

Ventures Primary

Family and Heritage Studies

Pen Shop



Ventures Primary

Family and Heritage Studies Grade

1

Ventures Primary Family and Heritage Studies Grade 1 Learner's Book has been developed to support the content, aims and objectives contained in the New Primary Education Curriculum for Zimbabwe. It contains all the activities that the learners need to cover the Family and Heritage Studies Syllabus for Grade 1.

The book features:

- Thorough coverage of the syllabus.
- Logical sequencing of topics and lessons.
- Colourful level-appropriate illustrations that convey content.
- Balance between the ruralscape and the urbanscape.
- Level-appropriate language.
- Wholesome development of the learner.
- Activities that encourage learners to use modern ICTs in their everyday learning and at home.
- Individual, group and class activities that stimulate decision making, problem-solving and cooperation.
- Gender-sensitive content.

The Learner's Book is part of the Junior Primary learner's Development Series completed with a comprehensive Facilitator's Resource Book.



college press



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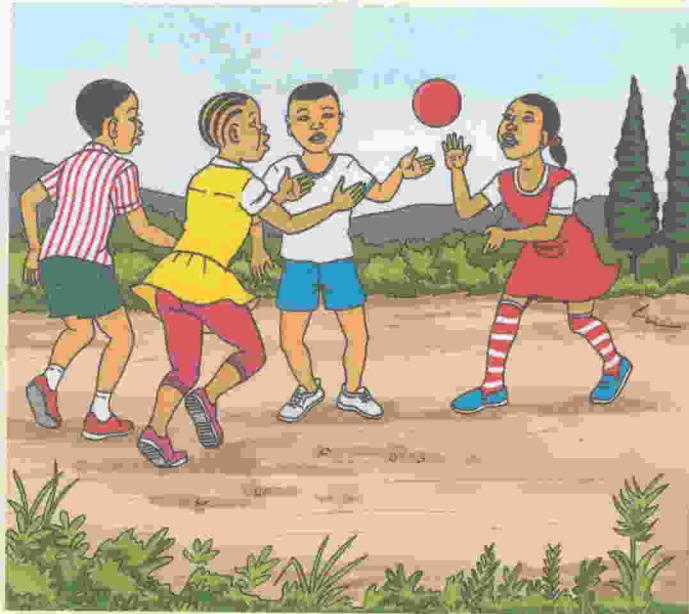
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Topic

1

Identity: Family history and local heritage



What can you see in the pictures?



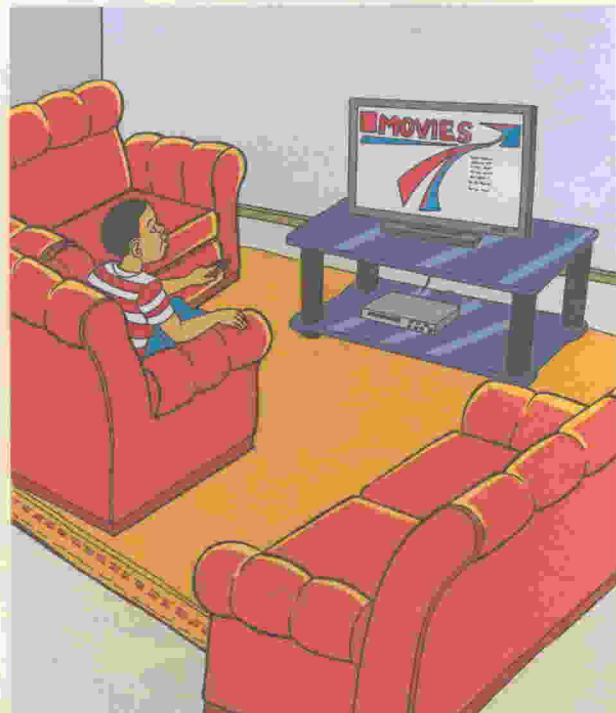
Key words

name	family	parents	greet
father	mother	grandparents	
elders	brother	sister	kneeling

Myself and my family



My **name** is Ruvimbo Geza.
I am a girl.
I am six years old.
I come from Mutare.
What is your name?



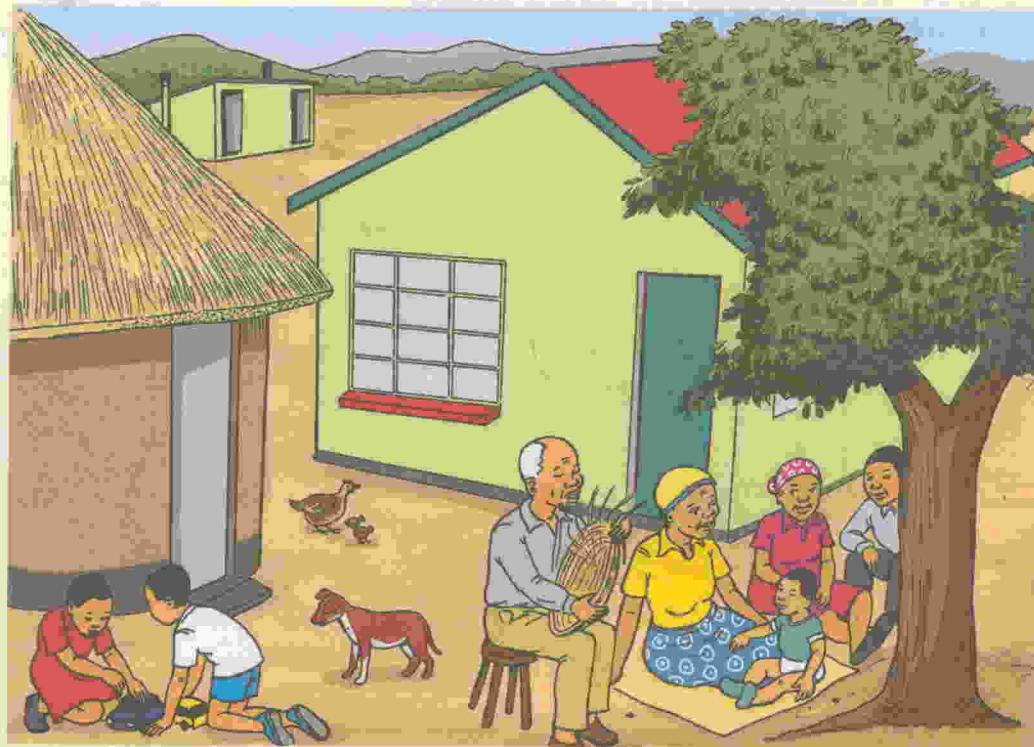
My name is Vusa Dube.
I am a boy.
I am six years old.
I live in Mpopoma.
I am Ndebele.

Activity

1. Draw yourself.
2. Tell the class who you are.



This is the Dube **family**.
They come from Chipinge.
Father, mother and children make a family.



This is the Nyika family.

They live in Masvingo.

Grandfather and grandmother live with them.

Where do you live?

Activity

Draw a picture of your family.

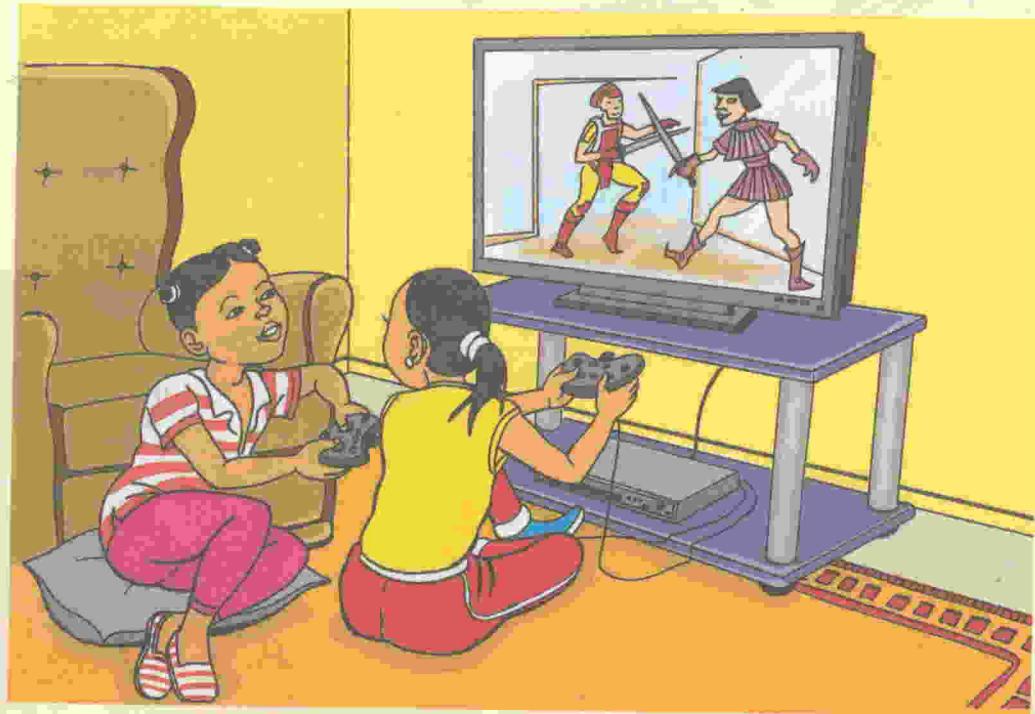
Exercise 1

1. My name is _____.
2. I am a _____.
3. I am _____ years old.

Myself and my friends



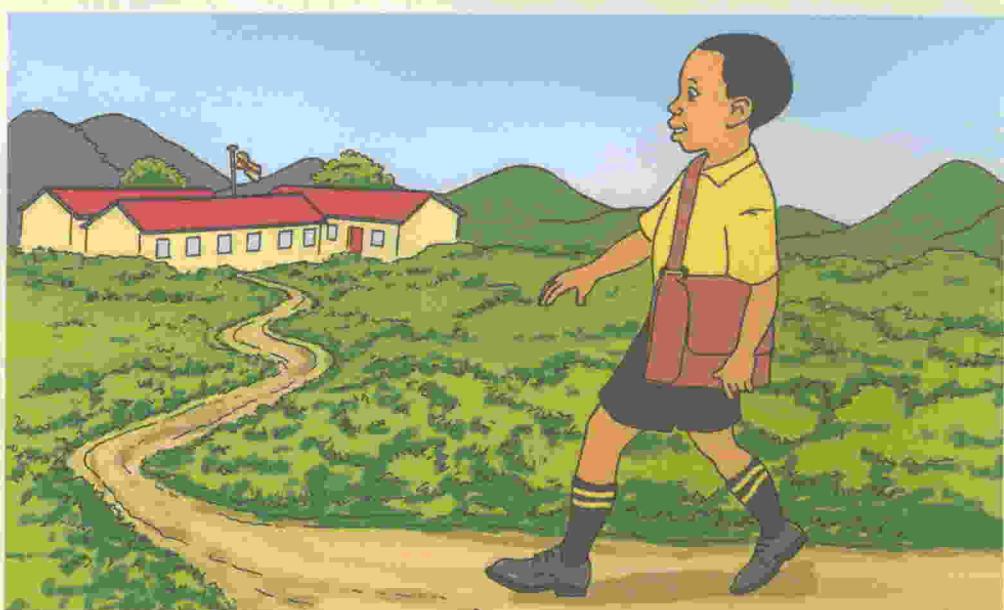
My friend is Tadiwa.
I play with my friends.



Activity

1. Play games you like.
2. Draw a picture of your friend.

Myself and my school



I go to school.
My school is Silowela.
What is the name of your school?



My teacher is Mrs Ndlovu.
Who is your teacher?



The head teacher at my school is Mr Nyoni.

Activity

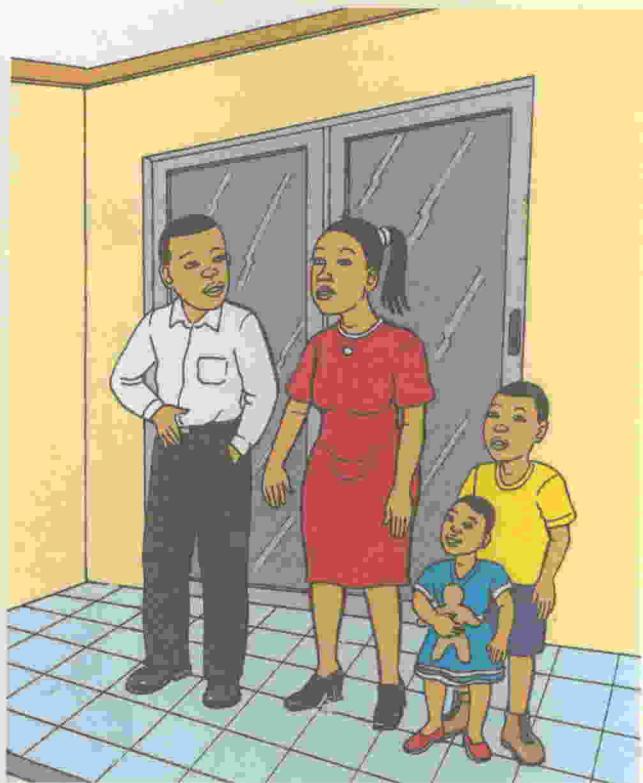
1. Draw your teacher.
2. Walk around your school. What can you see?

Exercise 2

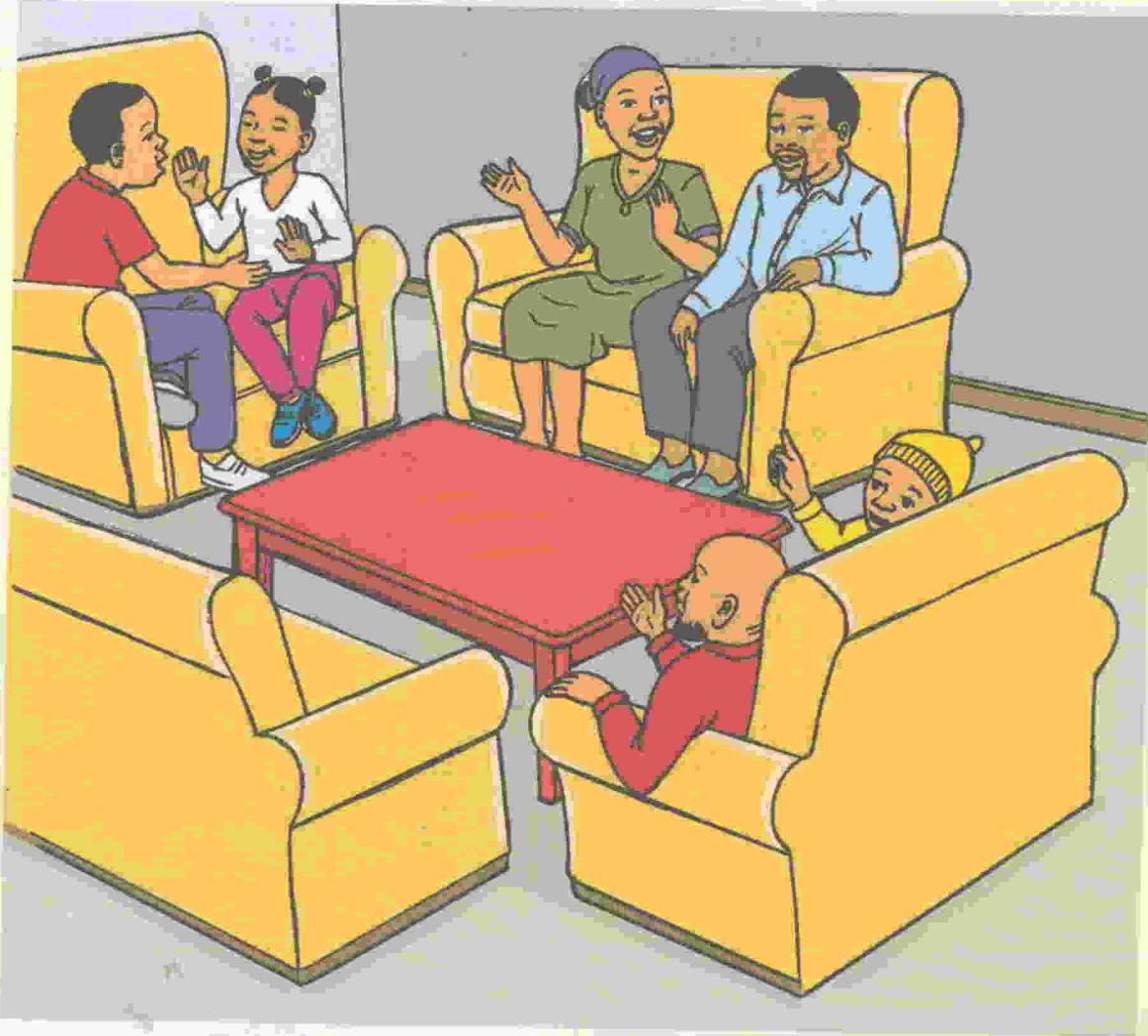
1. My school is ____.
2. My teacher is ____.
3. The head teacher at my school is ____.

Relationships in the family

This is the Johns family.
Mr Johns is the father.
Mrs Johns is the mother.
Sam is Kate's **brother**.
Kate is Sam's **sister**.



Sam and Kate
are preparing
breakfast.
They help one
another.



My father and my mother are my **parents**.
Grandfather and grandmother are my
grandparents.

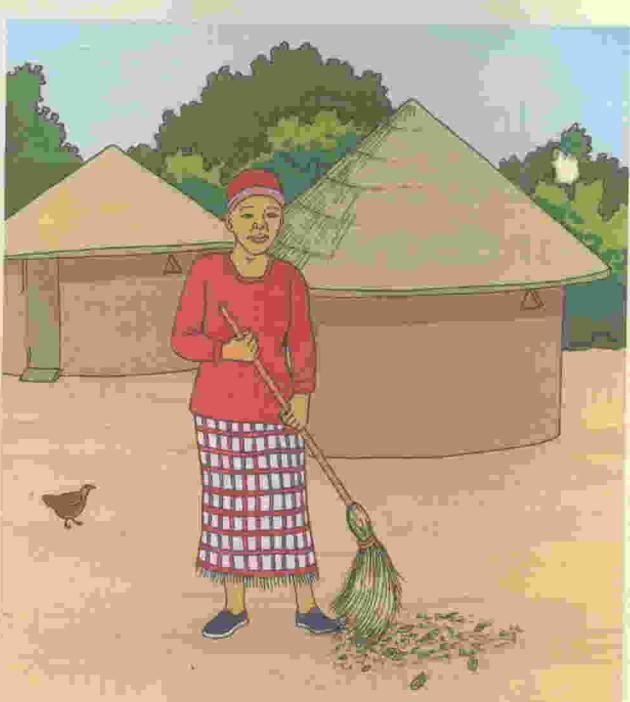
Kuda is Thandi's brother.
Thandi is Kuda's sister.

Activity

1. Play the house keeping game (mahumbwe/amandlwane) with your friends.

Roles of family members

What can you see in the pictures?



