

CPS

Primary Heritage Studies

New
Curriculum

ECD B

Family and Heritage Studies

Teacher's Guide



ECD B

Musiyiwa J Ncube S.B Nyakuno J

CPS | **Primary** **Family and Heritage Studies**

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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

Weekly aims of the lessons

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

CHAPTER 1 Family history and local heritage

Myself

Aim

To help learners

- develop an appreciation of their identity

Source of matter

ECD B Syllabus Page 6 and 7

Suggested resources

Day 2: templates of boys and girls, crayons

Day 1:

Topic: Myself

Objectives

During the lesson, learners will

- a) state their names in full
- b) read pictures of children telling each other their names

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Naming/Signing
- Reading/Signing

Learning activities

1. Teacher demonstrates stating or signing his or her name in full while learners are listening or observing, for example: My name is Mrs. Joyline Moyo. My name is Mr. Bernard White.
2. A sample of learners take turns to state or sign their names in full, for example: My name is Chido Zulu.
3. In small groups, learners take turns to state or sign their names in full

while the teacher moves around assisting learners in need.

4. Learners turn to page 1 of their readers and read pictures of children stating their names. The boy is seen to be pointing at the other child as if asking “What is your name?” The girl is seen pointing at herself as if she is saying, “My name is ____.”

Day 2:

Topic: Myself

Objectives

During the lesson, learners will:

- a. state their names in full
- b. trace the picture that relates to himself or herself
- c. play the naming game

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Stating/Signing
- Naming/Signing
- Tracing/Brailling

Learning activities

1. Teacher asks or signs learners to state their names in full. Learners state their names in full.
2. Teacher introduces the naming game to the learners:
Do you know my name?

No.

Do you know my name?

No.

My name is _____.

In small groups, learners play the naming game.

3. Teacher gives learners templates of a boy and a girl. Learners select

a template that relates to them. In their workbooks on page 1, learners trace the template to produce a drawing of a boy or a girl using crayons.

4. Learners show each other their work.

Assessment

Name of child	Is the learner able to state his or her name in full?	Is the learner able to read pictures of children stating their names?	Is the learner able to play the naming game?	Is the learner able to select a template that relates to himself or herself?	Is the learner able to trace the template using crayons?
Peter					
James					
Jane					

CHAPTER 2 Family history and local heritage

My family and I

Aim

To help learners:

- develop an appreciation of their identity through an understanding of their families

Source of matter:

ECD B Syllabus page 6 and 7

Suggested resources

Day 1: photographs of family members

Day 2: photographs of family members, crayons

Day 1:

My family and I

Objectives:

During the lesson, learners will:

- identify different members of their family in their family photographs
- name the members of their family in the photographs
- read a picture on family members

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Reading/Signing
- Identifying
- Naming/Signing

Learning activities

1. Teacher explains to learners that a family is made up of all the members that live together. For example, father, mother, brother,

sister, grandmother, grandfather, aunt, uncle and baby.

Learners identify members of their families on the photos they brought to school.

2. Learners turn to page 2 of their readers. They identify the different members of the family in the picture and name them. For example, learners say: This is mother. This is father.
3. Teacher moves around listening to learners reading the pictures in groups and assisting the needy ones.

Day 2:

My family

Objectives:

During the lesson, learners will:

- identify their family members
- play a naming game
- colour members of their family

Skills to be developed:

- Listening/Observing
- Speaking/Signing
- Identifying
- Naming/Signing
- Colouring
- Playing

Learning activities

1. Learners identify members of their family on photographs that they have.

2. Teacher and learners play a naming game called, "Who is this?"

Who is this?

Who is this?

This is mother.

This is father.

This is brother.

This is sister.

And who is this?

Learners add other members of the family as they play the game.

3. Learners colour any two members of the family on the picture in the learners' workbooks on page 2. Teacher moves around assisting the needy learners. Learners show each other their work.

Assessment

Name of child	Is the learner able to identify family members?	Is the learner able to name the family members?	Is the learner able to colour the family members?	Is the learner able to play a game on family members?
Vongai				
Mary				
Simba				

Myself, relatives and neighbours

Aims

To help learners:

- develop an understanding of the importance of neighbours and relatives
- develop an appreciation of the existence of neighbours and relatives

Source of matter

ECD B Syllabus pages 6 and 17

Suggested resources

- Day 1:** a big chart showing family relatives
- Day 2:** audio or video tape of neighbours greeting each other, crayons

This is grandfather.

This is grandmother.

This is aunt.

This is baby.

Learners add other relatives as they sing and play.

2. Teacher shows learners a big chart showing a family and asks learners to name the family and relatives on the picture. Teacher explains the importance of relatives in our families.
3. In their groups, learners read some pictures in their readers on page 3, showing a family receiving some relatives who have come to visit. They describe what is happening in the pictures.
4. Learners answer some questions based on the pictures.

Day 1

Topic: My relatives

Objectives

During the lesson, learners will:

- a) list the family relatives
- b) read a picture on family relatives

Skills to be developed

- Listening / Observing
- Singing
- Reading
- Listing
- Discussing

Learning activities

1. Teacher and learners play a game:

Who is this?

Who is this? Who is this?

This is father.

This is mother.

Day 2

Topic: My neighbours

Objectives

During the lesson, learners will:

- a) name some of their family neighbours
- b) draw a circle around one picture which shows good neighbourliness

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Identifying
- Naming
- Reading/Signing
- Fine motor skills
- Drawing

Learning activities

1. The teacher plays an audio tape or video (of neighbours greeting and telling each other about a meeting that they have to attend together) while learners are listening or observing.
2. Teacher and learners discuss the

audio or video tape and identify the different activities that neighbours can do together.

3. Learners identify and state their family neighbours. In groups, they tell each other about their family neighbours.
4. In pairs, learners read the story of the lost goats in their workbooks on page 3. They tell each other what is happening in the pictures. Using crayons, learners draw circles around the pictures which show good neighbourliness in their workbooks.
5. Learners answer some questions on good neighbourliness.

Assessment

	Yes	No	Sometimes
Is the learner able to list the family relatives?			
Is the learner able to read a picture on family relatives?			
Is the learner able to list some of their neighbours?			
Is the learner able to draw a circle around one picture which shows good neighbourliness?			

My friends and I

Aims

To help learners:

- develop an appreciation of friendship

Source of matter

ECD B syllabus pages 6 and 7

Suggested resources

- Day 1:** pictures of children playing
Day 2: crayons, stone to use for pada

Day 1:

My friends and I

Objectives:

During the lesson, learners will:

- state names of their friends
- read pictures of children playing with friends

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Stating/Signing
- Reading/Signing

Learning activities

- Teacher tells learners who his or her friends are.
- Teacher asks learners to say the names of their friends. Learners state the names of their friends.
- Learners read a picture of children playing with their friends on page 4 of their reader. Children are playing the 'houses' game.

4. In groups, learners talk about what they see in the picture. They describe in full what is happening in the picture. They also need to describe the sitting positions of the kids in the pictures and their expectations

Teacher moves around listening to learners and helping them where necessary.

Day 2:

My friends and I

Objectives:

During the lesson, learners will:

- list the activities they do with friends
- join a given picture to make it whole

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Listing
- Playing hop scotch game
- Fine motor skills /Joining

Learning activities

- Learners list the activities they do with their friends.
- Learners practise playing hop scotch (pada) game in the fields. Only the pre-coached learners will

play the game while others observe.
3. Learners turn to their workbooks on page 4, where there is a picture

of two children playing with a rope. Learners join the broken rope to give a whole picture.

Assessment

Name of child	Is the learner able to name his/her friends?	Is the learner able to list activities they do with friends?	Is the learner able to join the broken rope to get a whole picture?	Are learners able to share and take turns as they play with friends?
Sophia				
Praise				
Simba				

My school and I

Aim

To help learners:

- develop an understanding and identity of their school and environment

Source of matter

ECD B Syllabus page 6 and 7.

Suggested resources

Day 1: clay

Day 2: crayons

Day 1:

My school and I

Objectives

During the lesson, learners will:

- name their school
- model their school
- read pictures showing their school

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Reciting
- Naming/Signing
- Reading/Signing
- Clay modelling
- Observing

Learning activities:

- Learners recite the rhyme, “Do you know my name?”
Do you know my name?
No.
Do you know my name?
No.

My name is Peter Moyo.

- Teacher asks or signs learners to name their school in the following manner, “My school is called Madondo Primary School”. Learners name their school as instructed. Teacher moves around assisting learners in need.
- Learners turn to the learners’ reader on page 5 and read pictures about a school. They read about children pointing to the school and stating its name.
- As individuals, learners make a model of their school using clay and they show each other their models.

Day 2:

My teacher and I

Objectives

During the lesson, learners will:

- state the name of their teacher
- draw their teacher

Skills to be developed

- Speaking/Signing
- Observing
- Stating/Signing
- Drawing/Brailleing

Lesson activities

1. Teacher introduces himself or herself to the learners while learners listen.

For example: “*My name is Mr/Mrs/ Miss/Ms _____.*
I am a teacher at _____.”

2. Learners are helped to state the name of their teacher in the following manner, ‘*My teacher is*

Mr/Mrs/Miss/Ms _____.’

3. In smaller groups, learners state the name of their teacher. Teacher moves around assisting those who fail to state their names.

4. Learners turn to their workbooks on page 5 and draw a picture of their teacher.

5. Learners show each other their completed work.

Assessment

Name of child	Is the learner able to state the name of his or her school and teacher?	Is the learner able to make a model of his or her school?	Is the learner able to read pictures of his or her school?	Is the learner able to draw a picture of his or her teacher?	Is the learner able to trace the template using crayons?
Tendai					
James					
Mwazvita					

Family norms and values

Aims

To help learners:

- appreciate and develop unhu/ubuntu/ hunhu in learners as they interact with family, community and society at large
- sustain unhu/ubuntu/hunhu in learners as they interact with family, community and society at large

Source of matter

ECD B syllabus page 6 and 17

Suggested resources

Day 1: pictures depicting good norms and values

Day 2: crayons

Day 1**Topic: Family norms and values****Objectives:****During the lesson, learners will:**

- mime ways of helping people
- read pictures that show good norms and values

Skills to be developed

- Listening /Observing
- Speaking /Signing
- Miming
- Reading /Signing
- Describing /Signing

Learning activities

- Teacher tells a brief story about a visually impaired person called Mr. Tererai who wanted to cross the road and was assisted by a young boy. One day Mr. Tererai met the

boy's father and thanked him for what his child had done to him. The father was very pleased and bought the boy a cake as reward for doing good to Mr. Terera.

- Teacher asks learners to mime the story. Learners are encouraged to mime in groups. Teacher moves around watching and listening to what learners are doing.
- Learners read pictures showing the story of a girl helping an old woman carry her suitcase from the bus stop to her home on page 6 in their readers.
- Teacher and learners suggest ways of doing good to people.

