

# Foundation Programme in Literacy, Numeracy and Skills

CITIZENSHIP AND VALUES  
EDUCATION

GRADE 7

**Teacher's Guide**

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## CITIZENSHIP AND VALUES EDUCATION PANEL

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## FOREWORD

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The Grade 7–9 FPLNS Teacher’s Guide and Student’s Workbook have been developed in alignment with the competency-based curriculum designed by the Mauritius Institute of Education. In keeping with the objectives of the FPLNS programme, these materials have been thoughtfully created to address the specific learning needs of the students they serve.

Particular attention has been given to the conceptualisation and design of the resources to ensure that they are developmentally appropriate, engaging, and responsive to the learners’ profiles. Adopting a learner-centred approach, the materials integrate real-life contexts to make learning both meaningful and enjoyable. Educators will find within these resources a variety of activities and exercises that promote exploration, sense-making and students’ engagement.

These publications reflect our ongoing commitment to providing high-quality, relevant, and inclusive education for all learners. I wish to extend my sincere appreciation to the team of pedagogues and practising educators whose expertise and dedication have been instrumental in the development of these materials, ensuring their alignment with the curricular and pedagogical vision of the FPLNS programme.

It is our hope that the Teacher’s Guide and Student’s Workbook will support the effective implementation of the FPLNS curriculum and help students strengthen their knowledge, skills, attitudes, values, and, most importantly, their confidence.

**Mrs Mila Devi Sewruttun-Dosieah**

**Director**

Mauritius Institute of Education

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## PREFACE

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The ***Citizenship and Values Education Teacher's Guide for Grade 7*** marks the beginning of a transformative journey for students as they explore the foundations of civic responsibility, ethical awareness, and cultural identity. At this stage, students are introduced to the essential concepts of citizenship, respect, and social engagement, laying the groundwork for their development into informed and responsible individuals.

This guide supports educators in fostering an understanding of the uniqueness of each learner while highlighting the shared norms, values, and beliefs that shape our collective Mauritian identity. Through interactive lessons and reflective activities, students begin to appreciate diversity and the importance of civic participation in a multicultural society.

Grade 7 focuses on building empathy, encouraging respectful communication, and nurturing curiosity about societal and environmental issues. Teachers are empowered with tools to guide students in making connections between personal experiences and broader social contexts, setting the stage for deeper exploration in the years ahead.

This guide offers educators a variety of practical strategies and adaptable activities that foster interactive learning and reflective dialogue. Educators are encouraged to modify and extend these activities to suit the unique dynamics of their classrooms, ensuring that learning remains relevant, inclusive, and engaging. A key principle of this approach is the importance of providing learners with sufficient time for meaningful discussion, reflection, and sharing of ideas. These opportunities for dialogue are essential for deepening understanding and cultivating respectful communication.

To support this, activities may be extended over two or more periods, allowing students to explore concepts more thoroughly and participate thoughtfully. By aligning with national educational goals while promoting global citizenship values, the guide ensures that learners are well-prepared to navigate the complexities of modern society with confidence, compassion, and ethical awareness.

**The Citizenship and Values Education Panel**

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## LESSON 1

### Teacher's Guide

# THE 4RS

#### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 1:**
  - Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.

#### Purpose of activity – (Part 1 & 2)

This activity enables students to understand the importance of the 4Rs (Reduce, Reuse, Recycle, Refuse) and how they help preserve our resources and protect the environment. They will engage in a hands-on activity where they will learn about the 4Rs and use their creativity to create a poster representing the 4Rs and an artefact by using recycled materials.

#### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Understand the importance of the '4Rs' in the preservation of our natural resources and the protection of the environment
- Discuss ways they can reduce pollution and limit the wastage of our natural resources
- Work collaboratively and communicate effectively as a group

#### Resources and Materials for part 1 of the activity

- Images of the 4Rs (Annexes:1-4)
- Glue and tape
- Recyclable materials (paper, cardboard, plastic caps)
- Bristol paper
- YouTube video: <https://youtu.be/0RKphcDMvio?si=DoQbtsuM3kVOme9e>

#### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Introduction**

- With the help of provided pictures, begin with a discussion on the importance of the 4Rs in preserving our resources and protecting the environment.
- Explain how practicing the 4Rs in our daily life, can reduce pollution and conserve natural resources.
- Use the video (link provided), or any other relevant video(s) to enhance the understanding of the 4Rs.

**Step 2: The 4Rs Posters**

- After the discussions part, divide students into four groups.
- Explain to each group that they will have to develop a poster on one specific 'R' on a Bristol paper.
- Each group will create a poster showcasing their understanding of the 'R' assigned to their group. They can draw, paint, paste images, use recyclable materials, write slogans, etc., to create an original poster.
- Once the 4 posters are completed, ask the students to place/stick all four posters side by side to get an overview of the 4Rs.

**Step 3: Class Presentation and Discussion**

- Each group will present their 'R' poster to the class.
- Use the posters to learning resources to discuss specific environmental issues and how the impact of their actions can affect natural resources and the environment.

**Assessment**

- > Assessment of learning may be based on:
  - Students' understanding of the 4Rs
  - Relevance of the poster
  - Originality and creativity of the poster
  - Ability to work collaboratively with respect and empathy as a team
  - Use of proper verbal and nonverbal communication

**Possible Extension Activity: Creating Recycled Art**

- Set up a mini project where students can be asked to collect paper and plastic scrap materials like kitchen/toilet paper rolls, and empty plastics containers, to create their own decorative artefacts or objects that can be used in class like name tags, pen holders, table dustbins, and so on. Encourage them to be creative and think about how they can repurpose waste into something useful and beautiful.
- Students can make sculptures, collages, or any other art form using the materials collected.

## LESSON 1

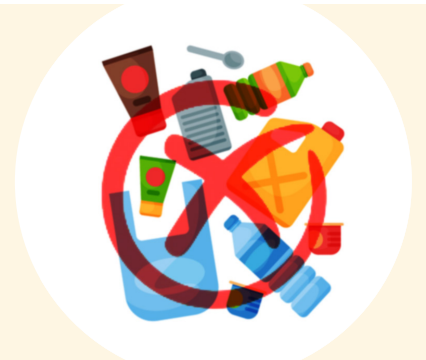
Student's Worksheets

# The 4Rs

### Annex 1

## REUSABLE

what you don't need.  
Say no to anything single-use.  
THINK REUSABLE.



### Annex 2

## REDUCE

what you do need.  
Choose products with less packaging  
and purchase in bulk when possible.



### Annex 3

## REUSE

anything that you can.  
Invest in items that can be  
used more than once.



### Annex 4

## RECYCLE

what you cannot refuse, reduce, or  
reuse. Remember recyclables  
should be EMPTY. CLEAN. & DRY.



## LESSON 2

### Teacher's Guide

# MY VERTICAL GARDEN

### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problem with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria 1:**
  - Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.
- **Performance Criteria 2:**
  - Design and implement simple projects addressing environmental concerns with consideration of community impact.

### Purpose of activity

This activity will enable the students to get engaged in a hands-on activity where they will learn how to recycle and repurpose plastic containers to create a vertical garden, promoting environmental responsibility and creativity.

### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Understand the importance of recycling in addressing environmental issues
- Discuss possible ways of recycling plastic waste
- Create a vertical garden with plastic cups

### Resources and Materials for part 1 of the activity

- Empty plastic containers (e.g., empty yoghurt cups, empty plastic cups, etc.)
- Scissors (with supervision)
- String or twine
- Soil
- Seeds or small plants (preferably decorative or aromatic plants)
- Paints and markers for decoration
- Small nails or hooks for hanging

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Introduction**

- Discuss the importance of recycling and how plastic waste impacts the environment.
- Explain the concept of a vertical garden and its benefits, such as saving space and reusing materials.

**Step 2: Preparing and Decorating the Containers**

- Have students clean and dry their plastic containers.
- Let students use paints and markers to decorate their containers. Encourage them to be creative and think about how their designs can reflect the natural beauty or specific natural features of Mauritius.

**Step 3: Planting**

- Fill the containers with soil and plant seeds or small plants.
- Discuss the types of plants that are suitable for vertical gardens and why native plants are a good choice

**Step 4: Assembling the Vertical Garden**

- Show students how to tie string or twine around the containers to create hanging planters.
- Help them hang their planters on a wall or fence using small nails or hooks. Arrange the containers in a vertical pattern to create the garden.

**Step 5: Caring for the Garden**

- Discuss how to care for the plants, including watering and sunlight needs.
- Emphasise the responsibility of maintaining the garden and the positive impact it has on the environment.

**Assessment**

- Level of participation in class discussions
- Level of creativity
- Ability to show respect and empathy while working collaboratively
- Appropriateness of communication skills

**Possible Extension Activity**

Conclude with a reflection of the session, where students share their thoughts on recycling and how they can continue to make environmentally responsible decisions in their daily lives. The possibility of extending similar practices at home should be encouraged.

Moreover, explain to your students that they need to take care of the vertical garden they have created. They will have to water the plants, observe their growth and address the possible challenges in keeping their vertical garden healthy. At regular intervals during the semester, have students talk about what they learned about plant growth, the challenges they faced, and how they overcame them.

## LESSON 3

### Teacher's Guide

# ECO-TOWN CHALLENGE

### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria 2:**
  - Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.
  - Design and implement simple projects addressing environmental concerns with consideration of community impact.

### Purpose of activity

This activity will enable the students to work in teams to design a sustainable town while balancing environmental, economic, and social needs. They must make decisions that impact the preservation of natural resources.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Understand how different aspects of a town/village (e.g., transportation, housing, energy use, etc..) can affect natural resources and community well-being
- Understand that simple decisions about where to place features like parks, shopping malls, factories, etc... have direct impact on natural resources and community well-being
- Discuss the impact of their design decisions of their town/village on natural resource preservation by identifying potential environmental consequences and proposing mitigation strategies
- Propose a model of a sustainable town/village that integrates renewable energy sources, green infrastructure, and inclusive community planning, etc.

### Resources and Materials for part 1 of the activity

- Whiteboard
- Bristol paper
- Pens/pencils/markers
- Coloured pencils/paint
- Recycled materials
- Glue

## Teaching trajectories/ Implementation guidelines

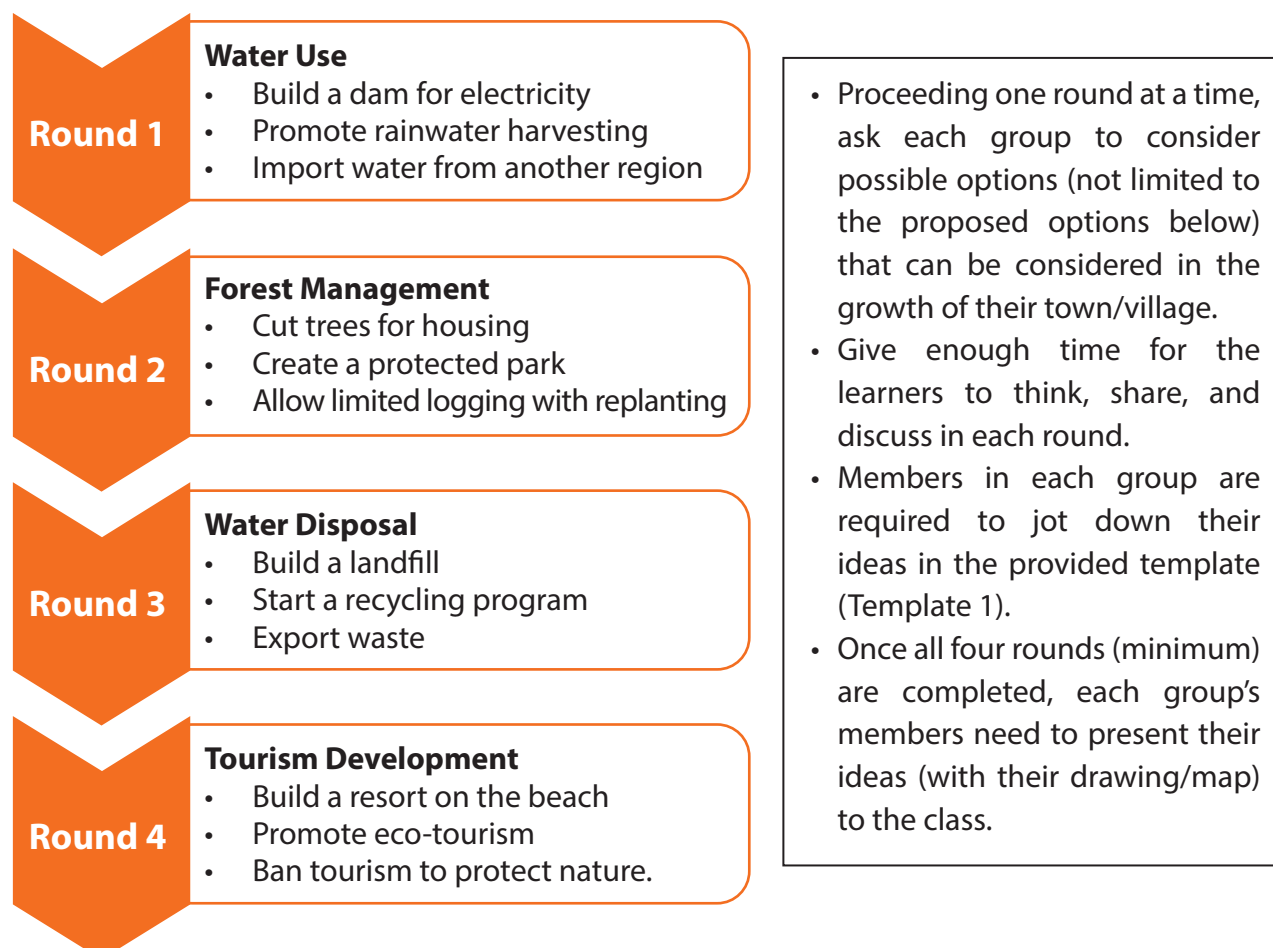
*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

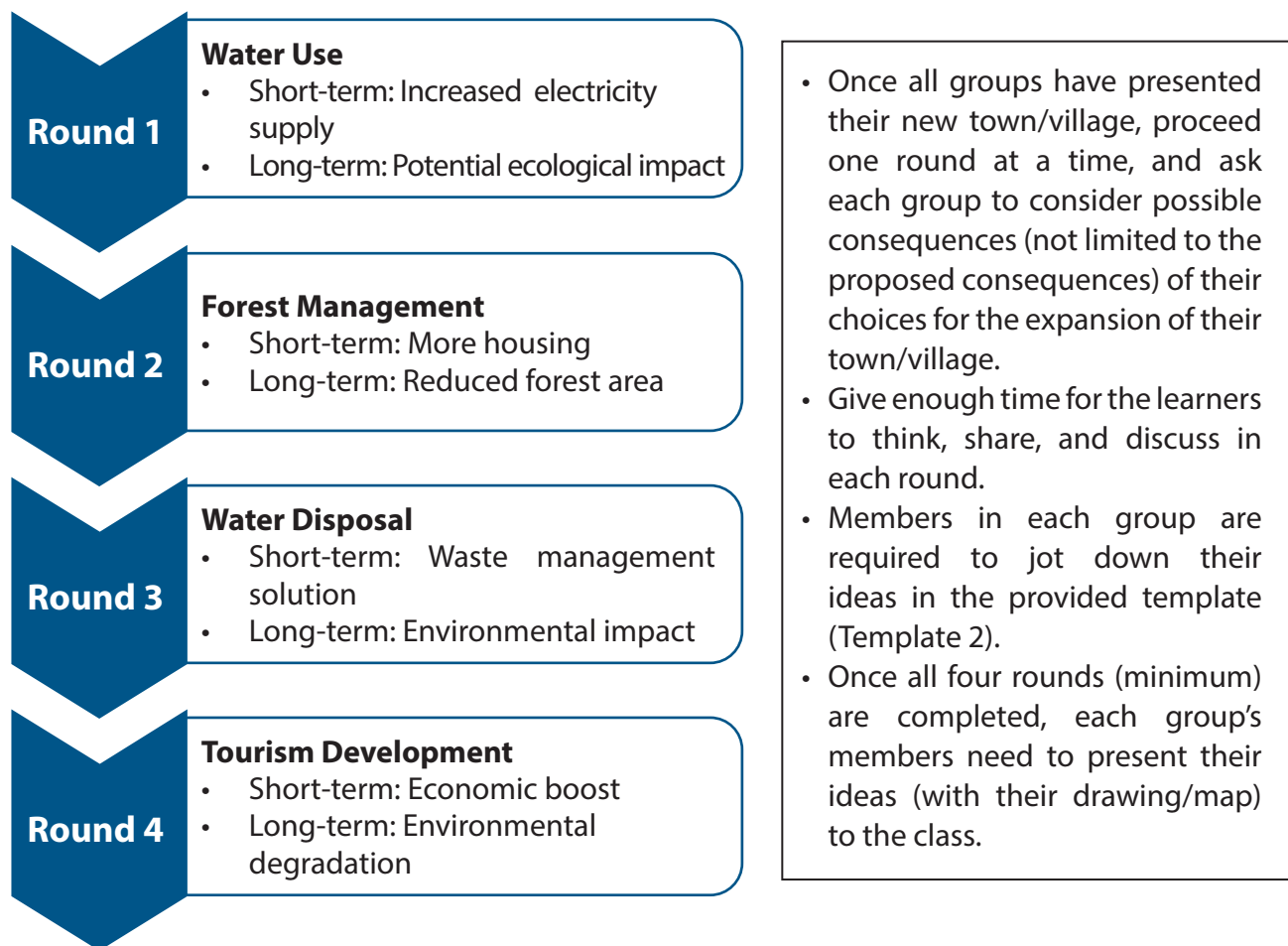
### Step 1: Scenario Setup

- Divide the class in groups of 4 – 6 learners.
- Each team is asked to draw a fictional town map on a Bristol paper with the following.
  - > A river
  - > A forest
  - > A mountain
  - > A coastline
  - > A small town/village
- Once they have completed the drawing of their town/village, they are told: *"Your town/village is growing. You must develop it while preserving its natural resources. Every decision you make will have consequences!"*
- On the same drawing/map, tell them to add new features and amenities that would reflect the growth of their town/village.

