the teacher and then on their own as they practice looking right, looking left, and looking right again before crossing the road at the traffic lane.

#### Assessment

Name of child	Are learners able to listen to an audio of an accident and answer some questions?	Are learners able to identify and name the basic road safety rules?	Are learners able to identify the colours of a robot?	Are learners able to sing the song on being safe on the road?	Are learners able to colour one of the robot lights?	Are learners able to walk safely at the school traffic lane?
Betty						
Chipso						
Sihle						
James						

# CHAPTER 37 Water related disasters

## Aims

To help learners:

- identify global environmental issues that affect livelihoods

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** ICT gadget

**Day 2:** pictures of being safe in the water in the learners' readers

### Day 1

#### Topic: Water related disasters

### Objectives

During the lesson, learners will:

- a) identify some uses of water
- b) describe situations when water becomes dangerous
- c) name some water related disasters
- d) identify the drawing which shows good water practice and paste a smiley onto the drawing

### Skills to be developed

- Identifying
- Discussing
- Pasting

### Learning activities

1. Learners identify the different uses of water. The teacher explains that water is useful but sometimes dangerous if people are not careful.

2. Teacher and learners discuss situations when water becomes dangerous, situations such as:
  - Going for swimming without adult supervision
  - Crossing rivers and streams when they have water
  - Playing in containers that have water
  - Standing under tall objects when it is raining
3. Learners look at the pictures in their workbooks on page 37. Learners identify the drawing which shows good water practice and paste a smiley onto the drawing.
4. In groups, learners identify and describe some water related disasters. They talk about how these disasters can be prevented.

### Day 2

#### Topic: Water related disasters

### Objectives

During the lesson, learners will:

- a) talk about pictures of being safe in the water
- b) describe what is happening in the pictures
- c) role play the prevention of water related disasters

### Skills to be developed

- Picture reading
- Discussing
- Describing
- Role playing

### Learning activities

1. Learners identify and name different water related disasters as discussed in the previous lesson.
2. In pairs, learners read and talk about the pictures of being safe in water shown in the learners' book on page 37. They describe what is happening in the pictures.
3. Learners role play the different situations of being safe in water.

### Assessment

Name of child	Are learners able to identify some uses of water?	Are learners able to describe situations when water becomes dangerous?	Are learners able to identify the drawing which shows good water practice and paste a smiley onto the drawing?	Are learners able to talk about pictures of being safe in the water?	Are learners able to describe what is happening in the pictures?	Are learners able to role play the prevention of water related disasters?
Betty						
Chipo						
Sihle						
James						

## Aims

To help learners:

- identify global environmental issues that affect livelihoods

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** resource person from the fire department, picture of a burning hut in the learners' readers

**Day 2:** whistle or siren, attendance register of learners (for a fire drill)

### Day 1

#### Topic: Fire related disasters

### Objectives

During the lesson, learners will:

- a) identify the good uses of fire
- b) describe situations when fire becomes dangerous
- c) name some fire related disasters
- d) talk about the picture of a burning hut
- e) describe what is happening in the picture

### Skills to be developed

- Picture reading
- Identifying
- Naming
- Describing

### Learning activities

1. Teacher discusses with learners the good uses of fire. The teacher explains that fire is useful but it is sometimes dangerous if people are not careful.
2. The teacher introduces the resource person from the fire department who has come in to talk about fire related disasters and situations when fire becomes dangerous, like in the following situations:
  - Children playing with matches
  - Candles left burning on or near surfaces
  - Small children playing near a burning fire
  - Touching and playing with gas fuelled gadgets
  - Playing with or touching paraffin lamps or stoves
3. In groups, learners talk about the picture of the burning hut, describing what is happening and telling each other how such a disaster could have been prevented. The picture is in the learners' readers on page 38.
4. Learners answer questions from the resource person and then thank him/her.

## Day 2

### Topic: Fire related disasters

#### Objectives

During the lesson, learners will:

- identify things that should be avoided to prevent fire related disasters
- practice a fire drill
- paste a smiley on the picture which shows good fire practice

#### Skills to be developed

- Identifying
- Demonstrating
- Pasting

#### Learning activities

- Teacher discusses with learners things that should be avoided to prevent fire related disasters.
- The teacher explains how children should behave in the case of a fire

in the school. There is a fire drill practice and the teacher explains that there is no fire but this is just practice:

- Danger warning Siren is sounded
  - Learners file out of the classroom in a single file
  - Learners proceed to the assembly area
  - The teacher calls out the names of the learners from the register and learners answer to their names.
  - The teacher calms the children and explains that the situation shall be dealt with.
- Learners look at the two pictures showing how learners should move out of the classroom in case of an emergency like fire. Learners select the one picture which shows the correct movement and paste a smiley on the picture.