Day 2**Topic: Family norms and values****Objectives:****During the lesson learners will:**

- state what is expected of them in the family
- list different family rules they know
- circle pictures showing appropriate family norms and values

Skills to be developed

- Listening / Observing
- Speaking / Signing
- Stating
- Listing
- Kneeling
- Clapping
- Crouching
- Head nodding

Learning activities

1. As revision, learners list ways of doing good to others.
2. Learners state what families expect them to do as acceptable norms. For example, girls bend their knees when greeting adults and boys bow their heads when greeting

adults as well.

3. Learners can list their family rules.
4. Using crayons, learners circle the pictures that display the appropriate norms and values of the family found on page 6 of their workbook. On this page there are different pictures showing good and bad manners, for example, a picture of a boy bowing his head and a girl bending her knees when greeting adults, a child greeting adults while looking aside, a boy and a girl clapping hands before receiving a gift from an adult, and a child grabbing a gift from an adult without permission.

Assessment

Name of child	Is the learner able to state what is expected of him or her in the family?	Is the learner able to mime a story on good and acceptable norms?	Is the learner able to circle pictures that display acceptable norms?
Vengai			
Timothy			
Tadiwa			

Different languages in the community**Aims****To help learners:**

- develop an understanding of the diverse cultures in Zimbabwe
- appreciate the diversity of cultures in Zimbabwe

Source of matter

ECD B Syllabus Pages 6 and 17

Suggested resources

Day 1: video player/ cellphone/
digital recorder

Day 2: crayons

Day 1**Topic: Different languages
in my community****Objectives****During the lesson, learners will:**

- a) state the different languages in their community
- b) read pictures of gestures associated with greetings in the different local languages

Skills to be developed

- Listening /Observing
- Speaking/ Signing
- Stating
- Reading
- Identifying

Learning activities

1. The teacher explains that people speak different languages within the community and emphasises that

all the languages are important.

2. Learners are asked to state the different languages that are spoken in their homes and neighbourhood.
3. The teacher plays an audio or video of people greeting each other in the different local languages whilst learners listen attentively.
4. In their groups, learners read some pictures of gestures associated with greetings in other languages in their reader on page 7. They describe what is happening in the pictures. They can also make suggestions on the language used in the greeting, for example, a woman kneeling and extending her hand towards an older lady sitting on a reed mat in greeting and a man and a woman greeting each other and clapping their hands in greeting.
5. The teacher helps the learners to identify the languages used in the greetings. Learners imitate the different greetings in their groups.
6. As homework, learners are assigned to ask their parents to teach them how to make a greeting in another language.

Day 2

Topic: Picture reading

Objectives

During the lesson, learners will:

- make presentations on greetings in the different local languages
- imitate some greetings in other local languages
- colour a drawing of people greeting each other using crayons

Skills to be developed

- Listening /Observing
- Speaking /Signing
- Identifying
- Stating

- Imitating
- Colouring

Learning activities

- Learners practise the greetings that they were taught by their parents in different languages.
- Learners make presentations on greetings in different languages. Other learners identify and state the different languages used for the different greetings.
- Learners then colour a drawing of two people greeting each other in their workbook on page 7 using crayons.
- Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to state the different languages in their community?			
Is the learner able to read pictures of gestures associated with greeting in the different local languages?			
Is the learner able to make presentations on greetings in the different local languages?			
Is the learner able to imitate some greetings in other local languages?			
Is the learner able to colour a drawing of people greeting each other?			

CHAPTER 8 Cultural heritage

Dressing in different cultures

Aim

To help learners:

- appreciate different cultural dressing

Source of matter

ECD B Syllabus page 6 and 18.

Suggested resources

Day 1: different clothes of different sizes

Day 2: charts and videos with people wearing different types of clothes

Day 1

Topic: Dressing in the local community

Objectives

During the lesson, learners will:

- a) list clothes worn by men, women, boys and girls
- b) dress like mothers, fathers, boys and girls
- c) read pictures showing people dressed in different types of clothes

Skills to be developed:

- Speaking/Signing
- Listening/Observing
- Listing/Signing
- Observing
- Reading/signing
- Dressing

Learning activities

1. Teacher explains or signs the learners that male and females dress differently and asks learners

to list clothes worn by males and females. For example, females wear dresses, skirts, head gear or headdresses, earrings, wrapping cloths and aprons. Males wear trousers, shirts, suits and a pair of shorts.

2. Learners list the type of dresses worn in the local community. The teacher shows learners some of the dresses worn in the local community.
3. Learners dress up like some of the community members, for example, learners wear like mothers (headdresses, apron and a long dress).
4. In the learners' reader on page 8, learners read pictures of people dressed in different types of clothes, for example a woman wearing a headdress, a dress and an apron. A boy wearing a pair of shorts, and a man wearing a suit.

Day 2

Topic: Dressing in the local community

Objectives

During the lesson learners will:

- a) list clothes worn by people in the local community
- b) observe pictures of people wearing different clothes on a chart

- c) match clothes to the age group that wear the size of the clothes shown

Skills to be developed

- Listening/Signing
- Speaking/Signing
- Listing/Signing
- Observing
- Matching

Learning activities

1. As a recap, learners list clothes worn by different people in their local communities.
2. Teacher displays the chart with

pictures of people wearing different types of clothes or show learners a video on this. Learners observe the pictures.

3. In groups, learners discuss the types of dresses, for example, a boy is wearing a pair of shorts, mother is wearing a headdress.
4. In the learners' workbook on page 8, learners match clothes to the age group that wears the dress size by drawing lines from the dress to the person.
5. Learners show each other their work.

Assessment

Name of child	Is the learner able to list clothes worn by men, women, boys and girls?	Is the learner able to dress up like a mother, a father, boy or girl?	Is the learner able to match clothes according to age group?	Is the learner able to describe clothes worn by people in the pictures?	Is the learner able to read pictures on clothes?
John					
Petros					
Shelter					

CHAPTER 9 Cultural heritage

Dressing in different cultures

Aims

To help learners:

- develop an appreciation of cultural identity
- develop an appreciation of cultural heritage

Source of matter

ECD B Syllabus pages 6 and 18

Suggested resources

Day 1: a chart showing different attires worn on different occasions

Day 2: glue, pictures of different attires

Day 1

Topic: Dressing in different cultures

Objectives

During the lesson, learners will:

- a) identify the attire worn on different occasions
- b) read pictures on different attires
- c) compare attires for different occasions

- Skills developed
- Listening / Observing
- Speaking / Signing
- Reading/ Signing
- Identifying
- Comparing

Learning activities

1. Teacher displays a chart showing some different attires worn on different occasions. For example, attires for weddings, churches, sporting activities

and traditional dance.

2. Learners identify the attires on the chart and associate them with the different occasions. For example, a wedding gown is associated with weddings; a traditional attire is associated with traditional dance.
3. In the learners' reader on page 9, learners read pictures for different occasions. For example, sportswear, church uniform, wedding gown and school uniform.
4. In small groups, learners identify and compare the attire and associate it with the occasion. Teacher moves around listening to learners discussing, and assisting the needy learners where necessary.
5. As homework, learners are asked to bring attires for different occasions for modelling in their next lesson.

Day 2:

Topic: Dressing in different cultures

Objectives:

During the lesson, learners will:

- a) model in different attires for different occasions
- b) paste pictures of the attire worn on different occasions

Skills to be developed

- Listening
- Modelling
- Identifying
- Pasting

Learning activities

1. Teacher asks learners to put on the attire they have brought from home and the teacher also puts on his or her attire.
2. Teacher models in her attire. Learners also model in different attires while others are watching. Other learners identify the occasion that is associated with the dressing or attire.
3. Learners paste a picture of an attire of their own choice on page 9. Pictures are selected from a container with pre-collected pictures. Teacher moves around assisting the needy learners.
4. Learners show each other their work.

Assessment

Name of child	Is the learner able to identify an attire for an occasion in the picture?	Is the learner able to compare different attires for different occasions?	Is the learner able to paste a picture of an attire of his/her own choice?	Is the learner able to model in an attire for an occasion of his/her own choice?
John				
Amos				
Solo				

CHAPTER 10 Cultural heritage

Food in different cultures

Aims

To help learners:

- develop an appreciation of the diversity of cultures in Zimbabwe

Source of matter

ECD B Syllabus pages 6 and 17

Suggested resources

Day 1: pictures showing some good eating habits

Day 2: chart or video showing different foods for different cultures pictures brought by learners showing different types of food

Day 1

Topic: Good eating habits

Objectives

During the lesson, learners will:

- a) identify some good eating habits
- b) read pictures showing some good eating habits

Skills to be developed

- Listening/Observing
- Discussing
- Role playing
- Reading
- Identifying

Learning activities

1. Teacher discusses some good eating habits with learners. The teacher demonstrates some of these habits.
2. Learners role-play some of these habits in their groups.

3. In their groups, learners read some pictures showing some good eating habits in their learners' reader on page 10. They describe what is happening in the pictures, for example, a picture of a family washing hands before eating, a family sitting around a table clapping hands before eating, a family around a table bowing their heads in prayer before eating and a picture of everyone sitting down in the kitchen hut and having a meal, seated in the traditional postures.
4. Learners answer some questions on the good eating habits observed in the pictures.

Day 2

Topic: Food in my community

Objectives

During the lesson, learners will:

- a) talk about the different types of food eaten in their community
- b) paste some pictures of food samples onto their workbooks

Skills to be developed

- Speaking
- Discussing
- Pasting

Learning activities

1. The teacher talks about the different types of food eaten by people in the local culture. Learners state the different types of food that they eat in their homes.
2. Teacher makes learners understand that in Zimbabwe sadza/isitshwala is the staple food.
3. In their groups, learners talk about the video or chart displaying pictures of food placed in their groups. They name the different types of food.
4. Learners cut out pictures of food and paste them onto their workbooks on page 10. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to identify some good eating habits?			
Is the learner able to read pictures showing some good eating habits?			
Is the learner able to state the different types of food eaten in their community?			
Is the learner able to paste some pictures of food samples onto the workbook?			

Spiritual values

Aim

To help learners:

- develop an understanding of spiritual values in order to be acceptable members in the society

Source of matter

ECD B Syllabus page 6 and 18.

Suggested resource

Day 2: crayons

Day 1:

Topic: Spiritual values

Objectives

During the lesson, learners will:

- a) state the spiritual values in a given story
- b) dramatize the given story
- c) read pictures showing spiritual values

Skills to be developed:

- Listening/Observing
- Stating/Signing
- Dramatizing
- Reading/Signing
- Observing

Learning activities

1. Teacher tells or signs learners a story of a boy who received visitors, carried their bags, led them inside a house and offered them places to sit.
2. Learners listen to the story.
3. Teacher asks or signs learners the good things done by the boy. Learners tell the good things

done by the boy to the visitors, for example, going out to receive visitors, carrying their bags, leading them inside the house and offering them places to sit.

4. In the learner's book on page 11, learners read pictures of a boy showing some spiritual values (hospitality). In groups, learners discuss the good morals displayed. Teacher moves around assisting learners who need help.
5. In small groups, learners dramatize the story bringing out the good habits shown by the boy. Teacher moves around assisting learners to dramatize.