### Step 2: Decision Rounds (Possible 4 Rounds)

- Examples of options that can be considered (other options can also be considered)





#### Step 4: Presentation

- Each team presents:
  - > Their town's final state
  - > The reasoning behind their decisions
  - > What they learned about the possible consequences of their decisions on natural resources

#### Assessment

- Level of participation in class discussions.
- Level of creativity and critical thinking.
- Ability to show respect and empathy while working collaboratively.
- Appropriateness of communication skills.

## LESSON 3

### Student's Worksheets

# Eco-Town Challenge

**Template 2:** Use the template below to list down possible consequences of the selected options for your town/village on the natural resources.

|                  |  |
|------------------|--|
| Consequence<br>1 |  |
| Consequence<br>2 |  |
| Consequence<br>3 |  |
| Consequence<br>4 |  |
| Consequence<br>5 |  |

## LESSON 4

### Teacher's Guide

# DIY WIND CHIMES

### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria 2 Level 1:**
  - Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.
- **Performance Criteria 2 Level 2:**
  - Discuss the importance of integrity-based approaches in solving environmental challenges.

### Purpose of activity

This hands-on activity aims to foster environmental awareness among students by encouraging them to creatively repurpose everyday waste materials. Through the process of designing and constructing wind chimes using upcycled items, students will explore the concept of sustainability, learn the value of reusing materials, and express their creativity in a meaningful way.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Demonstrate an understanding of upcycling and its environmental benefits.
- Apply creative thinking to transform waste materials into functional art.
- Collaborate and share ideas in a creative setting.
- Reflect on the importance of reducing waste and protecting the environment.

### Resources and Materials for part 1 of the activity

- String, twine, or fishing line
- A tree branch, stick, ruler (max 30 cm), or an old clothes hanger
- Markers, paint, stickers, or coloured tape for decoration
- Scissors
- Old metal keys or buttons
- Plastic bottles (only the top half, including the cap)

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Creating the Chime Frame**

- Begin by selecting your frame material: a clean tree branch, stick, ruler, or hanger.
- Smooth out any rough edges to ensure safety.
- Decorate the frame using paint, markers, or colored tape to personalize it and make it visually appealing.
- This frame will serve as the top support for your wind chime.

**Step 2: Prepare the hanging strings**

- Cut 4 to 6 pieces of string in varying lengths (between 15–30 cm).
- Attach a metal key or button to one end of each string.
- Carefully poke a hole in the center of each plastic bottle cap using a nail or pen.
- Thread each string through the hole in the cap so that the key or button hangs inside the bottle.
- Secure the string by tying multiple knots outside the cap to keep it in place.
- These bottle tops will act as the chime bells.

**Step 3: Assemble the Wind Chime**

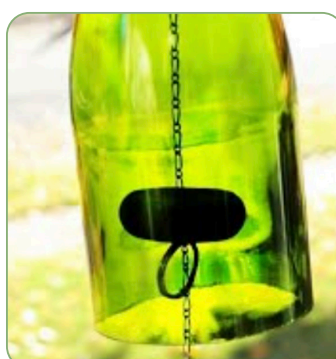
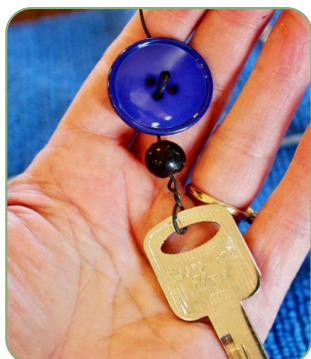
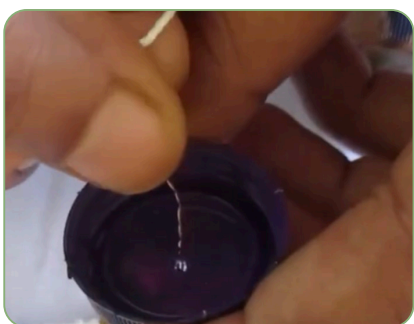
- Tie the free ends of the strings to the frame at evenly spaced intervals.
- Ensure the bottles are positioned so they can move freely and gently collide to produce sound.
- Adjust spacing as needed to optimize the chime effect.

**Step 4: Add decorative Elements**

- Use markers, paint, and stickers to decorate the bottles and strings.
- Encourage students to express their personality and creativity through their designs

**Step 5: Test and Adjust**

- Hang the wind chime in a safe indoor location (e.g., near a window or fan).
- Gently move the chimes to test the sound.
- Make adjustments to string lengths or spacing if the chimes do not touch or produce sound effectively.



## LESSON 5

### Teacher's Guide

# TOGETHER IN SOUND

### Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognizing the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.
- **Performance Criteria 1:**
  - Describe common norms, values and beliefs shared by Mauritians.
  - Recognise the role of civic engagement in promoting social harmony in Mauritius.

### Purpose of activity

To help students explore and enjoy different types of sounds — from nature, animals, and musical instruments — and understand how these different sounds can come together to create harmony, just like people in our multicultural society.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Identify different types of sounds (nature, animals, and instruments)
- Create simple rhythms or sound patterns using a mix of these sounds
- Understand that different sounds (like different people) can work together in harmony

### Resources and Materials for part 1 of the activity

- Sound clips (bird chirping, waves, dog barking, ravanne, triangle, clapping, etc.)
- Everyday items to make sounds (e.g., plastic bottles, boxes, rice in a container, pencils for tapping)
- Drawing paper and crayons or coloured pencils

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Scenario Setup**

- Play 5–6 sound clips (nature, animals, instruments).
- Ask:
  - > *What sound is this?*
  - > *Where have you heard it before?*

**Step 2: Decision Rounds (Possible 4 Rounds)**

- Draw three big circles on the board:  
 Nature |  Animals |  Instruments
- Ask students to name each sound and place it in the correct circle.

**Step 3: Sound Group Creation**

- Divide students into small groups.
- Each group picks one sound from each category (1  nature + 1  animal + 1  instrument).
- They use their voices, body, or objects to make those sounds together.

**Step 4: Group Sound Show**

- Each group performs their sound combo for the class — like a little sound band!

**Step 5: Conclusion**

- Conduct a class discussion on the following:
  - > *Did the different sounds work well together?*
  - > *How is this like people living together in Mauritius?*

**Assessment (Activity Sheet/Worksheet for Students)**

- Did students name and sort the sounds correctly?
- Did they participate in the group activity?
- Did they understand that different sounds (and people) can create something beautiful together?

## LESSON 6

### Teacher's Guide

# EXPLORING CULTURAL CELEBRATIONS AND FESTIVALS

### Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.
- **Performance Criteria Level 1:**
  - Identify key cultural practices unique to different ethnic groups in Mauritius.
  - Describe common norms, values, and beliefs shared by Mauritians.
  - Explain the significance of major Mauritian festivals.
  - List examples of how different cultural practices contribute to the collective Mauritian identity.
- **Performance Criteria Level 2:**
  - Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.
  - Evaluate the impact of cultural diversity on social and civic life in Mauritius.
  - Compare and contrast the cultural practices of different ethnic groups in Mauritius and their contributions to the national identity.

### Purpose of activity

This activity is designed to foster cultural awareness, appreciation, and inclusivity among students by encouraging them to explore and share the diverse cultural celebrations and festivals observed in their families and communities. Through collaborative learning, students will gain a broader understanding of the cultural richness that exists within their classroom and the wider society.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Recognise the importance of cultural celebrations in shaping identity and community values
- Identify cultural practices and celebrations across different months of the year
- Develop empathy and appreciation for traditions different from their own
- Strengthen their ability to work collaboratively and communicate effectively

### Resources and Materials for part 1 of the activity

- Whiteboard/Blackboard
- Markers/Chalk
- Student Worksheets
- Scissors
- A calendar featuring cultural or religious celebrations in Mauritius
- Annex 1: List of Celebrations and Festivals
- Annex 2: Celebrations and Festivals Cards

**Teaching trajectories/ Implementation guidelines**

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Oral Questioning – Introduction to Celebrations and Festivals**

- Begin with a class discussion using guiding questions:
  - What are some cultural celebrations or festivals that you enjoy?
  - Why are these celebrations important to you or your family?
  - How do you usually celebrate them?
- Record students' responses on the board to create a visual list of celebrations.

**Step 2: Group Work – Identifying Celebrations and Festivals**

- Divide students into small groups (2 – 3 students per group).
- Assign each group one month of the year.
- Distribute one "Celebrations and Festivals Card" (Annex 2) to each group.
- Students will:
  - Research and list the names and dates of celebrations and festivals for each month.
  - Choose one celebration or festival to explore in more detail. They can write or draw about the celebrations or festival.
- Annex 1 which consists of most of the celebrations and festivals can be provided to help students identify relevant celebrations for their assigned month(s).

**Step 3: Group Presentations**

- Each group presents their findings to the class.
- Presentations should include:
  - The name and date of the celebration or festival.
  - A brief explanation of why and how it is celebrated.
  - Any personal or community connection to the celebration.

**Step 4: Closure and Consolidation**

- Ask students to bring the following for the next session:
  - Pictures, newspaper or magazine cuttings related to the celebration or festival they selected.
  - A sheet of Bristol paper or kitchen paper for creating a collage/poster.
- Encourage students to reflect on what they learned about other cultures and how it made them feel.

**Assessment**

- Participation in oral questioning and group discussions.
- Completion of the Student Worksheet.
- Contribution to the group presentation.
- Creation of a group collage/poster showcasing one celebration or festival with visuals and written content.

## LESSON 6

### Student's Worksheets

# Celebrations and Festivals Cards

## Annex 1

### List of celebrations and festivals

| CALENDAR                                                                                                                                                       |                                                                                               |                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| JANUARY                                                                                                                                                        | FEBRUARY                                                                                      | MARCH                                                                                                                                                                       |
| 1 <sup>st</sup> New Year<br>18 <sup>th</sup> Thaipoosam Cavadee<br>22 <sup>nd</sup> Chinese Spring Festival<br>24 <sup>th</sup> International Day of Education | 1 <sup>st</sup> Abolition of slavery<br>Thimithi<br>15 <sup>th</sup> Chinese Lantern Festival | 8 <sup>th</sup> Holi<br>8 <sup>th</sup> International Women's Day<br>Maha Shivaratree<br>12 <sup>th</sup> independence and Republic Day<br>22 <sup>nd</sup> World Water Day |
| APRIL                                                                                                                                                          | MAY                                                                                           | JUNE                                                                                                                                                                        |
| 7 <sup>th</sup> World Health Day<br>Eid Ul Fitr<br>Easter                                                                                                      | Mother's Day<br>15 <sup>th</sup> International Day of Families<br>22 <sup>nd</sup> Earth Day  | 5 <sup>th</sup> World Environment Day<br>Eid Ul Adha<br>21 <sup>st</sup> Music Day<br>21 <sup>st</sup> International Yoga Day                                               |
| JULY                                                                                                                                                           | AUGUST                                                                                        | SEPTEMBER                                                                                                                                                                   |
| 7 <sup>th</sup> World Chocolate Day                                                                                                                            | 12 <sup>th</sup> International Youth Day<br>Ganesh Chaturthi                                  | 8 <sup>th</sup> Pilgrimage Father Jacques Desire Laval.<br>29 <sup>th</sup> Mid Autumn Festival (chinese)<br>Ghoon                                                          |
| OCTOBER                                                                                                                                                        | NOVEMBER                                                                                      | DECEMBER                                                                                                                                                                    |
| Divali<br>5 <sup>th</sup> Teachers' Day                                                                                                                        | 2 <sup>nd</sup> Arrival of Indentured Labourers                                               | 10 <sup>th</sup> Human Rights Day<br>Thimithi<br>25 <sup>th</sup> Christmas                                                                                                 |

Other celebrations that can be added:

(i) birthdays (students), other religious ceremonies

## LESSON 6

Student's Worksheets

# Celebrations and Festivals Cards

### Annex 2

Name of festival: \_\_\_\_\_

Month it is celebrated : \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## LESSON 7

### Teacher's Guide

# CELEBRATING CULTURES – POSTER CREATION AND PRESENTATION

### Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.
- **Performance Criteria Level 1:**
  - Identify key cultural practices unique to different ethnic groups in Mauritius.
  - Describe common norms, values, and beliefs shared by Mauritians.
  - Explain the significance of major Mauritian festivals.
  - List examples of how different cultural practices contribute to the collective Mauritian identity.
- **Performance Criteria Level 2:**
  - Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.
  - Evaluate the impact of cultural diversity on social and civic life in Mauritius.
  - Compare and contrast the cultural practices of different ethnic groups in Mauritius and their contributions to the national identity.

### Purpose of activity

This activity provides students with an opportunity to explore and share the rich diversity of cultural festivals and celebrations observed within their families and communities. By engaging in creative poster-making and group presentations, students will deepen their understanding of cultural traditions, foster mutual respect, and enhance their communication and collaboration skills.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Identify and describe various cultural celebrations and festivals that occur throughout the year
- Creatively design a visual representation (poster) of a chosen celebration or festival
- Express appreciation for cultural diversity by sharing personal or community traditions with peers
- Communicate ideas clearly and confidently in a group setting
- Work collaboratively and respectfully with classmates

### Resources and Materials for part 1 of the activity

- Scissors
- Markers and coloured pens
- Paper Glue
- Newspaper and magazine cuttings (for collage)
- Bristol paper or Kitchen Paper

**Teaching trajectories/ Implementation guidelines**

*It is recommended to provide students enough time for the group work. This activity may be extended over 2 or more periods.*

**Step 1: Recap and Reflection**

- Begin with a brief discussion to revisit the previous session's exploration of cultural celebrations.
- Ask guiding questions such as:
  - *What cultural festivals did we learn about last week?*
  - *Which celebration stood out to you and why?*
- Encourage students to share personal experiences or stories related to these festivals.

**Step 2: Groupwork – Poster Design**

- Students regroup with the same peers from the previous session.
- The educator explains safety guidelines and expectations for the activity.
- Each group organises their materials on their desks and begins designing their poster.
- Posters can include drawings, collage elements, written descriptions, and symbolic decorations that represent their chosen celebration or festival.
- Educators should go around the class to support creativity, answer questions, and ensure inclusive participation.

**Step 3: Closure of the Activity and Consolidation**

- Once posters are completed, each group presents their work to the class.
- Students explain the significance of the celebration or festival they chose, the elements included in their poster, and what the tradition means to them or their community.
- Encourage respectful listening and positive feedback from peers.

**Assessment**

- Active participation in group discussions and poster creation.
- Contribution to the oral presentation and ability to communicate ideas effectively.
- Creativity and effort demonstrated in the design of the poster.
- Respectful collaboration and engagement with peers.

## LESSON 8

### Teacher's Guide

# CELEBRATING CULTURES – VALUES COLLAGE

### Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.
- **Performance Criteria Level 1:**
  - Identify key cultural practices unique to different ethnic groups in Mauritius.
  - Describe common norms, values, and beliefs shared by Mauritians.
  - Explain the significance of major Mauritian festivals.
  - List examples of how different cultural practices contribute to the collective Mauritian identity.
- **Performance Criteria Level 2:**
  - Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.
  - Evaluate the impact of cultural diversity on social and civic life in Mauritius.
  - Compare and contrast the cultural practices of different ethnic groups in Mauritius and their contributions to the national identity.

### Purpose of activity

This activity provides students with an opportunity to understand the universal values embedded in Mauritian festivals. Recognising that these celebrations are more than just traditions; they are expressions of universal values such as love, peace, sharing, and togetherness.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Identify major festivals celebrated in Mauritius
- Describe the universal values (e.g., love, peace, sharing, respect, unity) associated with each festival
- Collaborate in groups to create a visual representation (collage) of these values.
- Present and explain their collage to the class, demonstrating understanding and respect for cultural diversity
- Work collaboratively and respectfully with classmates

### Resources and Materials for part 1 of the activity

- Scissors
- Markers and coloured pens
- Paper Glue
- Old newspaper and magazine cuttings (for collage)
- Bristol paper or Kitchen Paper
- Sticky notes
- Projector (optional, for showing festival videos or images)

**Teaching trajectories/ Implementation guidelines**

*It is recommended to provide students enough time for the group work. This activity may be extended over 2 or more periods.*

**Step 1: Recap and Reflection**

- Begin with a short discussion: "What festivals do you celebrate?"
- Show a brief slideshow or video highlighting major festivals in Mauritius.
- Ask students: "What do these festivals have in common?" (Guide them toward values like love, sharing, peace, etc.)
- Encourage students to share personal experiences or stories related to these festivals.

**Step 2: Groupwork – Poster Design**

- Students regroup with the same peers from the previous session.
- The educator explains safety guidelines and expectations for the activity.
- Assign each group 1–2 festivals or let them choose.
- Each group organises their materials on their desks.

**Step 3: Closure of the Activity and Consolidation**

- Each group researches their assigned festival(s) using their electronic device or printed materials
- They identify:
  - Key traditions
  - Symbols
  - The universal values reflected in the festival
- On sticky notes, they write down the values and how they are expressed.

**Step 4: Collage Creation & Presentation**

- Groups create a "Festival Values Collage" using images, drawings, and words.
- The collage should visually represent the festival and highlight the universal values.
- Each group presents their collage to the class.
- They explain the festival and the values it promotes.
- Encourage respectful listening and positive feedback from peers.