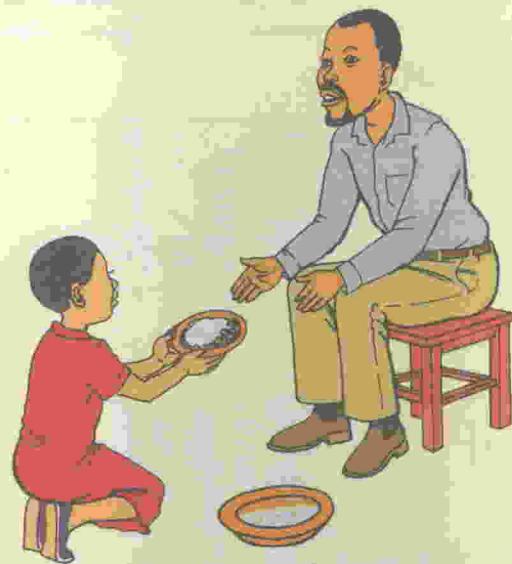
Exercise 3

Match the pictures to the work.

Picture	Work
(a) 	Driving the tractor
(b) 	Sweeping the yard
(c) 	Playing with the baby
(d) 	Thatching the hut
(e) 	Digging in the garden

Family norms and values

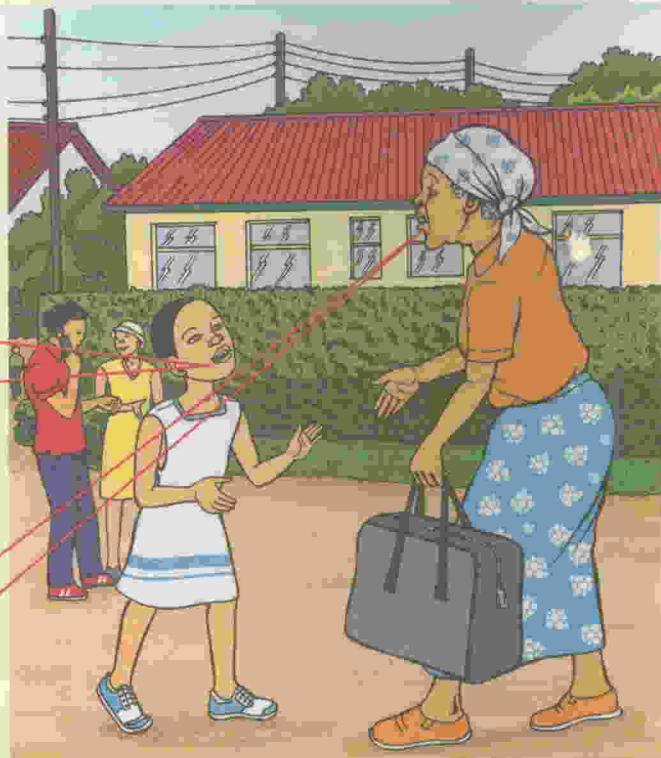
Sipho is **kneeling**.
She is giving food to father.



We must **greet** our **elders**.

Good morning
grandmother.
Can I help you
carry your bag?

Good morning.
Yes, thank you.



Activity

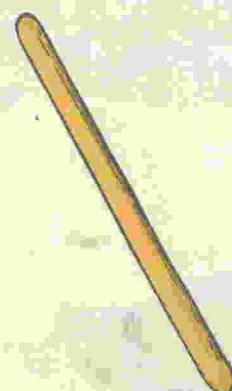
In pairs dramatise helping or greeting elders.

Indigenous foods and kitchen utensils



There are many types of foods in our communities.
Which of the foods in the picture are in your area?

What do we use them for?



We use kitchen utensils when we are preparing food.
We also use some utensils when eating.
Name the kitchen utensils.

Activity

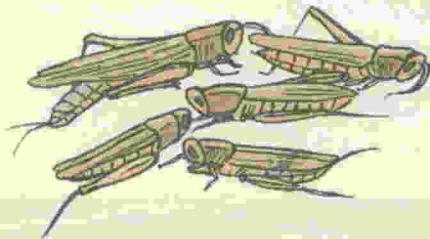
1. Make a dried food corner in your classroom.
2. Model some kitchen utensils using clay.
3. Make a kitchen corner in your classroom.
Collect some old kitchen utensils and put them there.

End of topic assessment test

1. My name is _____.
2. I am a _____.
3. I am _____ years old.
4. My teacher is _____.
5. My school is _____.
6. Name the kitchen utensils.



7. Name the food in the pictures.



**Topic
2**

Cultural heritage



What can you see in the picture?

Key words



offers

neighbour

respect

games

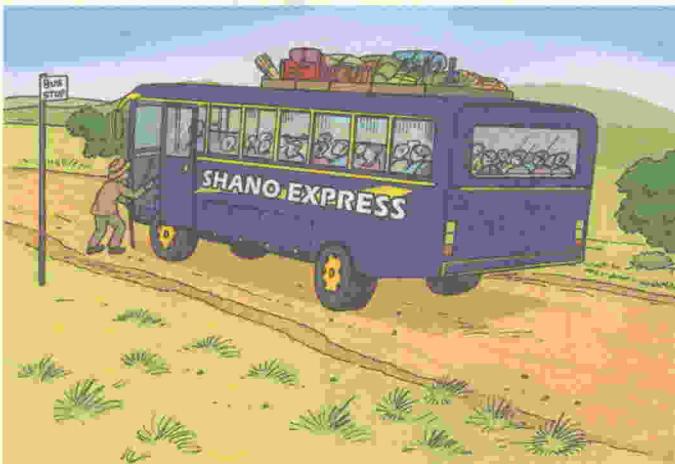
Unhu/Ubuntu/Vumunhu



Activity

1. Greet your friend.
2. Greet your teacher.

Read the story

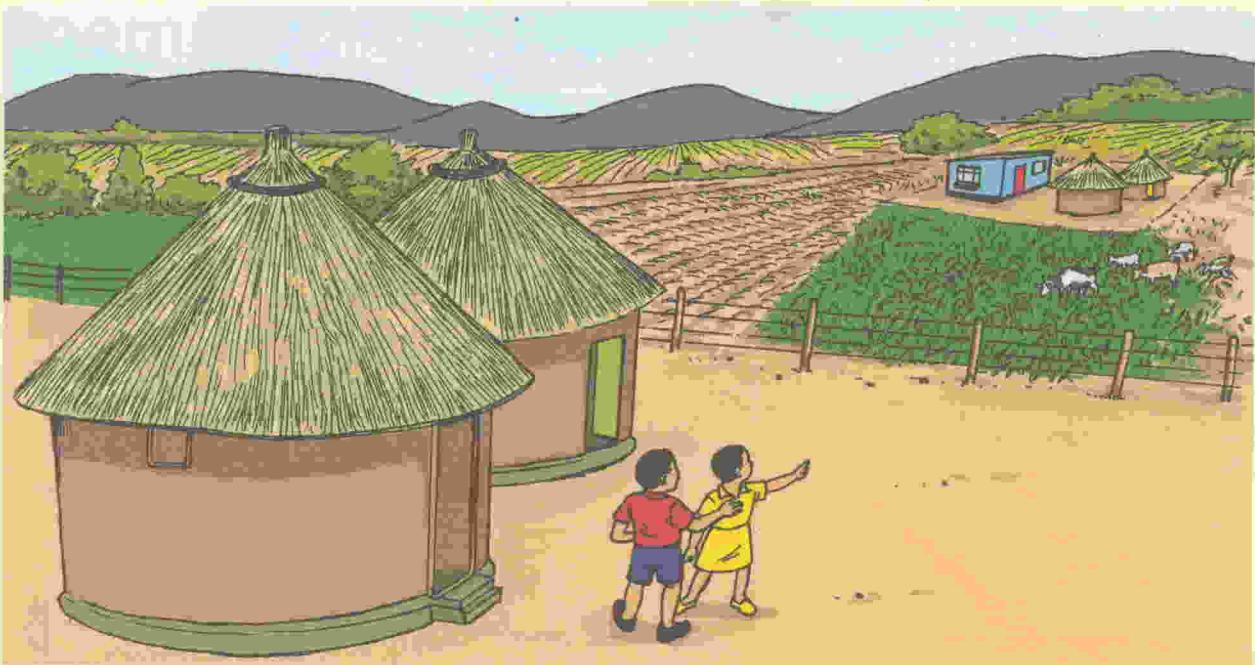


Grandfather is going to town.

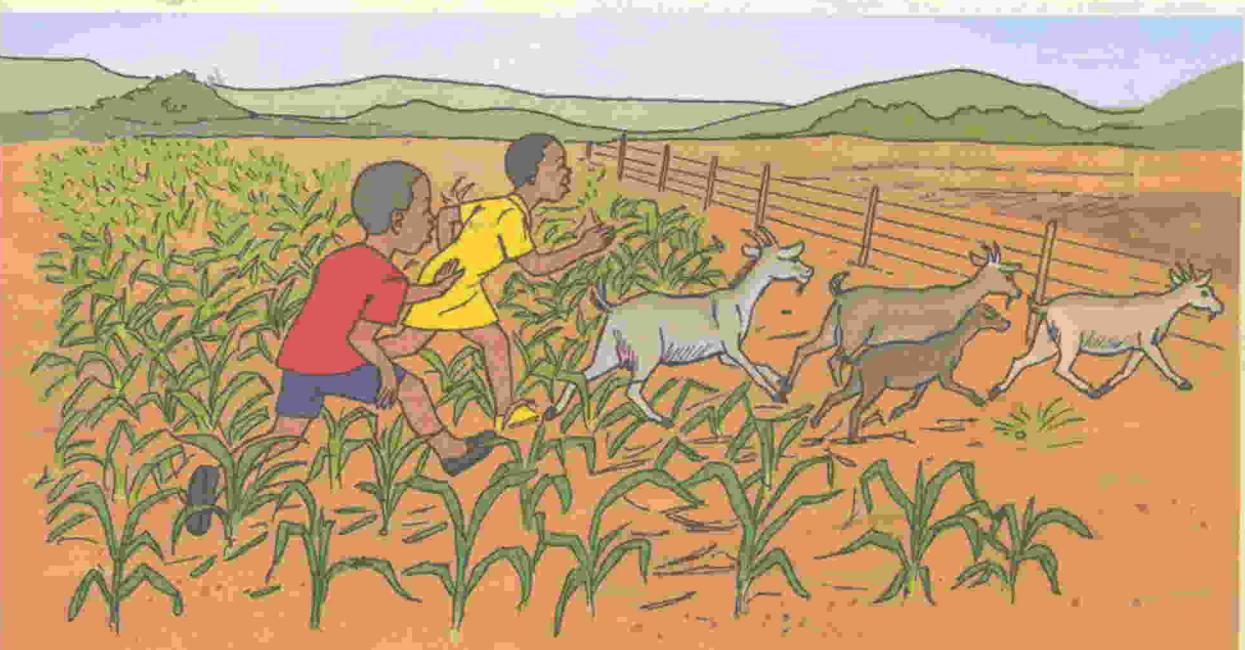
There is no empty seat.



Chido is a good girl. She **offers** grandfather her seat.

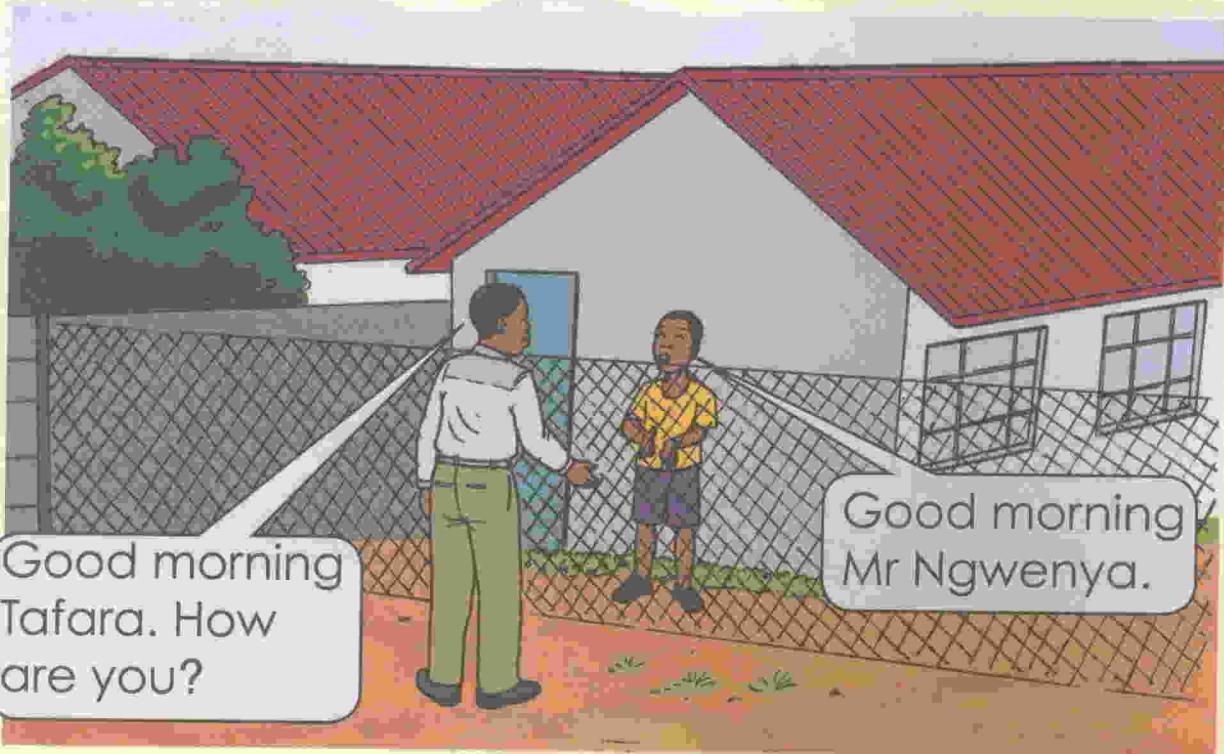


Ruvimbo and Simba are playing.
They see goats in their **neighbour's** field.



Ruvimbo and Simba drive the goats away.
They are good neighbours.

Customs and common courtesies



Poem

Thank you mother
You teach me to cook.
Thank you father
You teach me to say sorry.

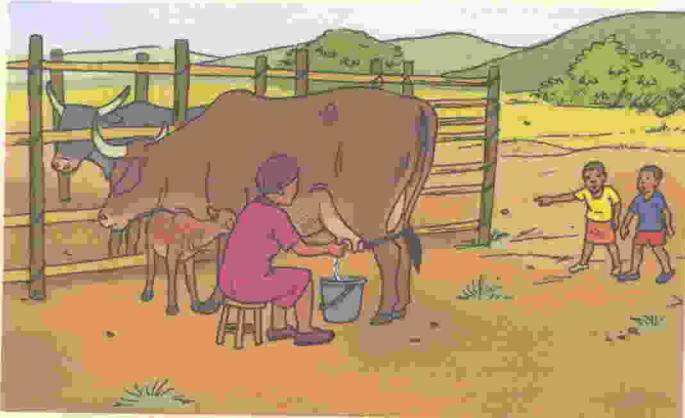


Gugu lost her bag.
The teacher gives her the bag.
She claps her hands and says, "Thank you."

Activity

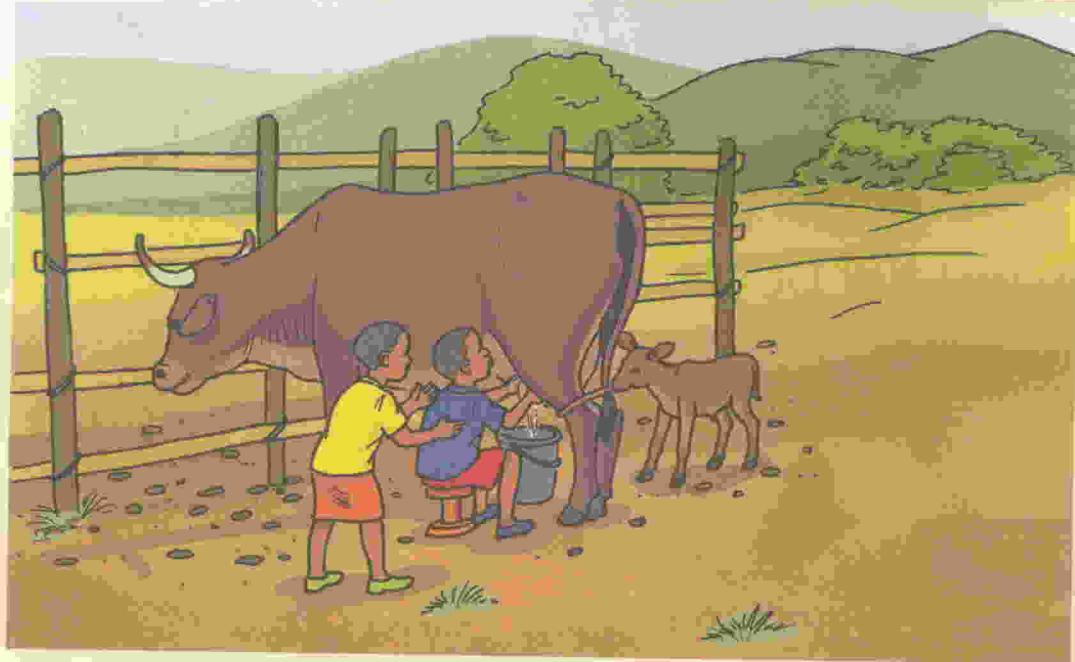
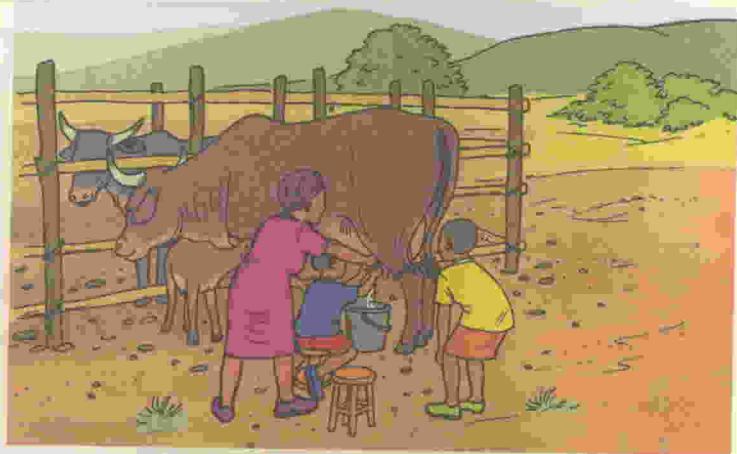
In pairs dramatise helping and greeting an older person.

Family socialisation



Mother is milking a cow.