Day 2:

Topic: Spiritual values

Objectives

During the lesson, learners will:

- a) answer questions from the story told in the previous lesson
- b) circle a picture of a boy or girl displaying some spiritual values using crayons

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Cognitive skills

- Reading/Signing
- Circling/Brailleing

Learning activities

1. Teacher asks or signs questions from the story learnt in the previous lesson. For example
 - a) What did the girl or boy do when he or she saw the visitors coming?
 - b) Where did he or she lead them to?
 - c) What did he or she offer the

visitors in the house?

- d) What good things did the girl or boy do?
2. Learners read the pictures on page 11 of their workbooks.
 3. In their workbooks on page 11, learners use crayons to circle a picture showing a boy and a girl displaying spiritual values.
 4. Learners show each other their completed work.

Assessment

Name of child	Is the learner able to state the spiritual values expected of people?	Is the learner able to dramatize the story?	Is the learner able to read pictures of children displaying spiritual values?	Is the learner able to show hospitality?	Is the learner able to circle a picture showing spiritual values?
Vongai					
Mary					
Simba					

National anthem

Aim

To help learners:

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

Source of matter

ECD B Syllabus pages 7 and 19

Suggested resources

Day 2: crayons, audio or video tape

Day 1

Topic: The National Anthem

Objectives:

During the lesson, learners will:

- state the name of their country
- read a picture of school children singing the national anthem
- sing the national anthem

Skills to be developed

- Listening / Observing
- Speaking / Signing
- Stating / Signing
- Singing / Signing
- Reading / Signing

Learning activities

- Teacher helps learners to state the name of their country as stated below:
'My country is Zimbabwe.
I love my country'.
- Teacher explains to learners what a national anthem is. Teacher demonstrates singing the national anthem while standing in the

correct posture.

- Learners practise singing the national anthem with their teacher's assistance.
- Learners read a picture in their reader on page 12. The picture shows schoolchildren singing the national anthem at a school assembly.
- Teacher and children talk about the picture focusing on the posture of children.

Day 2:

Topic: The national anthem

Objectives:

During the lesson, learners will:

- sing the national anthem in the correct posture
- colour the picture of children singing the national anthem

Skills developed

- Listening
- Speaking / Signing
- Singing / Signing
- Observing
- Colouring

Learning activities

- Learners listen to an audio tape or watch a video tape of people singing

- the national anthem.
2. Teacher and learners stand in a correct posture and practice singing the national anthem.
 3. Learners turn to their workbooks on page 12 where there is a picture of children singing the national anthem while standing in the correct posture. Learners colour the picture using crayons. Teacher moves around assisting the needy learners.
 4. Learners show each other their work.

Assessment

Name of child	Is the learner able to state his or her country's name?	Is the learner able to sing the national anthem while standing in the correct posture?	Is the learner able to read a picture on schoolchildren singing the national anthem at assembly with understanding?	Is the learner able to colour the picture of schoolchildren singing the national anthem?
Vongai				
Mary				
Simba				

National flag

Aims

To help learners:

- appreciate the significance of national events, symbols and heritage
- develop the spirit of national consciousness and patriotism

Source of matter

ECD B Syllabus page 7 and 19

Suggested resources

Day 1: national flag

Day 2: crayons

Day 1

Topic: The national flag

Objectives

During the lesson, learners will:

- sing the first stanza of the national anthem
- observe the national flag
- state the colours of the national flag
- read the picture of the national flag

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Singing/Signing
- Observing
- Stating/Signing
- Reading/Signing

Learning activities

- Teacher and learners sing the first stanza of the national anthem.
Oh, lift high the banner, the flag of Zimbabwe.
Simudzai mureza wedu

weZimbabwe.

Phakamisani ifleg yethu yeZimbabwe.

- Teacher and learners discuss different situations when this song is sung, for example, at assembly and when a hero is being buried.
- Teacher and learners visit the flag post area to observe the flag. Learners state the colours of the flag.
- In small groups, learners read the picture of the national flag in the learner's reader on page 13 and state the colours of the flag.
- In conclusion, learners state all the colours of the flag in chorus.

Day 2

Topic: The national flag

Objectives

During the lesson, learners will:

- sing the first stanza of the national anthem
- observe the hoisting of the national flag
- demonstrate the proper posture to be followed when the flag is hoisted
- colour the national flag with all its colours using crayons

Skills to be developed

- Speaking/signing
- Observing
- Demonstrating
- Singing/Signing
- Demonstrating
- Fine motor skills - Colouring

Learning activities

1. Teacher and learners visit the flag post area to observe the hoisting of the flag.
2. Teacher demonstrates the correct posture to be observed when the flag is being raised. Learners take the correct posture. Teacher assists learners with the posture and together they sing the national anthem as the flag is hoisted.
3. In the learners' workbook on page 13, learners colour the national flag with all its colours.
4. Learners show each other their work.

Assessment

Name of child	Is the learner able to state the colours of the national flag?	Is the learner able to sing the national anthem?	Is the learner able to stand in the correct posture when the flag is being hoisted?	Is the learner able to colour the flag with all its colours?
Vongai				
John				
Simba				

National colours

Aims

To help learners:

- develop an appreciation of national identity
- develop a spirit of national consciousness
- appreciate the significance of national colours

Source of matter

ECD B Syllabus Pages 7 and 19

And yellow for minerals.

Colours, colours.

Suggested resources

Day 1: pictures of the national flag

Day 2: crayons

Day 1**Topic: National colours****Objectives****During the lesson, learners will:**

- name the five national colours
- recite the colours rhyme
- read pictures of national colours and what they signify

Skills to be developed

- Listening/Observing
- Reciting
- Identifying
- Naming
- Reading /Brailleing

Learning activities

- The teacher assists the learners to recite the colour rhyme:

Colours, colours.

Everywhere colours.

Red for blood,

Green for plants,

White for peace,

Black for people,

- The teacher explains that national colours can be identified from the national flag. Learners are asked to read the pictures showing the national colours and what they signify in their readers on page 14.
- Learners talk about the pictures and the teacher helps with explanations of what the different colours signify in relation to the pictures.
- Learners recite the colours rhyme.
- Teacher assigns learners to ask their parents to dress them or pack clothing for them in any of the five national colours, for the following lesson.

Day 2**Topic: National colours****Objectives****During the lesson, learners will:**

- recite the colours rhyme
- draw a line to match national colours to pictures depicting their significance using crayons
- model in clothes showing national colours

Skills to be developed

- Listening/Observing
- Reciting
- Identifying
- Naming/signing
- Modelling
- Drawing from left to right
- Matching

Learning activities

1. Learners recite the colours rhyme.
2. Learners identify and name the national colours from the national flag chart.

3. The teacher helps learners to model in their clothes which should be in any of the national colours. The learners explain what the colour of their clothes signify.
4. Using crayons, learners colour in the boxes on page 14 of their workbooks with the correct corresponding national colours which depict the significance of these national colours as given on the pictures on the right.

Assessment

	Yes	No	Sometimes
Is the learner able to name the five national colours?			
Is the learner able to recite the colours rhyme?			
Is the learner able to read pictures of national colours and what they signify?			
Is the learner able to draw a line to join matching pictures using crayons?			

National school pledge

Aims

To help learners:

- develop an appreciation of the value and dignity of work
- develop an appreciation of the national heritage and identity

Source of matter

ECD B Syllabus pages 7 and 19

Suggested resources

Day 1: national flag

Day 2: crayons, paint, brushes, audio or video tape, picture of a Zimbabwean flag

Day 1**Topic: national school pledge****Objectives:****During the lesson, learners will:**

- recite the national school pledge
- read a picture on the national school pledge

Skills to be developed

- Listening/ Observing
- Speaking/ Signing
- Reciting/Signing
- Reading/Signing

Learning activities

- Teacher recites the national pledge while learners listen and observe the teacher's posture. *'Almighty God in whose hands our future lies I salute the national flag I commit to honesty and dignity of hard work'*.

- Learners practise chanting the national school pledge while standing in the correct posture, observing the national flag. Teacher assists learners in chanting the national school pledge while standing in the correct posture.
- Learners read a picture of school-children reciting the national school pledge on page 15 in their reader.
- In small groups, learners talk about what those school-children in the pictures are doing. Teacher moves around assisting the needy learners.

Day 2**Topic: The national school pledge****Objectives:****During the lesson, learners will:**

- recite the national school pledge
- colour the picture of a schoolboy or school girl saluting the flag and chanting the national school pledge

Skills to be developed

- Listening/ Observing
- Reciting/Signing
- Colouring

Learning activities

1. Teacher plays an audio or video tape on the national pledge while learners listen to it or watch it.
2. Teacher and learners stand in the correct posture and chant the national pledge. Teacher can audio or video tape the learners while they are chanting the national pledge. Teacher plays the tape to allow learners to listen or watch themselves.
3. Learners complete colouring the uniform of either the school-boy or school-girl in the correct school uniform colours on page 15 of their workbook.
4. Teacher moves around assisting the needy learners where necessary.
5. Learners show each other their work.

Assessment

Name of child	Is the learner able to chant the national pledge while standing in the correct posture?	Is the learner able to colour the uniform of the school-boy or school-girl chanting the national pledge?	Is the learner able to read the picture of schoolchildren reciting the national school pledge with understanding?
Vongai			
John			
Simba			

Child protection in the community

Aim

To help learners:

- appreciate the need for equal opportunities for all
- be sensitive to the needs of the disadvantaged and vulnerable group

Source of matter

ECD B Syllabus page 7 and 20

Suggested resources

Day 2: crayons

Day 1:

Topic: Child protection at home

Objectives**During the lesson, learners will:**

- recite a rhyme on abuse
- state forms of abuse at home
- read pictures of abuse being reported

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Reciting/Signing
- Discussing
- Role-playing
- Reading/Signing

Learning activities

- Teacher recites or signs a rhyme on abuse while learners listen
*Touch, touch,
Don't touch!
Touch, touch,
Don't touch!*

- Learners and their teacher recite or sign the rhyme while touching body parts which must not be touched by anyone. For example, the chest, the buttocks and the private parts.
- Teacher explains that no one is allowed to touch someone's private parts, those body parts they were pointing or touching because it is abuse and must be reported.
- In groups, learners discuss forms of abuse at home like being denied eating food, being beaten thoroughly and being sexually abused.
- Teacher explains or signs the reporting of an abuse, for example, telling a trusted adult or the teacher, the teacher informing the administration, and the administration informing the police and the abuser being arrested.

Childlines can be used. If prearranged, learners can phone the childline numbers and pretend to make a report.

- In the learner's reader on page 16, learners read pictures of a boy reporting abuse to the teacher, the

teacher reporting the case to the school head, and the school head reporting to the police and the police taking over the case.

- Learners discuss the reporting procedures shown in their readers.

- Cognitive skills
- Dramatizing

Learning activities

- Learners list forms of abuse in the home as learnt in the first lesson.
- Learners answer questions asked or signed by the teacher on procedures to report an abuse case.
- In small groups, learners dramatize the reporting procedure of an abuse.
- Learners turn to their workbook on page 16 and circle the odd picture out which does not show abuse in the home.
- Learners show each other their work.

