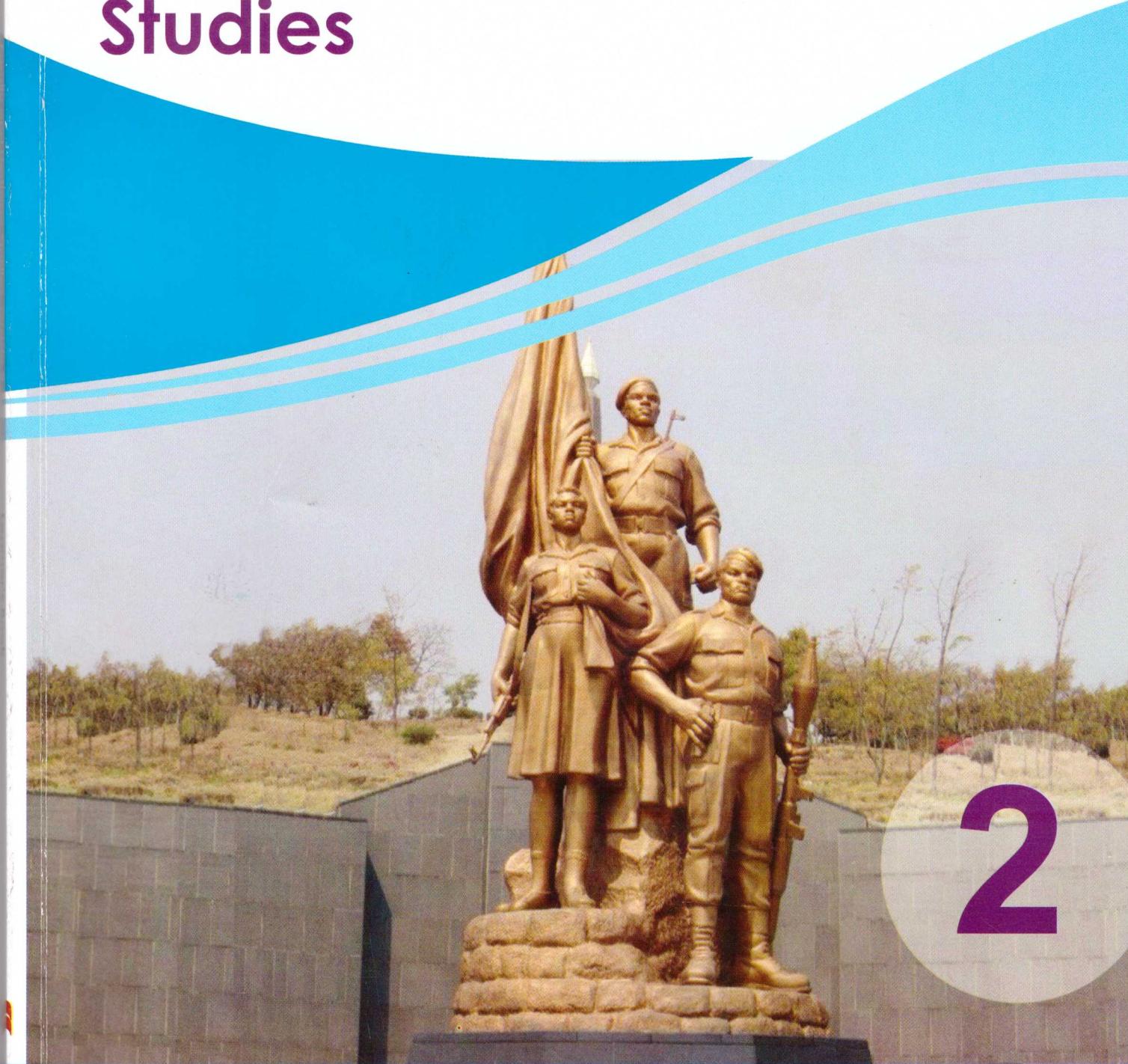


Ventures Primary

Family and Heritage

Studies



R. Chiwawu
B. Mlalazi

Learner's Book



Ventures Primary Family and Heritage Studies Learner's Book Grade 2

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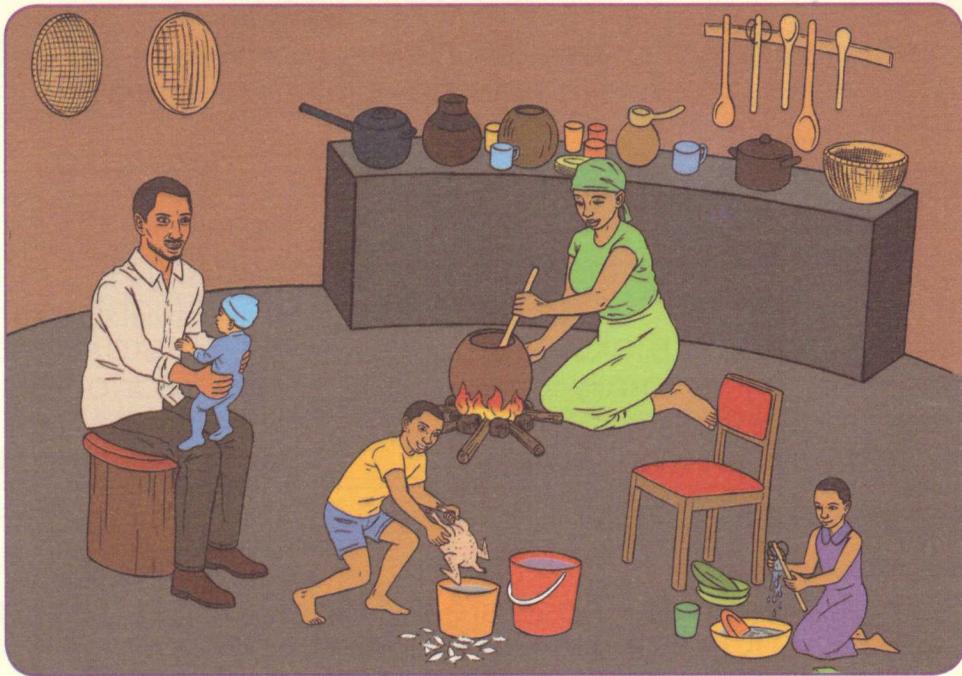
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1. Describe the family in the picture above.
2. Tell the class about your own family.
3. Name the indigenous kitchen utensils you can see in the picture.

Key words**community relatives celebrate tools respect discipline****1A. Advantages of living in a family**

This is the Chuma family. They all live together. It is good to live as a family. People live in a family to help one another. The family is working together. It makes the work easier. It brings about unity.

People who live in a family spend time together. They learn to care for one another. They learn to love one another. Family members will share important things. They can share ideas. They can teach each other about



their family. Children learn what is good within the family. People live in a family to help each other in so many ways.

Activity 1

1. Collect pictures of people working as families.
2. Watch videos of people working as families. How are they helping each other?

Exercise 1

1. It is _____ to live together as a family. (good/bad)
2. We live as a family to _____ each other. (fight/help)
3. Working together makes work _____. (hard/easier)
4. People living in a family learn to _____ for one another. (care/steal)
5. Family members can share_____ things. (important/bad)

1B. Relatives

Families have **relatives**. These are members of the extended family. Some live near us but others live far away.

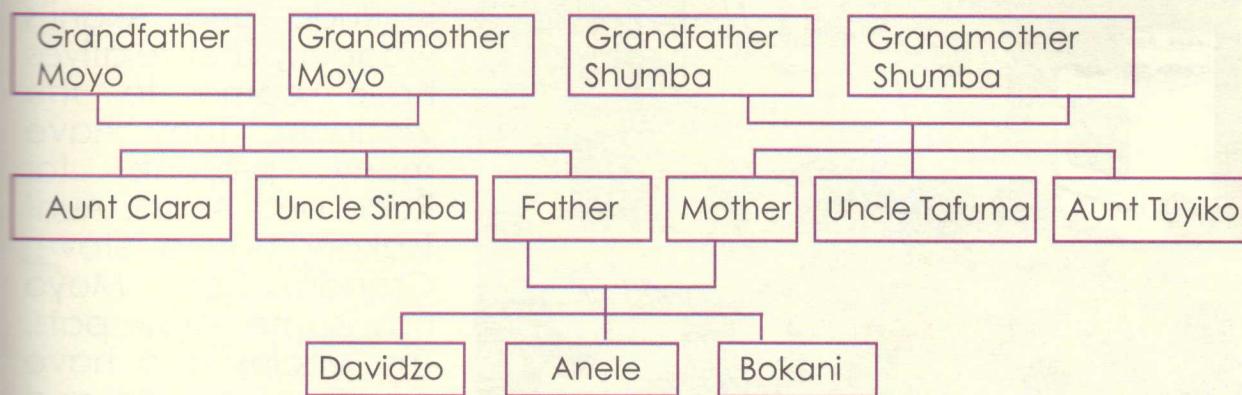
My relatives

Father's mother	→ Grandmother
Mother's mother	→ Grandmother
Mother's father	→ Grandfather
Father's father	→ Grandfather
Mother's sister	→ Aunt
Father's sister	→ Aunt
Mother's brother	→ Uncle
Father's brother	→ Uncle

Look at the relatives in the picture. They are a big and happy family.

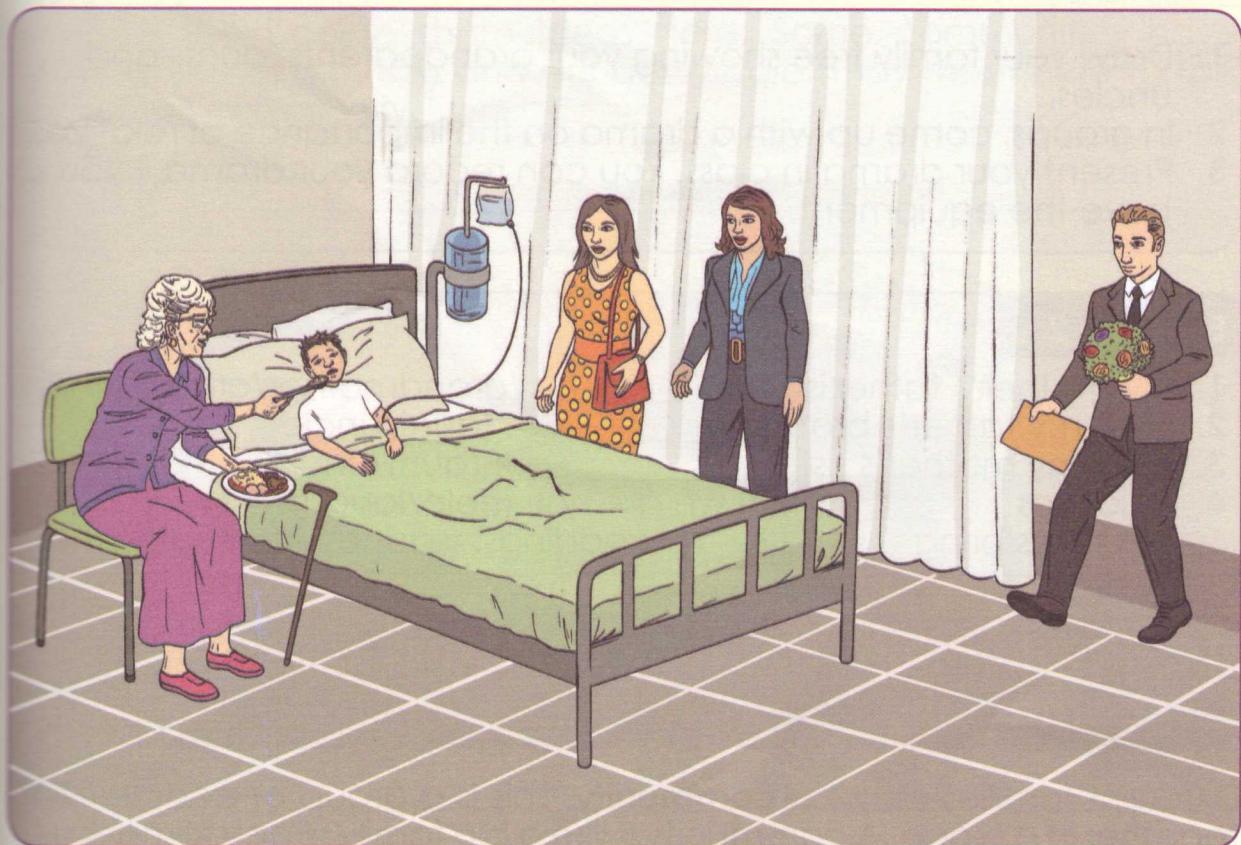


You can show your relatives on a family tree. Look at Davidzo's family tree. It shows her grandparents, parents, uncles, aunts, brother and sister.