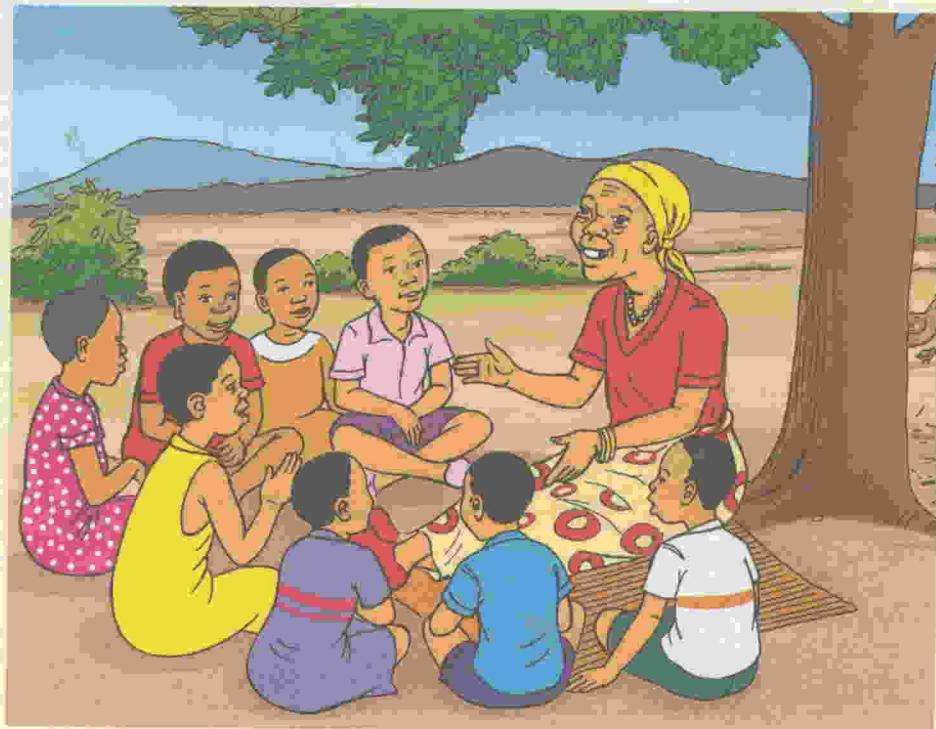
The children want to milk the cow. Mother teaches them to milk the cow.



The children can now milk the cow.



What are the children doing?



Grandmother is telling stories.
We like grandmother's stories.

Activity

Play games with your friends.

Security at home, community and school



This is a well
It is locked.
Play away from the well.



The police help us cross the road.



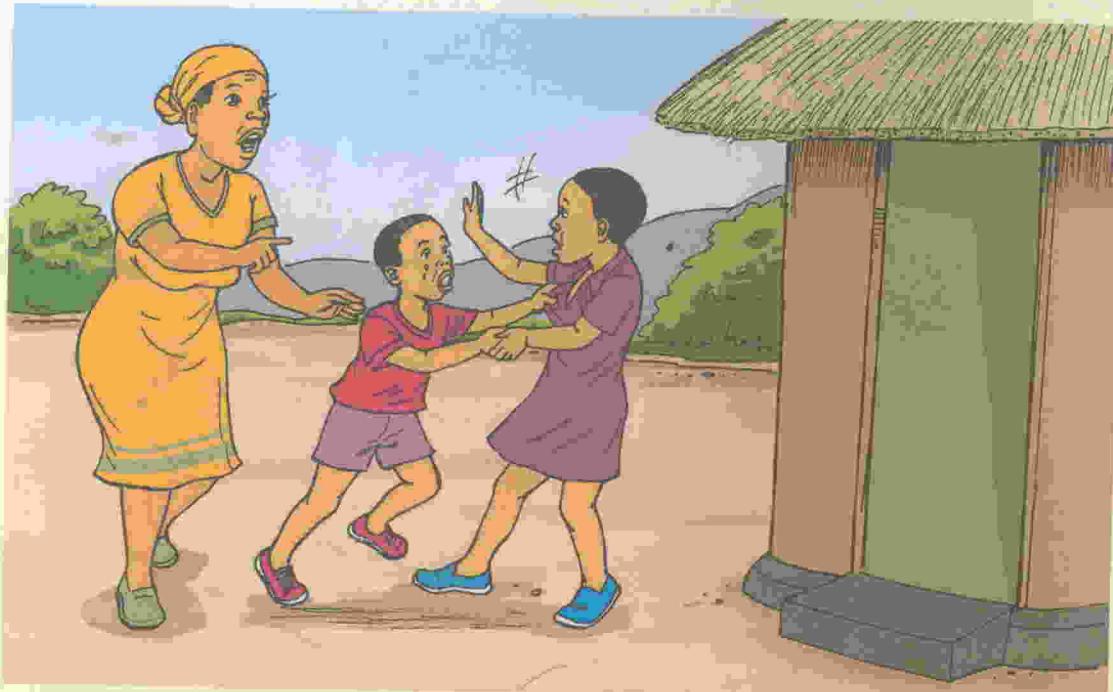
The school is dirty.

What can we do to make it clean?
We pick up the litter.
We put litter in the bin.

Exercise 1

1. We p_____ up litter.
2. We should put litter in the b_____.

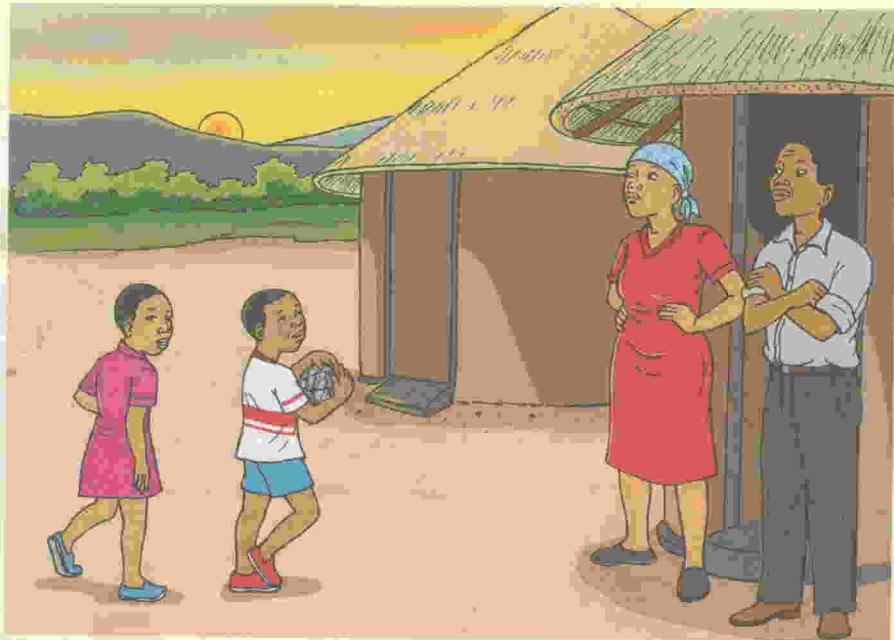
Family rules



The children are fighting.
Fighting is bad.
Mother is unhappy.
Do not fight.



Do not play with fire.
Fire burns.



It is dark.
The children are late.
Mother and father are not happy.
Children should not stay out when it is dark.

Activity

Role play on family rules.

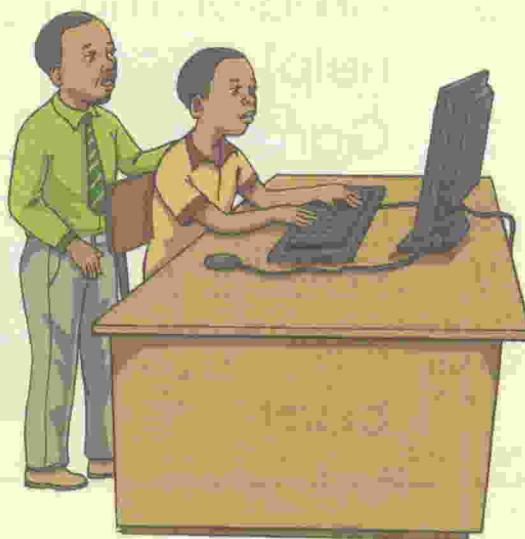
Exercise 2

1. Fighting is _____. (good/bad)
2. _____ burns. (Fire/Playing games)

Indigenous and modern children's games

Children play games.
Games have rules.





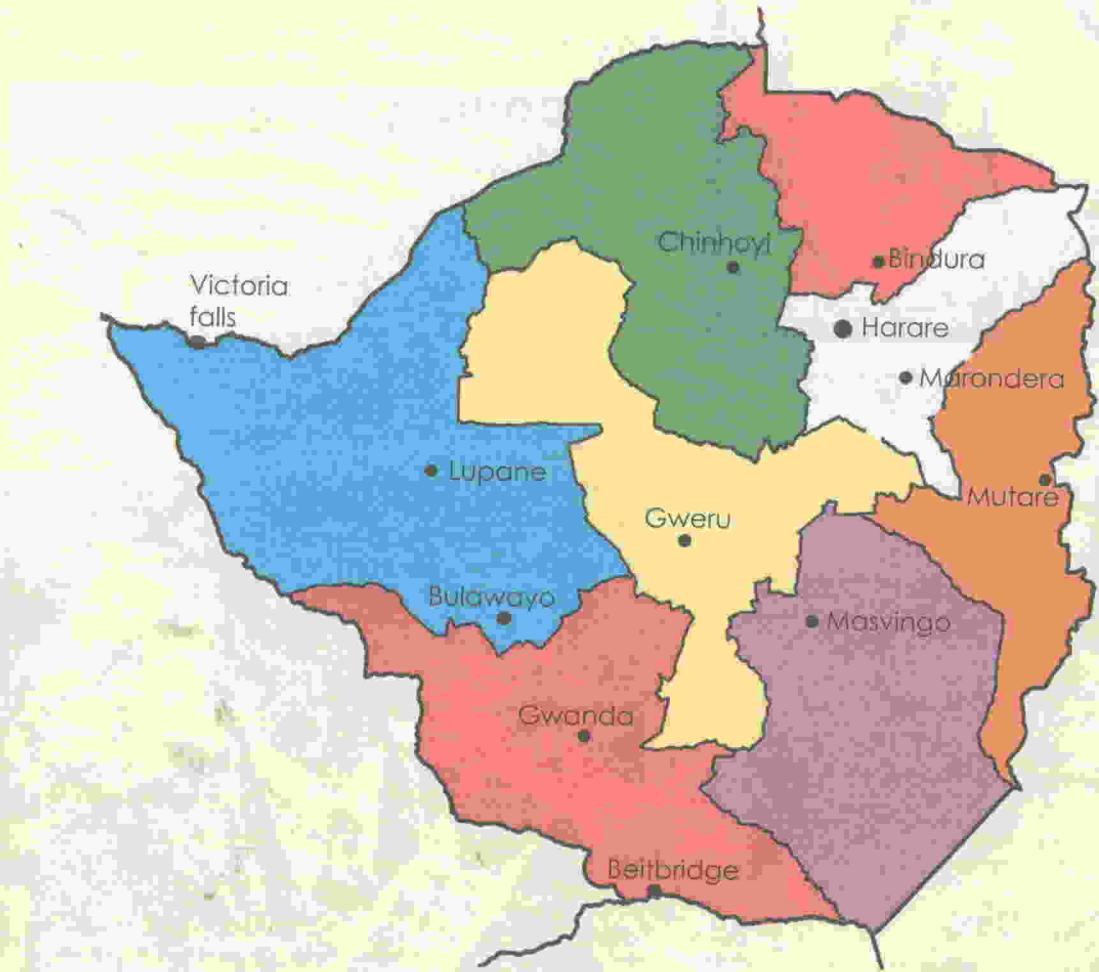
Which games do you play at home?
Which games do you play at school?

Activity

Play games in your groups.

End of topic assessment test

1. We must _____ elders. (greet/kick)
2. Wash your _____ before you eat. (legs/hands)
3. It is good to _____ old people. (hate/ help)
4. Grandmother tells us _____. (stories/books)
5. We play _____ at school. (games/work)
6. Children must _____ elders. (beat/help)
7. Games have _____. (rules/water)
8. It is _____ to steal. (good/bad)
9. Pada is a _____. (game/song)
10. It is _____ to play with fire. (good/bad)



Where do you live?

Key words



country
anthem

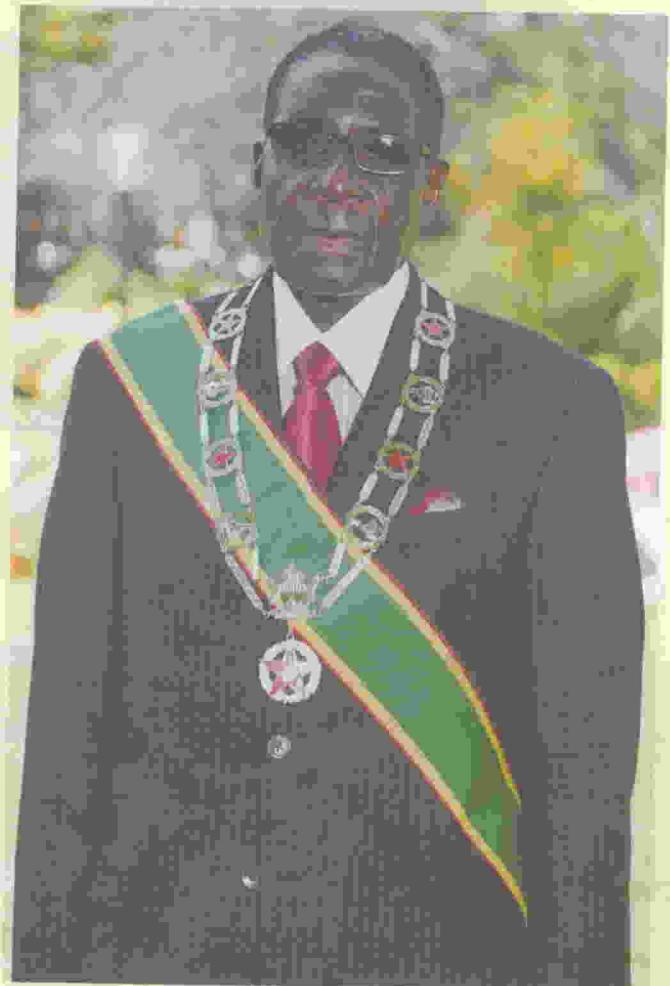
flag
national

national
pledge

My country and different ethnic groups

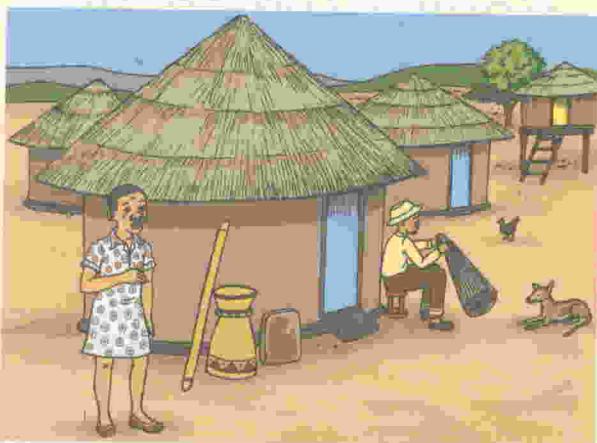


My name is Sam.
My **country** is Zimbabwe.

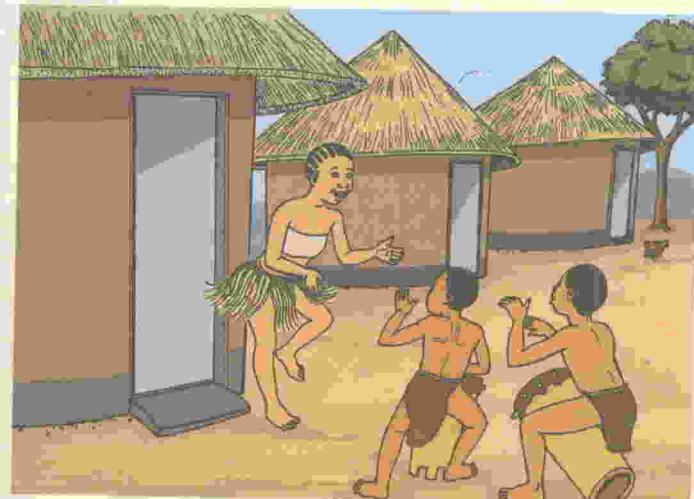


The president of
Zimbabwe is Robert
Gabriel Mugabe.

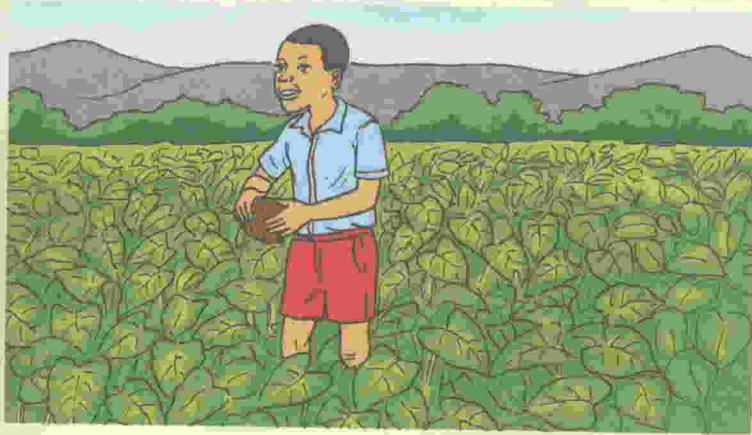
Sipho comes from Bulawayo.
He is Ndebele.



Khosi comes from Binga.
She is Tonga.



Rudo comes from
Murehwa. She is
Zezuru.



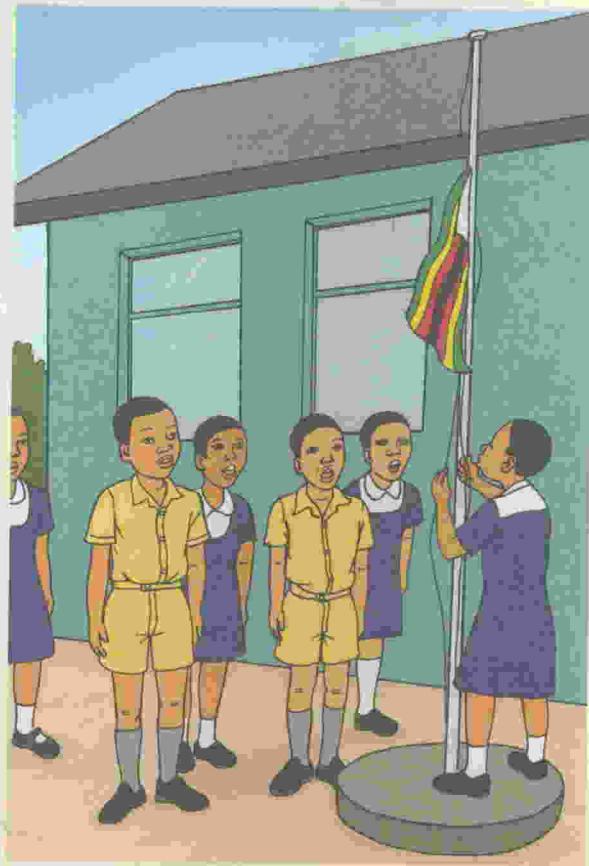
Ngenyasha comes
from Mutare.
He is Manyika.
Where do you
come from?