Day 2

Topic:

Objectives

During the lesson, learners will:

- dramatize reporting an abuse
- circle the odd picture out using crayons

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Listing/Signing

Assessment

Name of child	Is the learner able to recite a rhyme on abuse?	Is the learner able to state forms of abuse?	Is the learner able to state forms of abuse?	Is the learner able to read pictures of abuse?	Is the learner able to report on abuse?
Vongai					
Mary					
Simba					

Aim

To help learners:

- develop an appreciation of the need for equal opportunities for all
- become sensitive to the needs of the disadvantaged and the vulnerable groups

Source of matter

ECD B syllabus page 7 and 20

Suggested resources

Day 2: crayons, a chart showing pictures of different forms of abuse.

Day 1**Topic: Child protection at school****Objectives:****During the lesson, learners will:**

- recite a rhyme on child protection
- read pictures on different forms of abuse

Skills to be developed

- Listening/Observing
- Reciting/ Signing
- Touching correct body parts
- Identifying
- Describing

Learning activities

- Teacher introduces a rhyme on child protection to learners while they listen and observe. The rhyme helps learners to identify and know the different parts of the body which should not be touched by anyone.
Touch, touch, touch (x2)
- Learners practice reciting the rhyme while touching different parts of the body with the teacher's assistance.
- Learners read pictures on page 17 in their reader. The pictures show different forms of abuse, for example, a teacher beating a boy, a child standing in a corner while others are learning, a child carrying a big tin of water watering the garden, and an adult touching the 'don't touch' part of a boy.
- In their small groups learners describe what is happening in the pictures. Teacher moves around listening to learners describing pictures and giving them assistance where necessary.

Can I touch you this? (Touching any part of the body)

Don't touch (depending on the part touched like buttocks, private part, chests)

Can I touch this?

You can touch (any other part of the body except the ones mentioned above)

The rhyme is sung with gestures on parts that should not be touched and learners will respond with a 'don't touch!'

Day 2

Topic: Reporting child abuse at school

Objectives:

During the lesson, learners will:

- recite a rhyme on child protection
- role-play ways of reporting child abuse at school
- draw lines to the 'don't touch' parts using crayons

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Reciting/ Singing
- Identifying
- Drawing
- Speaking/ Observing

Learning activities

- Teacher and learners practise reciting a rhyme on child protection which was taught in the previous lesson.
- Teacher hangs on the board or walls a big chart showing different forms of child abuse. For example, a teacher beating a girl child on the buttocks, a child pushing a wheelbarrow full of vegetables, a child standing outside the classroom when others are learning, a child carrying a big tin of water for watering the vegetables, an adult touching the don't touch parts.
- Learners identify the different forms of child abuse on the chart.
- Finally, the teacher and learners list ways of reporting any form of child abuse at school for the purposes of child protection.
- Learners turn to page 17 of their workbook where there is a picture showing body parts of a girl.
- Learners put circles around the 'don't touch parts' of the body using crayons.

Assessment

Name of child	Is the learner able to identify body parts that should not be touched by anyone?	Is the learner able to recite a rhyme on child protection?	Is the learner able to identify different forms of child abuse?	Is the child able to role-play ways of child abuse at school?
Vongai				
Mary				
Simba				

Types of shelter

Aim

To help learners:

- appreciate the need for equal opportunities for all people

Source of matter

ECD B Syllabus Pages 7 and 20

Suggested resources

Day 1: models of human shelter, chart with different types of shelter

Day 2: chart with pictures of different types of human shelter, shapes of roofs and doors of huts

Day 1

Topic: Types of human shelter

Objectives

During the lesson, learners will:

- a) name the different types of shelter used by human beings
- b) read pictures of human shelter

Skills to be developed

- Listening/Observing
- Discussing
- Reading/ Brailleing
- Describing
- Naming/signing

Learning activities

1. The teacher discusses with learners the different types of human shelter shown on the chart (hut, modern house, Tonga hut, tent).

2. Learners read about the different types of shelter in their reader on page 18, where there is a picture of a traditional hut, a modern house, a Tonga hut and a tent.
3. Learners describe and talk about the different types of shelter shown in the pictures.
4. The teacher places different types of human shelter in the form of models, pictures and charts around the class. Learners are then assisted to conduct a shelter hunt in the classroom. When they find any type of shelter, they show a friend and state the name of the shelter.
5. Learners answer the teachers' questions on the different types of human shelter.

Day 2

Topic: Types of human shelter

Objectives

During the lesson, learners will:

- a) name the different types of human shelter
- b) complete the drawing of a hut by cutting and pasting the roof and the door

Skills to be developed

- Naming
- Cutting
- Pasting

Learning activities

1. Learners name the different types of shelter shown on the chart.
2. Learners complete a drawing of a hut in their learners' workbooks on page 18 by cutting and pasting the roof and the door. The roof and the door shapes should have been prepared by the teacher separately before the lesson.
3. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to name the different types of shelter used by human beings?			
Is the learner able to read pictures of human shelter?			
Is the learner able to complete the drawing of a hut by cutting and pasting the roof and the door?			

Types of animal shelter

Aim

To help learners:

- develop an understanding of different types of animal shelter

Source of matter

ECD B Syllabus page 7 and 31.

Suggested resources

- Day 1: chart with animal shelter, grass, sticks, clay
- Day 2: chart with animal shelter, grass, sticks, clay, crayons, beginner's pencil

Day 1

Topic: Types of animal shelter

Objectives

During the lesson, learners will:

- identify animal shelters on the chart
- name types of animal shelter
- read pictures of animal shelter
- state materials used to construct each animal shelter

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Identifying
- Naming/Signing
- Reading/Signing
- Moulding

Learning activities

1. Teacher asks or signs learners who keep pets and animals at home.

Learners show by raising hands.

2. Teacher asks or signs learners where their animals or pets stay. Learners state where the animals stay.
3. Teacher displays a chart with animal shelters for learners to observe. Learners identify and name the shelters on the chart, for example, kraal, nest, kennel, anthill.
4. In small groups, learners state the animals that use the shelters on the chart, for example, kraal – cow, kennel – dog, bird – nest.
5. Learners turn to page 19 of their readers and read pictures on animal shelters. Learners discuss the materials used to construct the different animal shelters.
6. Learners mould or construct models of animal shelter of their choice using locally available materials.
7. Learners display their work by showing others.

Day 2

Topic: Animal shelter

Objectives

During the lesson, learners will:

- a) list animal shelters they know
- b) state materials used to construct

- shelters on the chart
- c) match animals to their shelters

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Listing/Signing
- Matching

Learning activities

1. As recap of the previous lesson, learners list animal shelters they know.
2. With the aid of the chart, learners discuss materials used to construct the shelters. For example, grass, poles, clay.
3. Teacher demonstrates matching of animal to its shelter on the big chart as learners observe.
4. Learners turn to page 19 of their workbook and match animals with their shelters.
5. Learners show each other their work.

Assessment

Name of child	Is the learner able to identify animal shelters from a chart?	Is the learner able to name types of animal shelter?	Is the learner able to read pictures of animal shelters?	Is the learner able to state materials used to construct the shelters?	Is the learner able to mould or construct an animal shelter of their choice ?	Is the learner able to match the animals to their shelter?
Vongai						
Mary						
Simba						

The need for shelter**Aims****To help learners:**

- develop an appreciation of the need for shelter

Source of matter

ECD B Syllabus pages 7 and 20

Suggested resources

Day 2: crayons, beginner's big pencil

Day 1**Topic: The need for shelter****Objectives:****During the lesson, learners will:**

- read pictures on different weather patterns
- list reasons why people and animals need shelter

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Reciting/Signing
- Reading/Signing

Learning activities

- Teacher introduces learners to a rhyme on the need for shelter while they listen and observe.

'Shelter, shelter, shelter

I need shelter when it is cold,

I need shelter when it is raining,

I need shelter when it is windy,

I need shelter at night,

Shelter, shelter, shelter.'

- Teacher and learners recite the rhyme together.
- Learners turn to page 20 of their reader. They read pictures on different weather patterns such as a rainy day, windy day, cold day and cold night.
- Teacher and learners describe the pictures as they list down the reasons why people and animals need shelter.

Day 2**Topic: Matching pictures of people and animals with their shelter****Objectives****During the lesson, learners will:**

- recite the rhyme on shelter
- match pictures of people and animals to their shelter

Skills developed

- Speaking/ Signing
- Listening / Observing
- Reciting/ Signing

Learning activities

- With the teacher's help, learners recite a rhyme which was recited

on day one on the need for shelter.

2. Learners turn to their workbooks on page 20 and read pictures on weather patterns and different shelter for people and animals. Learners match the pictures of

people and animals with their shelter by joining them with a line using crayons.

3. Teacher moves around giving assistance to the needy learners.
4. Learners show each other their work.

Assessment

Name of child	Is the learner able to recite a rhyme on the need for shelter?	Is the learner able to read pictures on weather patterns?	Is the learner able to read pictures of animal shelters?	Is the learner able to talk about the reasons for the need for shelter?	Is the learner able to match pictures of people and animals with their shelter?
Danai					
Ida					
Simba					

Parents' tasks within the family

Aims

To help learners:

- develop the values of unhu/ubuntu/vumunhu
- appreciate the roles of different family members within the family

Source of matter

ECD B Syllabus Pages 8 and 21

Suggested resources

- Day 1:** chart showing the tasks of parents within the family
- Day 2:** videos showing parents performing tasks within families.

Day 1

Topic: Parents' tasks within the family

Objectives

During the lesson, learners will:

- recite a rhyme on parents' tasks within the family
- state the different tasks performed by parents within the home
- read pictures on parents' tasks
- role play the different tasks for parents within the home

Skills to be developed

- Listening/Observing
- Reciting
- Identifying
- Stating
- Reading
- Role-playing

Learning activities

- The teacher assists the learners to recite the rhyme on parents' tasks

within the family:

Father is going to work.

*He goes like this and this
(demonstrate how father walks)*

We are like father.

See us walking like father.

Mother is going to work

*She goes like this and this
(demonstrate how mother walks)*

We are like mother

See us walking like mother.

- N.B The teacher can add various tasks carried out by parents to the rhyme
- Learners identify and state the different tasks performed by parents within the home. Some of the tasks are shown in the chart. Learners can demonstrate how the tasks are performed as they mention them whilst the rest of the class imitate the actions.
- The learners read the pictures showing different tasks that can be performed by parents in their reader on page 21. In groups, the learners talk about what is happening in the pictures, for example where there is a picture of a father helping a boy and a girl to build blocks and that of father and mother carrying their bags and going to work for their family.
- Learners role-play the tasks shown in the pictures in their play areas.

Day 2

Topic: Parents' tasks within the family

Objectives

During the lesson, learners will:

- a) recite the rhyme on parents' tasks within the family
- b) draw a line to join matching pictures

Skills to be developed

- Listening/Observing
- Reciting
- Identifying
- Naming/Signing
- Drawing
- Matching

Learning activities

1. Learners recite the rhyme on parents' tasks within the family.
2. The teacher asks the learners to identify and name the different tasks performed by parents within the home as identified in the previous lesson.
3. Learners watch videos showing parents performing tasks within families.
4. Learners read pictures in their workbooks on page 21, and draw lines to match the activity being performed with the tool used.
5. Learners recite the rhyme on parents' tasks within the home.