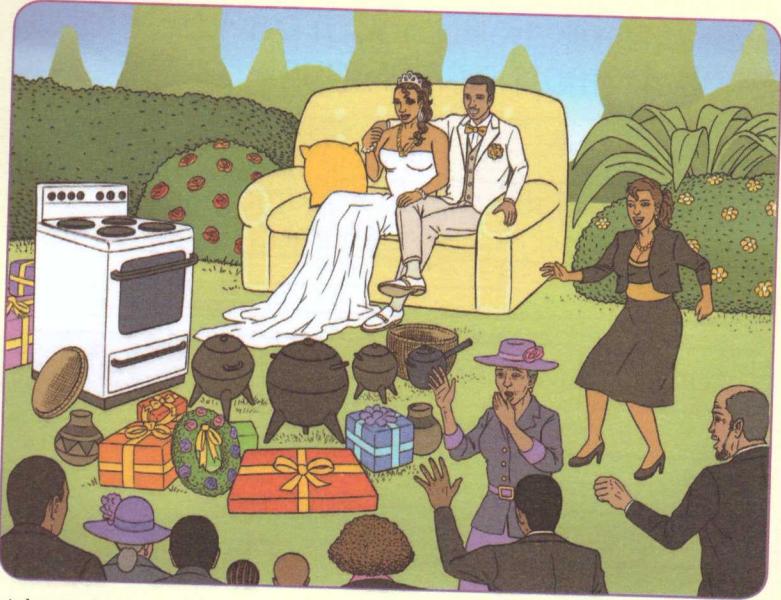


Importance of relatives

Relatives help us in times of sadness. They help when there is sickness or death in a family.



Grandmother, aunt Clara, uncle Matt and mother have come to visit Ashton in hospital. He has malaria. He is happy to see his relatives. He feels loved.



Akani. Other relatives have also brought presents. The relatives sing and dance happily.

Activity 2

1. Draw your family tree showing your grandparents, aunts and uncles.
2. In groups, come up with a drama on the importance of relative
3. Present your drama in class. You can record your drama if you have the equipment.

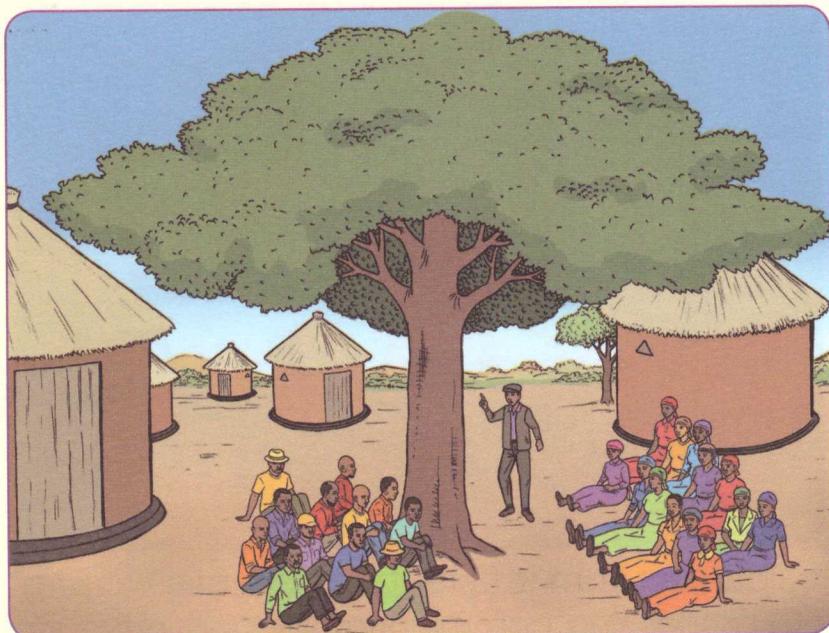
Exercise 2

1. My mother's father is my _____. (grandmother/grandfather)
2. I call my father's brother _____. (aunt/uncle)
3. I call my mother's sister _____. (aunt/uncle)
4. Relatives _____ when we are sick. (help/laugh)
5. Relatives bring _____ to weddings. (sadness/presents)

1C. Relationships between the family and the community

Different families make a **community**. This is a group of people living together in a place. A community is like a big family. Each family has a part to play in the community. People work together in a community. They share what they have.

Meeting



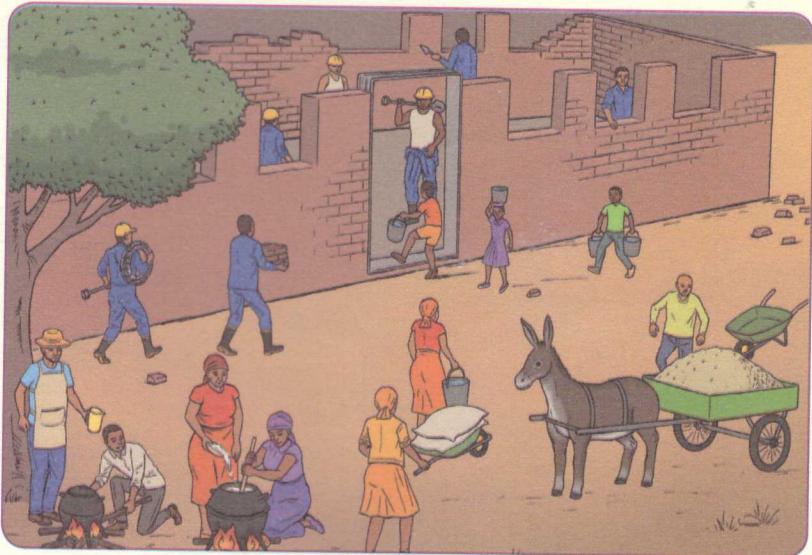
Families in a community talk together. The picture shows a village meeting. The people share ideas here. Some communities have meeting places like halls and the dare/idale. They meet here to talk about their community.

Sharing



The people in the picture are fetching water. They are at a community tap. They use the tap together. People in a community share what they have. They all help to keep the place clean. They also share things like sports grounds and clinics.

Working together

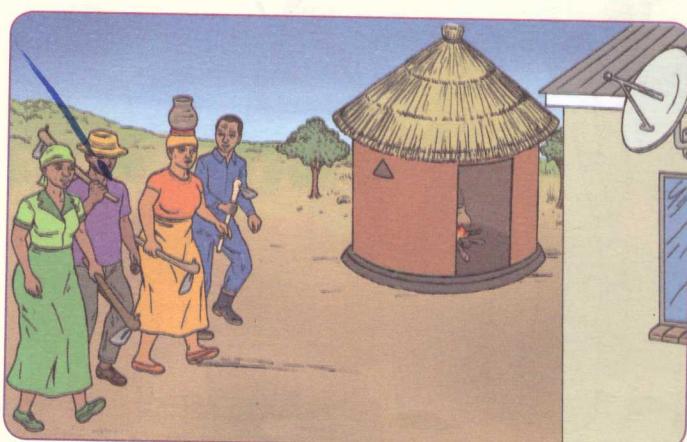


In the picture, people from different families are working together to build a school. Families in a community take part in the activities of the community. Each family brings what they have.

The Shumba family brought their scotch cart. It is being used to carry the sand for building. The Chuma family brought their donkeys. The donkeys are pulling the cart. The Ncube family brought their three legged pots. The food for the people who are working is cooked in the pots.

Mrs Masamba and Mr Takura are builders. They are building the walls.

Helping one another



Mr Mbare is not feeling well. He has a cold. Other people in the village are coming to visit him. They will help the family to weed their maize plot.

Families in a community help each other. They help each other in happiness. They help each other in sadness. When there is a funeral other

families come to comfort the family. In times of happiness families in a community **celebrate** together. To celebrate is to do things that you enjoy. You do them to remember something important.

Activity 3

1. Dramatise how members of a family take part in different activities in their community. If you can, record your presentation and share with others at home.
2. Watch videos of families taking part in community activities. Talk about what the families are doing.
3. Collect pictures of communities working together. Make a class collage by pasting your pictures onto a chart. Display your chart.

Exercise 3

1. A community is like a big _____. (house/family)
2. Different _____ make a community. (families/scotch carts)
3. Each _____ has a part to play in the community. (hut/family)
4. In a community people _____ what they have. (fight for/share)
5. Members of a community should _____ one another. (help/fight)

1D. Family norms and values

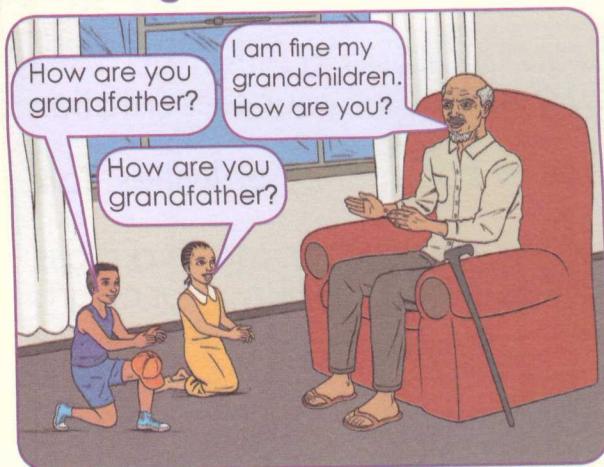
In each family there are some good things we should do. These things show we are good children. The way we do things may be different from one family to another. Look at the pictures.

Respect

Grandmother is visiting. Peter has **respect** for others. He opens the door for grandmother. He welcomes grandmother. We should always respect our elders. We should always respect one another. How can you show respect to others?



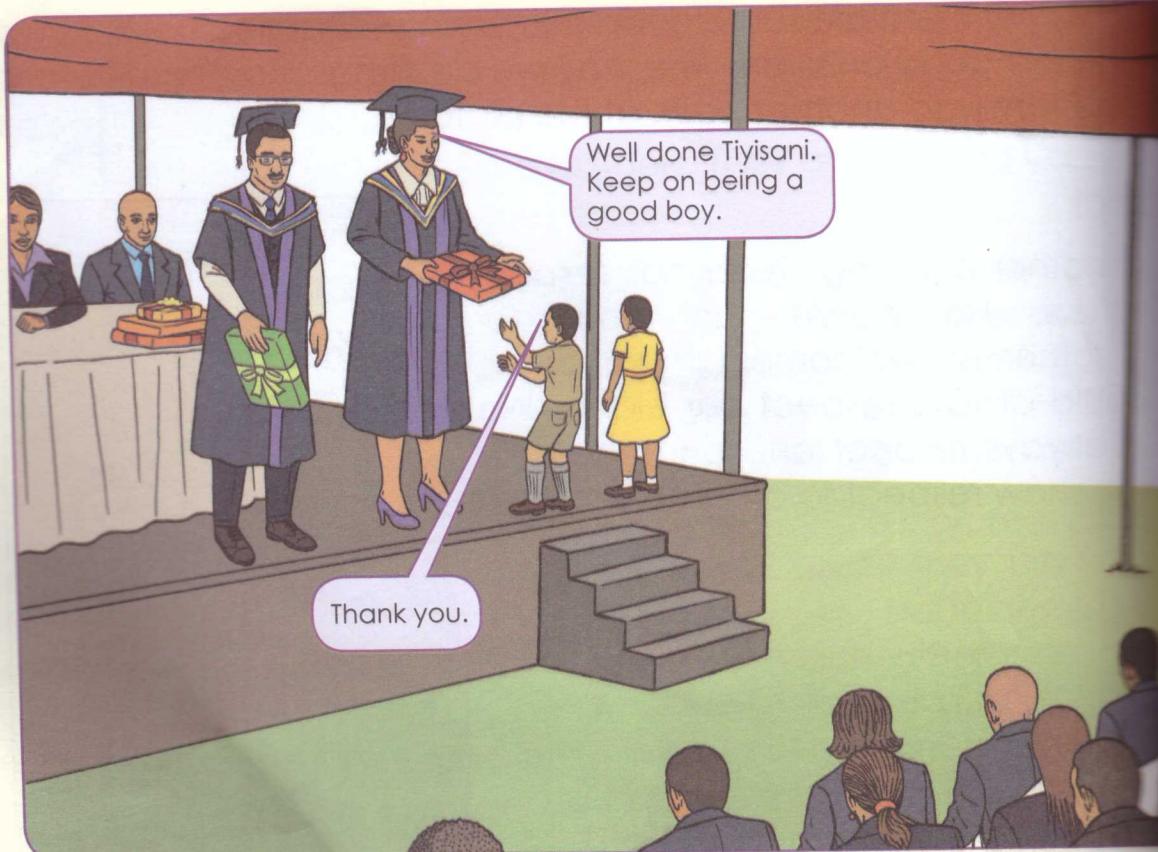
Greetings



Look at the pictures. The people are greeting one another. Greetings show that we care for others. Greetings show love. People greet each other in many different ways. How do you greet people?