Exercise 1

1. I live _____. (in town/on a farm/in a village)
2. Ngenyasha is Manyika. He comes from _____. (Mutare/Masvingo)
3. My country is _____. (Zambia/Zimbabwe)
4. The president of Zimbabwe is _____.

National anthem

We sing the **national anthem** at assembly.
It is our country's song.



Activity

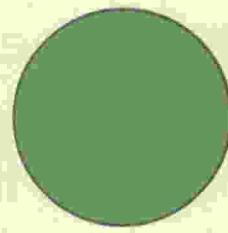
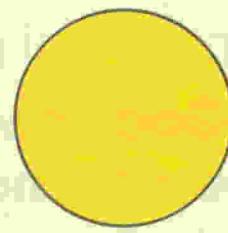
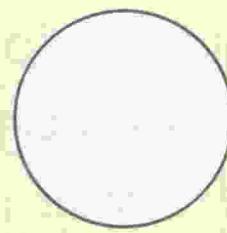
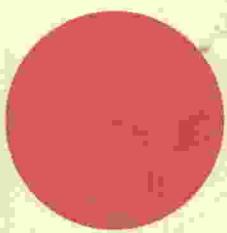
Sing the national anthem.

National colours and the national flag



Can you see the colours on the **flag**?

Our national colours are red, black, white, yellow and green.



Activity

Draw and colour the national flag.

National pledge



What can you see?

They are reciting the **national pledge**.

Here is the national pledge for infants:

Almighty God, in whose hands our future lies.

I salute the national flag.

I commit to honesty and the dignity of hard work.

Activity

Recite the national pledge.

End of topic assessment test

1. My country is _____. (Zimbabwe/Tonga)
2. Ndebele's come from _____. (Mutare/Bulawayo)
3. At school we sing the _____. (national flag/national anthem)
4. _____ is a colour on the national flag. (Pink/Black)
5. We see the national flag at the _____. (hospital/river)
6. I should _____ my country. (hate/love)

End of term one assessment test

1. I am a _____. (boy/girl)
2. Father, mother and children make up a _____. (school/family)
3. Mother and father are my _____. (parents/brother and sister)
4. Grandmother and grandfather are my _____. (brother and sister/grandparents)
5. The name of my school is _____.
6. The name of my teacher is _____.

- ✓ 7. Greeting your neighbour is _____.
(bad/good)
8. We should _____ elders. (hate/
respect)
9. A cooking stick is used when _____.
(cooking sadza/making peanut butter)
- ✓ 10. A clay pot can be used for _____.
(grinding mealie meal/storing water)
11. Pumpkins _____ food. (are/are not)
12. When you receive something you should
say _____. (nothing/thank you)
13. We need friends to _____ with.
(play/fight)
- ✓ 14. The _____ help us cross the road.
(animals/police)
15. Fighting is _____. (bad/good)
16. We _____ play with fire. (should/
should not)
- ✓ 17. My country is called _____.
18. The national anthem is the song for our
_____. (country/school)
19. _____ is a colour on the national
flag. (Red/Blue)
- ✓ 20. In the national pledge I commit to
_____. (laziness/honesty)



What can you see in the picture?

Key words



working
touch

report
heavy

rights
needs

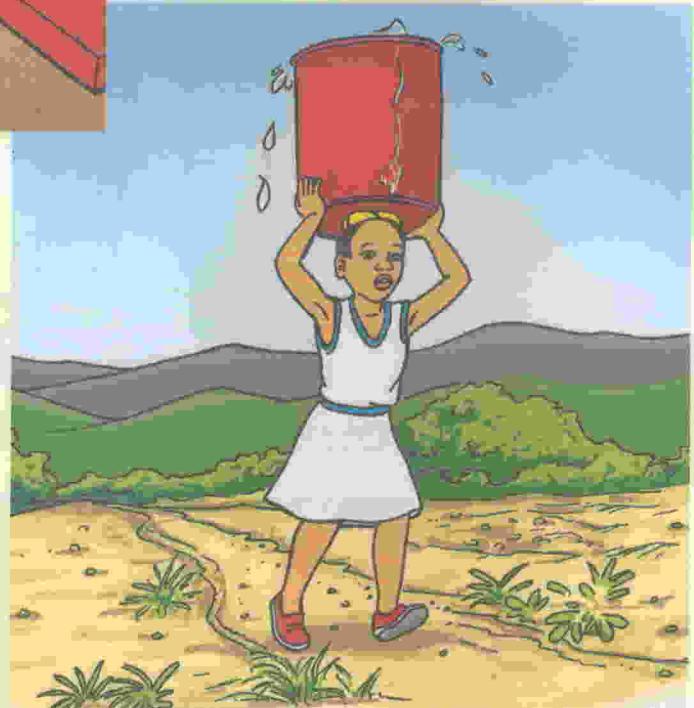
Child protection at home, community and school

This is bad for us



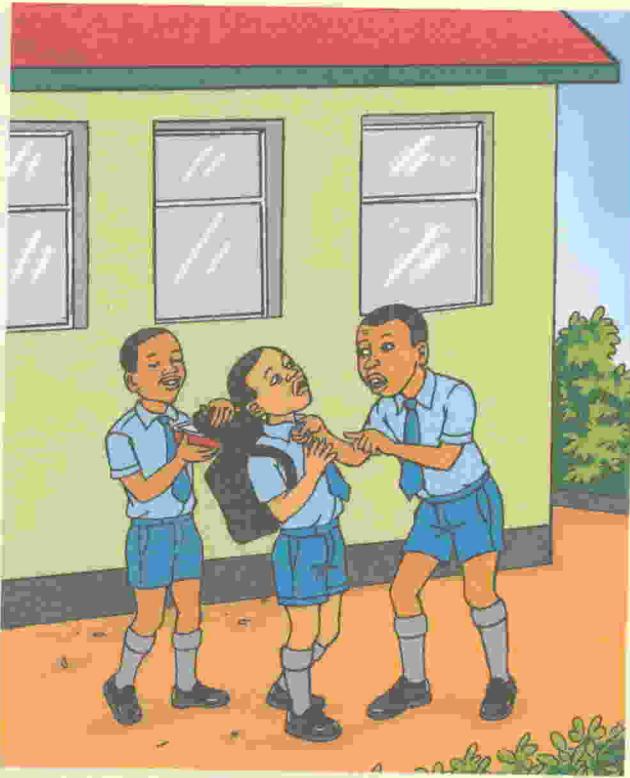
I am feeling cold mother.

I am not your mother. Water the garden now.



She cannot carry the bucket. It is too **heavy**.

The older boys are
beating Tafara.
It is bad to beat others.



Tafara is reporting to
the teacher.
The teacher will help
him.

Report if someone does a bad thing to you.
Anyone can do a bad thing to you.



This is a bad **touch**.

Run away from a bad touch.

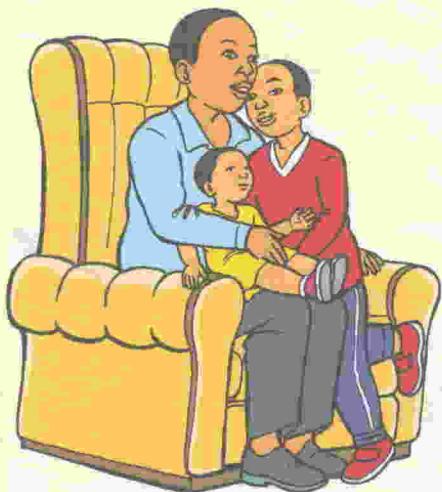
Report if someone makes a bad touch on you.

Exercise 1

1. It is _____ to beat others. (fun/bad)
2. It is _____ for me to carry very heavy things.(bad/good)
3. I should _____ when someone does a bad thing to me. (report/play)

Basic human needs

These are my **rights**.



Love and protection



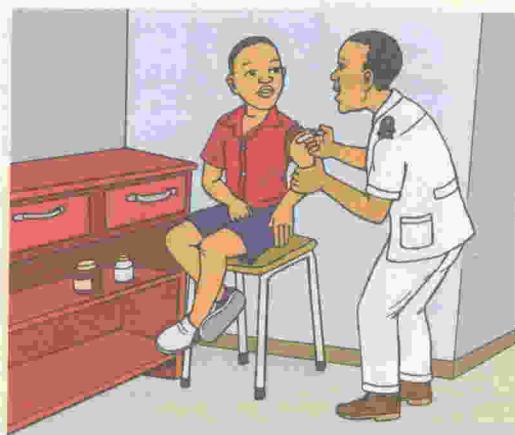
Good food



Clothes



Education



Health care



Shelter

Poem

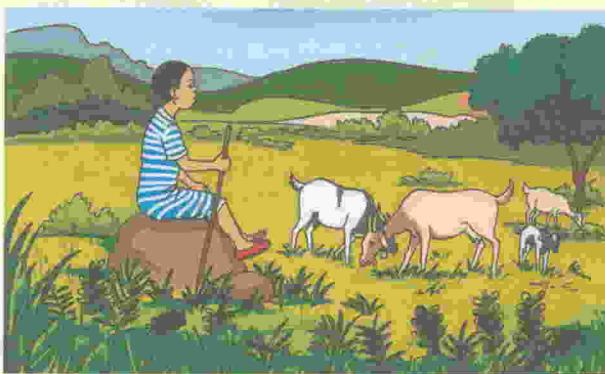
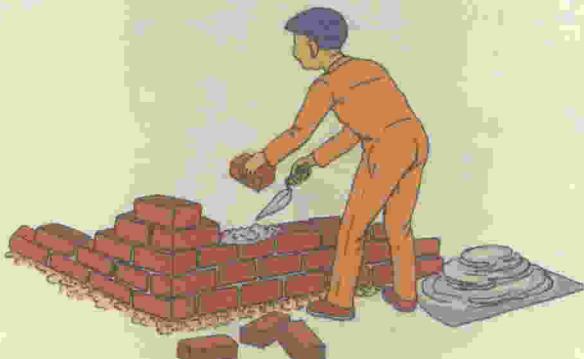
Children's needs

We need shelter.
We need food.
We need clothes.
We need love.
We need protection.

Activity

Collect pictures showing children's needs.
Paste them on a chart.

Responsibilities of parents and children



Look at the pictures.

Everyone is **working**.

Father is building a house.

Mother is sewing.

Tanaka is herding goats.

What do you do at home?

Activity

In groups do this:

1. Sweep the yard.
2. Pick papers around the school.
3. Clean the classroom.

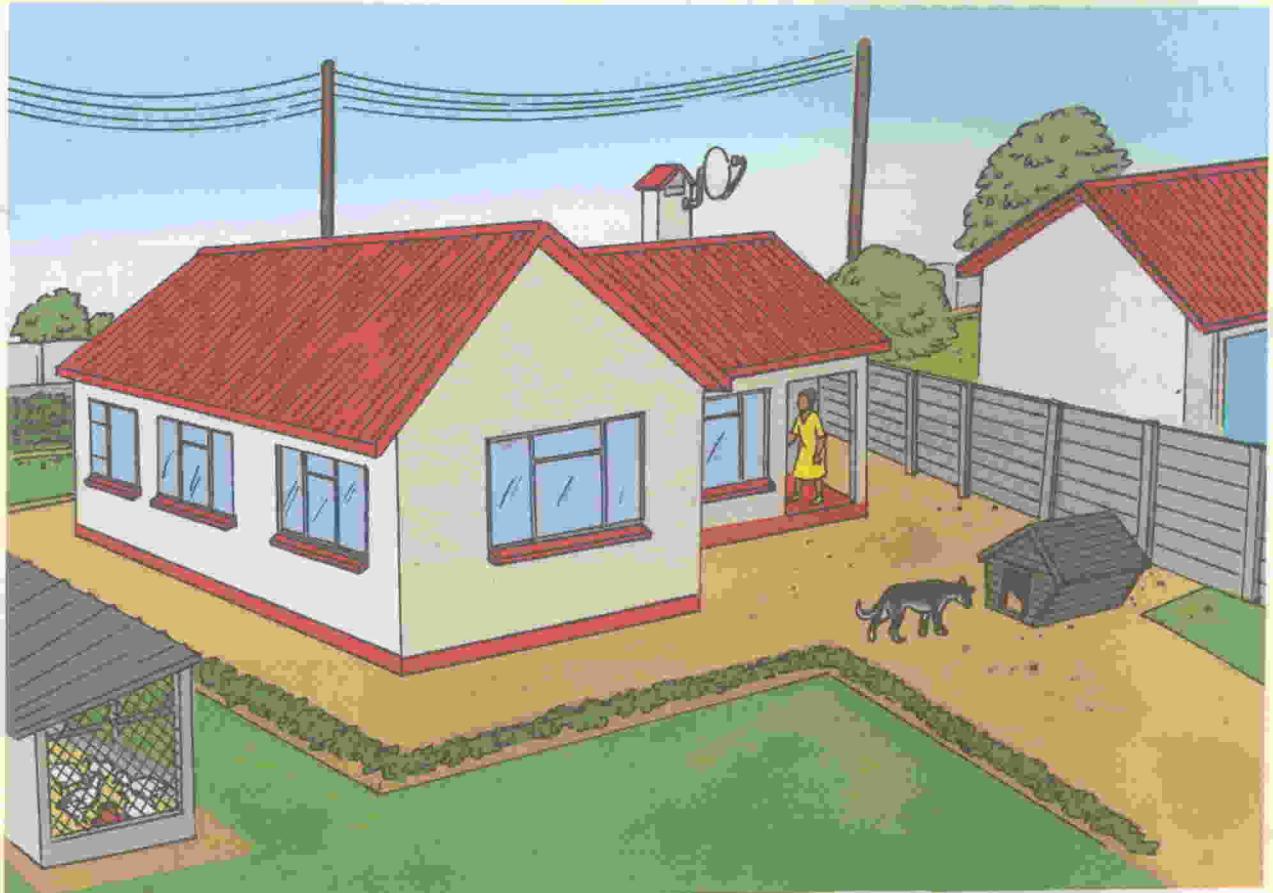
End of topic assessment test

1. Bad use of someone is _____. (love/ abuse)
2. Abuse can be done by _____. (God/ anyone)
3. Parents _____ abuse their children. (can/ cannot)
4. Children need _____ and _____.
5. At home I _____ my parents. (help/kick)
6. We must keep our homes _____. (dirty/ clean)

Topic

5

Shelter



What can you see in the picture?

Key words

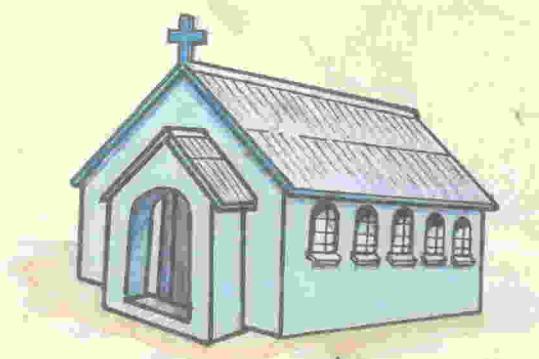


shelter
weather

protection
people

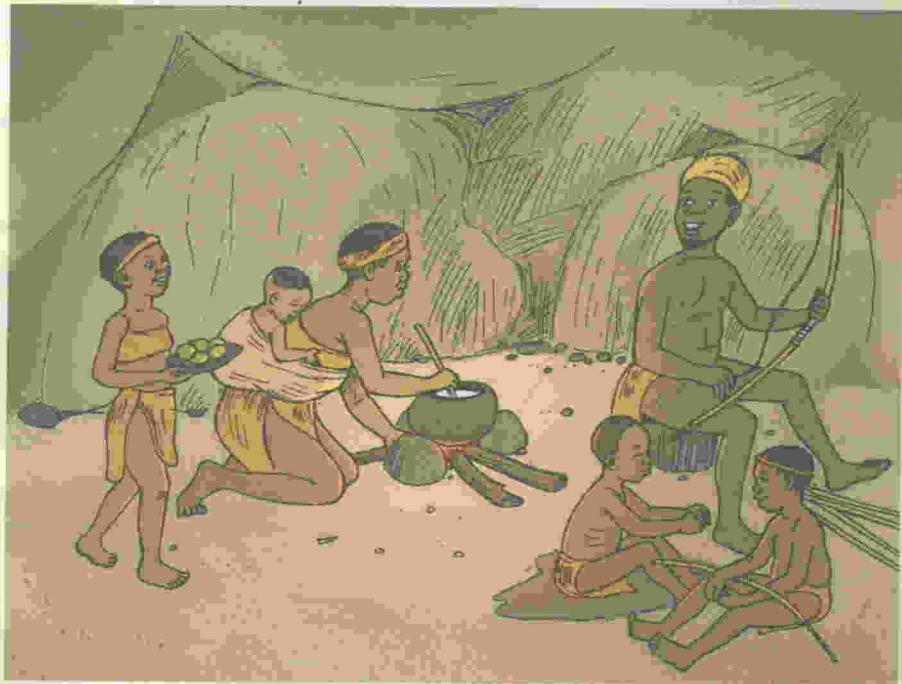
Different types of shelter

Human shelter



People need **shelter**.

Name the shelter in the picture.



Long ago **people** lived in caves.



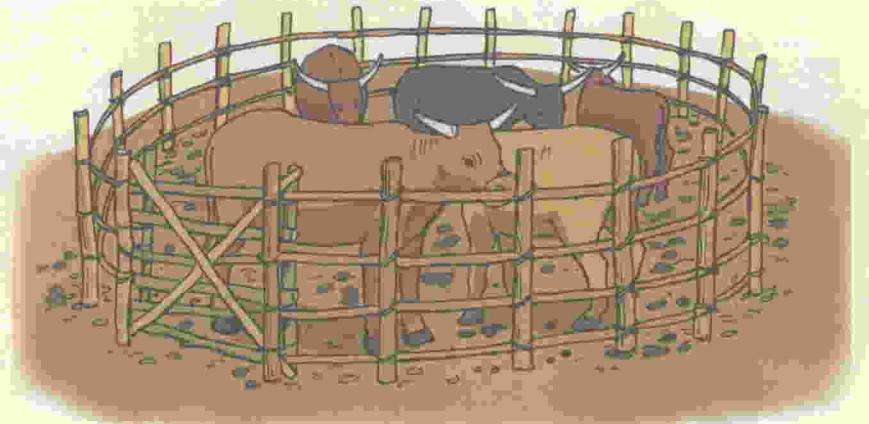
Some people lived in grass huts.