Assessment

	Yes	No	Sometimes
Is the learner able to recite the rhyme on parents' tasks within the family?			
Is the learner able to state the different tasks performed by parents within the home?			
Is the learner able to read pictures on parents' tasks?			
Is the learner able to role-play the different tasks for parents within the home?			
Is the learner able to draw a line to join matching pictures to the activity being performed?			

Children's tasks within the family

Aims

To help learners:

- appreciate the value and dignity of work, recreation and the need to participate in national development
- inculcate and sustain unhu/ubuntu/vumunhu as they interact within the family, community and society at large
- sustain unhu/ubuntu/hunhu as they interact within the family, community and society at large.

Source of matter

ECD B Syllabus page 8 and 21

Suggested resources

Day 1: chart showing children helping with different tasks at home

Day 1**Topic: Children's tasks within the family****Objectives****During the lesson, learners will:**

- name different tasks done by children in the home
- list tasks that they help with in their homes
- read pictures of children performing tasks at home
- state the importance of performing tasks at home

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Naming/Signing
- Reading/Signing

Learning activities

1. Teacher asks or signs learners to name tasks they do at home. Learners name the tasks they do, for example, sweeping, washing dishes, looking after goats and cattle, watering vegetables.
2. Teacher displays a chart with children doing different tasks at home. In pairs, learners identify the tasks. They discuss the importance of doing the tasks in the home.
3. Learners turn to page 22 of their readers and read pictures of children performing different tasks in the home, for example, watering the garden, playing with baby, and herding cattle.

Day 2**Topic: Children's tasks within the family****Objectives****During the lesson, learners will:**

- sing or sign the song 'Father goes to work'
- imitate tasks done by children
- draw or complete a picture of a boy sweeping

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Singing/Signing
- Imitating
- Drawing/Brailleing

Learning activities

1. Teacher demonstrates the singing of the song “Father goes to work” while learners are listening.

Father goes to work.

He goes like this,

We walk like father.

We walk like him.

Learners and the teacher sing the song.

2. Learners sing the song while imitating the father.
3. Learners state the tasks children perform at home. In small groups, learners imitate the tasks.
4. Learners turn to page 22 of their workbooks and complete a picture of a boy sweeping the house by joining dots.
5. Learners show each other their work.

Assessment

Name of child	Is the learner able to name tasks children do at home?	Is the learner able to read pictures of children performing tasks?	Is the learner able to state the importance of performing tasks?	Is the learner able to sing the song, ‘Father goes to work’?	Is the learner able to imitate the tasks done by children?	Is the learner able to complete a picture of a boy sweeping by joining the dotted lines?
Vongai						
Mary						
Simba						

Sharing in the family

Aims

To help learners:

- inculcate and sustain unhu/ubuntu/vumunhu in the learners as they interact with the family
- inculcate an appreciation of moral value systems
- inculcate the spirit of sharing

Source of matter

ECD B syllabus page 8 and 20

Suggested resources

Day 2: video, glue, various pictures of things that can be shared, culture centre

Day 1**Topic: Sharing in the family****Objectives:****During the lesson, learners will:**

- list things that can be shared within the family
- read pictures on sharing
- state the importance of sharing

Skills to be developed

- Listing/ Signing
- Reading / Signing
- Stating / Signing
- Listening / Observing
- Speaking / Signing
- Sharing

Learning activities

- Teacher explains to learners how resources and tasks or duties are shared in the family. For example, family members share household duties such as washing plates, sweeping the house, watering

vegetables, cooking, washing clothes, among others.

- Learners list things that can be shared within the family which include sharing blankets, food, soap, toothpaste, to name a few.
- Learners read pictures on page 23 in their readers on sharing food, tasks and even books for reading.
- Teacher and learners discuss the importance of sharing within the family.
- Learners are asked to bring to school pictures on people sharing food and duties in the family. Teacher should have a video on sharing different things ready for the next lesson.

Day 2**Topic: Sharing in the family****Objectives:****During the lesson, learners will:**

- watch a video on sharing family tasks
- role play different household chores
- paste pictures of things that can be shared in the family

Skills to be developed

- Watching/ Observing
- Role playing
- Pasting
- Displaying
- Listening/ Observing
- Speaking/ Signing
- Sharing

Learning activities

1. Learners list things that can be shared within the family
2. Learners watch a video showing

people sharing food and tasks within the family. Learners describe what they see in the video.

3. Learners go to the cultural centre and role play sharing different tasks and food in the family.
4. Learners paste pictures of people sharing food and tasks on page 23 in their workbook. Teacher moves around assisting those learners who need help. Learners show each other their work.

Assessment

Name of child	Is the learner able to list things that can be shared within the family?	Is the learner able to read pictures on sharing and discuss what is happening?	Is the learner able to role play sharing of things like food and tasks at the cultural centre?	Is the learner able to paste pictures on sharing?	Is the learner able to talk about the importance of sharing?	Is the learner able to describe what is happening in the video?
Vongai						
Tinashe						
tatenda						

Helping in the family

Aims

To help learners:

- develop the values of unhu/ubuntu/vumunhu as they interact with the family, community and society at large
- appreciate the value and dignity of work

Source of matter

ECD B Syllabus Pages 8 and 21

Suggested resources

Day 2: crayons

Day 1

Topic: Helping in the family

Objectives

During the lesson, learners will:

- a) sing a song on work
- b) state the different ways of helping each other as a family
- c) read pictures of how family members help each other in performing different tasks

Skills to be developed

- Singing /Signing
- Stating/Signing
- Reading /Brailing

Learning activities

1. The teacher assists the learners to sing the family song:

Lead: We work together!

Class: We work together!

Lead: We work together oh Lord!

Class: We are a family!

N.B. The teacher can identify different

activities that families do together and add to the song, for example praying, cooking, ploughing, talking.

2. Teacher discusses with the learners the importance of helping each other as families. Learners state the different ways of helping each other as a family.
3. In their readers on page 24, learners read pictures of a family working together. They read pictures showing how family members can help each other.
4. The learners talk about the pictures and the teacher explains the importance of the children doing their own share of work.
5. Learners sing the family work song as a class.

Day 2

Topic: Helping in the family

Objectives

During the lesson, learners will:

- a) sing the family song
- b) circle all children in pictures where families are working together using crayons

Skills to be developed

- Listening/Signing
- Singing
- Identifying
- Naming
- Role-playing
- Reading/ Signing

Learning activities

1. Learners sing the family work song.
2. Learners identify and name the different ways of helping each other within the home. The teacher emphasises the importance of helping each other.
3. The teacher helps learners to role-

play the different activities done by different family members as they help each other in the home.

4. Learners read the pictures of family members helping each other in the family in their workbooks on page 24. There are two pictures, one is of a family helping each other in the garden and the other is of a family helping each other in the fowl-run. Learners then draw a circle around all children that are helping in the pictures using crayons.
5. Learners answer questions on how the children in the pictures are helping the family.

Assessment

	Yes	No	Sometimes
Is the learner able to sing the family song?			
Is the learner able to state the different ways of helping each other as a family?			
Is the learner able to read pictures of how family members help each other in performing different tasks?			
Is the learner able to circle all children in pictures where families are working together?			

The vulnerable in the family

Aims

To help learners:

- appreciate the need for equal opportunities for all
- be sensitive to the needs of the disadvantaged and vulnerable groups

Source of matter

ECD B Syllabus page 8 and 21.

Suggested resources

Day 1: chart showing vulnerable people

Day 2: crayons

Day 1

Topic: The vulnerable in the family

Objectives

During the lesson, learners will:

- a) identify the vulnerable in the family
- b) state the kind of assistance needed by the vulnerable in the family
- c) read pictures of the vulnerable

Skills to be developed

- Listening/Observing
- Stating/Signing
- Identifying
- Discussing
- Reading/Signing

Learning activities

1. Teacher explains or signs to learners that in every family there are people who are vulnerable and need our assistance. Learners listen or observe as the teacher explains.
2. Teacher asks or signs learners to state some of the vulnerable

members in their families. Learners state the vulnerable people, for example, the elderly, the sick, the needy, the young ones.

3. Teacher displays a chart with the vulnerable people for learners to observe and identify. Learners identify the vulnerable.
4. In their small groups, learners discuss the care each identified vulnerable person needs.
5. In the learner's reader on page 25, learners read pictures of the vulnerable in the family and how they are being assisted.

Day 2

Topic: The vulnerable in the family

Objectives

During the lesson, learners will:

- a) state the kind of assistance that must be given to the vulnerable
- b) dramatize situations in which the vulnerable are being assisted
- c) colour a picture of a boy taking firewood to an old woman at her home

Skills to be developed

- Speaking/Signing
- Listening/Observing

- Stating/Signing
- Dramatising
- Colouring/Brailleing

Learning activities

1. Teacher asks or signs learners to state or sign ways in which they assist the vulnerable and the needy at home. Learners state or sign what they do to assist the vulnerable.
2. Learners dramatize situations in which they assist or care for the vulnerable, for example, giving a baby food, leading a blind family member, taking firewood to an old woman.
3. In their learner’s workbook on page 25, learners colour a picture of a girl taking firewood to an old woman using crayons.
4. Learners display their work by way of showing their friends their completed work.

Assessment

Name of child	Is the learner able to identify the vulnerable in the family?	Is the learner able to state the kind of assistance or care needed by the vulnerable?	Is the learner able to read pictures of the vulnerable and the needy?	Is the learner able to dramatize situations in which they offer assistance to family members and the vulnerable in the community?	Is the learner able to colour the picture of a boy taking firewood to the old woman?
Simba					
Nathan					
Blessing					

Food at home

Aims

To help learners:

- appreciate the food commonly eaten at home
- develop hygienic practices of handling food

Source of matter

ECD B syllabus page 8 and 22

Suggested resources

Day 1: big chart on food (pictures) and real food from plants and animals

Day 2: glue, pictures of food, food samples, video on good hygienic practices of handling food.

Day 1**Topic: Food eaten at home****Objectives:****During the lesson, learners will:**

- talk about the types of food commonly eaten at home
- identify the food they commonly eat at home
- read pictures on food

Skills to be developed

- Listening / Observing
- Speaking/ Signing
- Identifying
- Reading / Signing
- Naming/Signing

Learning activities

- Teacher hangs a chart on food on the wall or board. The chart has pictures

of food and actual food pasted on it.

- Learners talk about the types of food they see on the chart.
- Learners identify the food they commonly eat at home.
- Learners read pictures of food on page 26 of their readers. The pictures include sadza, chicken, pumpkin porridge (nhopi) and milk.
- In their groups, learners sample the food they commonly eat at home from the pictures. Teacher moves around listening to learners naming food they commonly eat at home.
- Learners are asked to bring food they commonly eat at home for the next lesson.