Discipline

Children should do the right things. They should have discipline. Children with discipline follow rules.



It is prize giving day at school. Tiyisani and Faith are receiving prizes. They are receiving prizes for being good children. They are good children at home and at school. They greet elders. They listen to their teachers. They follow school rules. We should all be good children. What else do good children do?

Hard work



On prize giving day Kudzai and Zwanga got prizes too. They got prizes for working hard. They do all their school work. They do it neatly. They ask for more work from the teachers. Kudzai and Zwanga also work hard at home. They help their parents at home after school. Their parents are proud of them. Good children work hard.

Activity 4

1. Go into your groups. Do a role play to show discipline and respect.
2. Your teacher will show you some videos about children. Are the children being good?
3. Role play on greetings.

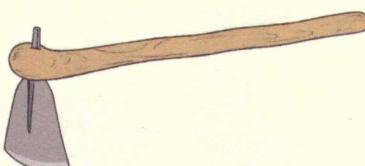
Exercise 4

1. We should always _____ one another. (fight/respect)
2. Greeting people is _____. (good/bad)
3. Greeting one another shows _____. (care/anger)
4. Children with discipline ____ rules. (follow/break)
5. Where should children work hard?

1E. Indigenous farming tools

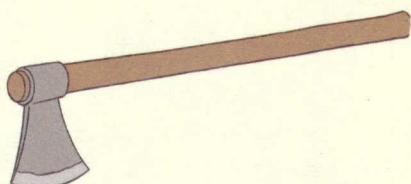
People started farming a long time ago. They made many **tools**. Tools are things we use to do work. They made **farming tools**. Farming tools are used when farming. They make farming easier. Most of the tools from long ago are still being used today.

Hoe (badza/ikhuba)



This is a hoe. It is used for weeding. It is also used for digging.

Axe (sanhu/ihloka)



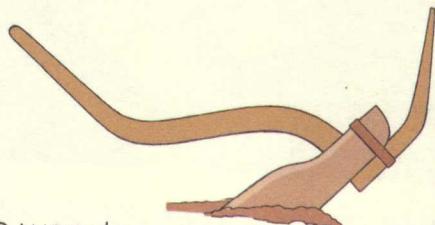
The axe is used for cutting trees and bushes.

Harvesting basket (dengu/isitsha)



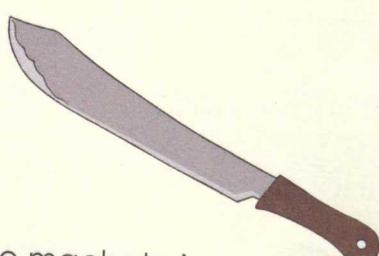
Harvesting baskets are for putting crops when harvesting.

Wooden plough (geja/ikhuba lenkomo)



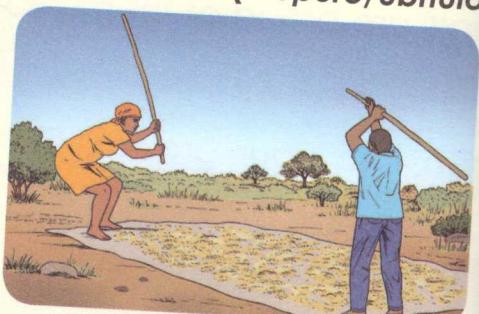
The wooden plough was used for tilling the land. It is no longer used now.

Machete (bhembba/ibhembba)



The machete is used for cutting and chopping.

Threshing stick (mupuro/ubhulo)



The threshing stick is used for lifting and threshing.

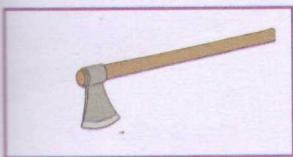
Activity 5

1. Draw an indigenous tool. Write its name.
2. Make a model of any indigenous farming tool of your choice.
3. Tell the class what you have made.
4. Demonstrate how your model tool works.
5. Watch videos of some indigenous tools. What is each tool used for?

Exercise 5

1. Tools are things we use to do _____. (games/work)
2. Farming tools are used when _____. (playing/farming)
3. A _____ was used to till the land long ago. (tractor/wooden plough)

4.



This is an _____.
It is used for _____.

End of topic assessment test

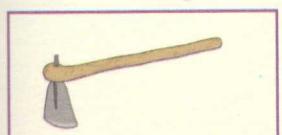
Choose the correct answer.

1. People live as a family to _____ one another. (hit/help)
2. Working together as a family makes work _____. (harder/easier)
3. My father's brother is my _____. (grandfather/uncle)
4. Sickness is a time of _____ in a family. (happiness/sadness)

respect families machete Farming tools hoe help

5. Different _____ living together in a place make a community.
6. Families in a community should _____ each other.
7. Welcoming visitors shows _____.

8.



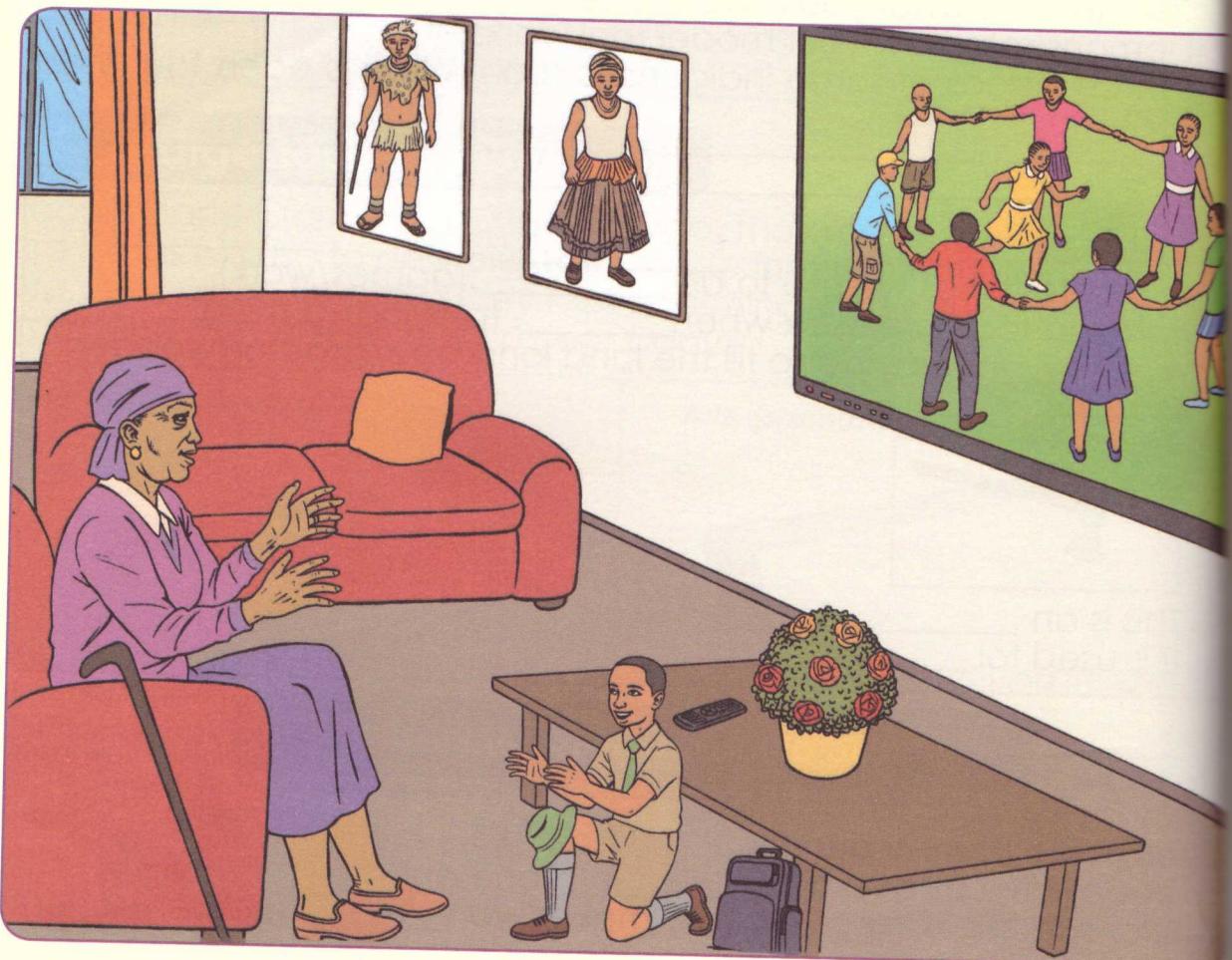
This is a _____.

9. _____ are used when farming.
10. A _____ is used for cutting and chopping.

Topic

2

Cultural heritage



1. Describe the picture.
2. How do you greet elders in your culture? Show the class.

Key words

honest humble folktales funeral united rules

2A. Unhu/ubuntu/vumunhu

Humility

Mrs Chemugarira is a ward councillor. She is cleaning the street. She is with learners from Zvemberi School. She is doing some community work.

Councillor Chemugarira likes to help her community. She is a **humble** leader. She is a good leader. We must all be humble.



Honesty



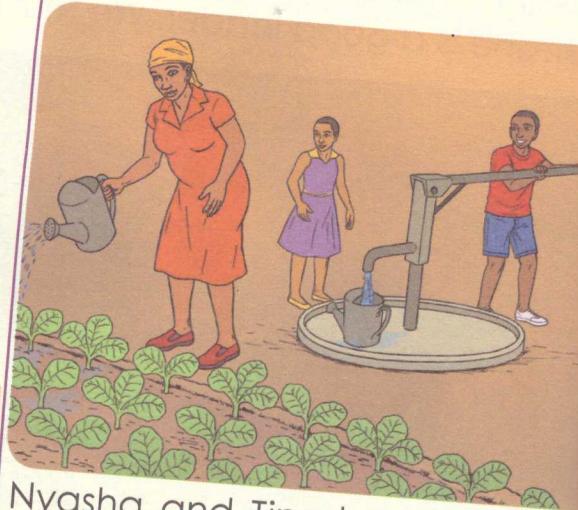
Bonke broke a cup. What does she do? She is an **honest** girl. Someone who is honest always tells the truth. She tells mother when she comes back. We should always tell the truth.

Respect



Awakhiwe is back from school. She is greeting her grandparents. She kneels to show respect. She also claps her hands. We must show respect to everyone. How do you show respect to others?

Hard work



Nyasha and Tinashe are helping their mother. What are they doing? They are watering the garden. The children work hard. Children should work hard at home and at school. How do you help your parents at home?