**Step 5: Closure of the Activity and Consolidation**

- Whole-class discussion: "What did we learn about each other's cultures?"
- Teacher highlights how different festivals promote similar values, reinforcing unity in diversity.

**Assessment Criteria**

- Active participation in group discussions.
- Contribution to the creation of the collage.
- Oral presentation and ability to communicate ideas effectively.
- Respectful collaboration and engagement with peers.

## LESSON 9

### Teacher's Guide

# OUR COLOURFUL CULTURES

### Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations.
- **Performance Criteria Level 1:**
  - Use appropriate greetings and basic courteous language when interacting with others.
  - Identify key elements of respectful communication in different social contexts.

### Purpose of activity

This activity helps students discover and share cultural aspects of their own background and learn to appreciate those of others. It encourages respectful listening, curiosity and teamwork.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Name basic cultural elements (e.g., food, clothing, festival) from their or another culture
- Use polite language when asking or answering questions about someone's culture
- Show respect when talking about differences

### Resources and Materials for part 1 of the activity

- "Culture Card" templates (provided below)
- Markers, crayons, glue
- Scissors, coloured paper
- Music player (optional, for background music from various cultures)

### Activity Steps

#### Step 1: Warm-Up Game – "Cultural Charades"

Prepare flashcards with cultural elements (e.g., eating with chopsticks, dancing the sega, wearing a kimono, saying "Namaste").

Students take turns picking a card and acting it out. Others guess and the teacher briefly explains the culture behind it.

### Step 2: Culture Card Creation

Each student receives a **"Culture Card"** template (half A4 sheet) to fill in and decorate.

They must include:

- One greeting word from a culture they know (e.g., Bonjour, Salaam, Namaste)
- A traditional dish or drink
- A famous celebration (e.g., Eid, Diwali, Chinese New Year, Cavadee)
- A respectful word or behaviour (e.g., please, thank you, bowing, removing shoes)

Encourage creativity with drawings or collage using coloured paper.

### Step 3: Culture Walk & Talk

Students walk around the room in pairs and share their Culture Cards with at least three classmates.

They must use polite expressions:

- "May I ask about your card?"
- "That's interesting!"
- "I like that tradition."
- "Thank you for sharing!"

Teacher circulates to model respectful behaviour and encourage shy students.

### Step 4: Sharing Circle

In a circle, invite a few volunteers to share something new they learned or liked about a culture.

Ask:

- "What surprised you?"
- "Was anything similar to your culture?"
- "How can we be more respectful of each other's traditions?"

### Step 5: Quick Recap & Positive Closure

Summarise key takeaways:

- We are all different but equal
- Being polite and curious helps us learn
- Culture makes the world colourful and fun!

End with a chant or poster phrase: **"We respect all cultures!"**

### Assessment

- Participation in games and discussions
- Completion of Culture Card
- Use of polite and respectful expressions during interaction
- Observation of attentive listening and turn-taking

## LESSON 10

Teacher's Guide

# RESPECTING CULTURES AROUND US

### Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations.
- **Performance Criteria Level 1:**
  - Identify key elements of respectful and sensitive communication in different social contexts
  - Use appropriate greetings and courteous language when interacting with others

### Purpose of activity

To help students explore different cultures in their class and community, understand the importance of showing respect, and develop basic skills for positive and respectful communication with people from diverse backgrounds.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Name some different cultures represented in their school or country
- Recognise basic respectful behaviours and greetings across cultures
- Express appreciation for cultural differences in a respectful way

### Materials Needed

- A4 sheets or "My Respect Card" template
- Markers, colour pencils
- Pre-printed cards with greetings or customs from different cultures (optional)
- Whiteboard or chart paper

### Steps of Implementation

#### Step 1: Class Discussion – "What Is Culture?" (10 mins)

Ask students:

- What do you think "culture" means?
- Can you give examples of things that are part of a culture? (e.g., language, clothes, food, music, beliefs)

Write keywords on the board. Explain that Mauritius comprises many different cultures, and we should respect all of them.

### Step 2: Pair Activity – “Find Someone Who...”

Give each student a worksheet with prompts like:

- Find someone who speaks another language at home
- Find someone who celebrates a different festival
- Find someone who wears traditional clothes sometimes
- Find someone who enjoys food from a different culture

Students move around and politely ask classmates questions. They must write the name of a classmate for each category. Encourage use of polite language:

“Excuse me, may I ask you a question?”

“Thank you for sharing!”

### Step 3: Creative Expression – “My Respect Card”

Each student will design a Respect Card on A4 or template provided. It should include:

- A greeting from any culture (e.g., “Namaste,” “Bonjour,” “As-salamu alaykum,” “Vanakkam”)
- One way to show respect (e.g., bowing, removing shoes, using polite words)
- A drawing or symbol that shows cultural respect

Display the Respect Cards on a wall titled “**We Respect All Cultures**”.

### Step 4: Class Reflection – “Respect in Action”

Ask a few students to share what they learned:

- What is one culture or custom you didn’t know about before?
- How can we show respect to someone who is different from us?
- Why is it important to respect all cultures?

Write the key ideas on chart paper:

**Listen. Be kind. Be open. Respect differences.**

### Assessment Criteria

- Participation in pair activity and respectful interaction
- Completion of “My Respect Card”
- Use of polite expressions
- Sharing ideas respectfully during discussion

### Optional Extension Activities

- Invite a guest from a different cultural background to speak
- Learn greetings in 5 different languages as a class
- Watch a short video on children from around the world and discuss

## LESSON 11

Teacher's Guide

# MANY CULTURES, ONE CLASS

### Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations
- **Performance Criteria Level 1:**
  - Identify key elements of respectful and sensitive communication in different social contexts
  - Use appropriate greetings and courteous language when interacting with others

### Theme: Unity in Diversity

#### Purpose of activity

To help students understand that while they come from different cultural backgrounds, they all belong to the same class and share many values, feelings, and goals. The activity will highlight how diversity strengthens unity when there is mutual respect.

#### Learning Outcomes

By the end of the lesson, students should be able to:

- Identify ways in which they are both different and similar to classmates
- Demonstrate that unity can exist despite cultural and personal differences
- Show positive behaviour toward classmates from different backgrounds

#### Materials Needed

- A4 sheets or "My Respect Card" template
- Markers, colour pencils
- Pre-printed cards with greetings or customs from different cultures (optional)
- Whiteboard or chart paper

#### Steps of Implementation

##### Step 1: Icebreaker – "Same and Different" Game

Divide students into small groups of 4.

Each group answers:

- One way we are **the same**
- One way we are **different**

Let groups share with the class. Write a few examples on the board.

Explain: *"Even if we come from different cultures or speak different languages, we can still be united as friends and classmates."*

### Step 2: Hands-on Activity – “Our Unity Tree”

Draw or paste a large tree trunk on the classroom wall or board.

Distribute leaf/petal/handprint cut-outs to each student.

On their shape, each student writes:

- Their **name**
- One **thing they love about their culture**
- One **value they think everyone in the class shares** (e.g., kindness, honesty, teamwork)

Paste all the leaves on the tree to show diversity in culture and unity in values. The tree becomes a symbol of “Many Cultures, One Class”.

### Step 3: Guided Discussion – “Unity Makes Us Strong”

Ask:

- What did you notice when we made our Unity Tree?
- Did everyone write the same thing? Was that okay?
- Why is it important to accept people who are different from us?
- How can we make our class feel more united every day?

Summarise: *“Just like leaves on a tree, we are different but connected. Respect and kindness hold us together.”*

### Step 4: Classroom Pledge (5 mins)

Together, create a short pledge. Example:

“We promise to respect each other,

Celebrate our differences,

And work together as one class,

Because we are strong in our unity.”

Write it on a poster and display it below the Unity Tree.

### Assessment Criteria

- Active and respectful participation in group and class discussions
- Contribution to the Unity Tree with thoughtful inputs
- Demonstration of positive social behaviour during the activity
- Ability to reflect on values of unity and respect

### Optional Extension Activities

- “Culture Box”: Each student brings a small item or photo from their culture and presents it
- “Friendship Web”: Pass a ball of string around as students share one thing they admire about each other; create a web showing interconnectedness

## LESSON 11

### Student's Worksheets

# Many Cultures, One Class

## Unity Tree Activity

### Instructions:

Each student fills in the following three prompts. Later, students will write their answers on colourful **leaf**, **petal** or **handprint** cut-outs and paste them on the class's Unity Tree poster.

| Student Name | What I love about my culture | A value we all share |
|--------------|------------------------------|----------------------|
|              |                              |                      |
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## LESSON 12

Teacher's Guide

# OUR NATION, OUR PRIDE

### Theme: National Symbols and Historical Understanding

#### Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.
- **Performance Criteria Level 1:**
  - Describe common norms, values, and beliefs shared by Mauritians.
- **Performance Criteria Level 2:**
  - Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.
- **Element 5:** Communicate respectfully and sensitively across diverse situations
- **Performance Criteria Level 1:**
  - Use appropriate greetings and basic courteous language when interacting with others
  - Identify key elements of respectful communication in different social contexts

#### Purpose of activity

To help students identify and understand the importance of national symbols (flag, anthem, emblem, etc.) and connect them to key historical events and values. The activity promotes civic responsibility, unity, and respect for the country's heritage.

#### Learning Outcomes

By the end of the lesson, students should be able to:

- Recognise and name major national symbols
- Describe what these symbols represent
- Understand a few key historical events and figures
- Express pride and respect for national identity

#### Materials Needed

- Printouts or digital images of national symbols
- Chart paper, glue, coloured pencils
- Fact cards on historical events and figures (teacher-prepared)
- A blank map of Mauritius (optional)

## Step 2: Hands-on Activity – “Our Unity Tree”

### Steps of Implementation

#### Step 1: Symbol Matching Game

Prepare cards with pictures of the following:

- National flag
- National anthem
- Dodo
- Trochetia
- Coat of Arms
- National Bird: Mauritius Kestrel
- National Monument (e.g., Aapravasi Ghat)

#### Instructions:

Divide the class into groups of 3-4. Distribute the symbol cards and ask students to match each symbol with its correct name and **meaning/purpose**.

Encourage teamwork and allow them to share findings with the class.

#### Step 2: Timeline Puzzle – “Our History in Pieces”

Prepare short historical event cards with dates and descriptions (e.g., Dutch arrival, abolition of slavery, independence in 1968, Republic in 1992, Aapravasi Ghat as UNESCO site).

Mix the cards and ask groups to:

- Arrange the events in correct chronological order
- Read each aloud and say why it matters for Mauritius

#### Step 3: Poster Creation – “Symbols of Unity”

Each group creates a poster with:

- Any **2 national symbols** (drawn or printed)
- **One historical event** that shaped the nation
- A short slogan (e.g., “United as One”, “Our Flag, Our Honour”, “One People, One Nation”)

Posters can be displayed around the classroom to celebrate national heritage.

#### Step 4: Class Reflection – “Why it Matters”

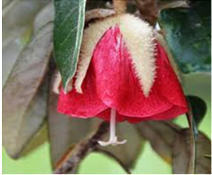
Ask students:

- What did you learn about our national symbols?
- Why should we respect our flag, anthem, and history?
- How do these symbols help us feel united as Mauritians?

Summarise that **national symbols connect us to our past and unite us in the present**.

#### Assessment Criteria

- Accurate identification of symbols and historical events
- Participation in group activities and discussion
- Creativity in poster making
- Demonstration of respect and pride for national identity

| Picture/Name of Symbol                                                              | Correct Name         | What it Represents         |
|-------------------------------------------------------------------------------------|----------------------|----------------------------|
|    | The Four Bands       | National Flag              |
|    | Mauritius Kestrel    | National Bird              |
|   | Trochetia Boutoniana | National Flower            |
|  | Coat of Arms         | Official National Emblem   |
|  | Aapravasi Ghat       | UNESCO World Heritage Site |
|  | Le Morne Brabant     | UNESCO World Heritage Site |

## LESSON 13

Teacher's Guide

# PEACE IN ACTION

### Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations.
- **Performance Criteria Level 1:**
  - Identify key elements of respectful and sensitive communication in different social contexts
  - Use appropriate greetings and basic courteous language when interacting with others
  - Recognise when words and actions might hurt others' feelings and practice simple apologies when needed

### Purpose of activity

This activity helps students explore the meaning of peace in their lives and communities. It encourages them to reflect on how small actions and respectful communication contribute to a peaceful classroom, family, and society.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Define peace in simple terms (e.g., kindness, no fighting, helping others)
- Give examples of peaceful actions at home, school, and in the community
- Use positive and respectful language during group activities
- Recognise the importance of empathy and cooperation for peace

### Materials Needed

- "Peace Symbol Card" templates (half A4 sheet, provided by teacher)
- Crayons, coloured pencils, glue, scissors
- Magazines/newspapers (for collage pictures)
- Music player (optional, soft instrumental or calming world music)

### Activity Steps

#### Step 1: Warm-Up Game – "Peace Gestures"

Prepare flashcards with peaceful actions (e.g., helping a friend, sharing food, planting a tree, saying sorry).

Students pick a card and act it out. Others guess the action, and the teacher explains how it promotes peace.

### Step 2: Peace Symbol Card Creation

Each student receives a "Peace Symbol Card" template. They must include:

- A peace word (e.g., Shanti, Salaam, Peace, Paix)
- A peaceful action they can do (e.g., listen to others, share, use kind words)
- A peace symbol (e.g., dove, olive branch, rainbow, joined hands)
- A short sentence: "Peace is when..."

Students decorate with drawings or collage images.

### Step 3: Peace Walk & Talk

Students move around the classroom in pairs, sharing their Peace Symbol Cards with at least three classmates.

They must use positive expressions such as:

- "I like your idea for peace."
- "That's a kind action."
- "Thank you for sharing."

### Step 4: Sharing Circle

In a circle, invite volunteers to share:

- One peaceful action they learned from a peer
- How they can practice peace at home or in school
- Why respect is important for peace

Prompt questions:

- "What makes you feel peaceful?"
- "How can small actions create a big difference?"

### Step 5: Quick Recap & Positive Closure

Summarise key takeaways:

- Peace starts with small actions
- Kindness and respect create harmony
- Working together makes our world better

End with a class chant or poster phrase:

**"Peace begins with me!"**

### Assessment

- Participation in games and discussions
- Completion and creativity of Peace Symbol Card
- Use of respectful and peaceful language in interactions
- Demonstration of empathy, listening, and turn-taking

## LESSON 14

### Teacher's Guide

# CONFLICT RESOLUTION IN PRACTICE

### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 1:**
  - Identify key components of empathy and integrity in problem-solving.
  - Describe the importance of empathy in understanding personal issues.
  - Identify emotions in others through their facial expressions and body language and respond with appropriate words.

### Purpose of activity

This activity helps students understand that conflicts are natural but can be resolved peacefully. It guides them to use respectful communication, empathy and problem-solving strategies when disagreements arise at home, in school, or in the community.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Define conflict and recognise it as part of everyday life
- Identify simple strategies for resolving conflicts (listening, compromise, apologising)
- Use calm and respectful language when handling disagreements
- Appreciate the value of cooperation and fairness in resolving issues

### Materials Needed

- "Conflict Resolution Scenario Cards" (teacher-prepared, e.g., two friends want the same seat, siblings argue over chores, classmates disagree during a game)
- Role-play props (optional: chairs, small items like a ball or book to act out scenarios)
- Chart paper and markers
- Stickers/stamps (for recognising positive participation)

### Activity Steps

#### Step 1: Warm-Up Game – "Agree or Disagree"

Teacher reads simple statements (e.g., "It's okay to shout when you're angry," "Saying sorry helps solve a problem").

Students move to either "Agree" or "Disagree" sides of the room. Teacher briefly discusses why some actions help or hurt conflict resolution.

### Step 2: Scenario Role-Play

Students are placed in small groups. Each group receives a **Conflict Resolution Scenario Card**. They must role-play two versions:

1. How the conflict might escalate if handled badly (e.g., shouting, ignoring).
2. How the conflict can be solved peacefully (listening, apologising, compromise).

Teacher guides discussion after each performance.

### Step 3: : Conflict Resolution Toolbox

On chart paper, the class brainstorms strategies for solving conflicts. Teacher writes down student suggestions, leading to a “toolbox” of peaceful strategies:

- Listen first
- Stay calm
- Use polite words
- Say sorry
- Find a compromise
- Ask a teacher/elder for help (if needed)

### Step 4: Sharing Circle

In a circle, invite volunteers to share:

- What strategy works best for you when you are upset?
- Why is it important to stay calm?
- How does saying sorry help rebuild friendships?