Day 2**Topic: Good hygienic practices of handling food****Objectives:**

During the lesson, learners will:

- sample the food they commonly eat at home
- talk about hygienic practices of handling food
- role play on good hygienic practices of handling food
- paste pictures of their favourite food

Skills to be developed

- Listening / Observing
- Speaking / Signing
- Sampling
- Role playing/Signing
- Pasting

Learning activities

1. Learners display the food they have brought from home on their tables. They sample the food they commonly eat at home.
2. Teacher and learners talk about good hygienic practices of handling food. For example, washing hands before and after eating, covering food.
3. Learners watch a video on good hygienic practices of handling food. Learners role play the good hygienic practices for handling food.
4. Learners paste pictures of their favourite food in their workbooks on page 26. Teacher moves around assisting the learners who have problems with pasting pictures.
5. Learners show each other their work.

Assessment

Name of this child	Is the learner able to identify the types of food on the chart?	Is the learner able to sample the food they commonly eat at home?	Is the learner able to talk about good hygienic practices of handling food?	Is the learner able to role-play good hygienic practices of handling food?	Is the learner able to paste pictures of his or her favourite food?
Tatenda					
Isaac					
Mary					

Food from the farm

Aims

To help learners:

- develop an understanding of the importance of agriculture in Zimbabwe
- appreciate the value and dignity of work

Source of matter

ECD B Syllabus Pages 8 and 23

Suggested resources

Day 1: video on farm activities (growing crops and rearing of animals), chart showing farm products

Day 2: food chart, group activity cards with types of food and their sources, crayons

Day 1**Topic: Grown food****Objectives****During the lesson, learners will:**

- identify different types of food that come from the farm
- name the different types of food from the farm
- read pictures showing different plants and animals on a farm

Skills to be developed

- Speaking/ Signing
- Listening
- Discussing
- Identifying
- Naming
- Reading

Learning activities

- Teacher plays a video or tells a story on the growing of food plants and rearing of animals for food. Teacher explains the importance of Agriculture for Zimbabwe.
- Teacher talks about the different types of food from the farms that are shown on the chart. Learners identify and name the different types of food.
- In their groups, learners read some pictures in their readers on page 27 showing different farm crops and animals. They name and describe the crops or plants and animals shown in the pictures.
- Learners answer the teacher's questions on the types of food that can be obtained from the plants and animals shown in the pictures.

Day 2**Topic: Production of food****Objectives****During the lesson, learners will:**

- name some foods that can be obtained from plants and animals
- draw a line to match pictures of food with plant or animal source using crayons

Skills to be developed

- Speaking/ Signing
- Listening /Signing
- Discussing
- Naming
- Matching

Learning activities

1. Teacher discusses with learners the different crops or plants and animals found on the farm and the type of food that can be obtained from these. Reference can be made to the food chart.
2. In their groups, learners match the different types of food with their animal sources in the group activity cards.
3. In their workbooks on page 27, learners draw a line to join the different types of food with their plant or animal sources.
4. Learners answer questions asked by the teacher based on the day's lesson.

Assessment

	Yes	No	Sometimes
Is the learner able to identify different types of food that come from the farm?			
Is the learner able to name the different types of food from the farm?			
Is the learner able to read pictures showing different plants and animals on a farm?			
Is the learner able to name some foods that can be made from plants and animals?			
Is the learner able to draw a line to match pictures of food with plant or animal source using crayons?			

Food from plants and animals

Aims

To help learners:

- develop an understanding of the importance of plants and animals in our lives

Source of matter

ECD B Syllabus page 8 and 22

- Stating
- Reading/Signing

Suggested resources

- Day 1:** pictures of food from plants and animals, real food from plants and animals
- Day 2:** bananas, crayons, beginner's pencils

Learning activities

1. Teacher takes learners on a field trip to a nearby farm to observe plants and animals that produce food. Learners tour the farm.
2. Learners talk about the plants and animals they observe that provide food. Learners state the types of food from plants and animals, for example, maize, groundnuts, oranges, eggs, milk.
3. Learners collect samples of food from plants and animals from the farm or plot for display in the classroom.
4. Teacher displays a chart with plant and animal products. Learners identify food they have seen from the farm on the chart.
5. In the learners' reader on page 28, learners read pictures of animal and plant products and explain to their groups the origins of the food product whether from animal or plant.

Day 1

Topic: Food from plants and animals

Objectives

During the lesson, learners will:

- a) tour a nearby farm or plot
- b) observe plants and animals that provide food
- c) list food we get from plants and animals
- d) read pictures of food from plants and animals

Skills to be developed

- Listening/Signing
- Speaking/Signing
- Listening/Observing
- Identifying

Day 2

Topic: Food from plants and animals

Objectives

During the lesson, learners will:

- sing a rhyme 'Old MacDonald had a farm'
- state plant and animal foods from the farm
- colour a ripe banana using crayons

Skills to be developed

- Speaking/Signing
- Singing/Signing
- Discussing
- Stating/Signing
- Fine motor skills - Drawing/brailleing

Learning activities

- Teacher and learners sing the rhyme 'Old MacDonald had a farm'
*Old MacDonald had a farm
Here here ooh.
And on his farm he had some*

sheep

Here here ooh.

With a baa baa here

And a baa baa there

Here a baa, there a baa

Everywhere a baa baa

Old MacDonald had a farm

Here here ooh.

- Teacher asks or signs learners to talk about what was found on the farm. Learners talk about the crops and the animals they saw on their visit at the farm.
- In small groups, learners discuss foods obtained from the animals stated and plants found on the farm, for example, meat, milk, eggs, cheese, maize, groundnuts, and oranges.
- In the learners' workbook on page 28, learners draw a ripe banana by joining dots and then colour it with the correct colour.
- Learners show each other their work.

Assessment

Name of child	Is the learner able to talk about plants and animals they observe that provide food?	Is the learner able to state the foods from plants and animals	Is the learner able to collect samples of foods from plants and animals from the farm?	Is the learner able to draw a ripe banana by joining dots and then colour it using correct colour?
Janet				
Dorcas				
Vimbai				

Processed food

Aims

To help learners:

- a) appreciate processed foods

Source of matter

ECD B syllabus page 8 and 22

Suggested resources

Day 1: chart on processed and unprocessed foods, actual or real processed and unprocessed food

Day 2: crayons, empty containers of processed food, paper money.

Day 1**Topic: Processed food****Objectives:****During the lesson, learners will:**

- identify food that is processed
- read pictures on processed food

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Identifying
- Naming/Signing
- Reading/Signing

Learning activities

- Teacher explains to learners that some foods are processed whilst others are eaten in their natural state.

- Teacher displays a chart on natural foods as well as real processed foods. Learners identify processed food from the chart and from the teacher's table. For example, teacher displays tinned food, packed milk, milk products, meat products and natural food such as sweet potatoes, mealie cobs, fruits.
- Learners name the processed foods.
- Learners read pictures of processed foods on page 29 in their readers. In their small groups, learners name the foods.
- Learners are asked to bring empty containers of processed foods for the next lesson.

Day 2**Topic: Processed food****Objectives:****During the lesson, learners will:**

- play a buying and selling game
- draw any two processed foods and colour them using crayons

Skills to be developed

- Listening / Observing
- Speaking / Signing
- Naming
- Colouring

- Playing a game of buying and selling
- Drawing

and selling in their groups. Teacher moves around assisting those learners who need help.

Learning activities

1. Learners display the empty containers of processed food on their tables. They name the types of food once found in the containers.
2. Learners play a game of buying
3. In their workbooks on page 29, learners draw any two types of processed food and colour them.
4. Learners show each other their work.

Assessment

Name of child	Is the learner able to identify processed food?	Is the learner able to draw processed food of own choice and colour it?	Is the learner able to name some processed food?	Is the learner able to play the game of buying and selling food?
Susan				
Ian				
Kimberley				

Healthy food

Aims

To help learners:

- develop an understanding of the importance of healthy living

Source of matter

ECD B Syllabus Pages 8 and 23

Suggested resources

Day 1: chart showing healthy food (fruits, vegetables, milk, sadza, meat)

Day 2: group activity cards, glue, crayons, pictures of fruits, scissors

Day 1**Topic: Healthy food****Objectives****During the lesson, learners will:**

- recite a rhyme on healthy food
- name healthy food for growing children
- read pictures showing different types of healthy food

Skills to be developed

- Reciting
- Identifying
- Reading
- Naming

Learning activities

- Teacher helps the learners to recite the health rhyme:
Growing up, growing up,

*I need good food,
I need healthy food,
Fruits are good for me,
Vegetables are good for me,
Milk is good for me,
Meat is good for me,
I am growing up, growing up.*

- Teacher explains to learners that they are growing up and that for them to grow well, they need good food. Teacher helps the learners to identify some healthy food from the chart.
- In pairs, learners read some pictures in their reader on page 30 showing different types of healthy food, that is good for children who are still growing up. They name the different types of food shown in the pictures.
- Learners recite the health rhyme.

Day 2**Topic: Healthy food****Objectives****During the lesson, learners will:**

- recite the health rhyme
- cut and paste some fruits onto their workbook
- name the different types of healthy food

Skills to be developed

- Listening/Signing
- Speaking/Signing
- Discussing
- Naming
- Cutting
- Pasting
- Drawing
- Reciting

Learning activities

1. Teacher discusses with learners the different types of healthy food shown on the food chart (fruits,

vegetables, beans, bread, potatoes). Learners name the different types of food shown.

2. In their groups, learners draw circles around all the healthy food in their group activity cards using crayons.
3. Learners cut and paste pictures of fruits onto their workbooks on page 30. They tell each other the names of the fruits that they pasted onto their work books.
4. Learners recite the health rhyme.

Assessment

	Yes	No	Sometimes
Is the learner able to recite a rhyme on healthy food?			
Is the learner able to name healthy food for growing children?			
Is the learner able to read pictures showing different types of healthy food?			
Is the learner able to cut and paste some fruits onto their work- book?			
Is the learner able to name the different types of healthy food?			

Family wealth (land and cattle)

Aims

To help learners:

- develop an appreciation of family and national wealth

Source of matter

ECD B Syllabus page 8 and 22

Suggested resources

Day 1: chart showing uses of land

Day 2: crayons

Day 1

Topic: Family wealth (land)

Objectives

During the lesson, learners will:

- identify forms of wealth in a family
- state uses of land
- read pictures on the uses of land

Skills to be developed

- Speaking/signing
- Listening/Observing
- Identifying
- Stating/Signing
- Discussing
- Reading/Signing

Learning activities

- Teacher tells or signs learners a story of a very rich man who had a very big land. On his land he had many cattle, goats, sheep and horses. On the piece of land, he had beautiful houses and many crops like maize, beans, vegetables and tobacco.

Learners listen to the story.

- Teacher asks or signs learners to identify the wealth the man had. Learners identify the wealth the man had, for example, land, cattle, goats, maize.
- In their small groups, learners discuss the uses of land. Learners read a chart showing uses of land such as growing crops, building houses, keeping animals and mining.
- In their readers on page 31, learners read pictures showing the uses of land.
- The teacher concludes the lesson by explaining or signing to learners that land is a form of wealth with so many uses.