Activity 1

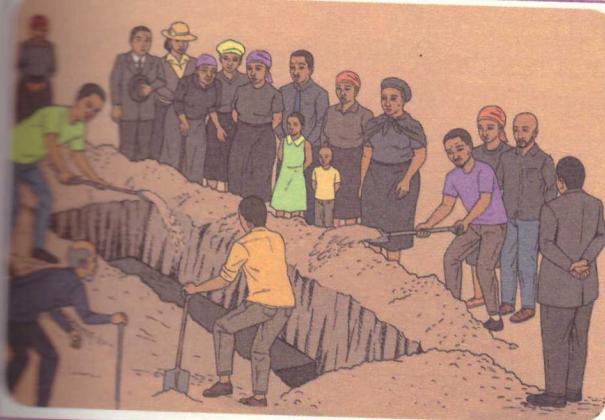
1. Go into groups.
2. Each group should do a drama to show unhu/ubuntu/vumunhu. You can record your presentation. Which group was the best?
3. Watch cartoons about children. Which values are they showing?
4. Read stories about children. Do the children show respect and are they honest?

Exercise 1

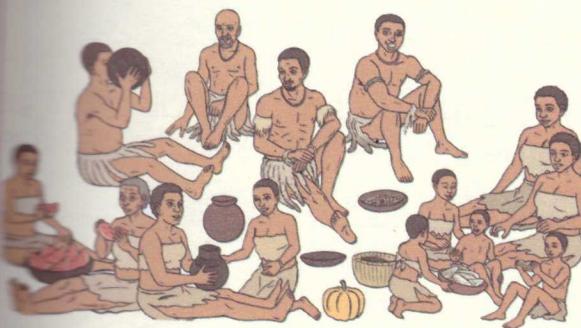
Choose the right word to complete the sentences.
everyone greet home good welcome school

1. We must elders.
2. Who must we respect?
3. A humble leader is a leader.
4. We must visitors.
5. Children should work hard at and at .

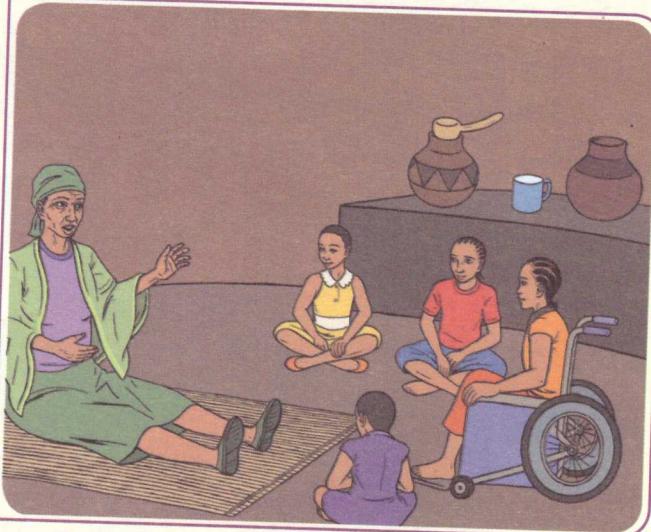
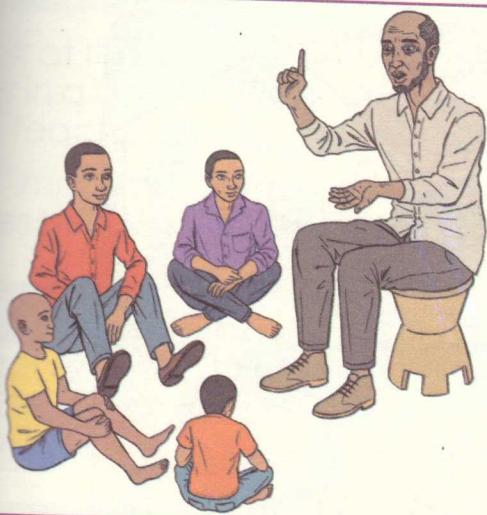
2B. Important aspects of village and community culture



Grandfather Mbambo has died. There is a **funeral**. A funeral is done to bury the dead. His family, friends and neighbours are at the funeral. People who come to funerals comfort the family. They also come to help with the work.



Communities **celebrate** together. To celebrate is to do things you enjoy. It is done to show that something is special. Sometimes people sing and dance to remember events in their communities. The people in the picture are at a first fruits ceremony. It is called *inxwala* in Ndebele. When people celebrate together they stay **united**.



Children learn good manners from their elders. Look at the pictures. Grandfather and grandmother are talking to the children. They are telling them how to be good children. This is called *kuraya/ukulaya*. Sometimes elders tell the children **folktales** (*ngano/inganekwane*). Folktales teach good manners.

Activity 2

1. Take turns to tell a folktale you know.
2. Talk about what the folktales teach.
3. Watch some folktale cartoons. What lessons do you get from each?
4. Do a role play on the first fruits ceremony (*inxwala*).

Exercise 2

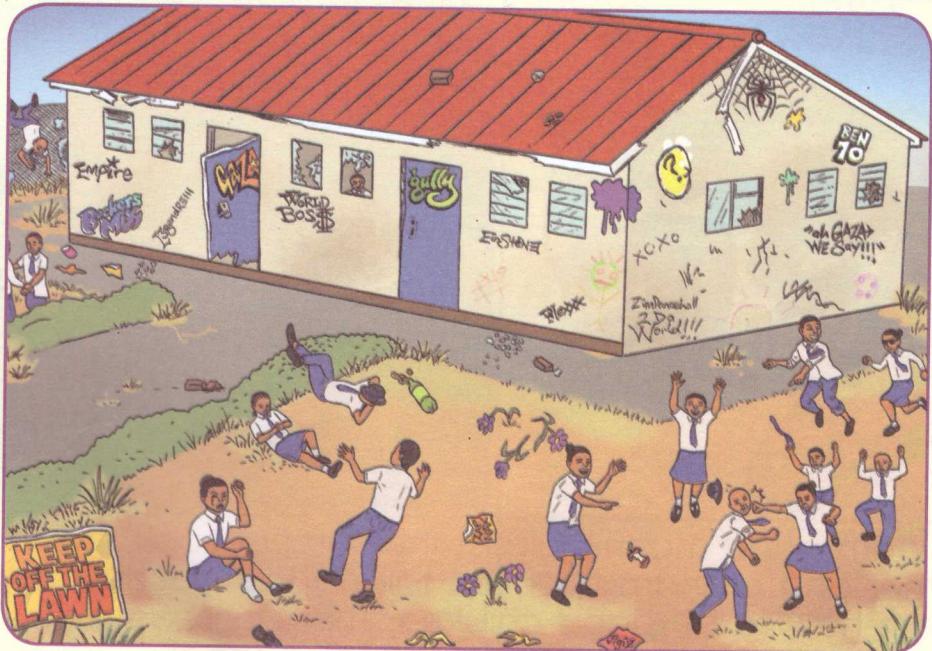
1. People come to funerals to _____ the family. (laugh at/comfort)
2. People who celebrate together remain _____. (united/divide)
3. _____ can be used to teach good manners. (Beating/Folktales)
4. Communities celebrate things that are _____. (bad/special)
5. Who can teach children good manners?

2C. School rules

Schools have **rules**. Rules tell us what we must do. They also tell us what we must not do. Read the school rules in the box. What must learners do? What must the learners not do?

School rules

- | | |
|-------------------------------|-------------------------------|
| 1. Place litter in a bin. | 2. Come to school early. |
| 3. Respect your teachers. | 4. Do not fight. |
| 5. Do not climb on the fence. | 6. Do not write on the walls. |



A school without rules can be a dangerous place. Look at the school in the picture.

The learners do not follow school rules. They throw litter everywhere. The school is very dirty. Dirt makes the school unsafe. The learners fight and hurt each other. They write on the walls. They make the walls dirty. They climb on the fence and fall.



Look at the school now. The learners now follow school rules. They place litter in a bin. The school is clean. They come to school early. They respect the teachers. They respect one another. The school is a safe place now. It is important to follow rules. Rules help us to keep the school clean. Rules help us to keep order. Rules are also for our protection.

Activity 3

1. Make a list of your classroom rules.
2. Do a role play on breaking school rules. You can record your play and take some photographs.

Exercise 3

Choose the correct word to complete each sentence.

follow dangerous safe bin fight

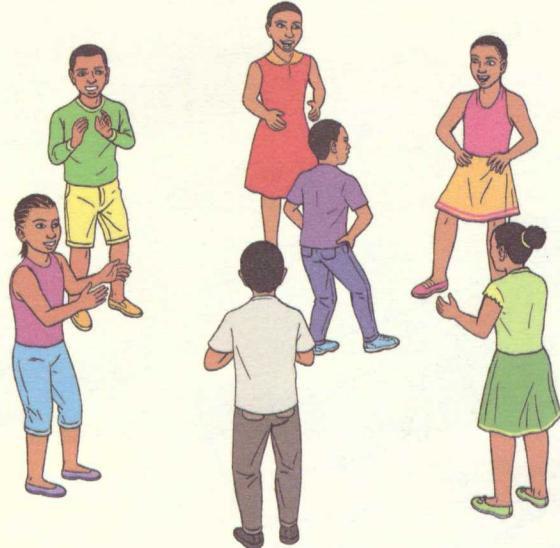
1. A school without rules is a _____ place.

2. Learners should _____ rules.
3. Learners should not _____.
4. You should place litter in a _____.
5. Rules make the school a _____ place.

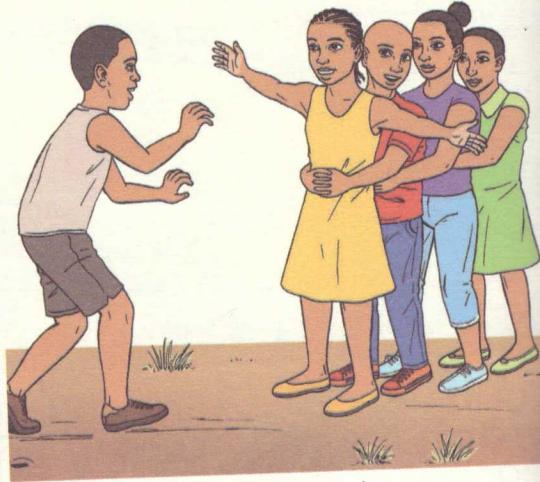
2D. Indigenous and modern games

We have many games. We play indoor games. Indoor games played inside a room. We play outdoor games. Outdoor games played outside a room. Each game has its own rules. Do you like games? Name the games you like.