Activity

As a class:

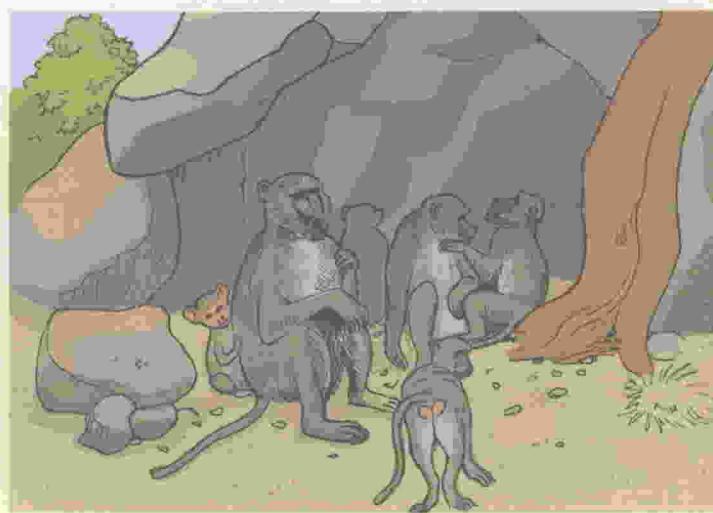
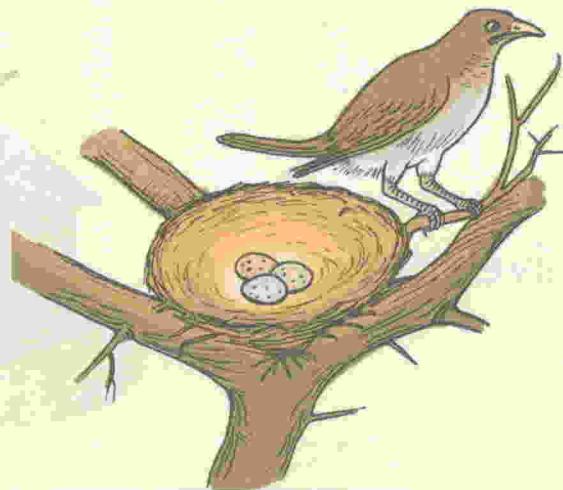
1. Collect pictures of different human shelter.
2. Paste the pictures on a chart.
3. Display your chart in the classroom.

Animal shelter

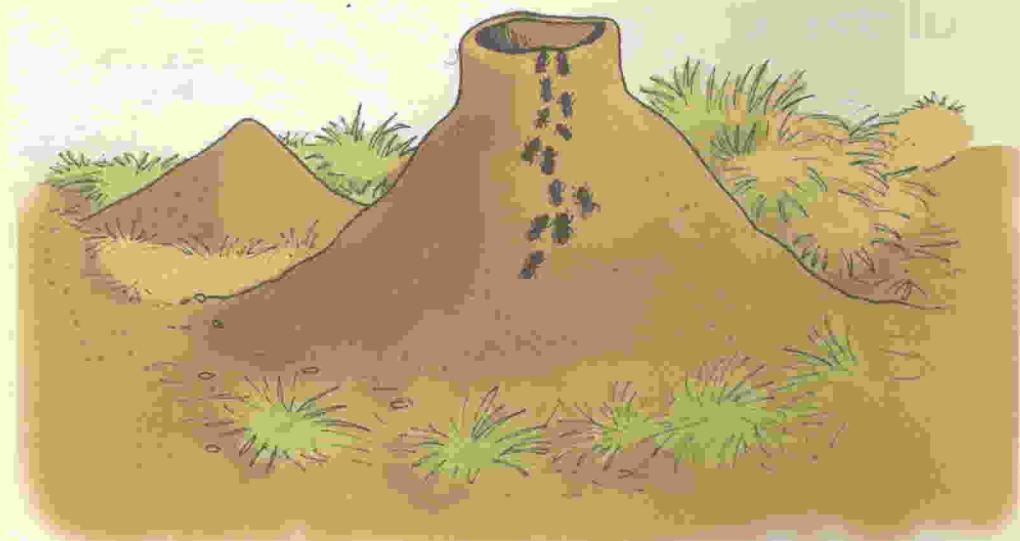


Cattle live in a kraal.

Birds live in a nest.



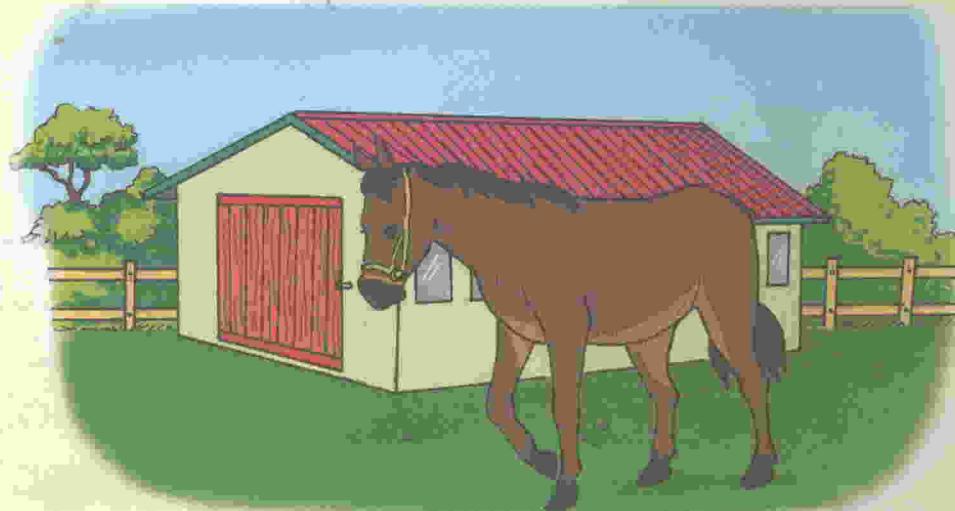
Baboons live in a cave.



Ants live in anthills.



Dogs live in a kennel.

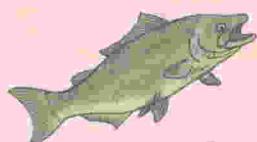
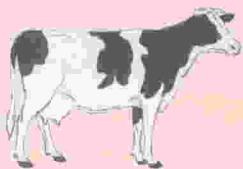


Horses live in a stable.

Exercise 1

Match the animal to its home

Animal



Home

hole

river

anthill

kennel

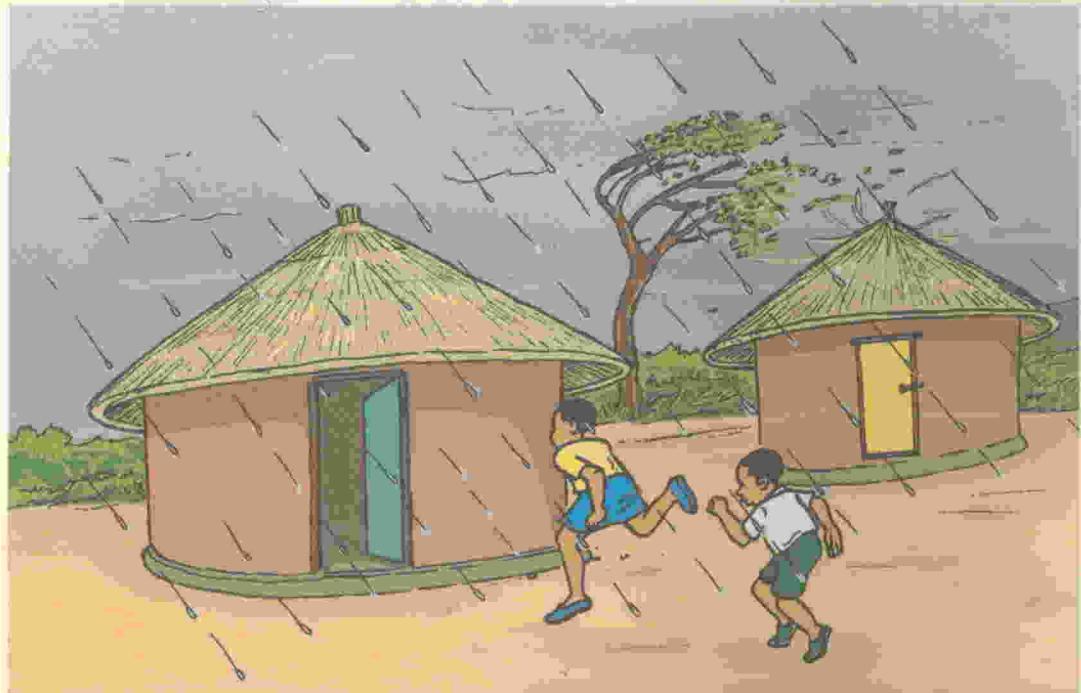
fowl run

kraal

Activity

1. Make a model of a kraal.
2. Collect nests and bring them to school.
3. Visit some caves where people of long ago lived.

Basic reasons for shelter

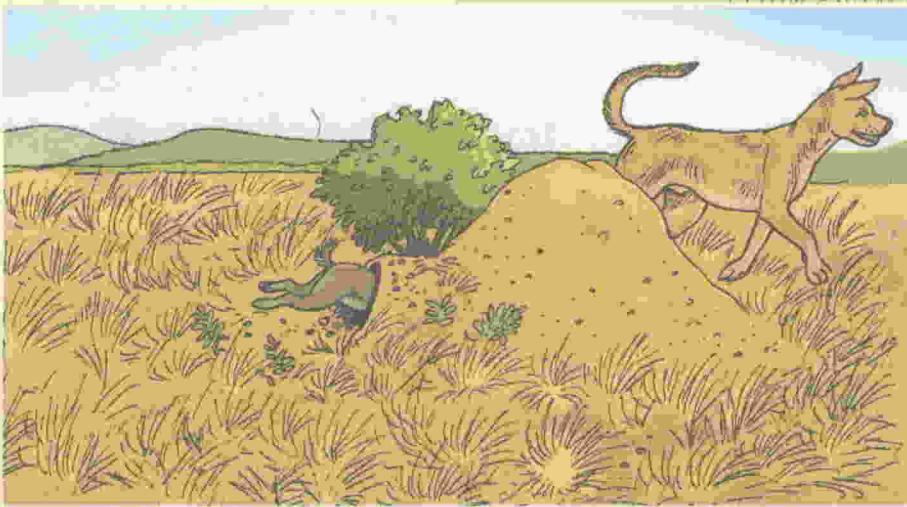
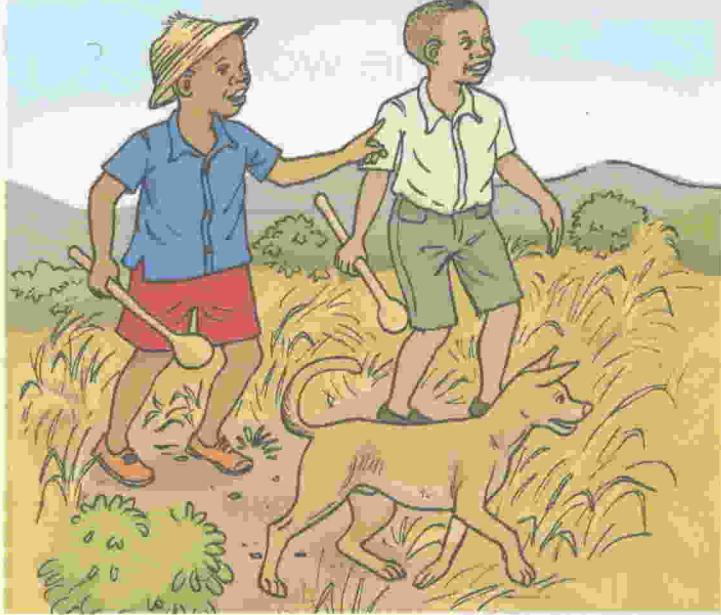


Shelter protects people from bad **weather**.



The lion cannot eat the cattle.
Animals need shelter for **protection**.

What is happening?



End of topic assessment test

Complete the sentences using the words in the box.

kennel

birds

protection

ants

cave

1. People need shelter for _____.
2. Baboons live in a _____.
3. A _____ is a shelter for dogs.
4. _____ live in anthills.
5. A nest is a shelter for _____.
6. Draw two shelters for people and two shelters for animals.



Look at the boy.
He is hungry.
He needs food to eat.



Key words

orphans
blind

sick
disabled

special

The role of the family in helping the vulnerable

They need **special** care



The man is **blind**.
He cannot see.
The girl is leading him.



The boy cannot walk.
He uses a wheelchair.
His sister pushes him
to school.

The girl cannot hear very well.
She is deaf.
She uses a hearing aid.



Rudo and Tom are **orphans**.
Their parents are dead.
They are going to stay with Uncle Vusa.
The family is happy.



Hulisani and Mulalo have come to visit their grandparents.

They brought them some maize and pumpkins.
Grandmother and grandfather can no longer work in the fields.



Grandmother is **sick**.
The family is visiting her.
Grandmother is happy to see them.

Activity

Collect various things for the needy.

End of topic assessment test

Complete the sentences below using the words in the box.

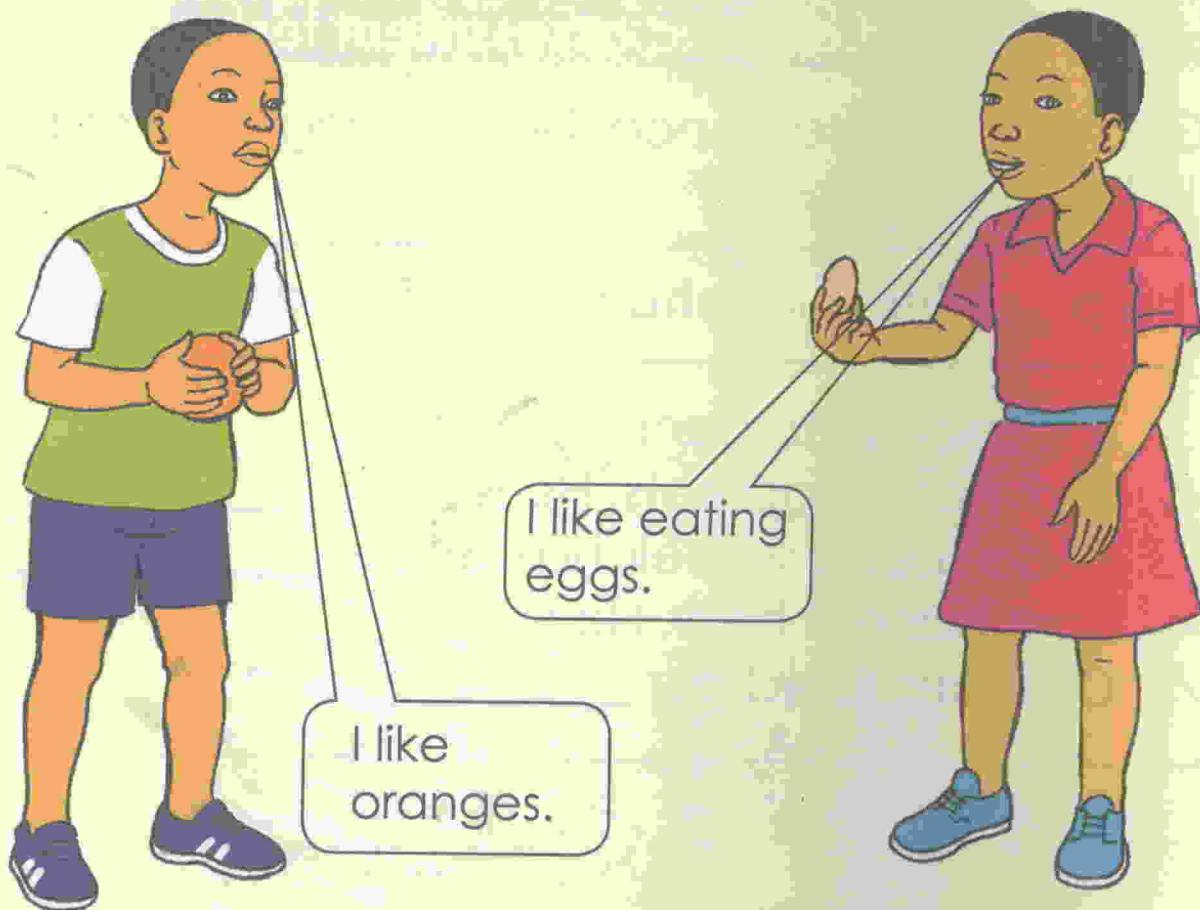
help blind orphan deaf disabled

1. A person who cannot see is _____.
2. Tom has no parents. He is an _____.
3. Rudo uses a wheelchair. She is _____.
4. Sam cannot hear. He is _____.
5. Orphans need our _____.

Topic

7

Natural heritage: Production, distribution and consumption of goods and services



Key words

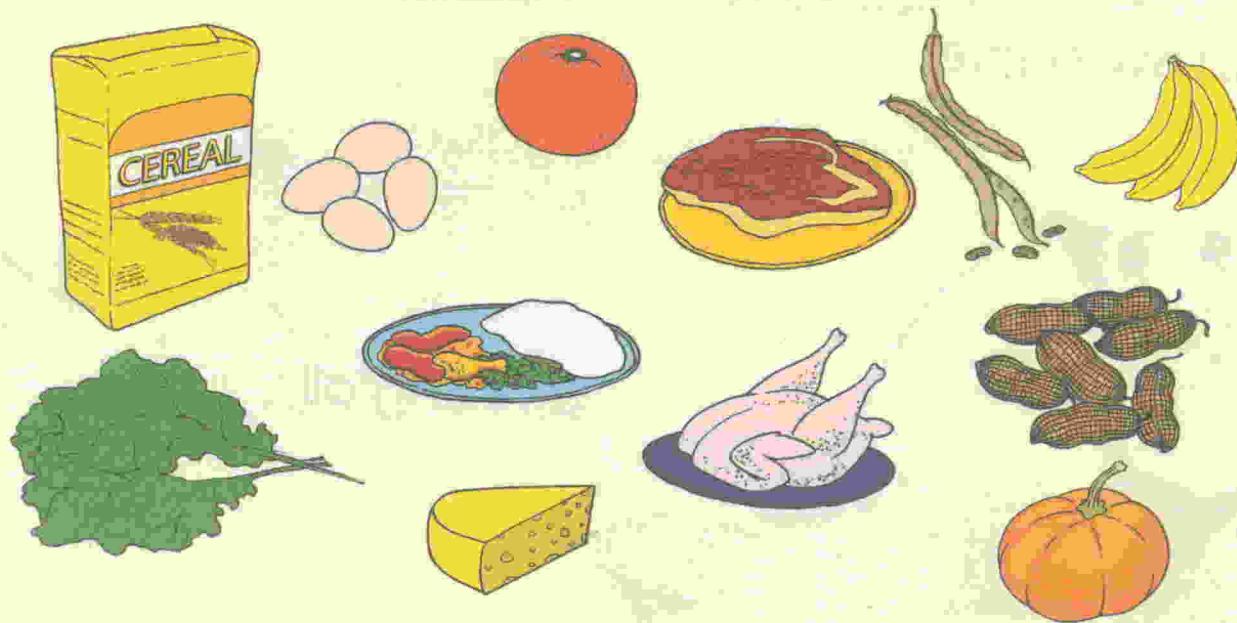
maize
land

sale
money

food
paddock

bank

Sources of food at home



We get **food** from animals.