### Step 5: Quick Recap & Positive Closure

Summarise key takeaways:

- Conflicts are normal, but we can choose peaceful solutions
- Listening, compromise, and respect prevent problems from getting worse
- Saying sorry shows strength, not weakness

End with a class chant or phrase:

**“We solve problems with respect!”**

### Assessment

- Participation in role-plays and discussions
- Ability to suggest peaceful strategies during brainstorming
- Use of polite and respectful language in role-play
- Demonstration of empathy, listening, and willingness to compromise

## Conflict Resolution Toolbox

**LISTEN FIRST**

**STAY CALM**

**USE POLITE  
WORDS**

**SAY SORRY**

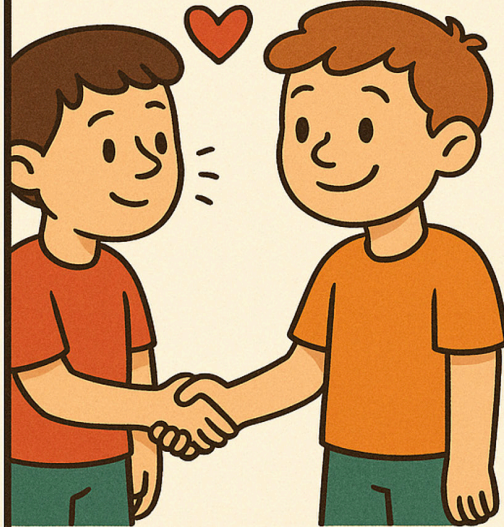
**FIND A  
COMPROMISE**

## Conflict Resolution Scenario Card

**Handled Badly**



**Solved Peacefully**



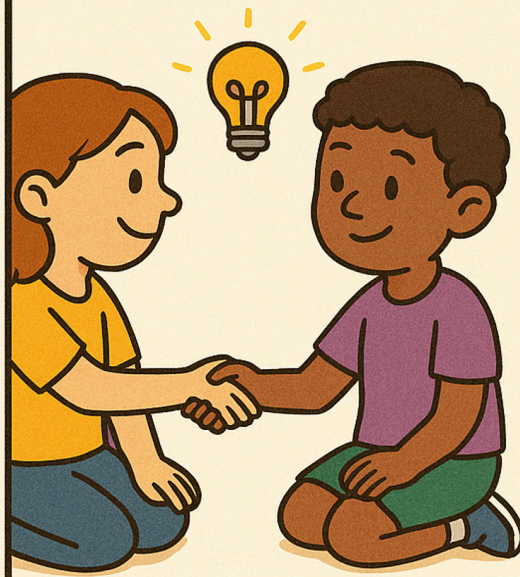
**Apologising**

## Conflict Resolution Scenario Card

**Handled Badly**



**Solved Peacefully**



**Solved Peacefully**

## LESSON 15

### Teacher's Guide

# RULES AND DISCIPLINE

### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 1:**
  - Identify key components of empathy and integrity in problem-solving.
  - Describe the importance of empathy in understanding personal issues.

### Purpose of activity

This activity helps students understand why rules exist and how discipline creates a safe, fair, and productive environment. It also guides them to connect rules with values like respect, fairness and responsibility in school, home and community life.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Define rules and explain their purpose in different settings.
- Identify examples of discipline at home, in school, and in society.
- Demonstrate responsible behaviour during group work and play.
- Appreciate discipline as a foundation for fairness, safety, and teamwork.

### Materials Needed

- "Rule Cards" (teacher-prepared, e.g., school uniform rule, playground rule, traffic rule, classroom behaviour rule)
- Chart paper and markers
- Whistle or bell (for role-play timing)
- Stickers/stamps for recognising positive participation

### Activity Steps

#### Step 1: Warm-Up Discussion – "What If There Were No Rules?"

Teacher asks:

- What would happen if there were no traffic lights?
- What if we didn't have school rules?

Students brainstorm consequences (chaos, accidents, unfairness).

### Step 2: Rule Card Role-Play

Students work in small groups. Each group receives a Rule Card. They role-play two versions:

1. **Without Discipline/Rules** – (e.g., students shouting in class, ignoring safety rules).
2. **With Discipline/Rules** – (e.g., raising hands to speak, following safety signs).

Teacher highlights how rules help avoid problems and ensure fairness.

### Step 3: Rule Poster Creation

On chart paper, each group creates a mini poster titled:

**“Rules for Harmony”**

Examples:

- Be on time
- Respect others' property
- Raise your hand before speaking
- Keep the environment clean
- Follow safety rules

### Step 4: Sharing Circle

Students sit in a circle and reflect:

- Which rule is most important to you? Why?
- How does discipline help us work as a team?
- What happens when rules are broken?

### Step 5: Quick Recap & Closure

Summarise key takeaways:

- Rules exist to keep us safe, fair, and respectful.
- Discipline builds responsibility and harmony.
- Following rules shows maturity and respect for others.

End with a class chant or phrase:

**“Rules bring respect, discipline builds success!”**

### Assessment

- Participation in role-plays and discussions
- Contribution to the Rule Poster
- Demonstration of respect and responsibility during activities
- Ability to link rules with fairness, safety, and harmony

# RULES AND DISCIPLINE



**Raise your hand  
before speaking**



**Take turns when  
using equipment  
or playing a game**



**Wear clean and  
proper uniform**



**Walk quietly and  
on the left side  
in corridors**



**Follow the  
traffic light**



**Throw litter  
in the bin**

## RULES FOR HARMONY



**Be on time**

---



**Respect others' property**

---



**Raise your hand before speaking**

---



**Keep the environment clean**

---



**Follow safety rules**

## LESSON 16

### Teacher's Guide

# MANAGING OUR FAMILY WITH CARE AND RESPECT

#### Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Identify key principles of respectful and sensitive communication in diverse situations.
- **Performance Criteria Level 1:**
  - Use appropriate greetings and basic courteous language when interacting with others.
  - Listen attentively and respond to simple questions.
  - Recognise when words and actions might hurt others' feelings and practise simple apologies when needed.

#### **Performance Criteria Level 2:**

- Identify different communication styles and their impact on building meaningful connections in diverse contexts.

#### Purpose of activity – (Part 1 & 2)

To help students understand the importance of cooperation, respect, and appreciation within families, and to develop practical skills for sharing responsibilities and resolving small conflicts peacefully.

#### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Identify different family roles and responsibilities
- Recognise respectful behaviours and communication used within families
- Suggest simple ways to solve conflicts and strengthen family bonds

#### Materials Needed

- Chart paper or family tree template
- Markers, colour pencils
- Role-play cards (optional, e.g., "Sibling wants TV," "Parent asking for help," "Grandparent sharing story")
- Whiteboard

#### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

### Step 1: Class Discussion – “What is a Family?”

**Ask:**

- Who are the members in your family?
- What do different members of the family do (e.g., cooking, earning, caring)?

### Step 2: Group Activity – “Family Tree of Roles”

- Divide students into small groups.
- Each group creates a family tree on chart paper, but instead of just names, they include possible roles and responsibilities (e.g., “Father – works, teaches me football”; “Mother – cooks, helps with homework”; “Sister – shares toys”; “Grandmother – tells stories”).
- Encourage respectful descriptions.

### Step 3: Role-Play – “Family Situations”

**Prepare small role-play cards with the following scenarios:**

- Two siblings want to play with the same toy
- Parent asks child to help with chores
- A family member is upset and needs comfort

**Students act out the scenario, showing respectful and positive ways to respond (e.g., sharing, saying thank you, listening patiently).**

### Step 4: Creative Expression – “My Promise to My Family”

**Each student writes or draws one promise on a card:**

- **“I will help my parents with....”**
- **“I will listen to my siblings...”**
- **“I will spend time with grandparents...”**

**Collect and display on a board: “We Care for Our Families.”**

### Step 5: Reflection – “What Did We Learn?”

**Ask a few students to share:**

- What role in your family do you admire most?
- How can you show respect to family members daily?
- Why is cooperation important in a family?

**Write class responses on chart paper: Respect – Care – Teamwork – Love – Sharing.**

### Assessment Criteria

**Assessment of learning may be based on:**

- Participation in family tree and role-play activities
- Positive and respectful interaction with peers
- Completion of “My Promise to My Family” card
- Sharing thoughtful ideas in class reflection

### Optional Extension Activities

- Interview a parent/grandparent about family traditions and present in class.
- Organise a "Family Gratitude Day" where students write thank-you notes to family members.
- Watch a short video on how families cooperate and discuss.

## Managing Our Family With Care And Respect



**Family Love + Care + Responsibility + Respect**

### My Promise to My Family

**Name:** .....

.....

#### My Promise

*(Write one sentence about what you will do to care for and respect your family.)*

.....

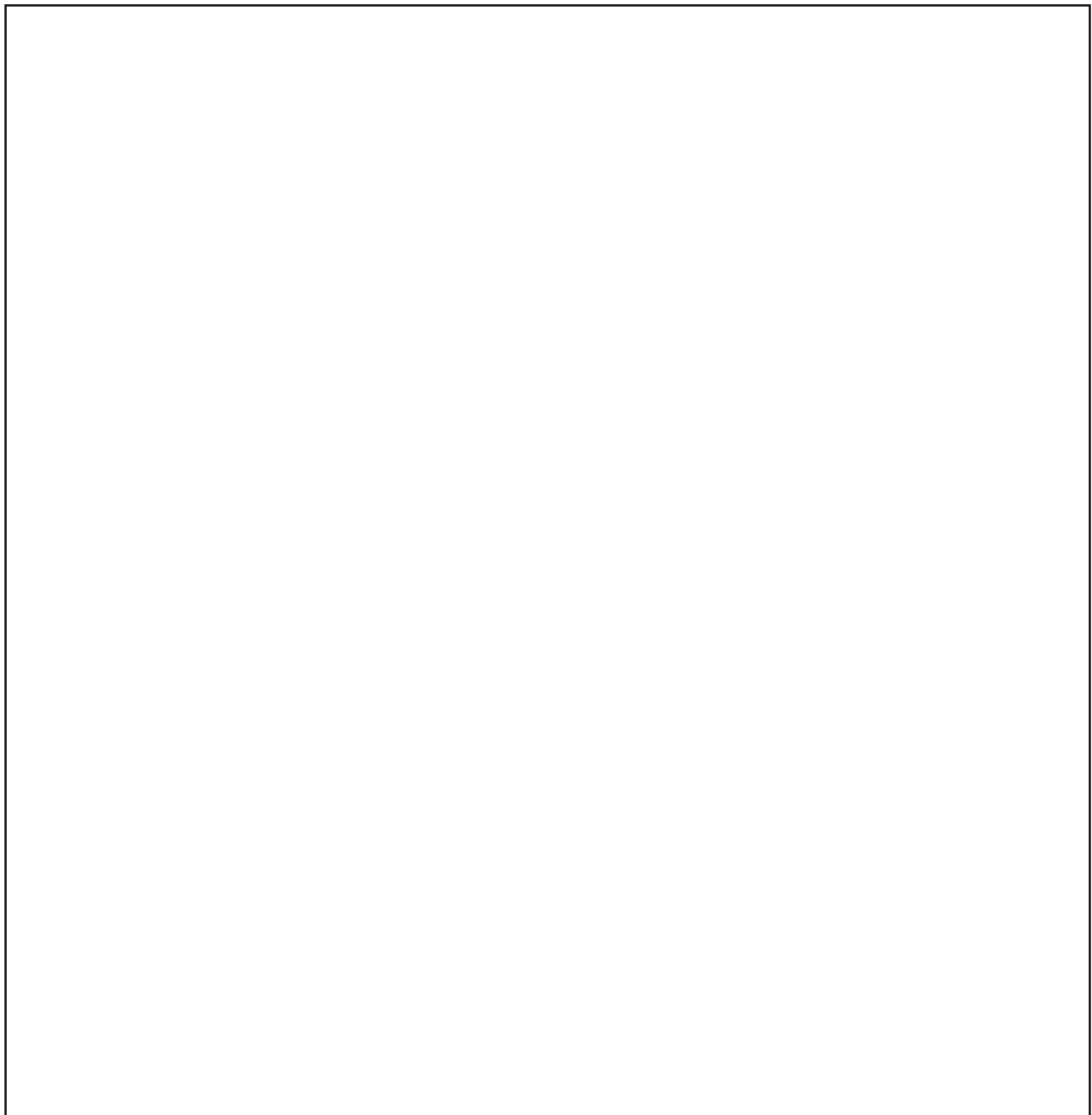
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.....

#### My Drawing

*(Draw a picture showing how you will keep your promise –*

*e.g., helping with homework, sharing toys, spending time with grandparents, saying thank you.)*



# FAMILY TREE



Father



Mother



Sister



Grandmother

Name: .....

## LESSON 17

### Teacher's Guide

# THE HEART OF FAMILY – LOVE, CARE, & SUPPORT

#### Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.

#### Performance Criteria Level 1:

- Identify key principles of respectful and sensitive communication in diverse situations.

#### Performance Criteria Level 2:

- Identify different communication styles and their impact on building meaningful connections in diverse contexts.

#### Purpose of activity – (Part 1 & 2)

This activity helps students to appreciate the vital role of the family in providing emotional security, love, and guidance. It encourages reflection on gratitude, empathy, and cooperation within the family circle and promotes stronger relationships built on mutual care and understanding.

#### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Define what “family” means beyond biological ties
- Recognise how love, care, and support make families strong
- Describe their role in contributing to family happiness
- Demonstrate appreciation and empathy towards family members

#### Materials Needed

- Chart paper and markers
- “Family Situation Cards” (e.g., helping a sick relative, spending time together, saying sorry, sharing meals)
- Coloured paper hearts (1 per student)
- Glue, crayons, or coloured pencils
- Music player (optional – soft background music)

#### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up Discussion – “What Makes a Family?”****Teacher initiates discussion with guiding questions:**

- What comes to your mind when you hear the word family?
- How does your family show love and care?
- Can a family include people who are not related by blood (e.g., friends, neighbours, grandparents)?

**Write students' ideas on the board under three headings: Love, Care, Support.****Step 2: Group Activity – “Family in Action”****Divide the class into small groups. Each group receives a Family Situation Card.****They act out a short scene showing how family members support one another; for example:**

- Helping a sibling with homework
- Comforting a family member who is sad
- Working together on chores
- Celebrating a family achievement

**After each performance, discuss:**

- How was love or care shown in this situation?
- How did the support make others feel?

**Step 3: My Family Heart****Distribute coloured paper hearts to each student.****Ask them to write or draw inside:**

- One way their family shows them love
- One way they can show love or support in return

**Collect all hearts and create a wall display titled “Our Family of Love” or “Home is Where the Heart Is”.****Step 4: Reflection Circle – “Family Makes Us Strong”****Invite students to sit in a circle and share one line starting with:**

- “I love my family because...”
- “I can help my family by...”

**Encourage respectful listening and appreciation of differences.****Step 5: Quick Recap & Positive Closure****Summarise the key message:**

- Families are built on love, care, and support.
- Every family member plays an important role in keeping the home happy.
- Gratitude and kindness make bonds stronger.

**End with a class affirmation:****“Family is our first circle of love.”**

### Assessment

- Participation in group discussions
- Thoughtfulness and creativity in the “Family Heart” activity
- Use of respectful and empathetic language
- Ability to express appreciation and understanding of family relationships



GROUP ACTIVITY – “FAMILY IN ACTION”

| LOVE                                               | CARE                                                                           | SUPPORT                                                           |
|----------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------|
| How do family members show love for one another?   | How do family members care for each other when someone is tired, sad, or sick? | How do family members help and support one another in daily life? |
| <i>(Examples: hugs, kind words, time together)</i> | <i>(Examples: cooking, helping with homework)</i>                              | <i>(Examples: encouragement, teamwork)</i>                        |
|                                                    |                                                                                |                                                                   |
|                                                    |                                                                                |                                                                   |

MY FAMILY HEART

Draw or write inside the heart below:

- One way your family shows you love
- One way you can show love or support in return

MY FAMILY HEART



## LESSON 18

### Teacher's Guide

# HARMONY AT HOME AND SCHOOL – RESOLVING CONFLICTS PEACEFULLY

### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.

#### Performance Criteria Level 1:

- Identify key components of empathy and integrity in problem-solving.
- Describe the importance of empathy in understanding personal issues.
- Explain how integrity influences decision-making in societal contexts.

### Purpose of activity – (Part 1 & 2)

This activity helps students understand how peaceful conflict resolution supports **healthy relationships both at school and within the family**. It teaches learners to identify feelings, listen actively, and apply simple strategies to settle disagreements without hurting others.

### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Describe how conflicts arise at home and school
- Explain why peaceful solutions are important for long-term harmony
- Practise basic conflict resolution skills (empathy, calm communication, fairness)
- Apply simple strategies to real-life situations involving peers or family members

### Materials Needed

- "School & Family Conflict Cards" (teacher-prepared)
- Emotions chart (faces showing happy, sad, angry, frustrated, confused)
- A3 chart paper for group work
- Colour pencils or markers

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Emotion Check – “How Do You Feel?”****Show students illustrated emotion faces.**

- Ask them to match a feeling to a real-life conflict (e.g., “When my sister takes my toys,” “When someone pushes me in line”).
- Brief discussion on how understanding emotions helps resolve conflicts better.

**Step 2: Card Sort – “School vs Family Conflicts”****Groups receive mixed cards with scenarios such as:**

- “Your brother wants the TV remote at the same time as you.”
- “Two classmates want to be first in the game.”
- “Your cousin borrows something without asking.”
- “Your friend refuses to share art materials.”

Students sort the cards into **School Conflicts** and **Family Conflicts**.

They briefly explain why each situation belongs to that category.

**Step 3: Peaceful Solutions Workshop**

Each group selects **one school conflict** and **one family conflict** from their sorted cards.

They design a **two-step peaceful solution** for each scenario, for example:

**School conflict example:**

1. Take a deep breath and listen to the other person.
2. Take turns or agree on a fair rule.

**Family conflict example:**

1. Explain your feelings calmly (“I feel upset when...”).
2. Find a compromise or ask an adult for help if needed.

Groups present their solutions on A3 chart paper.

**Step 4: Closure – “The Harmony Promise”****Students complete the sentence:**

**“To bring harmony at home and school, I will...”**

(e.g., listen first, apologise when needed, wait my turn, avoid shouting)

Teacher ends with a collective affirmation:

**“Peace begins with understanding.”**

**Assessment**

- Ability to identify emotions during the warm-up
- Accuracy in sorting conflict cards
- Quality of problem-solving strategies
- Role-play participation and respectful communication
- Demonstration of empathy and turn-taking

## EMOTION CHECK – HOW DO YOU FEEL?

| Emotion      | Emoji                                                                               | Meaning / Use in Conflict                                     |
|--------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Happy        |    | When things go well, you feel included or appreciated         |
| Sad          |    | When someone hurts your feelings or leaves you out            |
| Angry        |    | When someone takes your things or pushes you                  |
| Frustrated   |    | When a conflict keeps happening or you cannot solve a problem |
| Scared       |    | When voices get loud or a conflict feels overwhelming         |
| Surprised    |  | When something unexpected happens in a conflict               |
| Worried      |  | When you are unsure how to fix the problem                    |
| Confused     |  | When you do not understand why the conflict started           |
| Embarrassed  |  | When someone makes fun of you or laughs at you                |
| Calm         |  | After you take a break or breathe during a disagreement       |
| Proud        |  | When you resolve a conflict peacefully                        |
| Hurt         |  | When words or actions cause emotional pain                    |
| Disappointed |  | When a friend does not keep an agreement                      |
| Excited      |  | When things improve after solving a problem                   |
| Thoughtful   |  | When trying to understand how the other person feels          |

# SCHOOL & FAMILY CONFLICT CARDS

## SCHOOL & FAMILY CONFLICT CARDS



Your brother wants  
the TV remote at the  
same time as you.