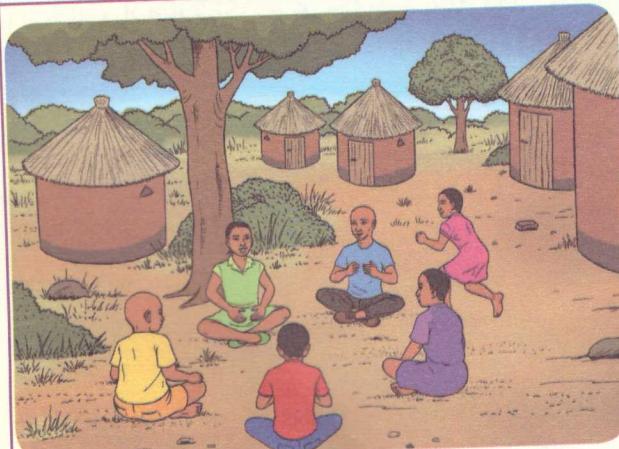
Indigenous games



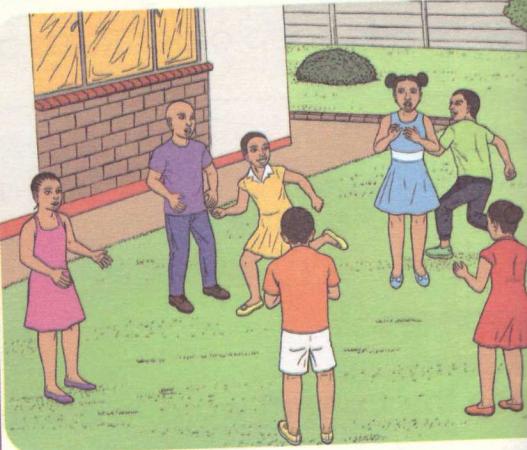
Nyama yembongolo



Chinyama changu



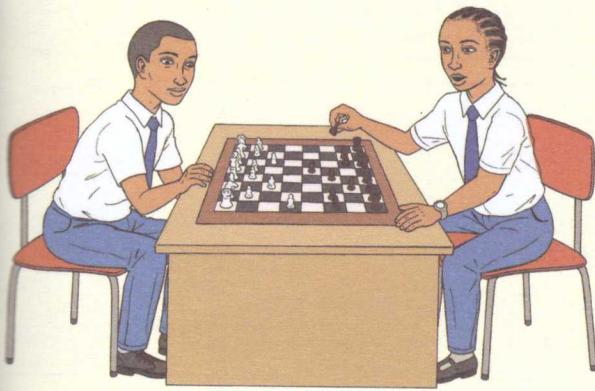
Zai rakaora



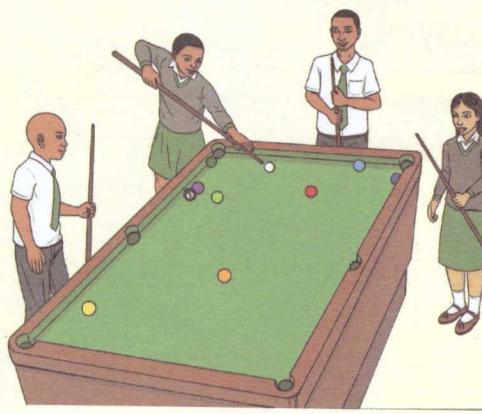
Zvamutsana muchuru tsuro nem

The children are playing games. They are having fun. Do you know the games they are playing? What do you call the games in your language? There are many other games from long ago that children can play. Boys and girls can play the same games.

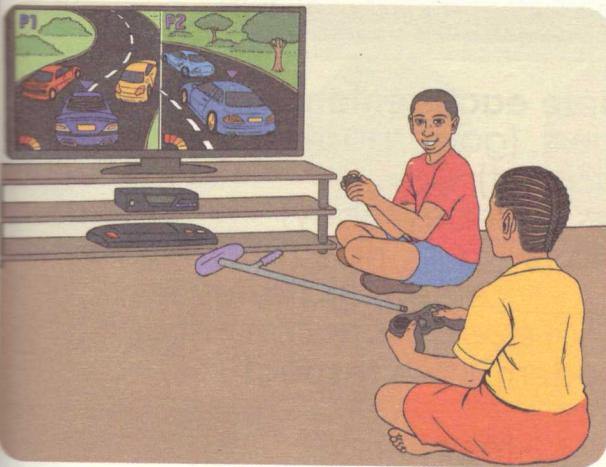
Modern games



Chess



Snooker



Computer game (racing cars)



Jigsaw puzzle

The children are playing modern games. Which of the games can you play? There are many other modern games that children can play. Boys and girls can play the same modern games.

Playing games is fun. We learn many good things from games. We share with others when we play games. We also mix with others. We learn to follow rules.

Activity 4

1. Choose an indigenous game and play it with your friends. What does the game teach you?
2. Choose a modern game and play it with your friends. What does the game teach you?
3. Watch videos of children playing games. Which games are they playing?

Exercise 4

1. We can play indigenous and _____ games. (old/modern)
2. _____ games are played inside a room. (Outdoor/Indoor)
3. Playing games is _____. (boring/fun)
4. What do games teach us to follow? (roads/rules)
5. We _____ and _____ with others when we play games.

End of topic assessment test

Choose the correct word to complete each sentence.

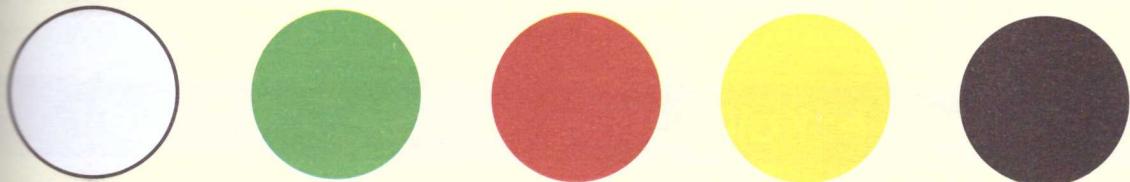
1. Children are taught _____ manners. (good/bad)
2. We must _____ our elders. (greet/beat)
3. Learners must _____ school rules. (disobey/obey)
4. When someone dies people help to _____ him. (bury/hit)
5. Some stories teach children to _____ elders. (hate/respect)

united safe elders modern respect

6. When you follow rules you _____ teachers.
7. Snooker is a _____ game.
8. Rules help us to stay _____.
9. Who can teach children good manners?
10. A community that celebrates together stays _____.

Topic
3

National history, sovereignty and governance



1. What is in the picture?
2. Name the national colours for Zimbabwe.

Key words

national anthem
heroine

symbol
history

event
national flag

hero

3A. National anthem

Zimbabwe has a song. It is called the **national anthem**. It talks about Zimbabwe. The national anthem is about Zimbabwe. It stands for our **history**. History is about the past. It tells the story of Zimbabwe. It talks about what the people of Zimbabwe want for their country. It unites the people of Zimbabwe.

Here is the national anthem in Shona, Ndebele and English.

Shona: Ngaikomborerwe nyika yeZimbabwe

Simudzai mureza wedu weZimbabwe
Yakazvarwa nemoto wechimurenga;
Neropa zhinji ramagamba
Tiidzivirire kumhandu dzose;
Ngaikomborerwe nyika yeZimbabwe.

Tarisai Zimbabwe nyika yakashongedza
Namakomo, nehova, zvinoyevedza
Mvura ngainaye, minda ipe mbesa
Vashandi vatuswe, ruzhinji rugutswe;
Ngaikomborerwe nyika yeZimbabwe.

Mwari ropafadzai nyika yeZimbabwe
Nyika yamadzitateguru edu tose;
Kubva Zambezi kusvika Limpopo,
Navatungamiriri vave nenduramo
Ngaikomborerwe nyika yeZimbabwe

Ndebele: Kalibusiwe ilizwe leZimbabwe

Phakamisan' ifulegi yethu yeZimbabwe
Eyazalwa yimpi yenkululeko;
Legaz' elinengi lamaqhawe ethu;
Silivikele ezitheni zonke;
Kalibusiwe ilizwe leZimbabwe.

Khangelan' iZimbabwe yon' ihlotshisiwe
Ngezintaba lange miful' ebukekayo;
Izulu kaline, izimilo zande;
Iz'sebenzi zenam' abantu basuthe;
Kalibusiwe ilizwe leZimbabwe.

Nkosi busis' ilizwe lethu leZimbabwe
Ilizwe labokhokho bethu thina sonke;
Kusuk' eZambezi kusiy' eLimpopo
Abakhokheli babe lobuqotho;
Kalibusiwe ilizwe leZimbabwe.

English: Blessed be the land of Zimbabwe

Oh lift, high, our flag of Zimbabwe
Born of the fire of the revolution
And of the precious blood of our heroes
Let's defend it against all foes
Blessed be the land of Zimbabwe.

Behold Zimbabwe so richly adorned
With mountains and rivers, beautiful
Let rain abound and fields yield the seed
May all be fed and workers rewarded
Blessed be the land of Zimbabwe.

Oh, God bless the land of Zimbabwe
The land of our heritage
From the Zambezi to the Limpopo
May our leaders be just and exemplary
Blessed be the land of Zimbabwe.

We should respect the national anthem. We should stand at attention when we sing the national anthem.



We sing the national anthem each day at the start of school. We sing the national anthem on national holidays. The national anthem is sung at important national events. We sing the national anthem

on national sporting events. Radio and television stations play the national anthem. They play the national anthem when they start the day. They play the national anthem when they end the day.



Activity 1

1. Sing the national anthem in different languages.
2. Show how you stand when singing the national anthem.
3. Listen to the national anthem on the radio or on television.

Exercise 1

Choose the correct answer.

1. The song for our country is the _____. (national anthem/national pledge)
2. We should _____ the national anthem. (respect/record)
3. When do we sing the national anthem at school? (breaktime/start of school)
4. We stand at _____ when singing the national anthem. (attention/school)
5. The national anthem stands for our _____. (history/school)

3B. National symbols

Do you remember what the song for Zimbabwe is called? It is the national anthem. We sing the national anthem when we raise the national flag. The **national flag** is a piece of cloth that stands for Zimbabwe.

There are five colours on the national flag. These are red, black, white, yellow and green. They are Zimbabwe's national colours.

The national flag is a national symbol. The Zimbabwe Bird is also a national **symbol**. They both stand for Zimbabwe.



Zimbabwe Bird



National flag

We can see the Zimbabwe Bird on many things.

Activity 2

1. Draw the national flag. Colour it in.
2. Collect things that have the Zimbabwe bird. Display them in class.

Exercise 2

Choose the correct answer.

stand Zimbabwe Bird bank notes national flag five

1. The _____ and _____ are national symbols.
2. National symbols _____ for Zimbabwe.
3. How many colours are on the national flag?
4. Where can we find the Zimbabwe Bird?

3C. National events and celebrations

Some events are important to all Zimbabweans. They are **national events**. The people of Zimbabwe celebrate together on these events.

The calendar below shows some national events for 2017. They are in red.

2017												
January			February			March			April			
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	F	Sa
1	2	3	4	5	6	7	1	2	3	4		
8	9	10	11	12	13	14	5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24
29	30	31					26	27	28	29	30	31
May			June			July			August			
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	F	Sa
1	2	3	4	5	6		1	2	3	4	5	
7	8	9	10	11	12	13	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23
28	29	30	31				25	26	27	28	29	30
September			October			November			December			
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	F	Sa
			1	2			1	2	3	4		
3	4	5	6	7	8	9	8	9	10	11	12	
10	11	12	13	14	15	16	15	16	17	18	19	
17	18	19	20	21	22	23	22	23	24	25	26	
24	25	26	27	28	29	30	29	30				31

Independence Day

We celebrate Independence Day on 18 April. This is the day Zimbabwe got its independence.



Heroes Day

We celebrate Heroes Day on the second Monday of August every year. On this day we remember the **heroes** and **heroines** of Zimbabwe. These are people who did something great for Zimbabwe.



There are many heroes and heroines buried at the National Heroes Acre. These people were very important for Zimbabwe. Here are some of the heroes and heroines of Zimbabwe.



Joshua Nkomo



Julia Zvobgo



Sally Mugabe



Josiah Tongogara

Activity 3

1. Talk about how you take part in national events in your community.
2. As a class, dramatise any one national event or celebration.
3. Watch videos of people celebrating Independence and Heroes Day. What are the people doing?
4. Take part in Independence Day and Heroes Day celebrations in your community.
5. Take a trip to the National Heroes Acre or a Provincial Heroes Acre near you. Write down what you see.