We get food from plants.

Which food comes from plants?

Which food comes from animals?

Activity

1. Collect pictures of different foods.
2. Group the pictures into animal and plant food.
3. Paste the two groups of pictures onto charts.

Exercise 1

Match them

Draw a line



eggs



cooking oil



pork



milk



mealie meal

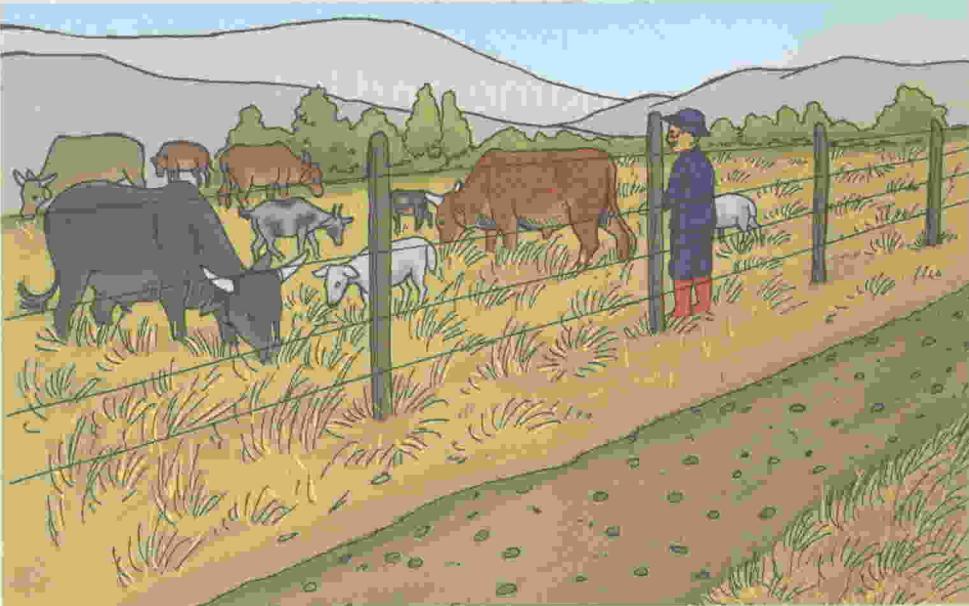


peanut butter

Production of food at home and in the community



People need **land** to produce food.
People work on the land.
They grow crops like maize, nuts and pumpkins.



Mr Bubby is a farmer.
He keeps cattle, goats, sheep and pigs.
The animals are grazing.
They are grazing in the **paddock**.
Mr Bubby needs land.
He needs land to make into paddocks.

Activity

Tell your friends what you would do with a piece of land to produce food.

Exercise 2

1. People need l-d to produce food.
2. People w-k on the land.
3. People can grow — and —.

Forms of family wealth



This is Mr Nkala's farm.
He grows **maize** and tobacco.
He sells the maize and tobacco to get **money**.



Mrs Sithole keeps many domestic animals.
She sells them at the market.
She is taking her cattle to the cattle **sale**.
She will get money from her cattle.

Activity

Imagine you are a rich person. Tell the class what you have.

Using and saving money

What do we do with money?

We buy food in a shop.

Mr Moyo is using money to pay for the groceries.



We use money to pay bills.
Mrs Chitiyo is paying for the electricity she uses at home.



I use money to pay my school fees.
I also buy books to read.

Activity

Play a shopping game.

Where can we keep our money safe?

Mrs Sithole is back
from the cattle market.
She has some money.



She is giving Farai, Farisai and Fadzai some money.
She keeps some for herself.
Where are they going to keep their money?



Fadzai is putting her money in a tin in her bedroom.
The tin is called a **piggy bank**.
You can keep your money in a piggy bank in a
safe place at home.



Farai put his money in his shirt pocket.
He cannot find his money.

The pocket has a hole.
Farai's pocket is not a safe place to keep money.



Farisai put her money under a stone.
She cannot remember the stone.
It is not safe to keep money under a stone.



Mrs Sithole is going into the bank.

She keeps her money in the bank.

The bank is a safe place to keep money.

Exercise 3

1. An orange is _____ food. (animal/plant)
2. People need to _____ on the land to produce food. (work/play)
3. _____ is a form of wealth. (A goat/Water)
4. It is safe to keep your money _____. (under a stone/in a bank)
5. We can use money to _____. (make fire/pay school fees)

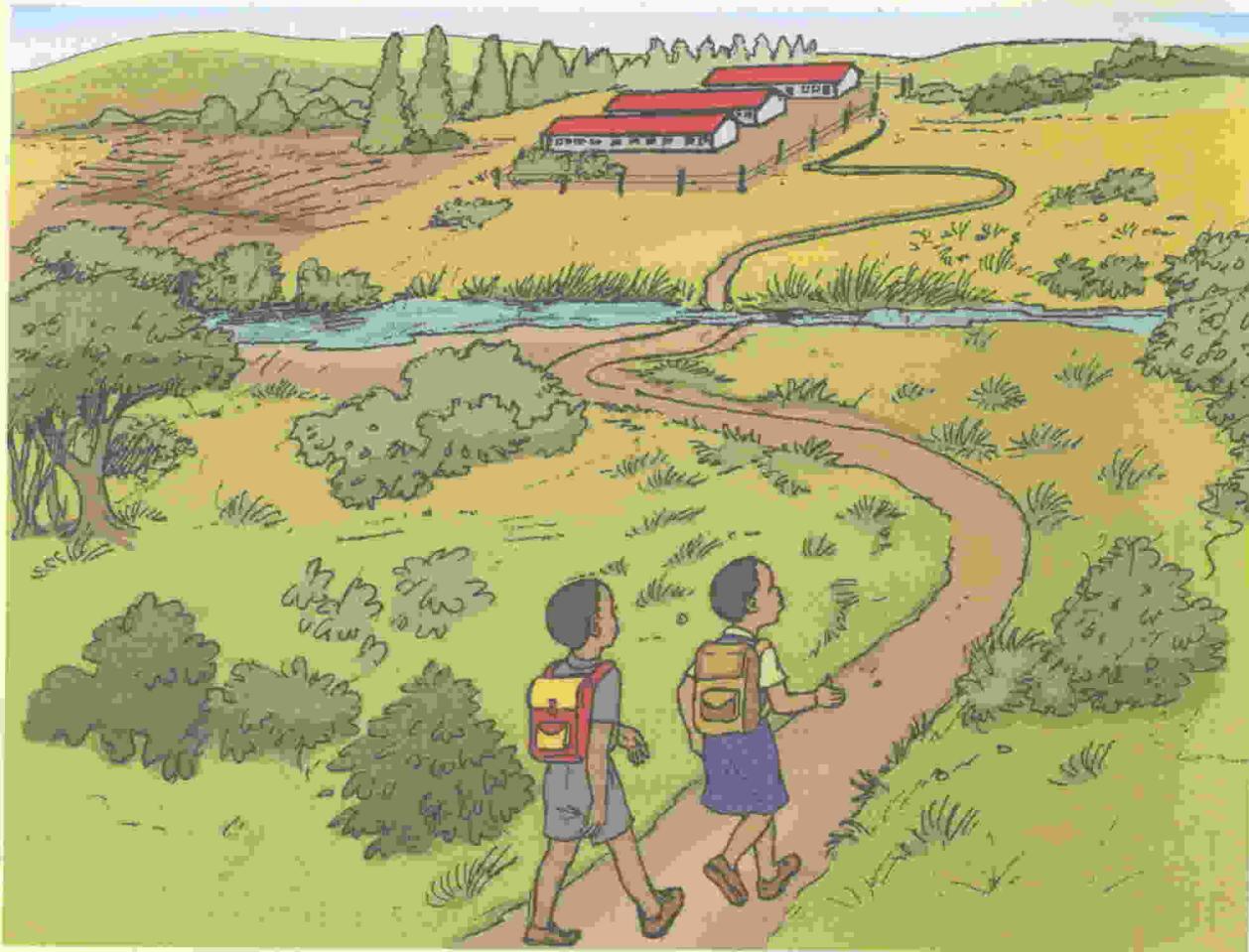
End of term two assessment test

1. It is _____ to beat others.
2. _____ can do bad things to children. (Anyone/Nobody)
3. When someone does a bad thing to me I should _____. (smile/report)
4. I have a right to _____. (have sweets/good food)
5. I have the responsibility to _____. (copy/do my homework)
6. A _____ is human shelter. (house/kraal)

7. Long ago people lived in _____. (caves/tents)
8. A _____ is a shelter for ants. (nest/an anthill)
9. A shelter for horses is called a _____.
10. Animals and people need shelter for _____. (eating/protection)
11. A person who cannot see is _____.
12. Someone who cannot walk can use a _____. (wheelchair/hearing aid)
13. We should _____ old people. (laugh at/help)
14. We get milk from _____.
15. Eggs are food from _____. (plants/animals)
16. We get peanut butter from _____. (groundnuts/sunflower seeds)
17. People _____ to produce food.
18. Where can you keep money safely?
19. It is _____ to keep money under a stone in the yard. (safe/unsafe)
20. _____ is a form of wealth.

**Topic
8**

Transport and communication



What can you see in the picture?



Key words

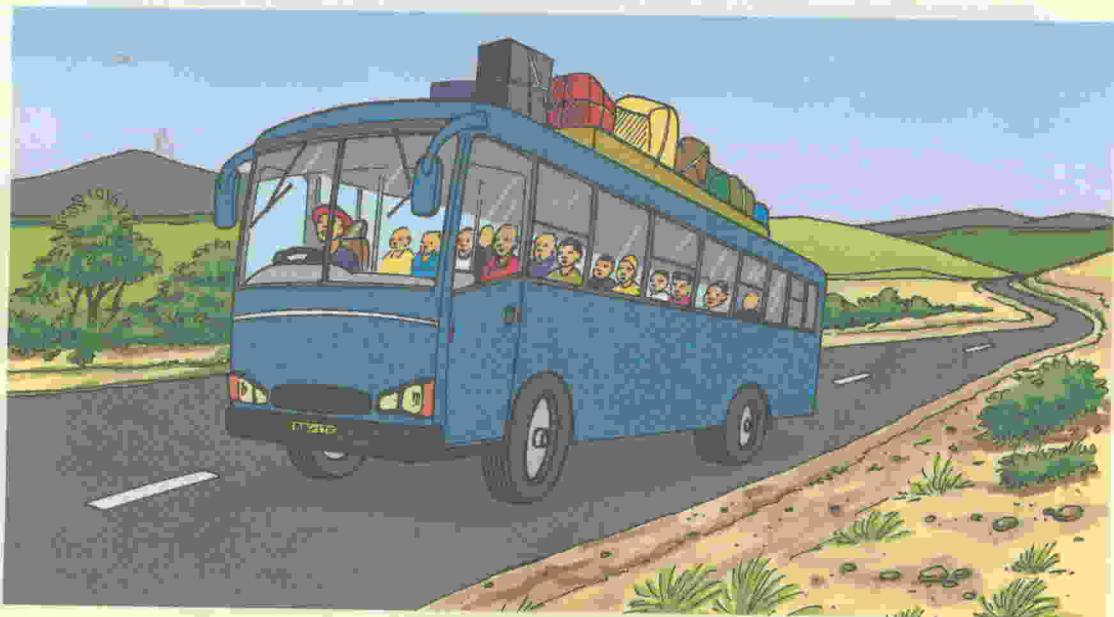
goods
trip

transport
cyclist

Need for and types of transport



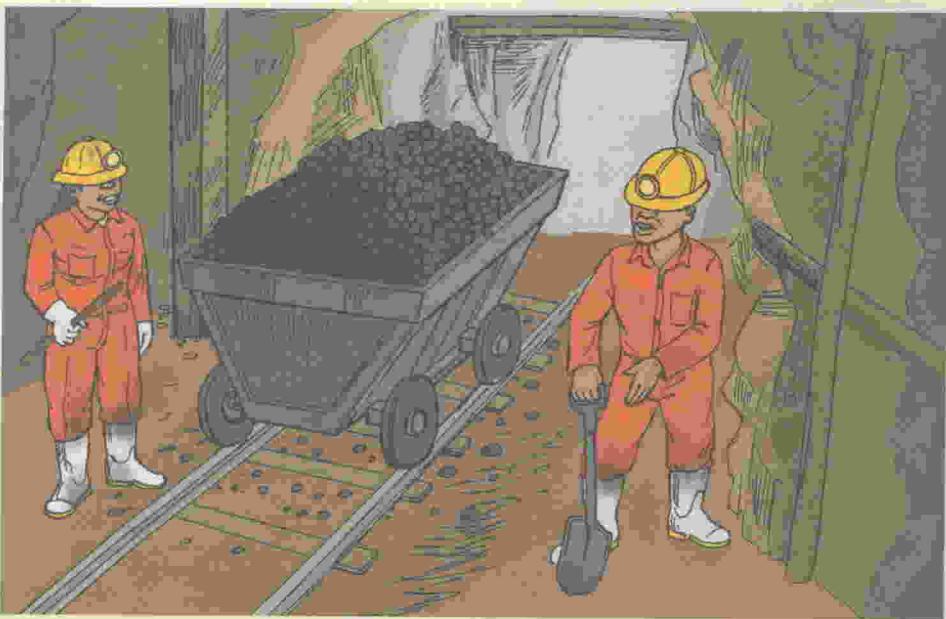
The farmer wants to take his maize to the market.
He will use a lorry.



- The people are on the bus.
- A bus carries **goods** and people.
- A bus moves on the road.
- Name other road **transport**.



Tatenda and Chipo are going to the grinding mill.
They cannot carry the bag of maize.
They put it on a donkey.



This is a goods train.
It carries goods.
The miners are using a goods train to transport coal.
There are trains for people too.



Mrs Gamba is going to the shops.
She is going by car.
A car moves on the road.



The players are going to a far away country.
They are getting onto the aeroplane.
An aeroplane moves in the air.
It is very fast.



The children are on a **trip**.
They are at the lake.
They will get into the boat
The boat moves on water.
Name other water transport.

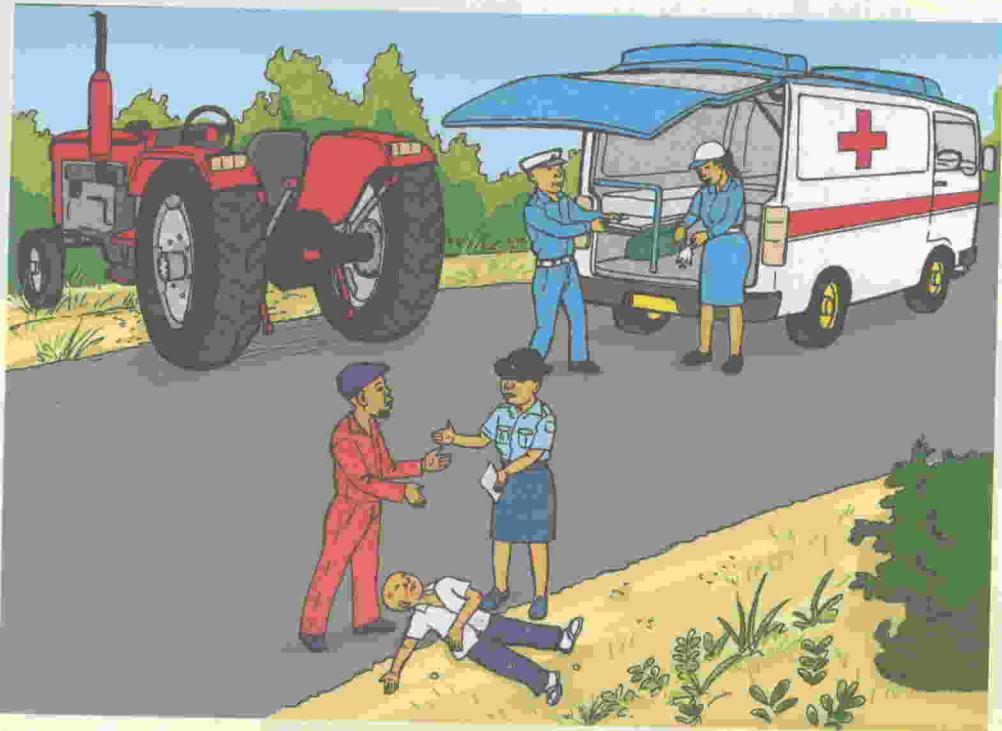
Activity

1. Move around your community. Which types of transport are there?
2. Collect pictures of transport.
3. Paste your pictures on a big chart.

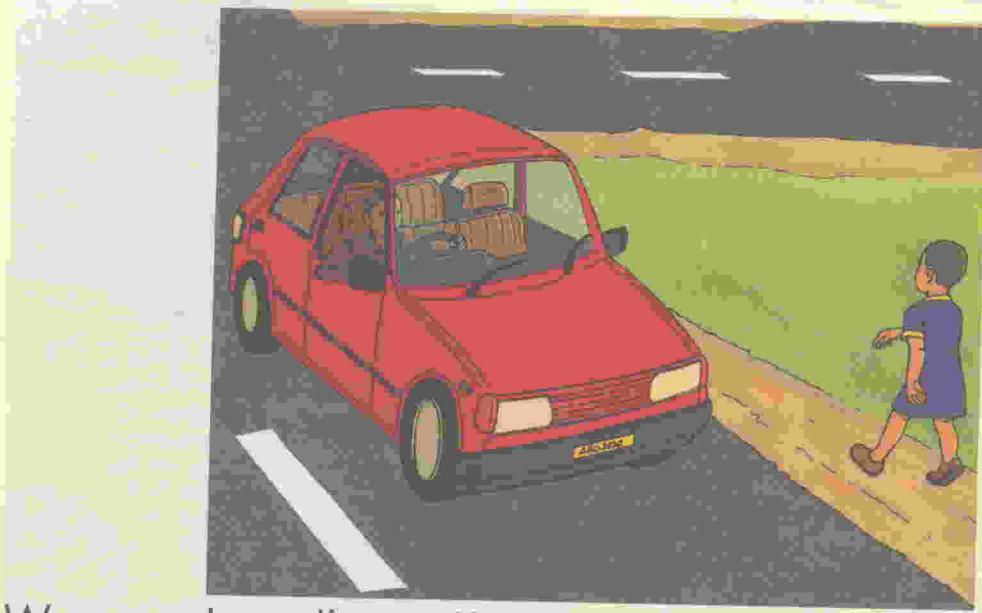
Exercise 1

1. A train moves on a _____.
2. A boat is _____ transport.
3. An _____ is air transport.
4. A _____ and _____ are road transport.

Road safety rules



What can you see in the picture?
The boy did not follow road rules.
He is hurt.