## SCHOOL & FAMILY CONFLICT CARDS



Two classmates want to be  
first in the game.

## SCHOOL & FAMILY CONFLICT CARDS



Your cousin borrows  
something without asking.

## SCHOOL & FAMILY CONFLICT CARDS



Your friend refuses to  
share art materials.

# SCHOOL & FAMILY CONFLICT CARDS

## SCHOOL & FAMILY CONFLICT CARDS



You push in line  
at school.

## SCHOOL & FAMILY CONFLICT CARDS



Your sibling grabs  
your toy.

## SCHOOL & FAMILY CONFLICT CARDS



You refuse to eat your  
vegetables.

## SCHOOL & FAMILY CONFLICT CARDS



You argue with  
your classmate.

# The Peace Path

**1. Stop And  
Take A Break**



**2. Say How  
You Feel**



**3. Listen To The  
Other Person**



**4. Find A  
Solution Together**



# **THE HARMONY PROMISE**



**To bring harmony at  
home and school, will..**

- ✓ **Listen first**
- ✓ **Apologies when needed**
- ✓ **Wait my turn**
- ✓ **Avoid shouting**
- ✓ **Respect others**

## LESSON 19

### Teacher's Guide

# RESPECT IN ACTION

### Competency (according to TLS), Element and Performance Criteria

- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to change in society while upholding human dignity and social justice.

#### Performance Criteria Level 1:

- Understand the principles of ethical decision-making.
- Distinguish fair and unfair situations in given scenarios
- Recognise when someone is treated unfairly and explain why this matters.

### Purpose of activity – (Part 1 & 2)

This activity helps students understand the meaning of respect in their interactions with peers, teachers, family, and the wider community. It encourages responsible behaviour, sensitivity to differences, and the ability to communicate courteously. Learners develop empathy, self-control, and awareness of how respect strengthens relationships and prevents conflict.

### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Define respect in their own words
- Identify respectful and disrespectful behaviours in school and everyday life
- Suggest actions that promote respectful communication and cooperation
- Demonstrate empathy and courtesy in class interactions
- 

### Materials Needed

- "Respect or Disrespect?" Flash Cards
- Chart paper and markers
- Stickers or tokens
- Magazines/newspapers (for collage of respectful actions)
- "Respect Promise Leaf" templates (half A4 sheet)

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up Game – “Respect or Disrespect?”**

**Teacher reads short examples aloud**

(e.g., “Interrupting someone while they speak,” “Saying ‘thank you’ when helped,” “Taking someone’s things without asking”).

Students move to a side marked **RESPECT** or **DISRESPECT**.

Briefly discuss why certain actions are respectful and how respectful attitudes help everyone feel valued.

**Step 2: Respect Promise Leaf Activity**

Each student receives a **Respect Promise Leaf** template.

Inside the leaf, they write or draw:

- One respectful action they will practice daily.
- One word that describes respectful behaviour (e.g., patience, listening, kindness).

Decorate with colours, symbols, or small drawings.

Display the leaves on a board titled **“Our Tree of Respect.”**

**Step 3: Reflection Circle – “Respect Begins with Me”**

**Students sit in a circle and reflect on:**

- “What does respect mean in our classroom?”
- “How does respect make people feel safe and valued?”
- “How can we show respect even when we disagree?”

Teacher guides discussion to link respect with dignity, positive communication, and harmonious relationships.

**Step 4: Quick Recap & Positive Closure**

**Summarise key ideas:**

- Respect is treating others the way we want to be treated
- Listening, patience, and kindness build trust and harmony
- Respectful actions encourage cooperation and reduce conflict

**Assessment**

- Active participation in all activities
- Creativity and sincerity in the Respect Promise Leaf
- Use of courteous and empathetic language
- Understanding shown in discussion and group work

**Extension / Follow-Up Ideas**

- Create a “Respect Patrol” where students observe and record respectful actions.
- Organise a “Respect Week” with posters, quotes, and short messages.
- Discuss role models (e.g., Nelson Mandela, Mother Teresa, Mary Kom) who exemplified respect and humility.
- Prepare a class agreement titled “Our Respect Code.”

RESPECT OR DISRESPECT? SCENARIO CARDS – WITH EXAMPLES

| No. | Scenario                                               | Example of Disrespect                            | Example of Respect                                                            |
|-----|--------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------|
| 1   | A student shares an idea and others laugh.             | Laughing and dismissing their idea.              | Listening attentively and thanking them for sharing.                          |
| 2   | Someone's water bottle falls on the floor.             | Walking past without helping.                    | Picking it up and handing it back politely.                                   |
| 3   | A learner gives an answer that is not correct.         | Saying, "That's wrong, you don't know anything." | Encouraging them: "Good try — let's think together."                          |
| 4   | A classmate struggles with English/French              | Mocking their pronunciation.                     | Speaking slowly and helping them find the right words.                        |
| 5   | Students disagree during group work.                   | Speaking rudely or raising voices.               | Listening patiently and finding a compromise.                                 |
| 6   | Someone asks for help with homework.                   | Ignoring them.                                   | Offering guidance or suggesting a resource.                                   |
| 7   | A student forgets their lunchbox.                      | Making jokes about them.                         | Sharing snacks or checking if they need help.                                 |
| 8   | During a presentation, students talk among themselves. | Distracting or interrupting.                     | Staying quiet and giving full attention.                                      |
| 9   | Someone expresses a different viewpoint.               | Saying, "That's stupid."                         | Responding respectfully: "I see it differently, but I understand your point." |
| 10  | A friend is upset.                                     | Saying, "It's not my problem."                   | Asking, "Are you okay? Do you want to talk?"                                  |

### TITLE: OUR RESPECT TREE

**Trunk Message:** Respect begins with me.

**Branches Labels:**

- Kindness
- Listening
- Patience
- Cooperation
- Courtesy
- Care
- Empathy
- Honesty

**Leaf Instructions:**

Each student writes on a leaf:

1. **One word** that represents respect
2. **One promise** they will practise (e.g., "I will wait for my turn.")

**Footer Line:**

*Together we grow stronger when we respect one another.*

### RESPECT PROMISE LEAF ACTIVITY – EXAMPLES



## LESSON 20

### Teacher's Guide

# FAIRNESS FOR ALL

### Competency (according to TLS), Element and Performance Criteria

- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to change in society while upholding human dignity and social justice.

#### Performance Criteria Level 1:

- Distinguish fair and unfair situations in given scenarios
- Recognise when someone is treated unfairly and explain why this matters.

### Purpose of activity – (Part 1 & 2)

This activity helps students understand the concepts of equality, fairness, and justice in their daily lives. It encourages them to think critically about discrimination, fairness and inclusion, and to develop empathy and moral courage to stand for what is right.

### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Define fairness, equality, and justice in their own words.
- Identify examples of unfair treatment in school, home and society.
- Suggest simple actions that promote fairness and inclusion.
- Demonstrate respect and empathy towards people from all backgrounds.

### Materials Needed

- "Fair or Unfair" Scenario Cards (teacher-prepared)
- Chart paper and markers
- Stickers or tokens (for participation)
- Magazines/newspapers (for image collage)
- "Equality Handprint" templates (half A4 sheet)

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing.*

*This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up Game – “Fair or Unfair?”**

Teacher reads short examples aloud (e.g., “Only boys get to play football,” “Everyone takes turns on the computer,” “The teacher listens to one student only”).

Students move to one side of the room marked **FAIR** or **UNFAIR**.

Briefly discuss why some actions are unfair and how they could be improved.

**Step 2: Scenario Role-Play – “What’s the Right Thing to Do?”**

Divide the class into small groups.

Each group receives a Fair or Unfair Scenario Card such as:

- A student is teased for wearing glasses.
- A friend is ignored because of their accent.
- One student always gets chosen first for group work.

Groups act out two short scenes:

1. When the situation is handled unfairly.
2. When it is handled with fairness and justice.

**Step 3: Equality Handprint Activity**

Each student receives an **Equality Handprint** template.

Inside the hand, they write or draw:

- One thing they can do to make school fairer.
- One word that describes equality (e.g., respect, kindness, justice).

Decorate with colours and symbols (e.g., hearts, balance scales, diverse faces).

Display the handprints on a classroom board titled **“Hands for Equality.”**

**Step 4: Reflection Circle – “Standing Up for Fairness”**

Students sit in a circle and discuss:

- “What does fairness mean to you?”
- “Why is it sometimes hard to speak up for others?”
- “How can small actions make people feel included?”

Teacher guides the conversation to link fairness with human dignity and respect.

**Step 5: Quick Recap & Positive Closure**

Summarise key ideas:

- Equality means everyone deserves the same respect and opportunities.
- Justice means standing up when something is wrong.
- Kindness and courage make a fair society stronger.

End with a class chant or poster phrase:

**“Fairness is Strength – Justice for All!”**

**Assessment**

- Active participation in games and role-plays.
- Contribution to the Equality Handprint activity.
- Use of respectful and empathetic language.
- Understanding shown in reflections and group sharing.

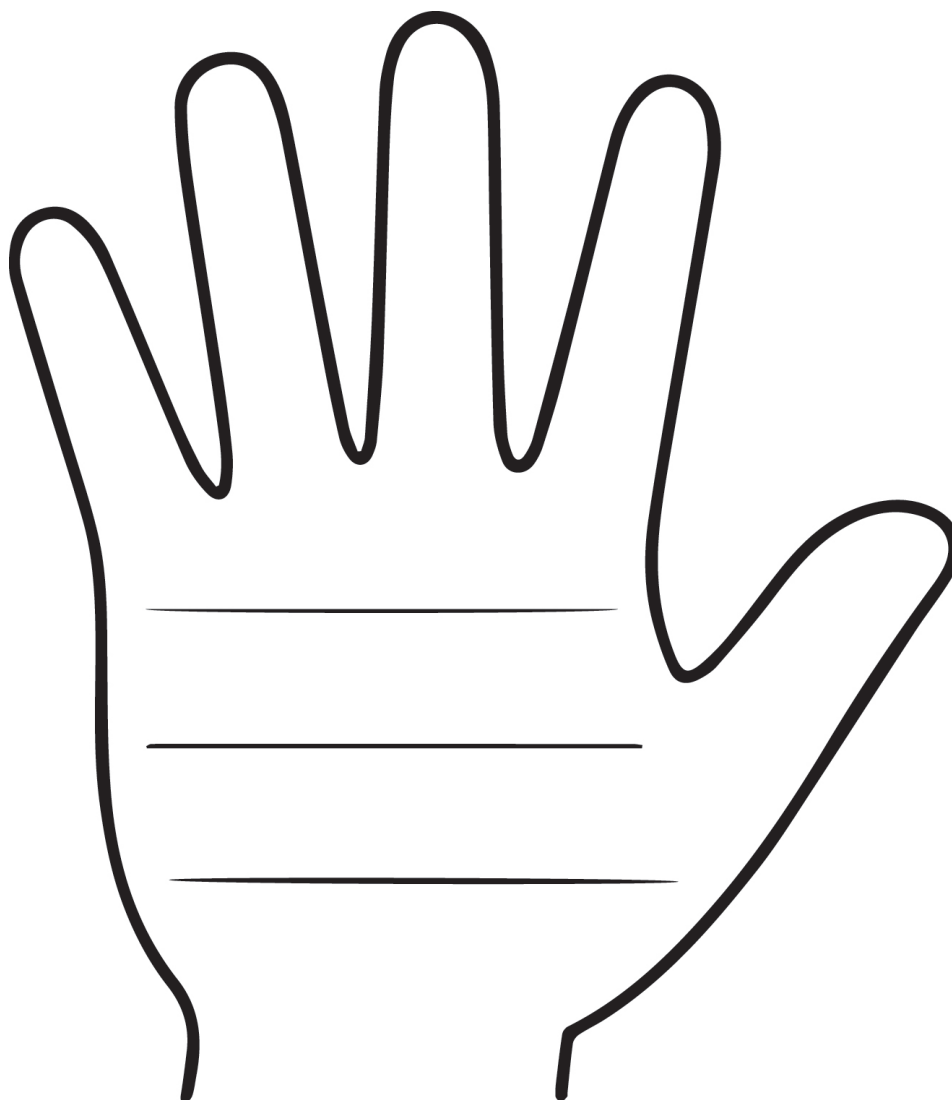
### Extension / Follow-Up Ideas

- Create a **"Fairness Pledge"** wall with students' signatures.
- Organise a **"Justice Week"** with posters, quotes, and short skits.
- Discuss inspiring figures (e.g., Mahatma Gandhi, Nelson Mandela, Mother Teresa) who fought for equality and justice.

### RESPECT OR DISRESPECT? SCENARIO CARDS – WITH EXAMPLES

| No. | Scenario                                                                           | Example of Disrespect                                        | Example of Respect                                                         |
|-----|------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------|
| 1   | A new student is left out of group work because they are shy.                      | Ignoring the student and saying, "You can't join our group." | Inviting them kindly: "Come sit with us; we can help you catch up."        |
| 2   | Only boys are allowed to play football at recess.                                  | Saying, "Girls don't play football."                         | Making mixed teams and encouraging everyone to join the game.              |
| 3   | One student always gets the best classroom duties while others never get a turn.   | Giving the same person the easiest job every week.           | Creating a duty roster so everyone takes turns fairly.                     |
| 4   | A learner with a physical disability is teased on the way to class.                | Laughing or using hurtful names.                             | Helping them carry their bag or walking with them respectfully.            |
| 5   | Two students argue about who should represent the class; the louder one is chosen. | Ignoring others' opinions and choosing the loudest person.   | Holding a vote so everyone has an equal say.                               |
| 6   | A teacher praises only top performers and ignores others' efforts.                 | Saying, "Only these students are smart."                     | Praising everyone for effort and improvement, not only high grades.        |
| 7   | A friend is mocked for their accent or the language they speak at home.            | Making jokes or mimicking how they talk.                     | Appreciating their language: "That's cool — Teach me a few words!"         |
| 8   | During a cultural celebration, only one community's tradition is highlighted.      | Ignoring the other cultures in the class.                    | Including music, food, or stories from all groups represented in class.    |
| 9   | A classmate's lunch looks different and others make jokes about it.                | Saying, "That smells weird!"                                 | Asking politely, "What's that? It looks interesting — I'd like to try it!" |
| 10  | A student is blamed for a mess they didn't make because of a past mistake.         | Saying, "It must be you again — you always do this."         | Listening to their side before judging and apologising if wrong.           |

EQUALITY HANDPRINT ACTIVITY



EXAMPLES



## LESSON 21

### Teacher's Guide

# PRACTISING NON-VIOLENT COMMUNICATION FOR PEACE

### Competency (according to TLS), Element and Performance Criteria

- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to change in society while upholding human dignity and social justice.

#### Performance Criteria Level 1:

- Understand the principles of ethical decision-making.
- Explain the importance of human dignity and social justice in societal change.
- Identify problems in community settings and suggest simple solutions with respect to others' dignity
- Recognise when someone is treated unfairly and explain why this matters.

### Purpose of activity – (Part 1 & 2)

This activity helps learners understand that peace is maintained not only through actions, but also through words, tone and communication habits. Students explore how calm, respectful communication reduces conflict, strengthens relationships, and promotes a peaceful environment in school and at home.

### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Define non-violent communication in simple terms (e.g., "speaking kindly, listening carefully, and solving problems without hurting others").
- Identify communication behaviours that build peace.
- Practise language that promotes calm, understanding, and cooperation.
- Recognise how peaceful communication prevents conflict and protects dignity.

### Materials Needed

- "Peaceful or Hurtful?" communication cards
- Chart paper
- Markers
- Sticky notes
- "Peaceful Words Cloud" template

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up – “Words That Build, Words That Break”**

Teacher reads phrases and students decide whether each one contributes to **peaceful communication** or **hurtful communication**.

**Examples:**

- “Let’s solve this together.” (peaceful)
- “You always make mistakes.” (hurtful)
- “I understand how you feel.” (peaceful)
- “I don’t care.” (hurtful)

Teacher briefly explains how peaceful communication reduces conflict.

**Step 2: Small Group Activity – “Peaceful or Hurtful?” Cards**

Each group receives a card with a communication scenario such as:

- Two classmates disagree about a game rule.
- Someone accidentally pushes another student in line.
- A friend feels left out but stays quiet.
- A group project is delayed and students blame each other.

Groups identify:

- 1. Hurtful ways people might respond**
- 2. Peaceful words** that could resolve the situation
- 3. A respectful sentence** beginning with “I feel...” or “Let’s...”

Groups present their peaceful solutions.

**Step 3: Creative Task – “Peaceful Words Cloud”**

Students write words or phrases that promote peace on small shapes (clouds, circles, stars), such as:

- “I’m sorry,” “Let’s try again,” “Can I help?”
- “Thank you,” “I understand,” “Please explain.”

The class assembles these on chart paper to form a Peaceful Words Cloud.

Teacher emphasises that peaceful words create a peaceful environment.