#### Assessment

Name of child	Are learners able to identify the good uses of fire?	Are learners able to describe situations when fire becomes dangerous?	Are learners able to name some fire related disasters?	Are learners able to describe what is happening in the picture?	Are learners able to identify things that should be avoided to prevent fire related disasters?	Are learners able to paste a smiley face onto the picture which shows good fire practice?
Betty						
Chipo						
Sihle						
James						

## Aims

To help learners:

- identify accidents that they have experienced at home
- describe situations which cause accidents in the home
- name some actions that should be avoided to prevent accidents
- talk about pictures of some safety procedures
- describe what is happening in the pictures

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** chart showing different accident scenarios in the home

## Day 1

### Topic: Safety at home

### Objectives

During the lesson, learners will:

- a) identify accidents that they have experienced at home
- b) describe situations which cause accidents
- c) draw a circle around a picture

### Skills to be developed

- Discussing
- Describing
- Drawing

### Learning activities

1. Learners talk about the different accidents that they have experienced or witnessed at home. They describe what happened.

2. Teacher uses a chart to discuss with learners the causes of accidents in the home.
3. In their workbooks on page 39, learners draw a circle around the picture of an object which can cause an accident.
4. Learners answer the teacher's questions on accidents in the home.

## Day 2

### Topic: Safety at home

### Objectives

During the lesson, learners will:

- a) identify some causes of accidents in the home
- b) name some actions that should be avoided to prevent accidents at home
- c) talk about pictures of some safety procedures

### Skills to be developed

- Identifying
- Naming
- Picture reading

## Learning activities

1. Learners identify some causes of the accidents in different situations identified in the previous lesson.
2. Teacher helps learners in identifying actions that should be avoided to prevent accidents at home.
3. In pairs, learners talk about the safety procedures shown in the pictures in their readers on page 39. They identify what the children in the pictures are doing right. The teacher goes round assisting the learners with their discussions.
4. Learners answer the teacher's questions on the pictures.

## Assessment

<b>Name of child</b>	<b>Are learners able identify accidents that they have experienced at home?</b>	<b>Are learners able to describe situations which cause accidents?</b>	<b>Are learners able to name some actions that should be avoided to prevent accidents?</b>	<b>Are learners able to draw a circle around an object which can cause an accident?</b>
Betty				
Chipo				
Sihle				
James				

## Aims

To help learners:

- identify accidents that can happen at school
- describe situations which cause accidents
- name some actions that should be avoided to prevent accidents
- talk about pictures of some safety procedures
- describe what is happening in the pictures

### Source of matter

ECD A Syllabus 7.0 and 8.0

### Suggested resources

**Day 1:** pictures of safety procedures in the learners' readers

### Day 1

#### Topic: Safety at school

#### Objectives

During the lesson, learners will:

- a) identify accidents that they have experienced at school
- b) name some actions that should be avoided to prevent accidents at home

#### Skills to be developed

- Discussing
- Identifying
- Naming

#### Learning activities

1. Learners discuss the different accidents that can happen at school. They describe some of the accidents which they have witnessed.

2. Learners identify some of the causes of accidents at school.
3. Teacher assists learners in identifying good practices that can help in preventing accidents at school.
4. In pairs, learners talk about the pictures in their readers on page 40. They identify what the children in the different pictures are doing right in order to prevent accidents.

### Day 2

#### Topic: Safety at school

#### Objectives

During the lesson, learners will:

- a) identify and describe accidents that they have experienced at school
- b) name some actions that should be avoided to prevent accidents at school
- c) draw a line to take an object home

#### Skills to be developed

- Discussing
- Describing
- Naming
- Drawing

## Learning activities

1. Learners identify and describe the different accidents that have befallen them or others at school.
2. Teacher discusses the causes of the various identified accidents with the learners followed by suggestions on what should be done to avoid accidents at school.
3. Learners draw a line from left to right in their workbooks on page 40 to take an object to its rightful position.
4. Learners talk about their drawings. They answer the teacher's questions.

## Assessment

<b>Name of child</b>	<b>Are learners able identify accidents that they have experienced at school?</b>	<b>Are learners able to describe situations which cause accidents at school?</b>	<b>Are learners able to name some actions that should be avoided to prevent accidents?</b>	<b>Are learners able to draw a line from left to right in their workbooks to take an object to its rightful position?</b>
Betty				
Chipo				
Sihle				
James				

## **ECD A Family and Heritage Studies Teacher's Guide**

- is written in line with the new curriculum developed and prepared by the Ministry of Primary and Secondary Education (new curriculum 2015-2022)
- is logically and sequentially arranged to help the teacher to effectively and efficiently deliver the intended lessons
- explicitly and clearly guides the teacher on how to execute lessons as per the new curriculum requirements
- tallies very well with the learners' reader and workbook
- empowers the teacher with skills and expertise in using the book
- book 's layout lessens the teacher 's burden in executing the lessons
- the book gives room to the teacher to collect materials for the lessons
- structure of the book is easy to understand and use
- provides functional and useful background information to guide learners acquire knowledge through the child centred methodologies
- topics have been well arranged in a manner which allows a good flow of lessons for better comprehension of skills and concepts by learners
- has assessment activities at the end of each chapter to guide the teacher in assessing learners' progress.

**Approved by the Ministry of Primary and Secondary Education, March 2019**