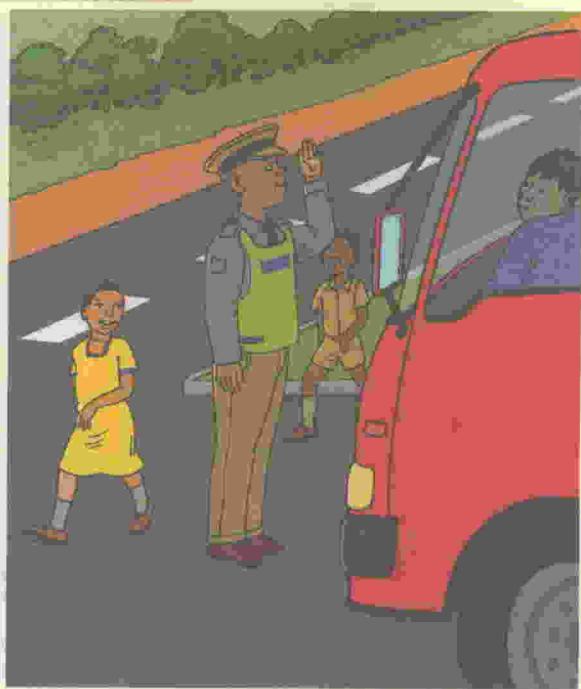
We must walk on the right side of the road.

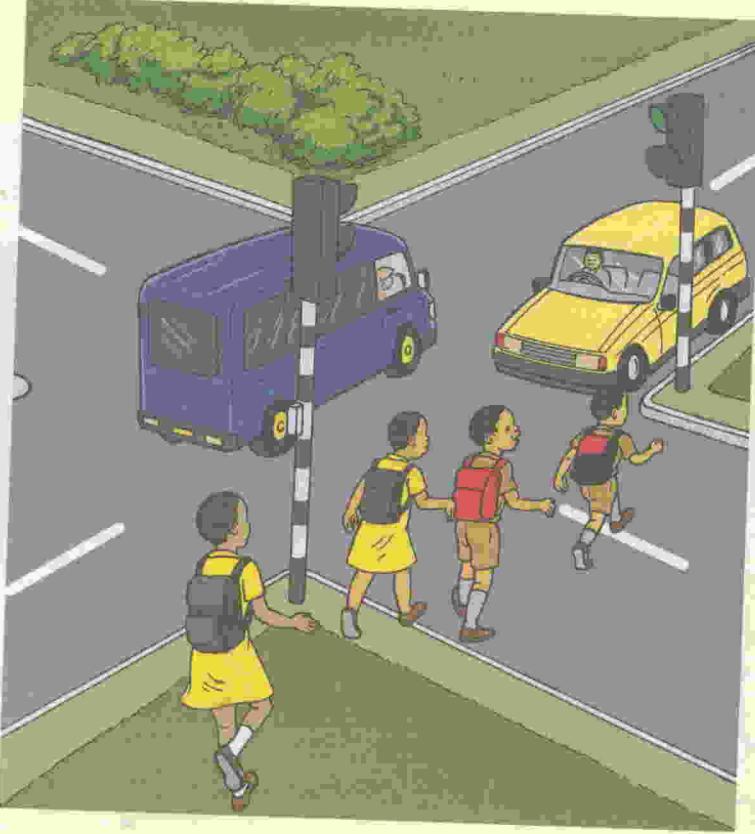
This is a zebra crossing.
We cross the road here.
The cars stop and we
cross.



She is going to
school.
A **cyclist** must
use a cycle
track.

The police officer helps
us to cross the road.
He stops the cars and
we cross the road.





The red light says stop.
The green light says go.

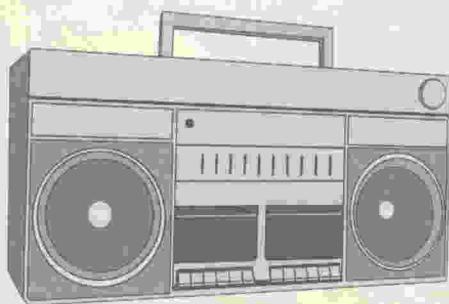
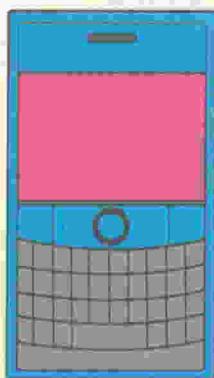
Activity

Sing the robot song.

Exercise 2

- ✓ 1. I must walk on the ____ side of the road.
- ✓ 2. A cyclist must use ____.
- ✓ 3. The red light says ____.
- ✓ 4. The green light says ____.
- ✓ 5. We must ____ road rules (follow/break)

Means of communication



I listen to the radio.

Father reads a newspaper.

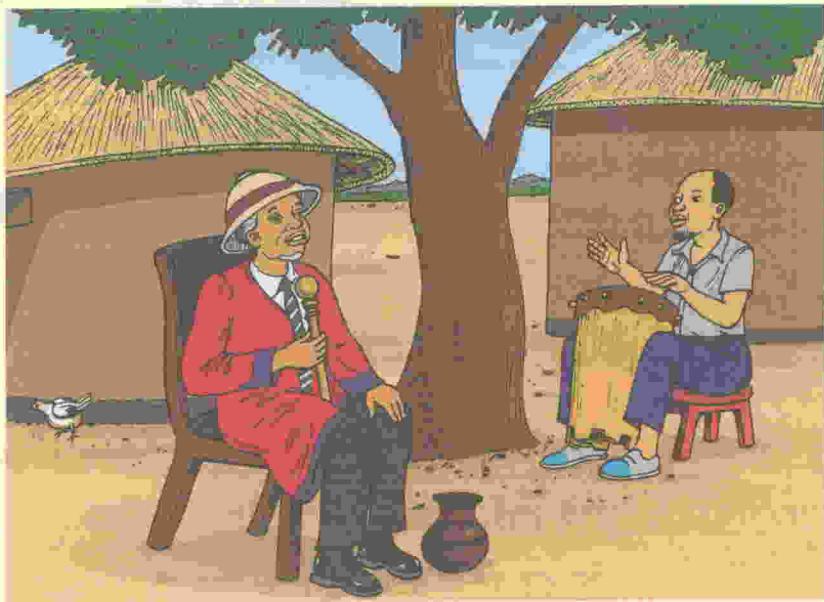
I talk to my brother on a cellphone.



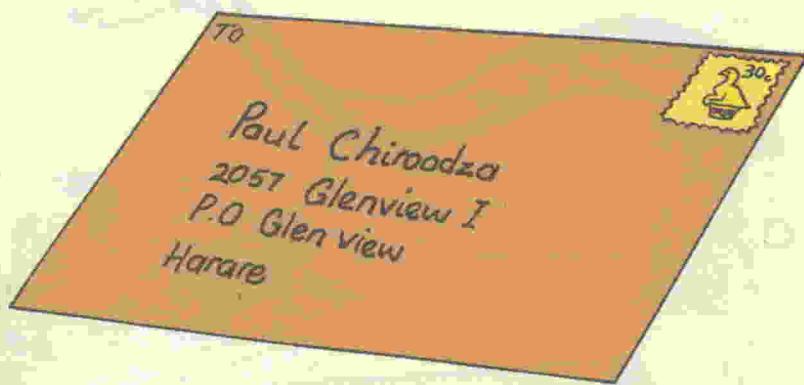
The man is blowing a horn.

It tells the villagers to come for a meeting.

The drum tells the people to come to meet the chief.



Rudo writes a **letter** to her grandfather.



End of topic assessment test

1. A bus carries people and _____.
2. A goods train carries _____. (people/goods)
3. A bus moves on the _____.
4. A _____ is water transport. (donkey/boat)

5. We must follow road _____.



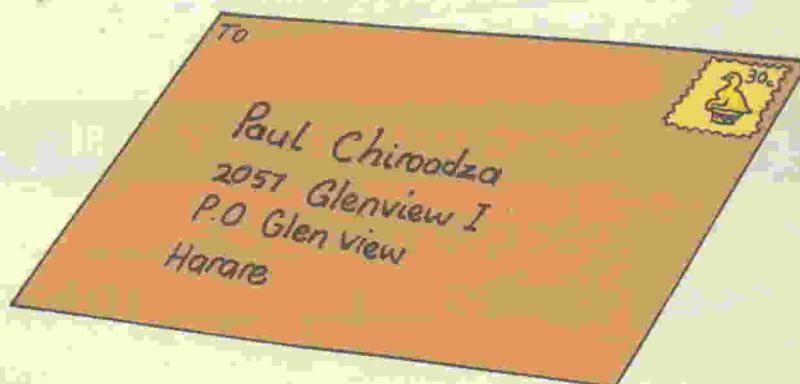
6. This is a _____. (robot/zebra crossing)

7. The green light of a robot says ____.

8. A _____ is a means of communication.



9. This is a _____.



10. This is a _____. (letter/paper)

Topic

9

Work and leisure



What can you see in the picture?
What work do you do at home?
What do you do after work?

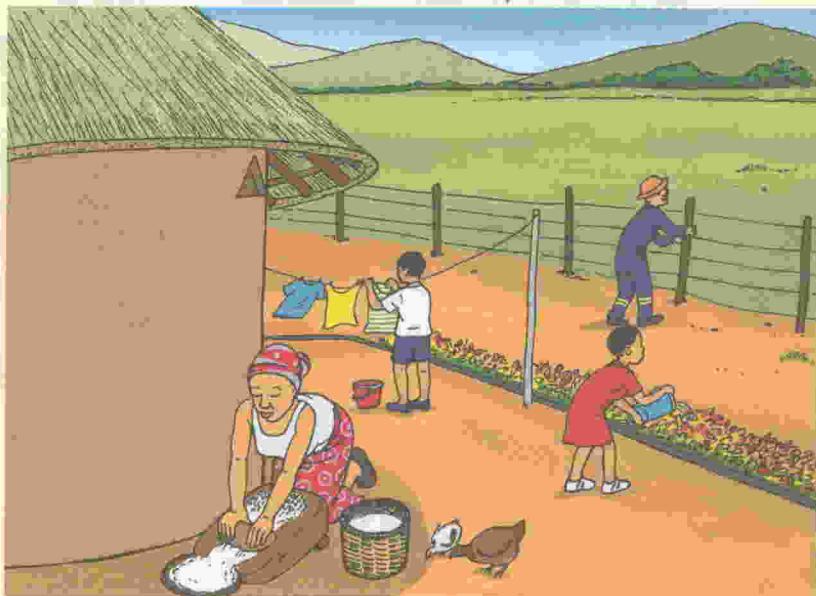


Key words

grinding leisure tired

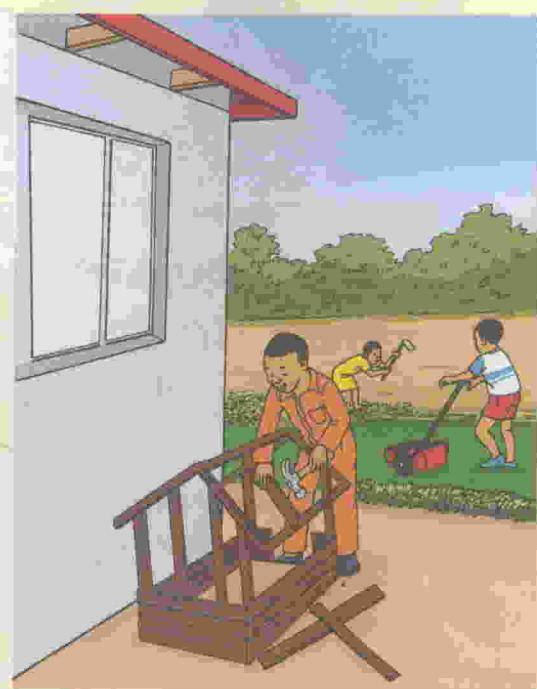
Work at home and school

Work we do at home



Mrs Musa is **grinding** mealie meal.
Mr Musa is repairing the fence.
Rudo is watering the flowers.
Peter is washing clothes.

Look at what they are doing.
They work together as a family.



Activity

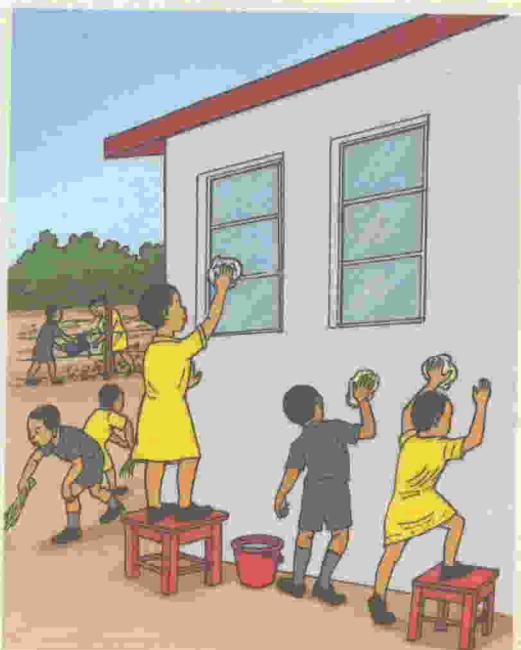
Play families showing the work you do at home.

Work at school



Mr Nyoni is a teacher.
He teaches children to read and write.

At school we water the
garden.
We clean the yard.
We clean the classroom.



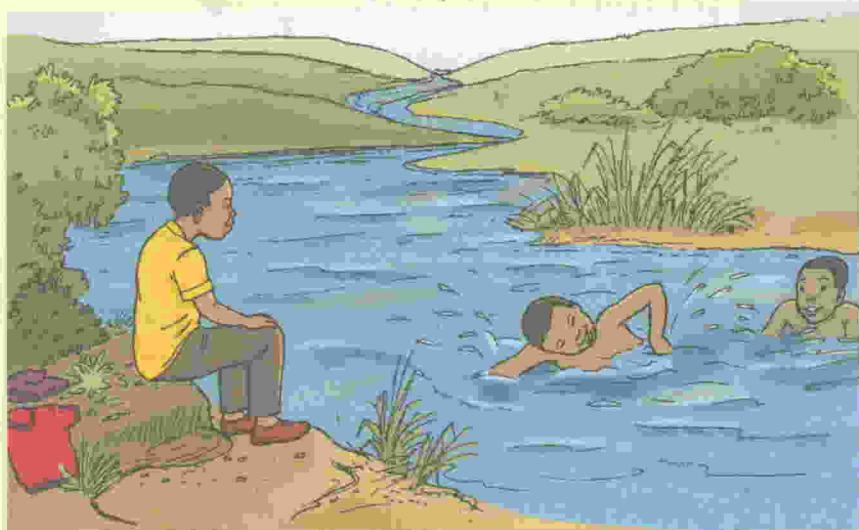
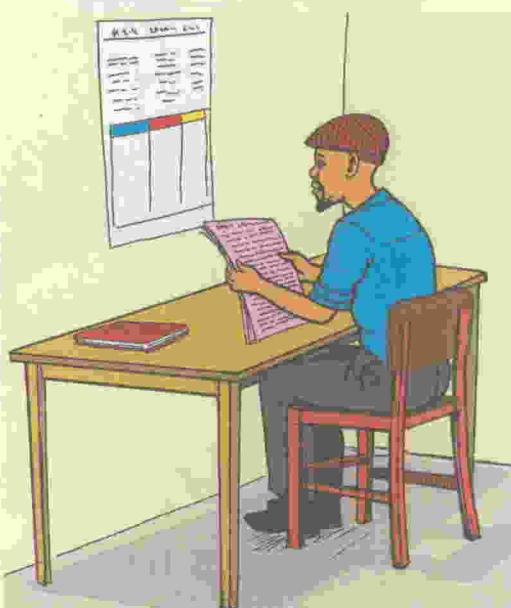
Activity

1. Clean your classroom.
2. Sweep the yard.

Use of leisure time at home and school

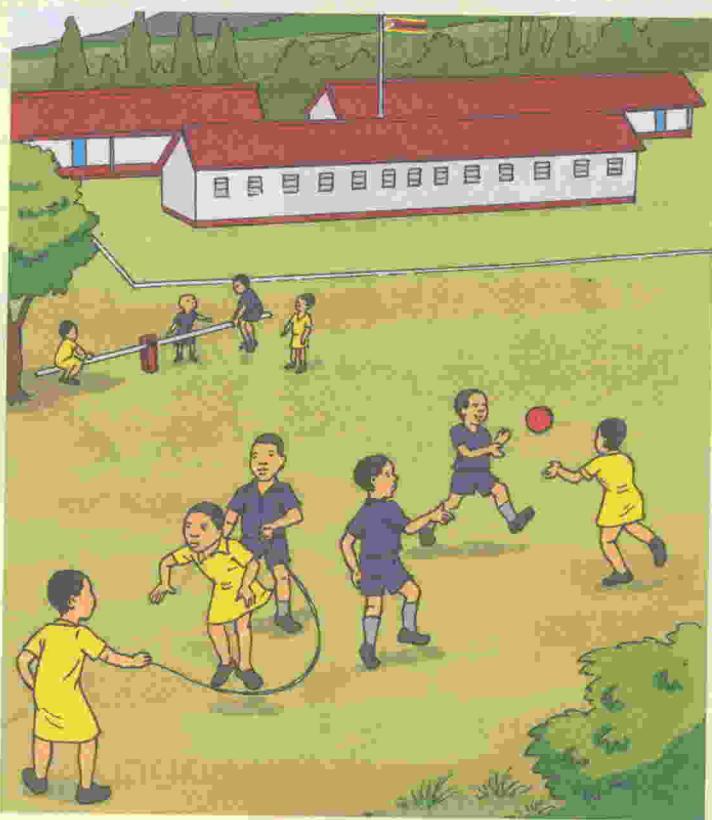
What do we do after work?

Father reads the newspaper after work.



We swim at the river.
Father watches us.

We play games at break time.



My mother is a farmer.
She grows crops.

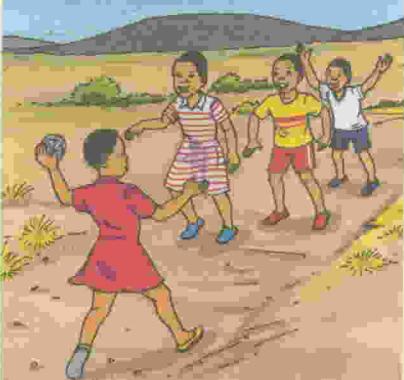
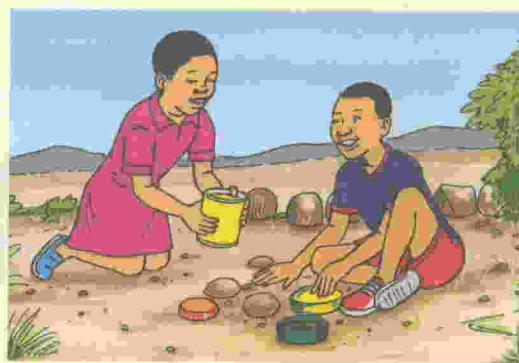


She is now **tired**.
She sleeps on her bed.

Activity

1. Collect pictures of people during **leisure** time.
2. Make a class collage of people during leisure. Your teacher will help you.

Indigenous and modern games



Children can play many games.
Which games are they playing?
Which games do you play with your friends?