Exercise 3

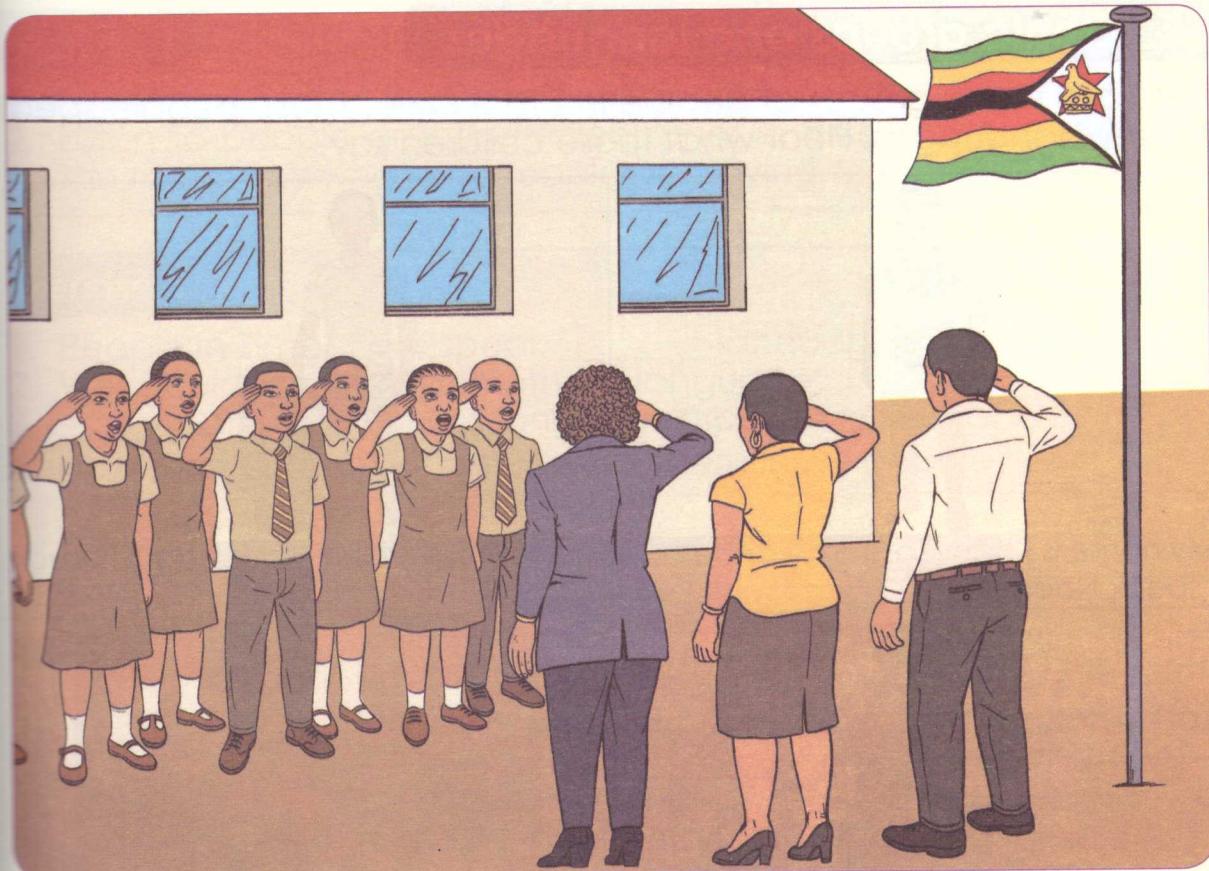
Choose the correct answer.

heroes national Independence Day Heroes Day heroines

1. The people of Zimbabwe celebrate _____ events together.
2. On 18 April we celebrate _____.
3. What do we celebrate on the second Monday of August?
4. National____ and _____ are buried at the National Heroes Acre

3D. National school pledge

In Zimbabwe we have a national school pledge. We salute when we recite the national school pledge. The pledge unites us. We promise to work hard in the national pledge. We must stand correctly when doing the national pledge.



Here is the national school pledge:

Almighty God, in whose hands our future lies.
I salute the national flag.
I commit to **honesty** and the **dignity** of hard work.

Activity 4

1. Recite the national school pledge with your class.

Exercise 4

1. We _____ when we say the national school pledge.
2. Our national school pledge _____ us as a nation.
3. In the national school pledge we _____ the national flag.
4. We commit _____ and _____ in the national school pledge.

3E. Ethnic groups and languages

There are many groups of people in Zimbabwe. These people speak different languages. Hear what these children say.



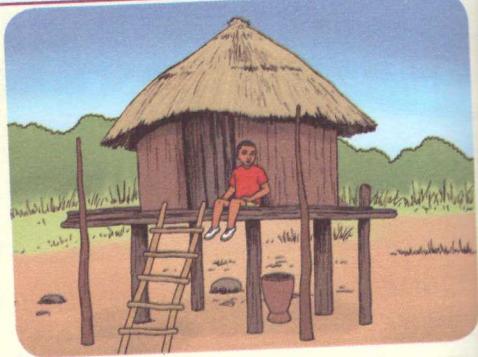
My name is Khanyisa. I am Ndebele.
I speak Ndebele.



My name is Zvisinei. I am Ndau. I speak Ndau.



My name is Tadakadzwa. I am Zezuru.
I speak Zezuru.



My name is Chabota. I am Tonga.
I speak ChiTonga.

Khanyisa and Chabota go to the same school. Each morning they greet one another in their languages. Khanyisa says, "Livuke njani Chabota?" Chabota says, "Mwabuka biyeni, Khanyisa?"

We should respect each other's language.

Here are some greetings in different languages at different times of the day.

Language	Morning	Afternoon	Evening
Xitsonga	Himisho	Hihlekani	Madhambo
Ndau	Ngariyedze	Mwatakatira	Mwabirawan
Kalanga	Mamukatjini	Makwatjini	Makwatjini
Zezuru	Marara sei	Maswera sei	Maswera sei
ChiTonga	Mwabuka biyeni	Mwayusa biyeni	Kwasiya
Ndebele	Livuke njani	Litshone njani	Litshone njani

Activity 5

1. Greet each other in different languages.
2. Listen to people greeting each other in different languages on the radio. Say what the people are saying.

Exercise 5

1. People in Zimbabwe speak _____ languages.
2. We should _____ each other's language.
3. _____ and _____ are languages spoken in Zimbabwe.
4. How many groups of people are there in Zimbabwe?

End of topic assessment test

Choose the correct answer.

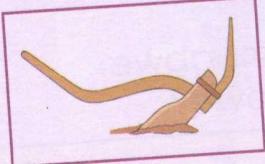
National anthem respect attention Zimbabwe Bird National flag

1. The song for Zimbabwe is the _____.
2. _____ and _____ are national symbols.
3. We should _____ the national anthem.
4. We stand at _____ when singing the national anthem.
5. _____ is a colour on the national flag. (Brown/Red)
6. We celebrate Heroes Day on _____. (18 April/the second Monday of August)
7. People of Zimbabwe _____ national events together. (hate/celebrate)
8. We celebrate _____ on 18 April. (Independence Day/Heroes Day)
9. In the national school pledge we _____ the national flag. (salute/commit to)
10. People in Zimbabwe speak _____ languages. (the same/different)

End of term one assessment test

Choose the correct answer.

1. It is good to live as a family because you _____ each other. (help/beat)
2. I call my father's father _____. (old man/grandfather)
3. My mother's sister is my _____. (big mother/aunt)

4. Relatives should _____ each other in times of sadness. (help/laugh at)
5. A group of families living together in a place make a _____. (house/community)
6. People in a community should _____ what they have. (share/fight for)
7. _____ people celebrate together. (Divided/United)
8. 
- This is a _____. (threshing stick/wooden plough)
9. Someone who is honest always tells _____. (lies/the truth)
10. Folk tales teach _____ manners. (good/bad)
11. Following rules makes the school a _____ place. (dangerous/safe)
12. Games teach us to follow _____. (nothing/rules)
13. We should all _____ each other's language. (speak/respect)
14. The national _____ is the song for Zimbabwe. (anthem/pledge)
15. The _____ is a national symbol. (Zimbabwe Bird/harvesting basket)
16. How many colours are on the national flag? (six/five)
17. _____ events are important to all people of Zimbabwe. (Family/National)
18. Zimbabweans celebrate independence on _____. (Mondays/18 April)
19. What do Zimbabweans celebrate on the second Monday of August? (Heroes Day/National Heroes Acre)
20. Heroes and heroines of Zimbabwe are buried at the _____. (Great Zimbabwe/National Heroes Acre)

Topic 4

Entitlements, rights and responsibilities



Look at the pictures. Which of the things can you not live without? Which of the things can you live without?

Key words

rights responsibility respect support protection

4A. Entitlements, rights and responsibilities

Children have special **rights**. These are the things all children must have.

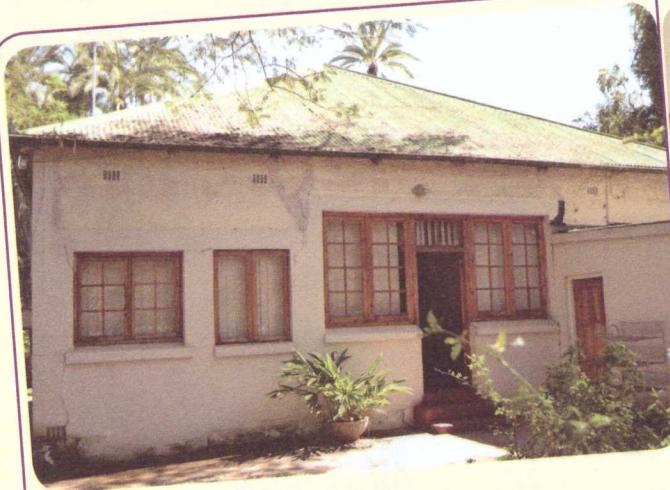


My name is Vusa.
What is your name?

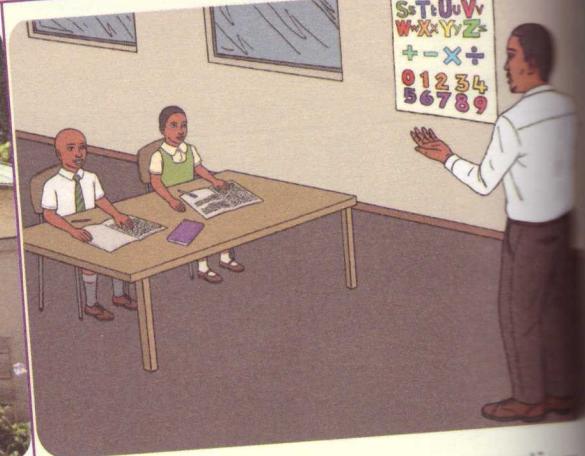
Every child has a right to a name.



We have a right to good food.



We have a right to shelter.

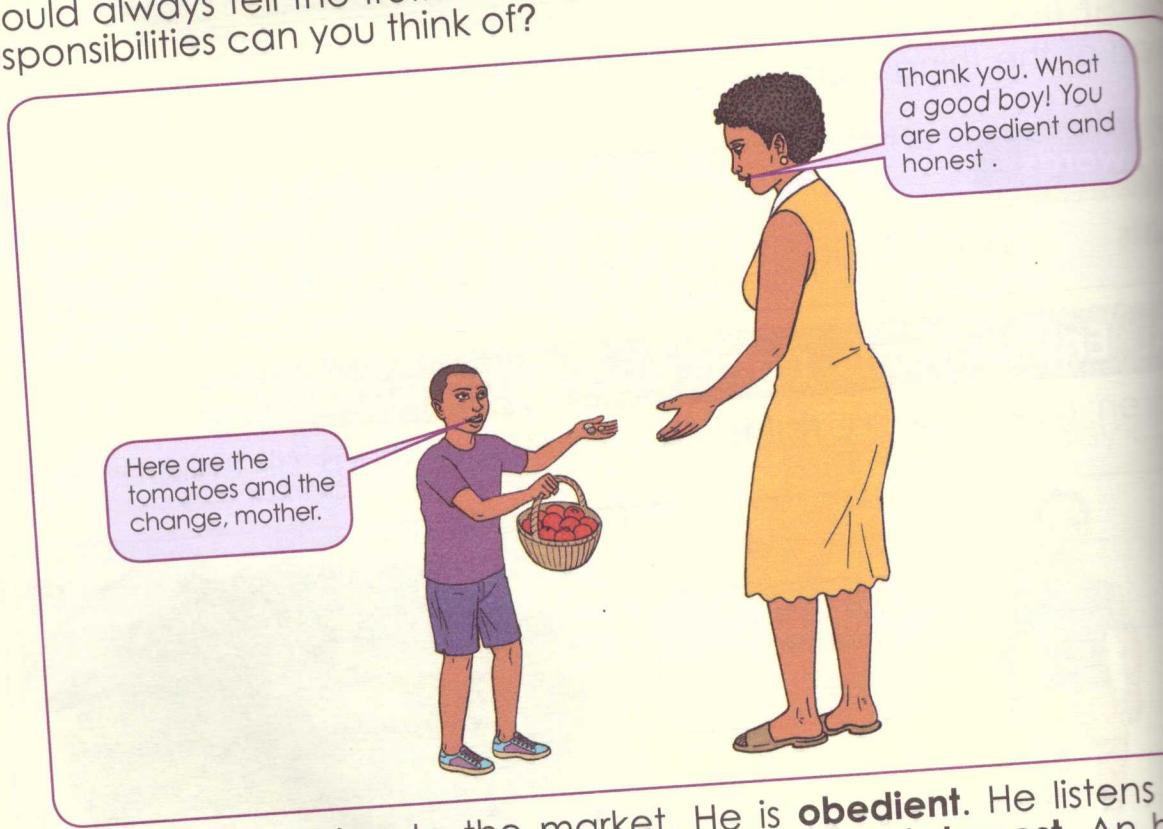


We all have a right to education.