Day 2

Topic: Family wealth (Cattle)

Objectives

During the lesson, learners will:

- sing the song, 'Old MacDonald had a farm'
- state uses of cattle as a form of wealth
- colour a cow grazing on grass using crayons

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Singing/Signing
- Stating/Signing
- Colouring

Learning activities

1. Learners sing the song, **'Old MacDonald had a farm'**
Old MacDonald had a farm
Here here ooh.
And on his farm he had a cow
Here here ooh.
With a moo moo here
And a moo moo there
Here a moo, there a moo
Everywhere a moo moo

Old MacDonald had a farm

Here here ooh.

2. Teacher asks or signs learners to state the animals that were on the farm. Learners state the animals they saw at the farm they visited.
3. In small groups, learners state the uses of cattle, for example, tilling the land, providing meat and milk, getting money by selling the cattle.
4. In their workbook on page 31, learners colour the picture of a cattle grazing with appropriate colours.
5. Learners show each other their completed work.

Assessment

Name of child	Is the learner able to identify forms of wealth?	Is the learner able to state uses of land?	Is the learner able to state uses of cattle?	Is the learner able to read pictures on uses of land?	Is the learner able to colour a picture of a grazing cattle?	Is the learner able to sing the song 'Old MacDonald had a farm'?
Tariro						
Farai						
Chris						

Production, distribution and consumption of goods and services

Money in use

Aims

To help learners:

- develop an appreciation towards the money in use
- value the different kinds of money that is in use

Source of matter:

ECD B syllabus pages 8 and 22

Suggested resources

Day 1: chart showing different forms of money in use in Zimbabwe

- real notes and coins used in Zimbabwe

Day 2: chart showing different forms of wealth, crayons, coins

Day 1

Topic: Notes and coins in use in Zimbabwe

Objectives:

During the lesson, learners will:

- identify notes and coins in use in Zimbabwe
- name the money (currencies) in use
- read pictures on money (currencies) in use

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Identifying
- Naming/Signing
- Reading/Signing

Learning activities

- Teacher displays a chart on different notes and coins used in Zimbabwe. Teacher also shows learners notes and coins used in Zimbabwe.
- Learners identify the notes and coins they use in Zimbabwe.
- Learners name the notes and coins they use in Zimbabwe. For example, the American dollar notes and coins, bond notes and coins, the pula notes and coins, the pound notes and coins among others.
- Learners read pictures on different notes and coins used in Zimbabwe on page 32 in their readers. They identify the money they use in Zimbabwe and name the notes and coins. Teacher moves around listening to learners naming the notes and coins.

Day 2:

Topic: Forms of family wealth

Objectives:

During the lesson learners will:

- list the different forms of family wealth
- sing a rhyme on uses of money
- rub coins using crayons

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Identifying
- Listing/ signing
- Singing/Signing
- Coin rubbing

Learning objectives

1. Learners revise naming notes and coins used in their different areas.
2. Teacher displays a chart on different forms of family wealth on the board or wall. Learners identify forms of wealth found on the chart. They name the forms of wealth on a chart, for example cattle, land, money, goats and maize.
3. Teacher and learners sing a rhyme on uses of money:
If I have a coin

What can I buy?

A coin can buy (x2)

A nice, nice orange (x2)

A coin can buy.

I can buy an orange.

If I have a coin.

A nice, nice orange (x2)

A coin can buy.

This is an orange.

A nice, nice orange (x2)

A coin can buy.

1. Learners rub coins of different sizes using crayons in their workbooks on page 32. Teacher moves around assisting learners where necessary. Learners show each other their work.

Assessment

Name of child	Is the learner able to identify the currencies used in Zimbabwe in their areas?	Is the learner able to name the currencies used in their areas?	Is the learner able to talk about other forms of family wealth in Zimbabwe?	Is the learner able to sing a rhyme on uses of money?	Is the learner able to do coin coin rubbing?
Patience					
Brian					
Natasha					

CHAPTER 33 Transport and communication

Moving objects

Aims

To help learners:

- develop an understanding of the transport system

Source of matter

ECD B Syllabus pages 8 and 23

Suggested resources

- Day 1:** some moving objects and toys (cars, motor-bikes, trains)
- Day 2:** 'wheels' chart showing different moving objects, crayons

Day 1

Topic: Moving objects

Objectives

During the lesson, learners will:

- a) name different moving objects
- b) read pictures showing different moving objects
- c) describe the different moving objects

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Identifying
- Naming
- Reading

Learning activities

1. Teacher places different objects onto the learners' tables and

learners explore the qualities of these objects through touching and moving them around. Learners are asked to identify and select all objects with wheels which move smoothly when pushed around, for example toy cars.

2. Learners identify and name the different moving objects on the teacher's table. Each learner who names the object demonstrates to others how the object can be moved around.
3. In pairs, learners read some pictures in their readers on page 33 showing different types of objects such as a car, bag, wheelbarrow, bus, pot and many others. They identify all moving objects with wheels shown in the pictures.
4. Learners name all the moving objects that they manage to identify from the pictures.

Day 2

Topic: Moving objects

Objectives

During the lesson, learners will:

- a) name the different moving objects shown on the chart

- b) complete a drawing of their choice using crayons
- c) play with the different moving toys

Skills to be developed

- Listening/Observing
- Speaking/Signing
- Naming
- Drawing
- Playing

Learning activities

1. Learners are asked to name the different moving objects shown on

the 'wheels' chart.

2. Learners select one drawing from the two, a bicycle with a missing wheel and a bus with two missing wheels in their learners' workbook on page 33. Learners complete the drawing and do the colouring.
3. Learners show each other their work.
4. Learners go into their play areas to play with the different moving objects.

Assessment

	Yes	No	Sometimes
Is the learner able to name different moving objects?			
Is the learner able to read pictures showing different moving objects?			
Is the learner able to describe the different moving objects?			
Is the learner able to complete a drawing of their choice?			
Is the learner able to play with the different moving toys?			

CHAPTER 34 Transport and communication

Means of transport

Aims

To help learners:

- develop an awareness of different means of transport in Zimbabwe

Source of matter

ECD B Syllabus page 8 and 23

Suggested resources

- Day 1:** chart with different means of transport, models of different means of transport
- Day 2:** transport templates, crayons

Day 1

Topic: Means of transport

Objectives

During the lesson, learners will:

- a) state the different means of transport they know
- b) identify the different means of transport
- c) imitate the sounds made by different means of transport
- d) read pictures on different means of transport

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Stating/Signing
- Identifying
- Imitating
- Reading/Signing
- Discussing

Learning activities

1. Teacher asks or signs learners to state different means of transport they know. Learners state the different means of transport they know.
2. Teacher displays a chart with different means of transport. Learners identify the different means of transport.
3. Learners imitate the sound made by the different means of transport displayed on the chart.
4. In the learner's reader on page 34, learners read pictures of different means of transport. Learners discuss where the different means of transport move or operate.

Day 2

Topic: Means of transport

Objectives

During the lesson, learners will:

- a) sing the song 'The wheels on the bus'
- b) name the different means of transport
- c) trace one means of transport

Skills to be developed

- Speaking/Signing
- Listening/observing
- Singing/Signing
- Naming/Signing
- Tracing/Brailleing

Learning activities

1. Teacher introduces learners to a rhyme 'The wheels on the bus.'
The wheels on the bus,
Go round and round,
Round and round (x 2)
All the way to town.
The hoot on the bus,

Goes pii pii (x 2)

All the way to town.

Learners listen to the rhyme

2. Teacher and learners sing the rhyme.
3. Learners name the different means of transport they know from the previous lesson and imitate their sounds.
4. In the learners' workbook on page 34, learners trace the means of transport using a given template.
5. Learners show each other their work.

Assessment

Name of child	Is the learner able to state the different means of transport?	Is the learner able to identify different means of transport?	Is the learner able to imitate sounds made by different means of transport?	Is the learner able to read pictures on different means of transport?	Is the learner able to trace the template of an example of means of transport?	Is the learner able to sing the rhyme on transport?
Donald						
Tawana						
Rumbi						

Road safety rules

Aims

To help learners:

- appreciate the need for road signs
- develop the sense of keeping road safety rules

Source of matter

ECD B syllabus pages 8 and 23

Suggested resources

- Day 1: a chart on road signs such as robots, traffic centre
- Day 2: resource person, traffic centre

Day 1

Topic: Road signs

Objectives:

During the lesson, learners will:

- a) recite road safety poems
- b) describe what is happening in the given picture
- c) identify and state good ways of crossing the road

Skills to be developed

- Speaking/Signing
- Listening
- Observing
- Reciting /Signing
- Reading/Signing
- Describing
- Identifying

Learning activities

1. Teacher displays a chart on road signs and explains the role of robots

and zebra crossings when crossing the road while learners listen.

2. Teacher and learners go outside to the traffic centre in the school and observe traffic signs such as robots and zebra crossing.
3. Teacher and learners recite a poem on robots.

Green robot says, "Go."

Red robot says, "Stop."

Orange robot says, "Get ready to stop."

Teacher can flash relevant lights as learners recite the poem

4. Learners read pictures in their reader on page 35. The first picture shows a boy and a girl crossing the road at a robot intersection and the second picture shows another child crossing the road where there is a zebra crossing. The third picture shows a child crossing where there is no zebra crossing and the last picture shows two children walking on different sides of the road.
5. Learners describe what is happening and identify good ways of crossing the road, and of walking along the roads.

Day 2

Topic: Road safety rules

Objectives:

During the lesson, learners will:

- practise crossing roads
- role-play walking along the road
- join dots to complete the robots and colour them green and red

Skills to be developed

- Speaking/Signing
- Listening/ Observing
- Reciting
- Crossing the road
- Walking on the right side of the road
- Role-playing
- Drawing by joining dots
- Colouring

Learning activities:

- Learners practise reciting a poem on robots and saying the colours of the robots.
- Teacher or resource person takes learners outside to the traffic centre and explains and demonstrates how to cross the road. Learners practise crossing the road while observing road signs. Learners can recite the following rhyme while crossing the road.
Look to the right,
Look to the left,
Look to the right again,
And then cross the road.
Never, never walk to the left.
- On page 35 of their workbooks, learners join dotted lines to complete the pictures of the robots and colour them green and red using crayons. Teacher moves around watching learners as they do their work.
- Learners show each other their work.

Assessment

Name of child	Is the learner able to follow road signs?	Is the learner able to recite poems or rhymes on road signs?	Is the learner able to cross the road correctly?	Is the learner able to walk safely along the road?
Ronald				
Tinashe				
Tinaye				

Means of communication

Aims

To help learners:

- develop an understanding of the communication system
- appreciate the importance of the different means of communication

Source of matter

ECD B Syllabus pages 8 and 23

Suggested resources

Day 1: chart showing different traditional means of communication

Day 2: chart showing modern means of communication, crayons

Day 1

Topic: Traditional means of communication

Objectives

During the lesson, learners will:

- a) identify the different ways of communication that were used long ago
- b) read pictures showing the various means of communication that were used long ago
- c) role-play on traditional ways of communication

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Identifying

- Naming
- Reading
- Role-playing

Learning activities

1. Teacher tells the story of how communication was done long ago, mentioning some means of communication such as beating the drum, sending a messenger, letters, smoke and the horn.
2. Learners identify and name different items mentioned in the story, that were used for communication, for example, the drum or horn.
3. In groups, learners read some pictures in their readers on page 36 showing different means of communication that were used long ago, for example, a drum, a horn, a messenger travelling along a bushy path carrying a bag, and an envelope.
4. Learners name all the means of communication shown in the pictures.
5. In their groups, learners role-play some ways of communication from long ago.