**Step 4: Reflection – “How Our Words Create Peace”**

**Students reflect on three questions:**

1. When did someone’s kind words make you feel better?
2. How can peaceful communication stop a small issue from becoming a conflict?
3. Why is respectful communication important for peace in school and at home?

Students share responses with the class.

**Step 5: Closure – “My Peaceful Communication Promise”**

Students complete:

**“To build peace through my words, I will...”**

**Examples:**

- listen carefully before responding
- avoid shouting or blaming
- use respectful words even when upset
- express my feelings calmly
- help others solve disagreements peacefully

**Teacher summarises:**

- Peace grows when communication is calm and respectful
- Our words can comfort, heal, and prevent conflict
- Every learner contributes to a peaceful classroom

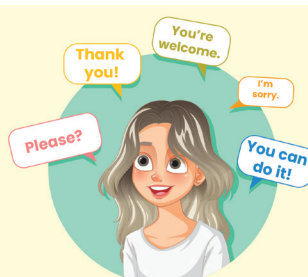
**Assessment**

- Participation in group discussions
- Accuracy and clarity in identifying peaceful vs. hurtful communication
- Creativity in the Peaceful Words Cloud
- Demonstration of respectful speech
- Ability to suggest communication that supports peace

**RESPECT OR DISRESPECT? SCENARIO CARDS – WITH EXAMPLES**

| No. | Scenario                              | Hurtful Response            | Peaceful Communication                          |
|-----|---------------------------------------|-----------------------------|-------------------------------------------------|
| 1   | A classmate interrupts you            | “Stop talking!”             | “I’d like to finish speaking, please.”          |
| 2   | Someone accidentally bumps into you   | “Watch where you’re going!” | “Are you okay? It’s alright.”                   |
| 3   | Group members disagree                | Shouting or blaming         | “Let’s listen to everyone and find a solution.” |
| 4   | A friend is upset                     | Ignoring them               | “Do you want to talk about it?”                 |
| 5   | Someone doesn’t understand the lesson | “You should know this!”     | “Let me explain it differently.”                |

**I Can Use  
Kind  
Words**



**Central Message****"Our words can build peace."****Suggested Peaceful Words and Phrases to Include**

(You may write these inside cloud-shaped cutouts or arrange them around a big central cloud.)

| No. | Category                    | Peaceful Words & Phrases                                                                                                                                                              |
|-----|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Kind Words                  | <ul style="list-style-type: none"> <li>• Thank you</li> <li>• Please</li> <li>• Excuse me</li> <li>• You're welcome</li> </ul>                                                        |
| 2   | Calming Words               | <ul style="list-style-type: none"> <li>• Let's take a moment</li> <li>• It's okay</li> <li>• No problem</li> <li>• I understand</li> </ul>                                            |
| 3   | Respectful Phrases          | <ul style="list-style-type: none"> <li>• May I help you?</li> <li>• I appreciate you</li> <li>• That was kind of you</li> <li>• Good try!</li> </ul>                                  |
| 4   | Peace-Making Words          | <ul style="list-style-type: none"> <li>• I'm sorry</li> <li>• Let's solve this together</li> <li>• Would you like to talk?</li> <li>• Can we try again?</li> </ul>                    |
| 5   | Empathy Phrases             | <ul style="list-style-type: none"> <li>• I hear you</li> <li>• I know this is hard</li> <li>• How can I support you?</li> <li>• I care about how you feel</li> </ul>                  |
| 6   | Conflict-Resolution Phrases | <ul style="list-style-type: none"> <li>• Let's listen to each other</li> <li>• We can find a solution</li> <li>• Let's stay calm</li> <li>• We both want things to be fair</li> </ul> |

**Suggested Layout****Top:****OUR PEACEFUL WORDS CLOUD (bold, colourful title)****Centre:**A **large cloud** with the phrase:**"Peace begins with gentle words."****Around it:**

12–20 smaller clouds of different colours with the words above.

**Bottom:****"Speak with kindness. Listen with care."**

## LESSON 22

### Teacher's Guide

# BUILDING SUSTAINABLE PEACE TOGETHER

### Competency (according to TLS), Element and Performance Criteria

- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to change in society while upholding human dignity and social justice.

#### Performance Criteria Level 1:

- Understand the principles of ethical decision-making.
- Explain the importance of human dignity and social justice in societal change.
- Identify problems in community settings and suggest simple solutions with respect to others' dignity

### Purpose of activity – (Part 1 & 2)

This activity guides students to understand sustainable peace as a continuous effort supported by kindness, cooperation, responsible actions, and respect for others and the community. Learners explore how daily habits contribute to long-lasting peace in the classroom, home and wider community.

### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Explain sustainable peace in simple terms (e.g., "peace that lasts because we take care of each other and our surroundings")
- Identify small actions that support long-term peace
- Demonstrate respectful communication and cooperative behaviour
- Recognise how kindness, responsibility, and empathy build peaceful communities

### Materials Needed

- "Sustainable Peace Action Cards"
- Coloured markers, paper strips, glue
- Chart paper for the class display
- Stickers (optional)

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up – “Peace That Lasts”**

Teacher reads short examples and students decide whether each one **builds sustainable peace** or **temporary peace**.

**Examples:**

- Sharing materials every day (sustainable peace)
- Saying sorry but repeating the same behaviour (temporary peace)
- Helping a new student settle in for the whole week (sustainable peace)
- Avoiding a fight only for that moment (temporary peace)

Teacher briefly explains why sustainable peace requires **consistent, caring actions**.

**Step 2: Pair Activity – “Sustainable Peace Action Cards”**

Each pair receives a card with a scenario such as:

- “Your classmate is often left alone during break. What long-term action can you take?”
- “Your group always argues during projects. How can you ensure lasting cooperation?”
- “Someone keeps teasing others. What peaceful and respectful solution can your class adopt?”
- “The class litter corner is always full. How can maintaining cleanliness support sustainable peace?”

Pairs write one **long-term action** and one **respectful sentence** to encourage peace.

Pairs then exchange cards with another group.

**Step 3: Joint Creation – “Sustainable Peace Chain”**

Students receive paper strips and write one habit that helps maintain peace over time, such as:

- “I will listen before speaking.”
- “I will help keep my class clean.”
- “I will include others in activities.”
- “I will use kind words every day.”

The class links all paper strips together to form a **Sustainable Peace Chain**, displayed in the classroom.

Teacher emphasises: **“Peace lasts when our actions are connected.”**

**Step 4: Group Discussion – “Peace for Today, Peace for Tomorrow”****Groups reflect on three questions:**

1. What actions create peace now?
2. What actions help peace continue tomorrow and next week?
3. Why does respect make peace sustainable?

Each group shares one key message with the class.

**Step 5: Closure – “My Sustainable Peace Promise”**

Students complete the following sentence

**“To build sustainable peace, today I will...”**

(e.g., help someone, avoid hurting words, respect differences, keep my space clean)

**Teacher summarises:**

- Sustainable peace grows from repeated positive actions
- Respect, empathy, and cooperation keep peace alive
- Every student plays a role in maintaining harmony

**Assessment**

- Participation during group and pair activities
- Quality of responses on Sustainable Peace Action Cards
- Contribution to the Sustainable Peace Chain
- Use of respectful, peaceful language
- Ability to identify actions that support long-term peace



**Students complete the following sentence**

**“To build sustainable peace, today I will.....”**

**Examples:**

- help someone who needs support.
- use kind and respectful words.
- listen carefully before speaking.
- keep my space and classroom clean.
- avoid hurting others with my words or actions.
- respect differences in my classmates.
- share materials willingly.
- solve conflicts peacefully.

# SUSTAINABLE PEACE ACTION CARDS

## INCLUSION & CARING



## COOPERATION & TEAMWORK



## RESPECT & POSITIVE BEHAVIOUR



Someone keeps teasing  
others in class.

## CLEANLINESS & SHARED RESPONSIBILITY



The class litter corner is  
always full and untidy.

# SUSTAINABLE PEACE CHAIN



## LESSON 23

### Teacher's Guide

# CLIMATE CARE & RESPONSIBLE LIVING

### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal, and environmental issues.

#### Performance Criteria Level 1:

- Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.

#### Performance Criteria Level 2:

- Discuss the importance of integrity-based approaches in solving environmental challenges.

### Purpose of activity – (Part 1 & 2)

This activity introduces climate change in a simple, age-appropriate manner. Students understand how daily habits—electricity use, waste, transport choices - affect the planet and how responsible actions can reduce harm.

### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Explain what climate change means in simple terms.
- Recognise actions that increase or decrease carbon footprint.
- Suggest practical solutions to protect the climate.
- Show collaboration and reflection in group tasks.

### Materials Needed

- Chart paper and markers
- "Climate Choice" picture cards (teacher-prepared: e.g., car vs. bicycle, reusable bottle vs. plastic bottle, fan vs. air-conditioner)
- Glue/stickers
- Short climate-awareness video (optional)

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1 – Mini-Story: “The Earth Has a Fever!”**

Teacher narrates a simple story explaining climate change:

***“When we waste electricity, burn fuel, or throw plastic, the Earth becomes warmer—just like having a fever.”***

**Ask students:**

- Why does the Earth get a “fever”?
- How do we feel when we have a fever?

Write key words on the board: **Warm – Smoke – Energy – Care – Protect.**

**Step 2 – Sorting Activity: “Cool Choices vs. Warm Choices”**

In groups, students sort “Climate Choice Cards” under two headings:

**Keeps Earth Cool | Makes Earth Warmer**

**Examples:**

- Using a bicycle
- Buying less plastic
- Wasting food
- Leaving lights on
- Reusing jars
- Planting trees

Groups present their charts briefly.

**Step 3 – Creative Task: “My Climate-Friendly Habit”**

Students draw **one action they promise to do** to help the climate (e.g., use the fan instead of AC, turn off lights, carry a reusable bottle).

Each poster includes the sentence:

***“To protect the climate, today I will...”***

Display the posters as a **Climate Care Wall**.

**Step 4 – Quick Recap & Closure**

- Climate change means the Earth is getting warmer.
- Our choices can make things better or worse.
- Responsible behaviour protects our future.

End with a class chant:

***“Cool Choices, Clean Planet!”***

**Assessment**

- Participation in sorting activity
- Creativity and clarity of posters
- Ability to identify climate-friendly habits
- Positive engagement in reflection circle

## MY CLIMATE-FRIENDLY HABIT

- 1** Use a fan instead of the air conditioner



- 2** Switch off the lights when not needed



- 3** Carry a reusable water bottle



- 4** Plant a tree or care for a plant



- 5** Ride a bicycle or walk instead of using a car



- 6** Reuse jars, bottles, or containers



- 7** Use solar energy where possible



- 8** Save water by closing taps properly



- 9** Eat more healthy, plant-based meals



- 10** Use a cloth or eco-friendly bag



- 11** Reduce paper waste by using both sides



- 12** Join class or community clean-ups



# **SORTING ACTIVITY:**

## **Cool Choices Vs. Warm Choices**

**Keeps Earth Cool**



**USING A BICYCLE**

**Makes Earth Warmer**



**THROWING PLASTIC**



**REUSING JARS**



**WASTING FOOD**



**PLANTING TREES**



**LEAVING LIGHTS ON**

## LESSON 24

### Teacher's Guide

# CARING FOR OUR ENVIRONMENT AND PROMOTING SUSTAINABILITY

### Competency (according to TLS), Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.

#### Performance Criteria Level 1:

- Connect community issues (littering, wastage, etc...) to broader environmental concerns using simple cause-and-effect reasoning.

**Element 4:** Solve problems with empathy and integrity to address personal, societal, and environmental issues.

#### Performance Criteria Level 1:

- Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.

#### Performance Criteria Level 2:

- Discuss the importance of integrity-based approaches in solving environmental challenges.

### Purpose of activity – (Part 1 & 2)

This activity helps students understand that the environment is a shared home for all living beings. It encourages them to take small yet meaningful actions to keep their surroundings clean, green and sustainable.

### Learning Outcomes – (Part 1 & 2)

By the end of the lesson, students should be able to:

- Define environment and sustainability in simple terms
- Identify everyday habits that harm or protect the environment
- Demonstrate teamwork in cleaning, conserving, or reusing materials
- Appreciate the importance of caring for nature as part of responsible citizenship

### Materials Needed

- Chart paper, markers, and coloured pencils
- Recyclable materials (plastic bottles, paper scraps, cans, etc.)
- "Eco-Action" cards (prepared by teacher, e.g., Plant a Tree, Reuse Water Bottles, Switch Off Lights, Do Not Litter)
- Stickers or stamps for positive participation

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up Discussion – “Our Shared Home”****Ask students:**

- What do you see around your home or school that belongs to nature?
- What would happen if we did not take care of trees, water, or animals?

Write key words on the board: **Clean – Green – Care – Future – Together.**

**Step 2: “Eco-Action Cards” Sorting Game**

Divide the class into groups.

Give each group a set of Eco-Action Cards containing Good Actions (e.g., planting trees, recycling) and Harmful Actions (e.g., throwing plastic, wasting water).

Students sort the cards under two headings on chart paper:

**Helps the Earth | Hurts the Earth**

Teacher reviews results and explains why each action matters.

**Step 3: Creative Task – “My Green Promise Poster”**

Each student creates a poster with:

- One drawing of an environmental action
- A short sentence starting with “I will...” (e.g., I will switch off the lights when not in use.)
- A slogan for sustainability (e.g., Small Hands, Big Change!)

**Display posters around the classroom or school corridor.**

**Step 4: Reflection Circle – “Our Earth, Our Duty”**

Students sit in a circle and share:

- One action they already do to help nature.
- One new action they promise to start this week.

Teacher highlights the collective impact of small changes.

**Step 5: Quick Recap & Closure**

Summarise:

- The Earth gives us everything we need—air, water, food, shelter.
- Caring for nature means caring for ourselves.
- Sustainability is about using resources wisely so that future generations can live happily too.

End with a class chant: “Clean Earth, Green Earth – Our Dream Earth!”

**Assessment**

- Active participation in sorting game and discussions
- Creativity and clarity of “My Green Promise Poster”
- Demonstration of teamwork and respect for shared spaces
- Ability to explain simple ways of caring for the environment

**Optional Extension Activities**

- Plant a class tree or flower garden
- Conduct a “Plastic-Free Day” challenge at school
- Make a “Recycling Corner” in the classroom
- Invite a community guest to speak about environmental protection

## Helps the Earth

| No. | Action                  | Description / Example                                     |
|-----|-------------------------|-----------------------------------------------------------|
| 1   | Plant trees             | Trees clean the air, provide shade, and homes for animals |
| 2   | Recycle waste           | Sorting paper, plastic, and cans reduces pollution        |
| 3   | Reuse materials         | Using glass bottles or cloth bags instead of plastic      |
| 4   | Save water              | Turning off the tap while brushing teeth                  |
| 5   | Switch off lights       | Saves energy and reduces carbon footprint                 |
| 6   | Walk or cycle           | Less air pollution and better health                      |
| 7   | Use both sides of paper | Reduces waste and saves trees                             |
| 8   | Compost food waste      | Turns organic waste into natural fertilizer               |
| 9   | Spread awareness        | Teaching others about caring for the Earth                |

## Hurts the Earth

| No. | Action                  | Description / Example                            |
|-----|-------------------------|--------------------------------------------------|
| 1   | Throw plastic anywhere  | Causes pollution and harms animals               |
| 2   | Waste water             | Leaves less for others and harms aquatic life    |
| 3   | Burn trash              | Releases harmful smoke and greenhouse gases      |
| 4   | Cut down trees          | Leads to soil erosion and loss of animal homes   |
| 5   | Leave lights on         | Wastes electricity and increases emissions       |
| 6   | Use plastic bags        | Takes hundreds of years to decompose             |
| 7   | Litter in public places | Makes the environment dirty and unsafe           |
| 8   | Use too many vehicles   | Increases air and noise pollution                |
| 9   | Ignore recycling        | Causes landfills to overflow and waste resources |

## ECO-ACTION CARDS

HELPS  
THE EARTHHURTS  
THE EARTH

# MY GREEN PROMISE POSTER



**I will plant more trees  
to make the Earth green.**

---

**ONE TREE TODAY,  
A FOREST TOMORROW!**

## LESSON 25

### Teacher's Guide

# KEEPING MAURITIUS BEAUTIFUL — SUSTAINABLE HABITS FOR EVERYDAY LIFE

### Competency (according to TLS), Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.

#### **Performance Criteria Level 1:**

- Connect community issues (littering, wastage, etc...) to broader environmental concerns using simple cause-and-effect reasoning.

**Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.

#### **Performance Criteria Level 1:**

- Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.

#### **Performance Criteria Level 2:**

- Discuss the importance of integrity-based approaches in solving environmental challenges.

### Purpose of activity

This activity helps students understand how small daily actions contribute to a cleaner, healthier, and more beautiful Mauritius. Learners explore sustainable habits that protect beaches, public spaces, school grounds, and neighbourhoods. It encourages responsibility, awareness, and pride in maintaining Mauritius as a clean and attractive island for present and future generations.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Explain the meaning of sustainable habits in simple terms
- Identify behaviours that protect Mauritius' beaches, lagoons, forests, and public spaces
- Demonstrate responsible waste management practices
- Recognise how personal choices contribute to national cleanliness and environmental well-being

### Materials Needed

- "Sustainable or Harmful?" Picture Cards
- Chart paper and markers
- Reusable materials (bottle caps, paper scraps, cardboard)
- Sticky notes
- Strips of coloured paper

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing.*

*This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up – “Sustainable or Harmful?”**

Teacher shows or reads examples and students decide if the action helps **keep Mauritius beautiful** or harms it.

**Examples:**

- Taking your rubbish back home from the beach (sustainable)
- Dropping wrappers on the roadside (harmful)
- Using a reusable bottle instead of buying plastic bottles (sustainable)
- Leaving food waste behind in public gardens (harmful)

Teacher then initiates a brief discussion on how everyday choices impact Mauritius' natural spaces.