Children have other rights too. They have a right to clothes. They have a right to be loved.

Children's responsibilities

Children have responsibilities. These are things children must do. We should always tell the truth. We should listen to our elders. What other responsibilities can you think of?



Mother sends Chipo to the market. He is **obedient**. He listens to mother. He goes to the market happily. Chipo is **honest**. An honest person always tells the truth. He brings back all the change.

A rhyme

Responsibilities

Responsibilities, responsibilities.
Do you have responsibilities?
Do I have responsibilities?
Do we all have responsibilities?
Yes. Every child has responsibilities.
To **respect** other people's rights.
To be **obedient** children.
To be **honest** and always tell the truth.
To **love** and **care** for others.
Above all to **work hard** in everything we do.

Activity 1

1. Learn the poem on responsibilities. Present it to the whole school during assembly.
2. Divide yourself into groups. Each group must do a drama on children's responsibilities. You can record your presentations using phones and cameras if you have them.
3. Find out and sing songs on responsibilities.

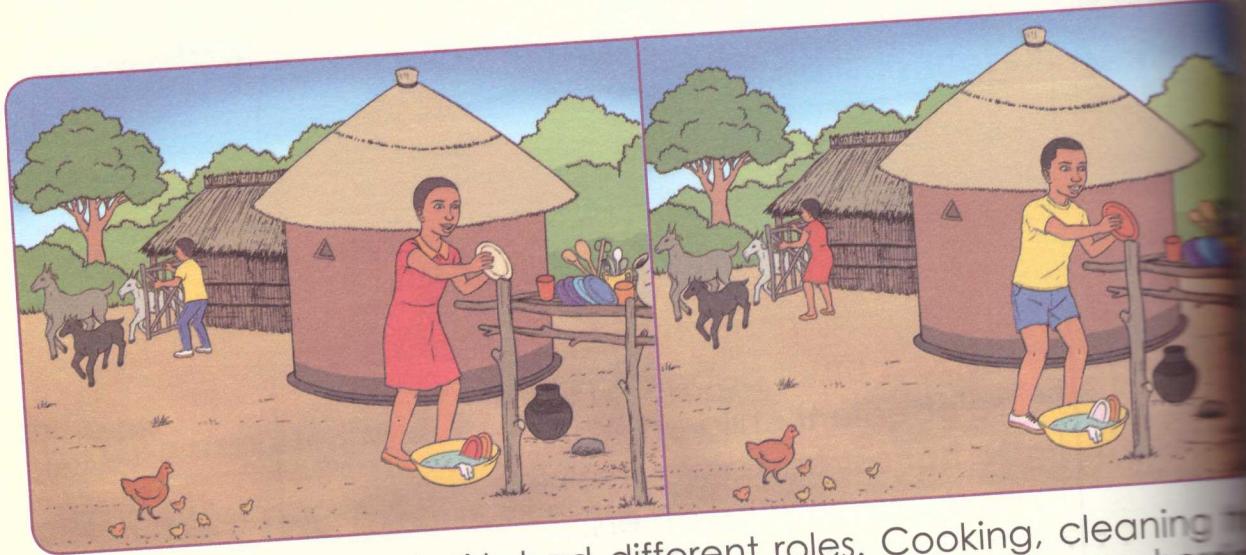
Exercise 1

1. Every child has _____. (money/rights)
2. Going to school is a right to _____. (education/food)
3. We must _____ other people's rights. (respect/hate)
4. State any two children's responsibilities.
5. Children have a right to a _____ certificate (birth/death)

4B. Roles at home and at school

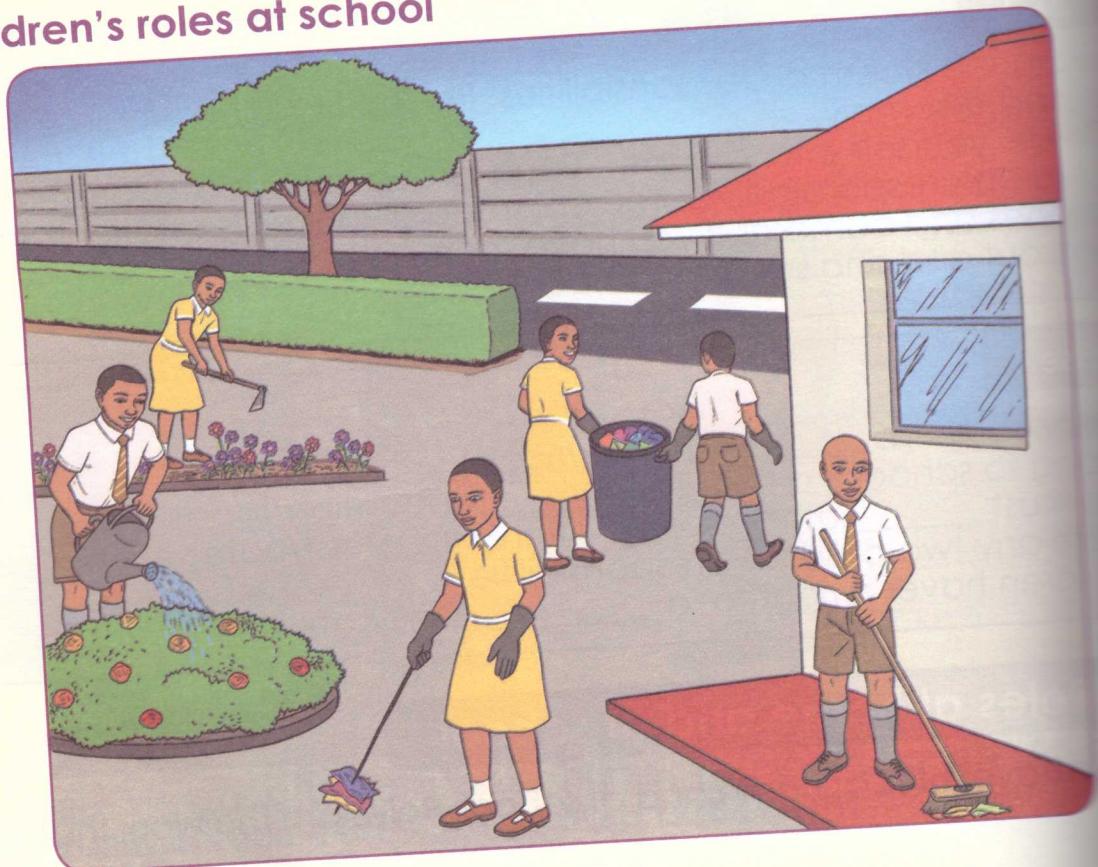
Children have **roles** at home and at school. Roles are the work that we do.

Children's roles at home



In the past boys and girls had different roles. Cooking, cleaning the house and fetching water were girls' roles. Boys' roles were herding cattle, chopping firewood, milking cows and mending fences. Now children's roles are the same. Both boys and girls can do the same roles.

Children's roles at school



We do different tasks at school. We clean our classrooms. We clean the school yard. We pick litter around our surroundings. We water the flowers and garden plants. Sometimes we work as groups. Some classes have duty rosters. A duty roster shows which group is on duty. Boys and girls can do the same roles at school.

Look at the duty roster below. It is for Grade 2 Blue at Phakamani School. It shows how they take turns to clean their classroom.

Day	Group on duty
Monday	Buffaloes
Tuesday	Lions
Wednesday	Rhinos
Thursday	Elephants
Friday	Leopards

1. How many groups are there?
2. What day is it today?
3. Which group is going to clean the classroom?

Activity 2

1. Make a list of children's roles at home and at school.
2. Watch videos of people working at home and school. What are the children doing?
3. Find pictures of children doing different roles. Paste them onto a chart for display.

Exercise 2

Choose the correct answer.

different work same girls herding cattle

1. Roles are the _____ we do.
2. In the past boys and girls had _____ roles.
3. In the past cooking was for _____.
4. In the past _____ was a role for boys.
5. Today boys and girls do the _____ roles.

End of topic assessment test

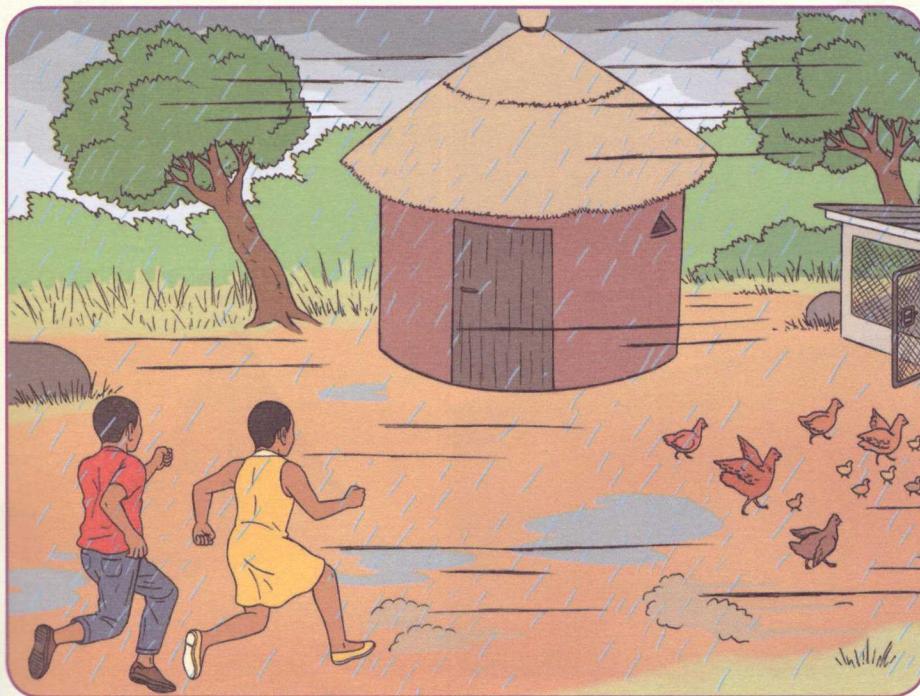
Choose the correct answer.

1. _____ are things that all children must have. (Responsibilities/Rights)
2. All children have a right to _____ (good food/sweets).
3. _____ are the things children must do. (Rights/Responsibilities)
4. Being obedient is a _____. (responsibility/right)
5. An honest person _____. (lies/tells the truth)
6. _____ are the work that we do. (Rights/Roles)
7. In the past boys and girls had _____ roles. (different/the same)
8. In the past cooking was for _____. (girls/boys)
9. Today boys and girls have _____ roles. (different/the same)
10. At school boys and girls can do _____ roles. (the same/different)

Topic

5

Shelter



- 1 What is happening in the picture?
- 2 Why do people and animals need shelter?

Key words

shelter

extend

3. Need for shelter

People and animals need **shelter**. A shelter is a home. There are many different types of shelter for people and animals.