Day 2

Topic: Modern means of communication

Objectives

During the lesson, learners will:

- identify the different modern ways of communication
- match similar means of communication
- play with some objects of communication

Skills to be developed

- Speaking / Signing
- Listening
- Discussing
- Identifying
- Playing communication games
- Drawing

Learning activities

- Teacher discusses the different modern means of communication
- Learners get into a circle and play the communication game. They sit down when a traditional means of communication is mentioned and stand up when a modern means of communication is mentioned.
- Learners draw a line to join matching pictures in their workbooks on page 36, for example, a girl placing a letter in a letter box matches with a mother reading a letter, a man dialling a number on a telephone matches with a man picking up a phone to answer and a girl typing a message on a laptop matches with another girl reading a message from a desktop.
- Learners answer some teacher's questions based on the pictures.

Assessment

	Yes	No	Sometimes
Is the learner able to identify the different traditional ways of communication?			
Is the learner able to read pictures showing the various means of communication that were used long ago?			
Is the learner able to role-play some traditional ways of communication?			
Is the learner able to identify the different modern and traditional ways of communication?			
Is the learner able to match similar means of communication by drawing lines to join them			

Work at home and school

Aims

To help learners:

- appreciate the value and dignity of work and recreation
- appreciate the need to participate in national development

Source of matter

ECD B Syllabus page 9 and 24

Suggested resources

Day 1: litter (papers, maize cobs, empty tins, leaves)

Day 2: crayons

Day 1

Topic: Work at home

Objectives

During the lesson, learners will:

- a) sing a song on picking up litter
- b) pick up litter around the school
- c) read pictures of different activities to keep the home clean

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Singing/Signing
- Picking up litter
- Reading/Signing

Learning activities

1. Teacher introduces a rhyme on picking up litter
Pick up litter (x 2)
Litter causes diseases,
Litter makes a school dirty,
So, do not litter.

Keep the school litter free.

Learners listen to the rhyme.

2. Teacher and learners sing the rhyme as they go around the school picking up litter.
3. Teacher and learners state the kind of litter that makes a home dirty. For example, papers, maize cobs, used tins or cans, ashes.
4. Teacher asks or signs learners how they keep their homes clean. Learners state the activities they do to keep the home clean. For example, sweeping, throwing litter in the litter bin.
5. In their learner's reader on page 37, learners read pictures on different activities to keep the home clean.

Day 2:

Topic: Work at school

Objectives

During the lesson, learners will:

- a) sing the rhyme 'Pick up litter'
- b) state activities done to keep the school clean
- c) state the importance of keeping the environment clean
- d) mime simple tasks to keep the school and home clean

- e) draw a picture of a person performing a task at school using crayons

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Singing/Signing
- Stating/Signing
- Discussing
- Miming
- Colouring/Brailleing

Learning activities

1. Learners sing the rhyme 'Pick up litter' as they mime picking up litter.
2. Learners state activities done at school to keep the school clean. For example, picking litter, slashing

grass, cleaning toilets, sweeping the classrooms and the school-yard. Teacher and learners talk about safety measures while doing the tasks such as slashing.

3. Teacher and learners discuss the importance of doing each activity mentioned above, for example, keeping the school clean, preventing mosquitoes, preventing diseases.
4. Learners mime different activities done to make the school clean, for example, slashing grass, cleaning toilets, sweeping, picking up litter.
5. In their workbooks on page 37, learners complete the dotted picture of a person throwing litter into a bin at school.

Assessment

Name of child	Is the learner able to sing the rhyme 'Pick up litter?'	Is the learner able to pick up litter?	Is the learner able to read pictures of people performing different tasks at home?	Is the learner able to state importance of keeping the environment clean?	Is the learner able to mime different activities done at school?	Is the learner able to complete a picture of a girl throwing litter into a bin?
Anna						
Susan						
Oliver						

Indigenous and modern games

Aims

To help learners:

- appreciate the value and dignity of work recreation

Source of matter

ECD B syllabus page 9 and 24

Suggested resources

- Day 1: pada, nhodo, drums
- Day 2: crayons, jigsaw puzzles, computers

Day 1

Topic: Indigenous games

Objectives:

During the lesson, learners will:

- a) list the indigenous games
- b) play indigenous games as a form of recreation
- c) read a picture on indigenous games

Skills to be developed

- Speaking / Signing
- Listening
- Reading / Signing
- Playing indigenous games
- Sharing

Learning activities

1. Teacher and learners talk about the kind of work which they can engage in. For example, watering the garden, washing plates, learning at school.
2. Teacher explains to learners that after working, the body needs to

be relaxed and this can be done through playing indigenous games. Learners talk about the indigenous games they know such as nhondo or igwini, pada.

3. Learners turn to page 38 of their readers. They read pictures of children playing indigenous games such as pada, nhondo, tsoro and mahumbwe.
4. Teacher and learners go outside so that they can suggest and play indigenous games they know in small groups of four children. Teacher moves around observing learners at play.

Day 2

Topic: Modern games

Objectives:

During the lesson, learners will:

- a) play modern games
- b) colour the drawing of a girl playing a game on a computer

Skills to be developed

- Speaking / Signing
- Listening
- Listing
- Playing a game on a computer
- Colouring

Learning activities

1. Learners talk about the indigenous games they know and the reasons for playing games.
2. Teacher and learners list modern games that are played by children as a form of recreation.
3. Teacher assists learners to play modern games on their computers, interactive boards, play with jigsaw puzzles, snakes and ladders among others. Learners play games in small groups and take turns while teacher moves around watching them at play.
4. In their workbooks on page 38, learners colour a drawing of a girl playing games on a computer.
5. Learners show each other their work.

Assessment

Name	Is the learner able to talk about indigenous games?	Is the learner able to play any modern game?	Is the learner aware of the importance of playing games?	Is the learner able to read pictures on games with understanding?	Is the learner able to colour drawings?
Grace					
Mildred					
Nyasha					

Water and fire related disasters

Aims

To help learners:

- develop an awareness for global issues and how these affect them

Source of matter

ECD B Syllabus pages 9 and 17

Suggested resources

- Day 1:** chart showing different water points that children should stay away from, for example, flooded river, open water well, ponds
- Day 2:** chart showing situations where fire can cause disasters

Day 1

Topic: Water related disasters

Objectives

During the lesson, learners will:

- a) identify dangerous water sites that they should avoid
- b) read pictures of dangerous water points or sources that they should stay away from

Skills to be developed

- Identifying
- Reading /Brailing

Learning activities

1. The teacher explains to learners that water is good but there are times when it can be dangerous.

The teacher then discusses the chart showing water points which can make water dangerous.

2. Teacher discusses with the learners the importance of staying away from dangerous water points to avoid disasters.
3. In their readers on page 39, learners read pictures showing dangerous water points or sources such as an open water well, swimming pool, flooded river, and boiling water, which they should stay away from.
4. The learners talk about the pictures and why the identified sources can cause disasters. The teacher explains what children should do around the dangerous water points, for example, that they should never cross or play in a river with water.
5. Learners answer the teacher's questions on water related disasters.

Day 2

Topic: Fire related disasters

Objectives

During the lesson, learners will:

- a) recite the rhyme on fire

- b) identify all pictures showing dangerous situations
- c) colour all pictures of dangerous situations

Skills to be developed

- Reciting
- Identifying
- Colouring

Learning activities

1. Learners recite the rhyme on fire. They accompany the rhyme with the appropriate actions such as heating up a fire and warming their hands over a fire.
 Burn fire, burn!
 Hot and hotter!
 Burn fire, burn!
 Grandfather is cold.
 Warm him up,
 Burn fire burn!
2. Learners and their teacher discuss the chart showing situations where

fire can cause disasters.

3. The teacher helps learners to role play the different situations where older people are telling children not to play with fire.
4. Learners read the pictures of safe and dangerous situations in the learners’ workbook on page 39. On this page is a boy lighting a match-stick in hut where there is a baby sleeping, a girl warming herself by the fire, a girl holding onto mother’s hand and crossing the river over a bridge, and a boy and a girl about to cross a flooded river. They then colour all pictures showing situations which are dangerous with red crayons. Learners show each other their work.
5. Learners answer questions on why the pictures they have selected can be regarded as dangerous.

Assessment

	Yes	No	Sometimes
Is the learner able to identify dangerous water sites that they should avoid?			
Is the learner able to read pictures of dangerous water points that they should stay away from?			
Is the learner able to recite the rhyme on fire?			
Is the learner able to identify and colour all pictures of dangerous situations?			

Safety at home and at school

Aim

To help learners:

- develop an understanding of the importance of safety at home and at school

Source of matter

ECD B Syllabus page 9 and 24

Suggested resources

Day 1: big chart showing dangerous areas at home like water wells, swimming pool, open sockets, broken glasses, cracks in the wall

Day 1

Topic: Safety at home

Objectives

During the lesson, learners will:

- identify areas that can be dangerous to children
- state safety procedures at home
- read pictures of dangerous areas in the home

Skills to be developed

- Speaking/Signing
- Listening/Observing
- Identifying
- Stating
- Reading

Learning activities

1. Teacher displays a big chart showing areas that are dangerous at home. Learners observe the dangerous areas shown on the chart.
2. Teacher and learners identify and

discuss the potential places of disaster from the chart.

3. Learners list different ways of preventing disasters in such places, for example, not playing with naked electric wires, not going near a beehive, not fetching water from an open water well and not going to swim without an adult.
4. Learners turn to their readers on page 40 where there are different pictures of dangerous areas. Learners read the pictures explaining the potential dangers on each area.

Day 2

Topic: Safety at school

Objectives

During the lesson, learners will:

- identify areas that can be dangerous to children at school
- state safety procedures at school
- circle dangerous areas illustrated in their workbooks

Skills to be developed

- Speaking/Signing
- Listening
- Observing
- Identifying
- Circling

Learning activities

1. Teacher takes learners for an excursion into the school yard to observe areas that are a potential for disasters, such as water wells, cracks on buildings, holes or pits in the ground, swimming pool and bee hives.
 2. Learners talk about the different ways of preventing disaster in places shown, for example, not going near bee hives, not swimming without the teacher, not touching naked electric wires, and not using disused toilets.
 3. Teacher demonstrates putting out a fire using sand, water, blanket and fire extinguisher while learners observe.
- NB: Teacher uses what is locally available. Teacher explains that the learners will simply teach adults the skills and not to perform the skills themselves for safety reasons.
4. Learners turn to their workbooks on page 40, where there are different pictures. Learners circle dangerous areas from the given pictures.

Assessment

Name of child	Is the learner able to identify areas that can be dangerous?	Is the learner able to state safety procedures at home?	Is the learner able to read pictures of dangerous areas at home and school?	Is the learner able to circle dangerous areas?
Chipo				
Mufaro				
Ruvarashe				

CPS | Primary Family and Heritage Studies

ECD B 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 in August 2017