Activity

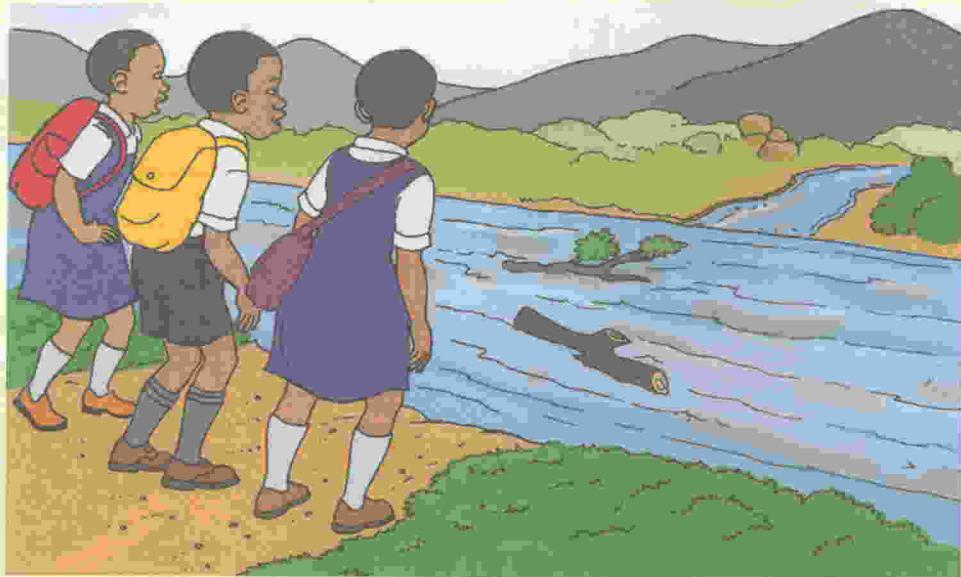
Play games with your friends.

End of topic assessment test

1. At home mother _____ sadza.
(cooks/digs)
2. At school I _____ the garden.
3. We play _____ and _____ at school.
4. During free time I _____ at home.
5. At school I _____ during leisure time.
(play/work)
6. Free time is _____ time. (work/leisure)

**Topic
10**

Global issues



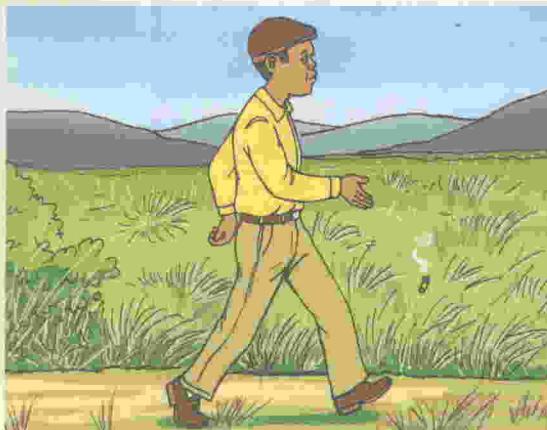
What can you see in the pictures?

Key words



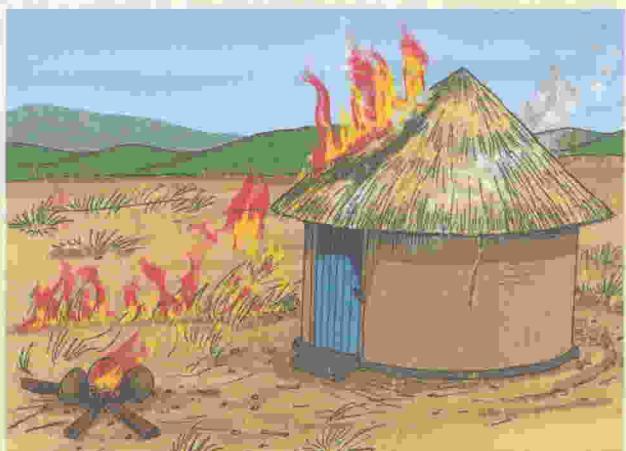
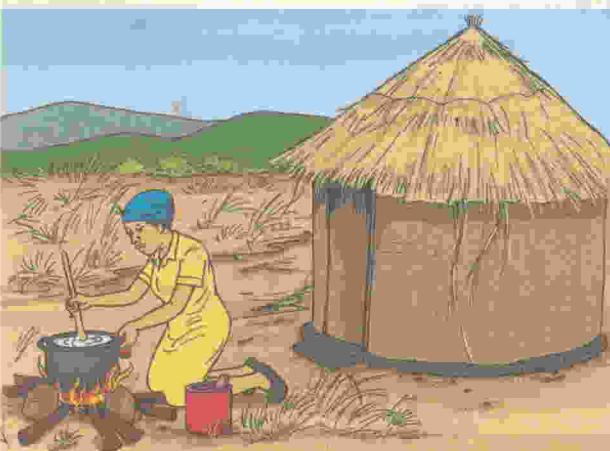
veld fire prevent accidents
lightning drown safe hunger

Veld fires



The man is smoking.
He drops the cigar.

The grass is burning.
There is a **veld fire**.



Mother is cooking on an open fire.
She leaves the fire burning.
The fire burns the grass and the hut.



They are catching mice.
They start a fire.
The fire is burning the grass.



Veld fires burn grass and trees.
The animals have no food to eat.

They die of **hunger**.

Some animals are killed in the fires.

Fruit trees are destroyed.

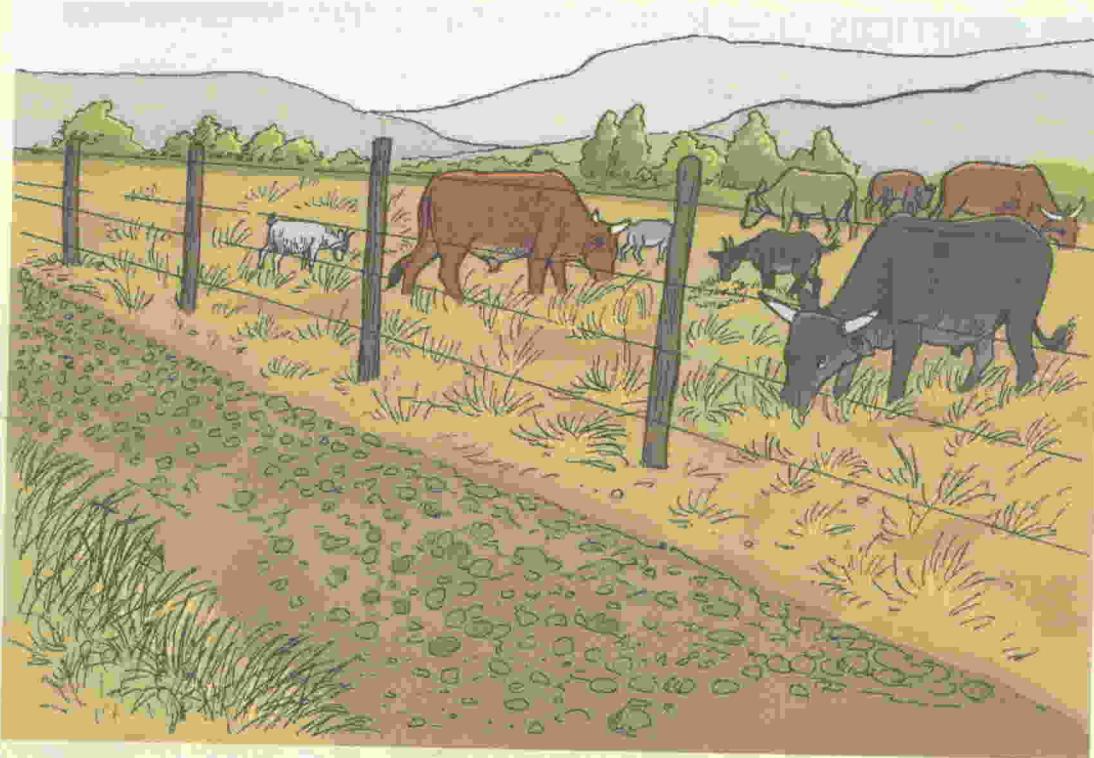
The nest is
burning.
Veld fires burn
animal shelter.



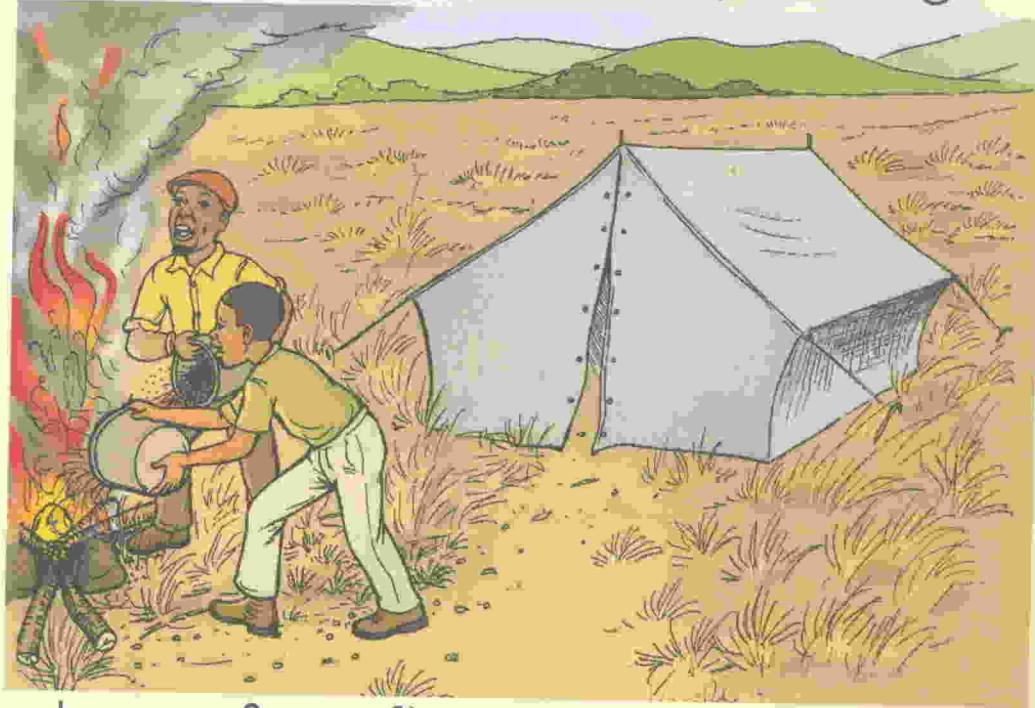
The hut is burning.

Veld fires burn homes.

How can we **prevent** veld fires?



We can make fire guards.
Fire guards stop veld fires from spreading.



Put out open fires after cooking.

We can use water and soil to put out fire.

Poem

Fire, fire stop the fire.

Veld fires are dangerous.

Veld fires kill the animals.

Veld fires burn animal shelter.

Exercise 1

1. Open fires cause _____ fires. (veld/play)
2. Veld fires can _____ homes. (build/burn)
3. We must make _____ to stop fires from spreading. (fireguards/cigars)
4. We can use _____ and _____ to put out fire.

Water related disasters

What is happening?

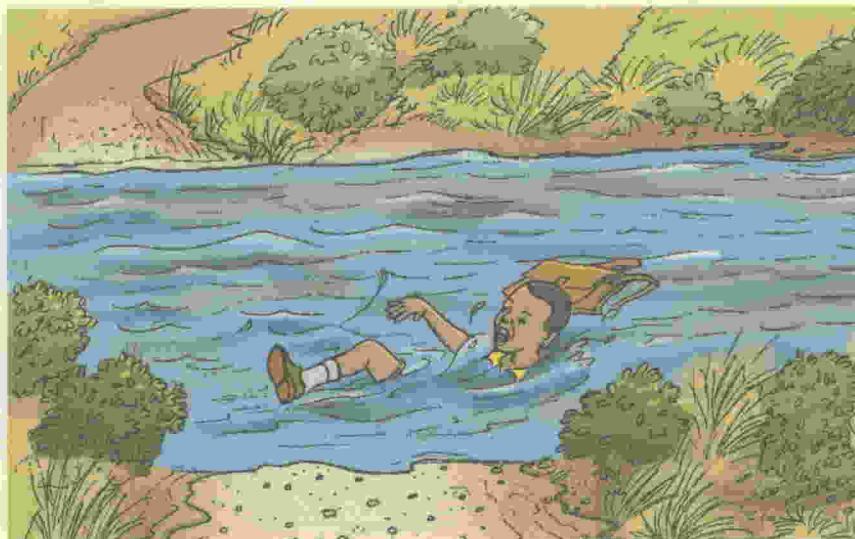


We store water in buckets, dishes and tubs.

Water can cause **accidents**.

Babies like to play in water.

They can **drown** in buckets, dishes and tubs.



People can drown in rivers, dams and swimming pools.



Lightning can be dangerous.

It can cause fires.
It can burn houses.

It can kill people.

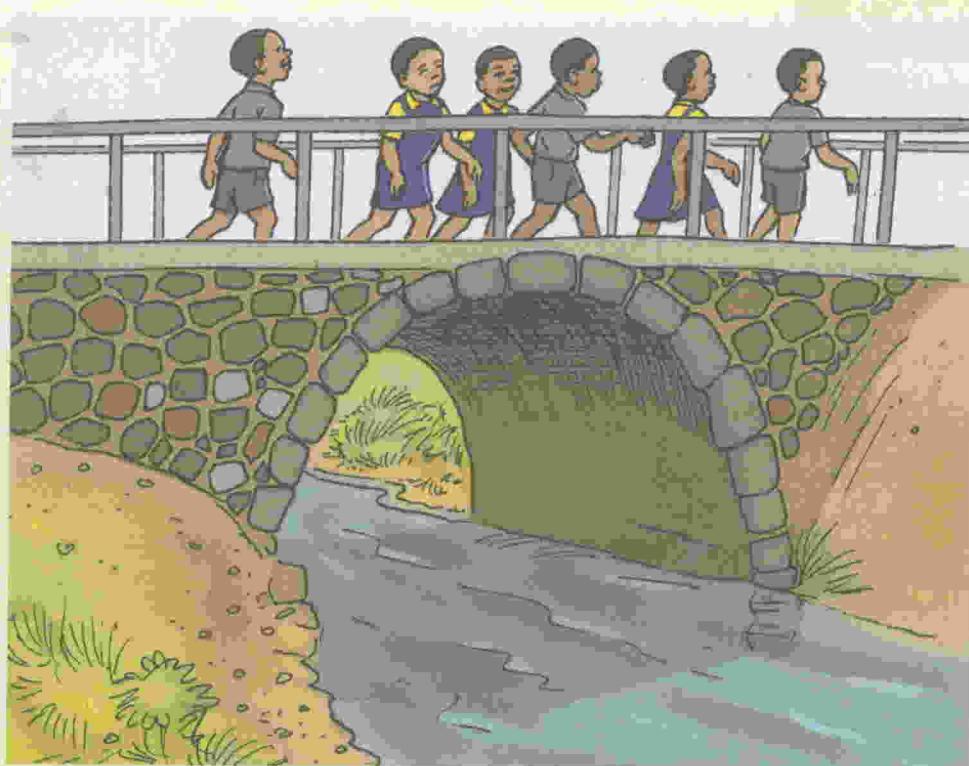
What can we do to stay **safe**?



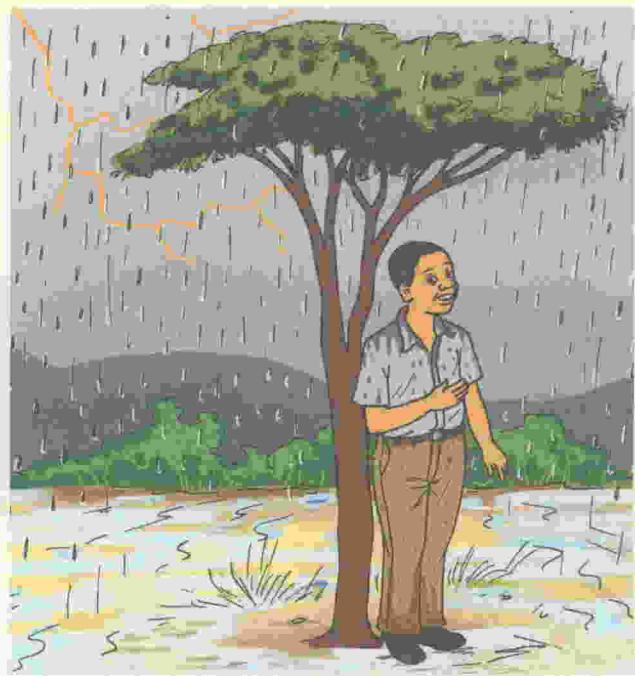
Cover the wells with lids.

Keep babies away from water in buckets, dishes or tubs.

Children must not play in water.



Cross rivers at bridges.



Do not stand under trees when there is lightning.

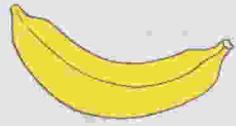
Exercise 2

1. Babies can drown in _____ and _____.
2. We must not stand under _____ when it is raining. (tables/trees)
3. Lightning can cause _____. (fire/water)
4. Pools must be _____. (dirty/fenced)
5. We should cross rivers at _____.

End of year assessment test

Answer all questions.

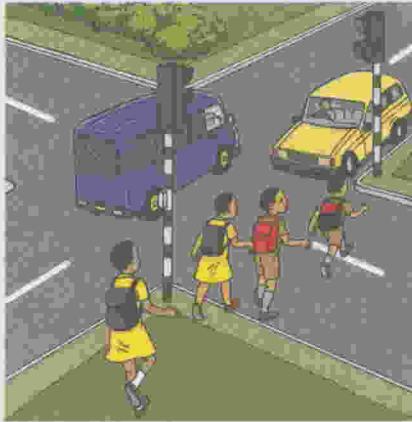
1. Parents and children make a _____.
(family/church)

2. My mother's parents
are my _____.
(enemies/grandparents)
3. We must ____ elders.
(greet/point at)
4. Sick people go to the
____ for help.
(shops/hospital)
5. The national anthem
is the song for ____.
6. We see the ____ colour on
the flag. (green/brown)
7. Abuse is _____ use of someone.
8. Every child needs _____. (good food/a job)
9. When I have been abused I should _____.
(keep quiet/report)
10. We must _____ our homes. (clean/carry)
11. _____ live in a nest.
12. Shelter protects us from _____. (rain/hunger)
13. _____ work at the hospital. (Teachers/
Nurses)
14. This is a _____. 
15. We get _____ from trees. (fruits/milk)
16. Peanut butter is food from _____. (animals/
plants)



17. A goods train carries _____.

18. This is a _____. 

19. It is _____ for me to cross here. (safe/unsafe) 

20. This is a _____. 

21. After work it is good for me to _____. (rest/dig)

22. We must put rubbish in the _____. (road/bin)

23. _____ cause veld fires. (Fire guards/ Open fires)

24. Fire can _____ homes. (burn/drown)

25. We sweep using a _____. 