**Step 2: Pair Work – “Sustainable Habits Challenge Cards”**

- “Your family goes for a picnic at the beach. What should you do before leaving?”
- “Someone throws plastic in a river. How can you respond respectfully?”
- “Your class uses too much paper. What long-term solution can you suggest?”

**Pairs write:**

1. **One sustainable habit**
2. **One sentence promoting practical action**

Pairs exchange cards with another pair.

**Step 3: Creative Task – “The Mauritius Sustainability Chain”**

Students write one sustainable habit on coloured strips, such as:

- “I will use less single-use plastic.”
- “I will keep my school clean.”
- “I will respect public spaces.”
- “I will avoid wasting water.”
- “I will plant and protect trees.”

All strips are linked to form a large chain displayed as:

**“Our Chain of Sustainable Habits for Mauritius.”**

**Teacher explains:**

***“Mauritius stays beautiful when our good habits are connected and repeated every day.”***

**Step 4: Reflection – “Beautiful Mauritius Starts With Me”**

Groups discuss:

- Which daily habits help Mauritius stay clean and thriving?
- What problems do littering, pollution, and waste create for people and animals?
- How does responsible behaviour support a sustainable future?

Groups share one important reflection with the class.

### Step 5: Closure – “My Mauritius Promise”

Students complete:

“To help keep Mauritius beautiful, today I will...”

Examples:

- use a reusable bag
- throw litter in bins only
- save water
- clean up my area before leaving
- encourage others to act responsibly

Teacher summarises:

- Sustainable habits protect our environment
- Cleanliness is a shared responsibility
- Every action helps preserve Mauritius for future generations

### Assessment

- Participation in identifying sustainable vs. harmful actions
- Quality of solutions on Sustainable Habit Cards
- Contribution to the Sustainability Chain
- Demonstration of responsible, respectful behaviour
- Understanding shown through group reflections

### SUSTAINABLE OR HARMFUL? — EXAMPLE CARDS

| No. | Scenario                 | Harmful Action                 | Sustainable Action                      |
|-----|--------------------------|--------------------------------|-----------------------------------------|
| 1   | After visiting the beach | Leaving plastic bottles behind | Taking all rubbish home or to bins      |
| 2   | At school                | Throwing paper on the floor    | Recycling or disposing responsibly      |
| 3   | During a picnic          | Leaving food waste in parks    | Cleaning up the site completely         |
| 4   | Using water at home      | Leaving taps running           | Turning taps off fully and saving water |
| 5   | Buying drinks            | Choosing single-use plastic    | Using a refillable bottle               |
| 6   | In nature                | Picking plants unnecessarily   | Respecting natural habitats             |



## MY MAURITIUS PROMISE

| No. | Category                         | Examples of Promises                                                                                                                                                                                                               |
|-----|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Waste Management                 | <ul style="list-style-type: none"> <li>• Avoid single-use plastic items</li> <li>• Reuse containers instead of throwing them away</li> <li>• Separate recyclable waste at home/school</li> </ul>                                   |
| 2   | Public Cleanliness               | <ul style="list-style-type: none"> <li>• Pick up any litter I see in my surroundings (safely)</li> <li>• Keep my classroom clean</li> <li>• Remind my friends not to litter</li> </ul>                                             |
| 3   | Water Conservation               | <ul style="list-style-type: none"> <li>• Take shorter showers</li> <li>• Close taps tightly after use</li> <li>• Report leaking taps at school</li> </ul>                                                                          |
| 4   | Energy Saving                    | <ul style="list-style-type: none"> <li>• Switch off lights when leaving a room</li> <li>• Use fans instead of air conditioners when possible</li> <li>• Unplug chargers when not in use</li> </ul>                                 |
| 5   | Respect for Nature               | <ul style="list-style-type: none"> <li>• Avoid stepping on plants or damaging trees</li> <li>• Protect small animals and insects</li> <li>• Stay on marked paths during nature visits</li> </ul>                                   |
| 6   | Responsible Tourism & Recreation | <ul style="list-style-type: none"> <li>• Leave beaches and parks cleaner than I found them</li> <li>• Avoid touching corals or disturbing marine habitats</li> <li>• Avoid loud or disruptive behaviour in nature areas</li> </ul> |
| 7   | Community Support                | <ul style="list-style-type: none"> <li>• Help my family recycle items</li> <li>• Join neighbourhood clean-up activities</li> <li>• Politely encourage others to keep Mauritius clean</li> </ul>                                    |
| 8   | Sustainable Choices              | <ul style="list-style-type: none"> <li>• Bring a reusable bottle to school</li> <li>• Use cloth bags for shopping</li> <li>• Choose products with less packaging</li> </ul>                                                        |
| 9   | School Habits                    | <ul style="list-style-type: none"> <li>• Keep my desk and area tidy</li> <li>• Dispose of papers in the school recycling bin</li> <li>• Support school projects on environment and sustainability</li> </ul>                       |

## LESSON 26

### Teacher's Guide

# UNDERSTANDING POLLUTION – TAKING ACTION FOR A HEALTHIER MAURITIUS

### Competency (according to TLS), Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.

#### **Performance Criteria Level 1:**

- Connect community issues (littering, wastage, etc...) to broader environmental concerns using simple cause-and-effect reasoning.

**Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.

#### **Performance Criteria Level 1:**

- Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.

#### **Performance Criteria Level 2:**

- Discuss the importance of integrity-based approaches in solving environmental challenges.
- Design and implement simple projects addressing environmental concerns with consideration of community impact.

### Purpose of activity

This activity helps students understand major forms of pollution that affect Mauritius - land pollution, water pollution, air pollution, noise pollution - and encourages them to take responsible actions to reduce their impact. Students explore how pollution harms natural ecosystems, animals, and human health, and how daily habits play a crucial role in creating a clean and safe environment.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Identify common types of pollution in Mauritius
- Describe how pollution affects people, animals, and ecosystems
- Suggest realistic ways to reduce pollution through daily habits
- Demonstrate respectful and responsible behaviour toward the environment

### Materials Needed

- "Type of Pollution" picture cards
- Chart paper and markers
- Sticky notes
- "Pollution Solutions Wheel" templates
- Samples: plastic bottle, wrapper, cardboard, clean water vs polluted water images

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing.*

*This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up – “Spot the Pollution”**

Teacher shows four images (land, air, water, noise pollution).

Students identify what type of pollution is shown.

**Examples:**

- Plastic bottles in rivers → Water pollution
- Smoke from vehicles → Air pollution
- Loud honking near school → Noise pollution
- Litter on playground → Land pollution

Brief class discussion: ***How does this pollution affect Mauritius?***

**Step 2: Group Task – “Pollution Around Us”**

In groups, students receive a Type of Pollution Card.

**They answer:**

1. What does this pollution look like?
2. Where do we see it in Mauritius?
3. Who is affected?
4. What simple actions can reduce it?

**Examples:**

- **Water Pollution:**
  - ▶ seen in rivers, drains after rain, lagoons
  - ▶ affects fish, corals, swimming areas
  - ▶ solutions: avoid dumping waste, reduce plastics
- **Air Pollution:**
  - ▶ vehicle smoke, burning rubbish
  - ▶ affects breathing, plants, climate
  - ▶ solutions: avoid burning waste, encourage walking

**Step 3: Creative Task – “Pollution Solutions Wheel”**

Each student receives a circle divided into four parts labelled:

- Land
- Water
- Air
- Noise

They write one solution in each section, such as:

- “Throw litter in bins”
- “Use less plastic”
- “Avoid burning rubbish”
- “Speak softly in shared areas”

Decorate the wheel and place it on a classroom display titled:

**“Together Against Pollution!”**

#### Step 4: Reflection – “Pollution Affects Us All”

Students sit in a circle and reflect:

1. Which type of pollution worries you most in Mauritius?
2. How does pollution affect your school, home or neighbourhood?
3. What is one habit you can change today to reduce pollution?

Teacher concludes that everyone has a role in protecting Mauritius from pollution.

#### Step 5: Closure – “My Anti-Pollution Promise”

Students complete:

**“To reduce pollution, today I will...”**

**Examples:**

- avoid littering
- reuse items instead of throwing them away
- use a reusable water bottle
- reduce noise in school premises
- save water and protect drains from waste
- participate in clean-up activities

**Teacher summarises:**

- Pollution harms health, nature and animals
- Small actions reduce pollution
- A cleaner Mauritius begins with responsible choices

#### Assessment

- Participation in identifying types of pollution
- Group responses on Pollution Cards
- Quality of the Pollution Solutions Wheel
- Contributions during reflection
- Understanding of pollution reduction habits



**SAMPLE POLLUTION CARDS**

| No. | Type of Pollution | Effects                                       | Simple Solutions                               |
|-----|-------------------|-----------------------------------------------|------------------------------------------------|
| 1   | Land Pollution    | Dirty streets, pests, unhealthy surroundings  | Put rubbish in bins, reduce single-use plastic |
| 2   | Water Pollution   | Dirty rivers/lagoons, dead fish, coral damage | Avoid dumping waste, reuse/ recycle plastic    |
| 3   | Air Pollution     | Breathing problems, climate issues            | Avoid burning waste, reduce vehicle smoke      |
| 4   | Noise Pollution   | Stress, difficulty learning                   | Keep school corridors quiet, avoid loud noises |

## Land Pollution



## Water Pollution



## Noise Pollution



## Air Pollution



### SAMPLE POLLUTION CARDS

| No. | Category                               | Actions Students Can Take                                                                                                                                                                                                                                                                                       |
|-----|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Waste Management                       | <ul style="list-style-type: none"> <li>• Throw litter in bins only</li> <li>• Take rubbish home after picnics</li> <li>• Avoid single-use plastics</li> <li>• Separate waste (plastic/paper/organic)</li> <li>• Reduce, Reuse, Recycle</li> <li>• Reuse containers and jars instead of throwing them</li> </ul> |
| 2   | Cleanliness in Public Spaces           | <ul style="list-style-type: none"> <li>• Keep drains clean and free of waste</li> <li>• Ensure school corridors and playgrounds stay clean</li> <li>• Participate in clean-up activities</li> <li>• Keep bus stops and school bus seats tidy</li> </ul>                                                         |
| 3   | Daily Eco-Friendly Choices             | <ul style="list-style-type: none"> <li>• Use reusable bottles and bags</li> <li>• Carry a lunch box instead of buying packaged snacks</li> <li>• Choose products with less packaging</li> <li>• Use cloth napkins instead of disposable tissues</li> </ul>                                                      |
| 4   | Water & Energy Conservation            | <ul style="list-style-type: none"> <li>• Save water when washing hands or brushing teeth</li> <li>• Take shorter showers</li> <li>• Turn off taps fully</li> <li>• Switch off lights and fans when leaving a room</li> <li>• Avoid wasting electricity at home and school</li> </ul>                            |
| 5   | Respect for Nature                     | <ul style="list-style-type: none"> <li>• Protect trees, plants, and animals</li> <li>• Walk on designated paths in nature reserves</li> <li>• Avoid picking flowers in public spaces</li> <li>• Leave nature sites exactly as you found them</li> </ul>                                                         |
| 6   | Responsible Behaviour in Shared Spaces | <ul style="list-style-type: none"> <li>• Speak softly in shared spaces</li> <li>• Keep noise levels low in corridors and schoolyards</li> <li>• Avoid throwing food on the ground</li> <li>• Respect public gardens and recreational spaces</li> </ul>                                                          |
| 7   | Pollution Prevention                   | <ul style="list-style-type: none"> <li>• Avoid burning waste</li> <li>• Do not dump rubbish in rivers or drains</li> <li>• Use eco-friendly cleaning products at home</li> <li>• Encourage others to act responsibly</li> </ul>                                                                                 |
| 8   | Community Involvement                  | <ul style="list-style-type: none"> <li>• Join school eco-clubs</li> <li>• Share awareness messages with family</li> <li>• Help organise class recycling corners</li> <li>• Support community clean-up days</li> </ul>                                                                                           |



## LESSON 27

### Teacher's Guide

# LEADING WITH INTEGRITY – DOING WHAT IS RIGHT

### Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.

#### Performance Criteria Level 1:

- Identify key components of empathy and integrity in problem-solving.
- Explain how integrity influences decision-making in societal contexts.

#### Performance Criteria Level 2:

- Explain the role of incorporating empathy and integrity in problem-solving strategies.

### Purpose of activity

This activity introduces learners to the meaning of integrity, that is, doing the right thing even when no one is watching. Students explore real-life situations where honesty, fairness, and moral courage matter. They understand how integrity builds trust at school, at home, and in the community, and how ethical leadership begins with everyday actions.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Explain integrity in simple terms
- Identify actions that demonstrate integrity
- Make ethical choices in common classroom and home situations
- Show honesty, fairness, and responsibility in group work
- Recognise the value of moral leadership in society

### Materials Needed

- Integrity Scenario Cards
- Sticky notes
- Chart paper and markers
- "My Integrity Shield" template

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing.*

*This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up – “Right or Not?”**

Teacher reads short examples. Students decide whether the behaviour shows integrity.

**Examples:**

- Returning a lost wallet found in class (right)
- Copying homework from a friend (not right)
- Admitting a mistake to the teacher (right)
- Taking more than your share of materials (not right)

Brief discussion: ***Why is it sometimes difficult to do the right thing?***

**Step 2: Pair Activity – “Integrity Scenario Cards”**

**Pairs receive scenarios such as:**

- You see someone drop money in the corridor. No one notices. What do you do?
- Your group gets credit for a project but you want to admit someone else did most of the work.
- Your friend wants you to lie for them.
- You accidentally damage a schoolbook. What is the honest response?

**Pairs answer:**

1. What is the right thing to do?
2. What could happen if you choose the wrong action?
3. How does integrity help everyone?

Pairs exchange cards with another pair.

**Step 3: Group Task – “Qualities of a Leader with Integrity”**

Groups list 5 qualities of a person who leads with integrity.

**Examples may include:**

- honesty
- fairness
- responsibility
- courage
- respect
- keeping promises
- admitting mistakes

Groups design a small poster titled:

**“A Leader with Integrity Is Someone Who...”**

and present it to the class.

**Step 4: Reflection Circle – “When I Did the Right Thing”**

**Students reflect on:**

1. A moment when they chose to do what is right
2. How that choice made them feel
3. How integrity builds trust between friends, teachers, and family

Teacher emphasises that integrity is a daily practice, not a one-time choice.

**Step 5: Closure – “My Integrity Shield”**

Students receive a shield-shaped template and complete:

**“I show integrity when I...”**

- tell the truth
- take responsibility for my actions
- return things that do not belong to me
- treat others fairly
- stand up for what is right

Decorate the shield and display it on a class board titled:

**“We Lead with Integrity”**

**Teacher summarises:**

- Integrity builds strong character
- Doing what is right earns trust and respect
- Each student can be a leader through ethical choices

**Assessment**

- Participation in scenario discussions
- Quality of responses on Integrity Cards
- Contribution to the group poster
- Demonstration of responsible, honest communication
- Reflection shared during the Integrity Circle

**SAMPLE INTEGRITY SCENARIO CARDS**

| No. | Scenario                            | Right Thing to Do              | Why It Shows Integrity           |
|-----|-------------------------------------|--------------------------------|----------------------------------|
| 1   | You find a lost item                | Return it to the owner/teacher | Shows honesty and responsibility |
| 2   | You break a classroom object        | Inform the teacher             | Admitting mistakes builds trust  |
| 3   | Someone is wrongly blamed           | Speak up respectfully          | Fairness and courage             |
| 4   | A friend asks you to cheat          | Refuse and explain             | Protects values and respect      |
| 5   | You receive extra change by mistake | Give it back                   | Demonstrates ethical behaviour   |



### INTEGRITY – SUMMARY TABLE

| No. | Section                                     | Details                                                                                                                                                                                                                                                                                  |
|-----|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | What Is Integrity?                          | <ul style="list-style-type: none"> <li>• Being honest</li> <li>• Doing the right thing</li> <li>• Keeping your promises</li> <li>• Being fair and responsible</li> <li>• Owning your actions</li> </ul>                                                                                  |
| 2   | When Do We Show Integrity? At School        | <ul style="list-style-type: none"> <li>• Completing your own work</li> <li>• Admitting mistakes</li> <li>• Returning lost items</li> <li>• Using respectful language</li> </ul>                                                                                                          |
| 3   | When Do We Show Integrity? At Home          | <ul style="list-style-type: none"> <li>• Helping without being told</li> <li>• Telling the truth</li> <li>• Taking care of family belongings</li> </ul>                                                                                                                                  |
| 4   | When Do We Show Integrity? In the Community | <ul style="list-style-type: none"> <li>• Respecting public places</li> <li>• Acting responsibly</li> <li>• Helping others</li> </ul>                                                                                                                                                     |
| 5   | Key Qualities of a Leader with Integrity    | <p>Honesty: I speak the truth respectfully</p> <p>Responsibility: I take ownership of my actions</p> <p>Fairness: I treat everyone equally</p> <p>Courage: I stand up for what is right</p> <p>Respect: I value others and their feelings</p>                                            |
| 6   | Examples of Doing What's Right              | <ul style="list-style-type: none"> <li>• "I will not cheat."</li> <li>• "I will speak the truth."</li> <li>• "I will keep my promises."</li> <li>• "I will act fairly with everyone."</li> <li>• "I will help someone in need."</li> <li>• "I will apologise when I'm wrong."</li> </ul> |

## LESSON 28

### Teacher's Guide

# THE WELLNESS JOURNEY – HEALTHY HABITS FOR A HAPPY LIFE

### Competency (according to TLS), Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.

#### Performance Criteria Level 1:

- Identify key factors influencing responsible decision-making.
- Identify basic needs versus wants when making simple decisions and explain how their choices might affect others.