Shelter for people



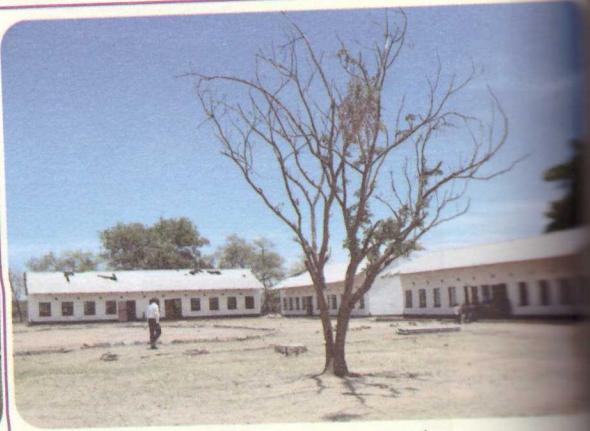
hut



house



blocks of flats



classroom blocks



log cabin



tent

Shelter for animals



hole



spider web



kraal



bee hive



anthill

There are many other types of animal shelter.

Activity 1

1. In groups, make a model of any shelter.
2. Tell the class about the shelter you have made.
3. Display your model in class.
4. Move around the community and see the different shelters for animals and people.

Exercise 1

Draw a line to match the name to the shelter

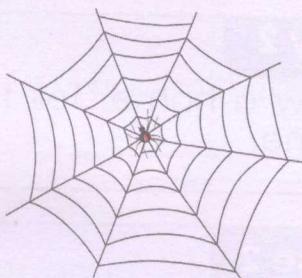
tent



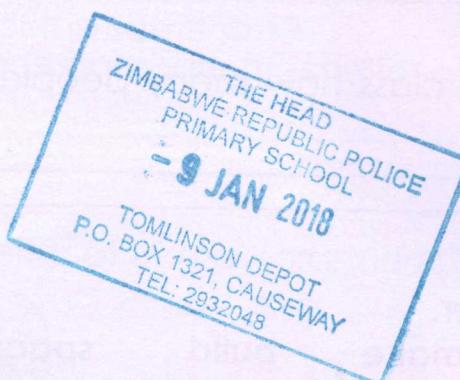
anthill



log cabin



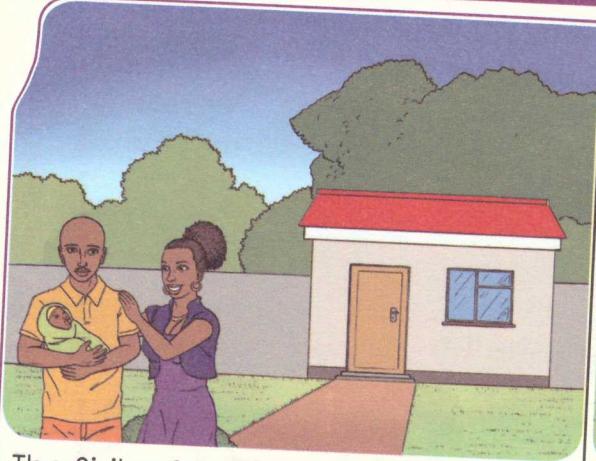
spider web



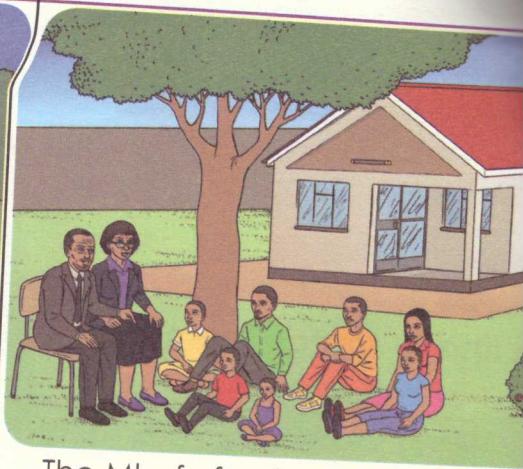
Hole



5B. Effects of family size on shelter



The Siziba family



The Mhofu family

Look at the pictures of the two families. The Siziba family is small. Their house has two rooms. The two rooms are enough for the family. The Mhofu family is bigger than the Siziba family. Their house is also big. They need more space because they are many.

A bigger family needs more space. As the family grows, people build more huts and bigger houses. They do this to create more space. When a family grows, some family members move out to start new homes. In towns people extend their houses. To extend is to make bigger. If the house cannot be extended there will be too many people for the space.

Activity 2

1. Draw a home. Tell the class how many people can live in your home.

Exercise 2

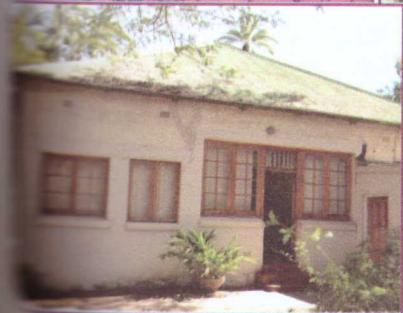
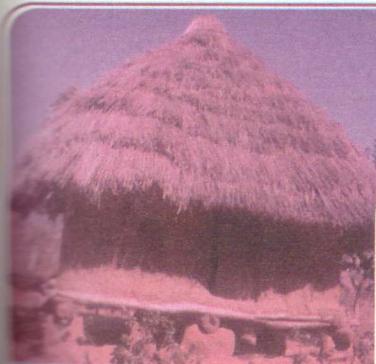
Choose the correct answer.

create homes make build space

1. A big family needs more _____.
2. People _____ bigger houses and more huts to create more space.
3. In towns people extend their house to _____ more space.
4. To extend a house is to _____ it bigger.
5. Other family members may move out to start new _____.

5C. Shelter at home and in the neighbourhood

Look at the pictures. Name the different shelter. Which shelter is found at home? Which shelter is found at school?



Activity 3

1. Name the shelter in the picture.
2. Which shelter is found at your school?
3. Is the shelter of the same size?
4. With your friends, compare the shelter at your school with that in the picture.

Exercise 3

_____ is shelter at home. (granary/classroom)



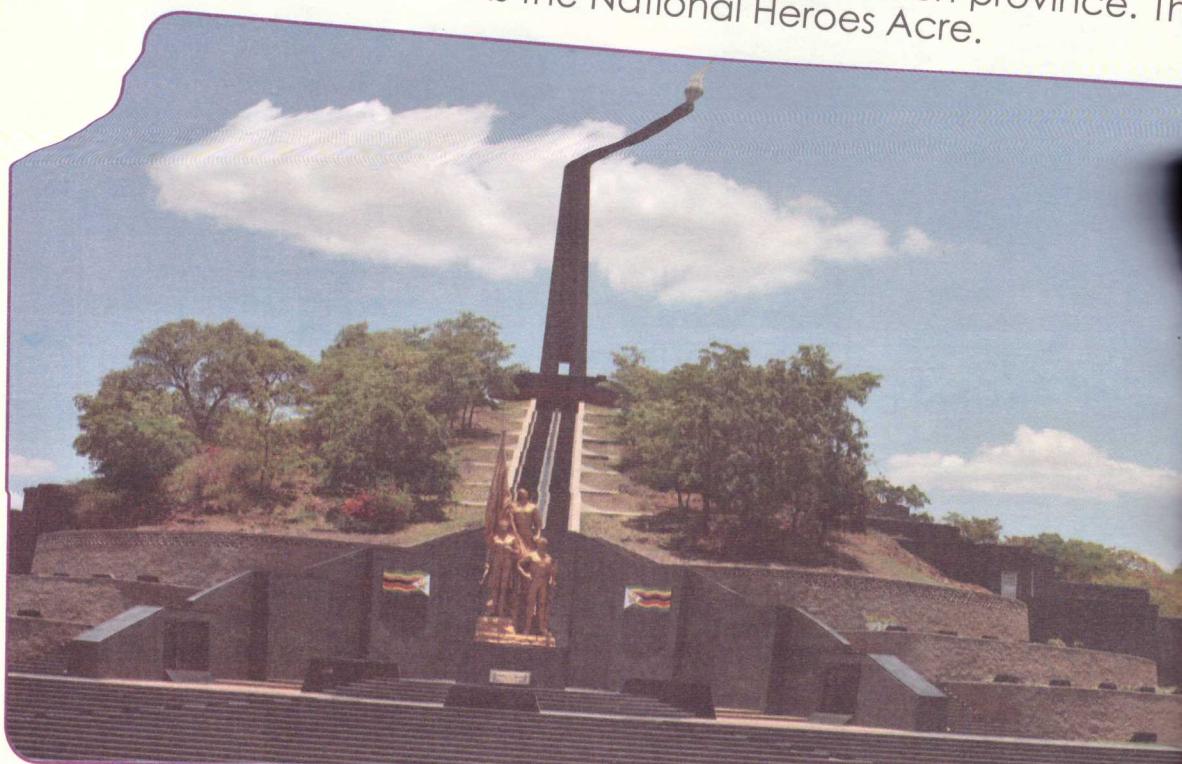
This is a _____. It is shelter at _____.

_____ is a shelter found at school. (cooking hut/classroom)

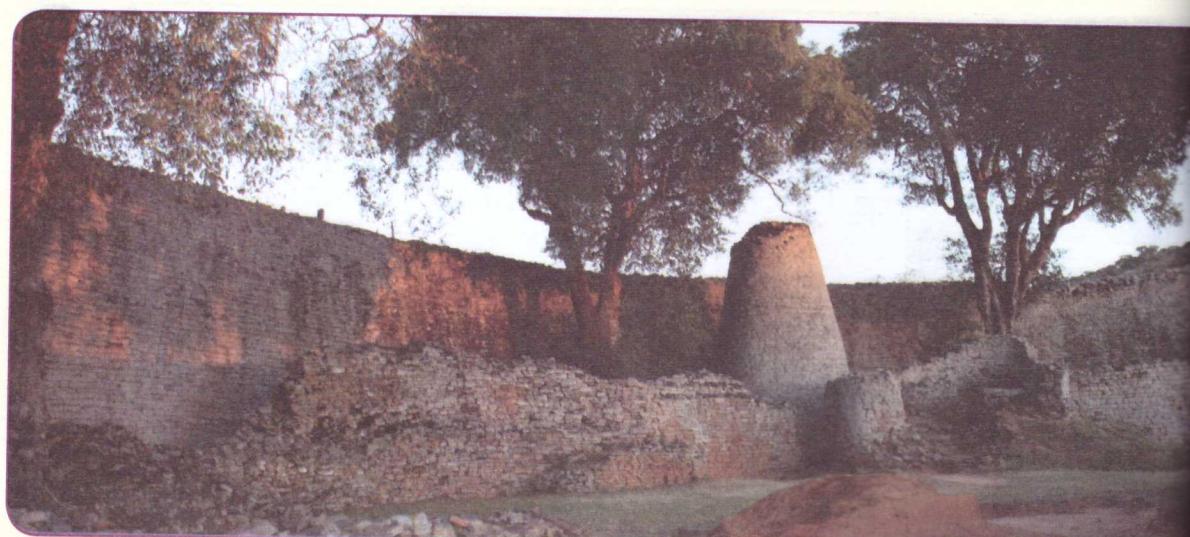
_____ is shelter at home and at school. (granary/garage)

5D. Shelter and heritage sites

Some places and shelters are special for the people of Zimbabwe. Heroes and heroines of our country are buried at special Heroes Acre. There is a Heroes Acre in each province. This is found in Harare. It is the National Heroes Acre.



Great Zimbabwe is also a special place. It is an old city. It was built long ago. The people used stones to build the walls. Zimbabwe got its name from this city.



1. A _____ and a _____ are human shelter.

2. A _____ and a _____ are animal shelter.

3. A bigger family needs more _____.

4. What do people do to a house to make it bigger?

5. Zimbabwe got its name from which heritage site?

6. Each province in Zimbabwe has a _____.

7. The National Heroes Acre is in _____.

8. The walls of Great Zimbabwe were built using _____.

Choose the correct answer.

End of topic assessment test

Heroes and heroines of Zimbabwe are buried at the Heroes Acre/Great Zimbabwe. There is a Heroes Acre in each town/province. (town/province) Where do we find the National Heroes Acre? (Harare/Bulawayo) Is an old city built long ago. (National Heroes Acre/Great Zimbabwe) Great Zimbabwe had brick/stone walls. (brick/stone)

Exercise 4

Visit a special place. Tell the class about the place.

Activity 4