#### Performance Criteria Level 2:

- Discuss the challenges of making responsible decisions in a rapidly changing society.

### Purpose of activity

This activity helps learners understand that wellness is a journey shaped by daily choices. They explore healthy habits related to nutrition, sleep, hygiene, emotional balance, physical activity, and positive relationships. The emphasis is on building habits that support long-term happiness, well-being and responsible self-care.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Describe what wellness means (body, mind, emotions, relationships)
- Identify behaviours that promote good health
- Practise simple healthy habits in daily routines
- Demonstrate responsible decision-making related to well-being
- Recognise the link between wellness and happiness

### Materials Needed

- "Healthy or Unhealthy?" Picture Cards
- Chart paper
- Markers and sticky notes
- "My Wellness Tracker" template
- Small cards for group sorting

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing.*

*This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up – “Healthy or Unhealthy?”**

Teacher shows images (e.g., fruits vs junk food, running vs being inactive, clean hands vs dirty hands).

Students move to the “Healthy” or “Unhealthy” side.

**Short discussion:**

***Why do some actions help our bodies and minds?***

**Step 2: Wellness Stations – “Explore the Habits”**

The teacher prepares **five stations**, each focusing on a dimension of wellness:

**1. Physical Wellness**

- Hydration
- Exercise
- Balanced diet
- Adequate sleep

**2. Emotional Wellness**

- Recognising feelings
- Speaking about emotions
- Calming techniques (breathing, drawing, quiet time)

**3. Social Wellness**

- Making friends
- Kind communication
- Teamwork and support

**4. Environmental Wellness**

- Keeping surroundings clean
- Spending time outdoors
- Reducing waste

**5. Personal Responsibility**

- Hygiene
- Safety
- Managing school work

Students rotate in groups and write **one healthy habit** at each station.

**Step 3: Group Task – “Build a Happy Life Pyramid”**

**Groups draw a pyramid divided into 4 levels:**

1. Healthy Food & Hydration
2. Movement & Sleep
3. Positive Mind & Emotions
4. Good Relationships & Kindness

Each group fills in 2–3 habits per level.

This becomes a class chart titled:

**“Habits That Make Us Happier!”**

**Step 4: Reflection Circle – “What Makes Me Feel Well?”**

**Students discuss:**

1. What helps you feel calm or happy?
2. Which habits keep your body strong?
3. Why are good relationships important for wellness?
4. Which unhealthy habits should we avoid?

Teacher guides them to understand wellness as **balance**.

**Step 5: Closure – “My Wellness Promise”**

**Students complete their wellness tracker:**

***“To take care of myself, every day I will...”***

- drink more water
- sleep early
- move my body
- eat more fruits and vegetables
- speak kindly
- take breaks to relax
- practise deep breathing
- keep my surroundings clean

Display: **“My Wellness Journey Starts Today!”**

**Assessment**

- Participation in sorting activities
- Completing the Wellness Pyramid
- Quality of wellness habits listed at stations
- Reflection contributed
- Ability to differentiate between healthy and unhealthy habits

## SAMPLE HEALTHY HABITS

| No. | Category           | Examples                                    |
|-----|--------------------|---------------------------------------------|
| 1   | Food & Nutrition   | fruits, vegetables, water, whole grains     |
| 2   | Sleep & Rest       | a child sleeping early, relaxing quietly    |
| 3   | Movement           | running, stretching, playing outdoors       |
| 4   | Hygiene            | hand washing, brushing teeth, clean clothes |
| 5   | Emotional Wellness | talking to a friend, breathing exercises    |
| 6   | Safety             | wearing seat belts, crossing roads safely   |



Please tick appropriately ( ✓ )

| Images                                                                              | Healthy | Unhealthy |
|-------------------------------------------------------------------------------------|---------|-----------|
|    |         |           |
|    |         |           |
|   |         |           |
|  |         |           |
|  |         |           |

## WELLNESS DIMENSIONS – SUMMARY TABLE

| No. | Wellness Dimension      | Healthy Habits                                                                                                                                                                                                                                                                              |
|-----|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Physical Wellness       | <ul style="list-style-type: none"> <li>• Eat fruits and vegetables</li> <li>• Drink plenty of water</li> <li>• Be active every day</li> <li>• Sleep early and well</li> <li>• Keep your body clean</li> </ul>                                                                               |
| 2   | Emotional Wellness      | <ul style="list-style-type: none"> <li>• Talk about your feelings</li> <li>• Practise deep breathing</li> <li>• Take time to relax</li> <li>• Do activities you enjoy</li> <li>• Be kind to yourself</li> </ul>                                                                             |
| 3   | Social Wellness         | <ul style="list-style-type: none"> <li>• Speak kindly</li> <li>• Make positive friendships</li> <li>• Help others when you can</li> <li>• Listen respectfully</li> <li>• Work well in teams</li> </ul>                                                                                      |
| 4   | Environmental Wellness  | <ul style="list-style-type: none"> <li>• Keep your surroundings clean</li> <li>• Reduce, reuse, recycle</li> <li>• Spend time outdoors</li> <li>• Take care of plants and nature</li> <li>• Avoid wasting water and energy</li> </ul>                                                       |
| 5   | Personal Responsibility | <ul style="list-style-type: none"> <li>• Be safe and careful</li> <li>• Manage your schoolwork</li> <li>• Stay organised</li> <li>• Make good choices</li> <li>• Respect rules</li> </ul>                                                                                                   |
| 6   | Daily Healthy Habits    | <ul style="list-style-type: none"> <li>• "I choose foods that make me strong."</li> <li>• "I drink water instead of sugary drinks."</li> <li>• "I breathe calmly when I feel stressed."</li> <li>• "I treat others with kindness."</li> <li>• "I take care of my mind and body."</li> </ul> |

## LESSON 29

### Teacher's Guide

# RESPONSIBLE TECHNOLOGY USE – BALANCING SCREEN TIME AND LIFE

### Competency (according to TLS), Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.

#### **Performance Criteria Level 1:**

- Identify key factors influencing responsible decision-making.
- Identify basic needs versus wants when making simple decisions and explain how their choices might affect others.

#### **Performance Criteria Level 2:**

- Discuss the challenges of making responsible decisions in a rapidly changing society.
- Identify examples of responsible decisions that have positively impacted society.

### Purpose of activity

This activity helps learners understand how technology affects health, relationships, learning, and emotions. Students explore ways to balance screen time with physical activity, family time, sleep, and personal responsibility.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Identify healthy and unhealthy technology habits
- Practise responsible online behaviour
- Create a balanced daily schedule with limited screen time
- Understand the risks of excessive screen use
- Recognise the importance of digital boundaries

### Materials Needed

- "Tech Choices: Wise or Unwise?" cards
- Chart paper
- Sticky notes
- "My Healthy Tech Plan" template
- Markers

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing.*

*This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up – “Wise or Unwise?”**

Teacher reads out brief scenarios. Students move to indicate whether each statement is **WISE** or **UNWISE**.

**Examples:**

- Using a device after homework (wise)
- Using screens at midnight (unwise)
- Asking permission before downloading apps (wise)
- Playing games during meals (unwise)
- Watching educational videos (wise)

**Short discussion:**

***How does screen time affect our focus, sleep, mood, and relationships?***

**Step 2: Pair Activity – “Tech Reality Cards”**

**Pairs receive a scenario such as:**

- “You get messages while studying. What is the smart choice?”
- “Your friend posts a rude comment online. How should you respond?”
- “You spend 4 hours a day on gaming. What balance can you create?”
- “You are at the dinner table. Your phone rings.”
- “You see something online that makes you uncomfortable.”

**Pairs answer:**

1. Why is this a challenge?
2. What is the responsible action?
3. What respectful sentence can you use?  
(e.g., “I’ll reply later—I’m studying right now.”)

Pairs exchange cards and evaluate answers.

**Step 3: Group Task – “Balanced Day Planner”**

Groups design a **visual daily schedule** showing:

- study time
- outdoor/physical activity
- family time
- rest and sleep
- screen time limit
- personal hobbies

Each group creates a poster titled:

**“A Balanced Day = A Healthy Mind and Body”**

Key message: ***Technology is helpful but balance is essential.***

#### Step 4: Reflection Circle – “How Does Technology Affect Me?”

Students reflect on:

1. When does technology help me?
2. When does it distract me?
3. How do I feel after too much screen time?
4. What can I do to balance real life and digital life?

Teacher emphasises that **technology is a too; not a replacement for real experiences.**

#### Step 5: Closure – “My Healthy Tech Plan”

Students complete their sheet:

***“To use technology wisely, I will...”***

- limit screen use before bed
- complete homework before using devices
- avoid using my phone during meals
- respect digital etiquette
- choose educational content
- spend more time outdoors

Display: **“We Choose Balance!”**

#### Assessment

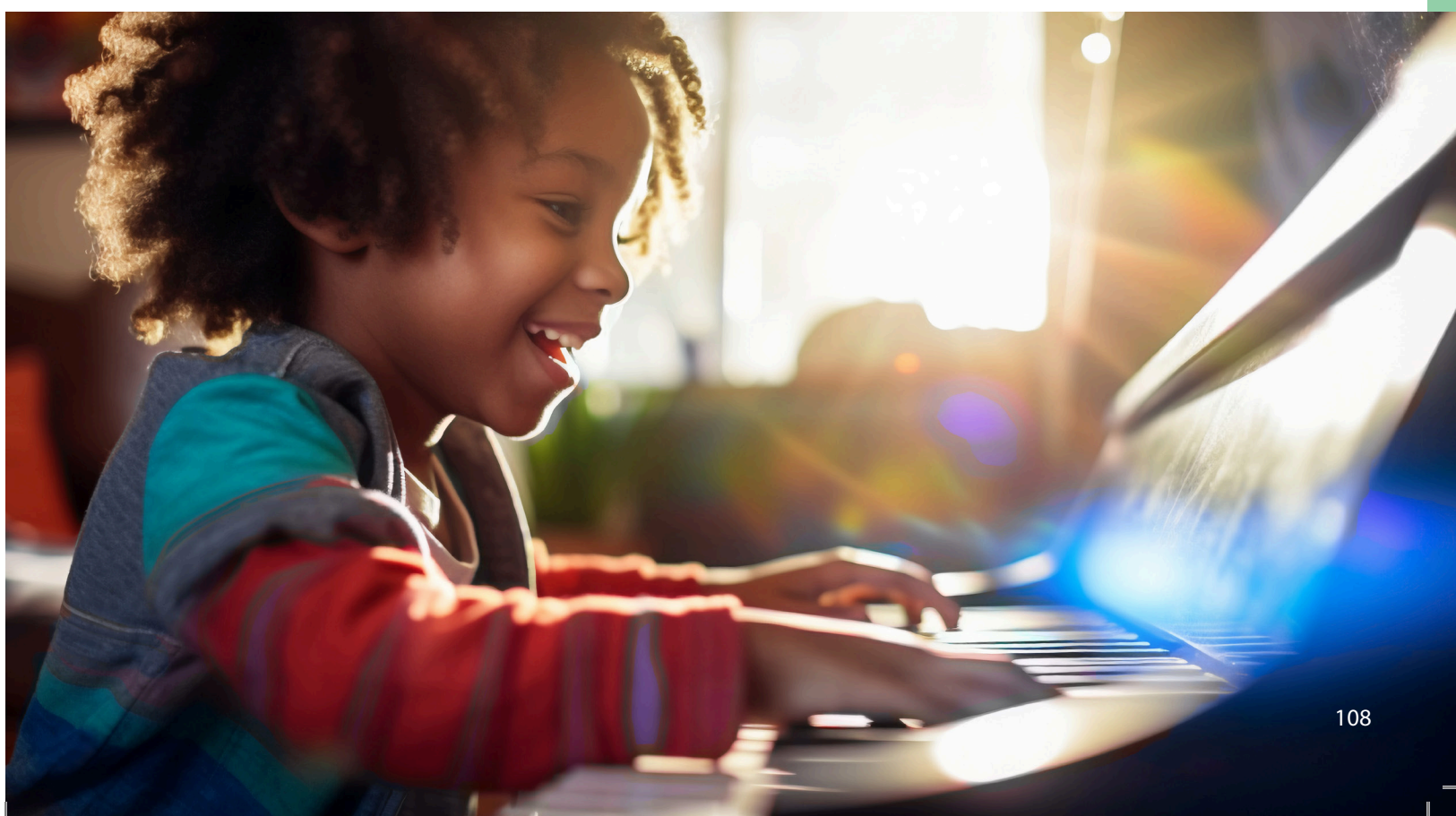
- Participation during scenarios
- Quality of solutions in Tech Reality Cards
- Balanced Day Planner contributions
- Ability to differentiate healthy/unhealthy tech habits
- Reflection during discussion

## RESPONSIBLE TECH USE – TABLE

| No. | Responsible Tech Habit            | Message                                             |
|-----|-----------------------------------|-----------------------------------------------------|
| 1   | Balanced Screen Time              | "I balance screen time with study, play, and rest." |
| 2   | No Screens Before Bed             | "I keep screens away before bedtime."               |
| 3   | Use Tech for Learning             | "I choose educational and positive content."        |
| 4   | Device-Free Meals                 | "Meals are for family time, not screens."           |
| 5   | Take Screen Breaks                | "I take regular breaks to rest my eyes and mind."   |
| 6   | Respectful Online Behaviour       | "I speak kindly and respectfully online."           |
| 7   | Ask Permission Before Downloading | "I ask an adult before downloading apps or games."  |
| 8   | Keep Personal Information Private | "I protect my personal information online."         |
| 9   | Choose Real-Life Activities Too   | "I enjoy outdoor play, hobbies, and family time."   |
| 10  | Stay Focused During Homework      | "I keep my phone away while studying."              |

## "WISE OR UNWISE?" - TABLE

| No. | Scenario                            | Wise | Unwise |
|-----|-------------------------------------|------|--------|
| 1   | Watching videos after homework      | ✓    |        |
| 2   | Using phone after midnight          |      | ✓      |
| 3   | Asking before downloading apps      | ✓    |        |
| 4   | Playing games during meals          |      | ✓      |
| 5   | Keeping devices away while studying | ✓    |        |



## USE TECH WISELY • LIVE LIFE FULLY



## RESPONSIBLE TECHNOLOGY USE – SUMMARY TABLE

| No. | Section                                    | Details                                                                                                                                                                                                                                                                                                      |
|-----|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | WHY BALANCE MATTERS                        | <p>Too much screen time can affect:</p> <ul style="list-style-type: none"> <li>• sleep</li> <li>• eyesight</li> <li>• concentration</li> <li>• mood</li> <li>• relationships</li> </ul> <p>Using tech wisely helps you stay healthy, happy, and focused.</p>                                                 |
| 2   | HEALTHY TECH HABITS – At Home              | <ul style="list-style-type: none"> <li>• Keep phones away during meals</li> <li>• Finish homework before using devices</li> <li>• Avoid screens 1 hour before bed</li> <li>• Ask permission before downloading apps</li> </ul>                                                                               |
| 3   | HEALTHY TECH HABITS – At School            | <ul style="list-style-type: none"> <li>• Use devices only when allowed</li> <li>• Stay focused during lessons</li> <li>• Avoid checking your phone during class</li> <li>• Respect digital rules and boundaries</li> </ul>                                                                                   |
| 4   | HEALTHY TECH HABITS – For Your Body & Mind | <ul style="list-style-type: none"> <li>• Take screen breaks every 30–40 minutes</li> <li>• Go outdoors and stay active</li> <li>• Choose educational and positive content</li> <li>• Practise deep breathing to relax</li> </ul>                                                                             |
| 5   | WHAT TO AVOID                              | <ul style="list-style-type: none"> <li>• Using your phone late at night</li> <li>• Spending hours gaming nonstop</li> <li>• Responding to messages during study time</li> <li>• Sharing personal information online</li> <li>• Posting hurtful or angry comments</li> </ul>                                  |
| 6   | GOOD DIGITAL ETIQUETTE                     | <ul style="list-style-type: none"> <li>• Be polite online</li> <li>• Think before posting</li> <li>• Respect others' privacy</li> <li>• Block/report harmful content</li> <li>• Ask yourself: <i>"Would I say this face-to-face?"</i></li> </ul>                                                             |
| 7   | DAILY TECH STATEMENTS                      | <ul style="list-style-type: none"> <li>• "I use screens in moderation."</li> <li>• "I take breaks to rest my eyes."</li> <li>• "I choose learning over scrolling."</li> <li>• "I enjoy real-life moments with family and friends."</li> <li>• "I control my device—my device doesn't control me."</li> </ul> |

## LESSON 30

### Teacher's Guide

# BRIDGES NOT WALLS – BUILDING INCLUSIVE FRIENDSHIPS

### Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.

#### **Performance Criteria Level 1:**

- Recognise the role of civic engagement in promoting social harmony in Mauritius

**Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.

#### **Performance Criteria Level 1:**

- Identify key elements of respectful and sensitive communication in different social contexts
- Recognise when words and actions might hurt others' feelings and practice simple apologies when needed

### Purpose of activity

This activity encourages learners to understand the value of inclusivity in friendships across cultures, languages, abilities, personalities, and interests. It helps students build bridges of understanding and respect, rather than walls of separation or exclusion. The activity promotes social harmony in a multicultural Mauritian school environment.

### Learning Outcomes

By the end of the lesson, students should be able to:

- Identify inclusive behaviours in school settings
- Practise kindness and acceptance in friendships
- Suggest simple ways to welcome others into groups
- Reflect on how diversity enriches relationships
- Demonstrate empathy in interactions with classmates

### Materials Needed

- Inclusion / Exclusion Scenario Cards
- Chart paper
- Markers and sticky notes
- "Friendship Bridge" template
- Coloured strips

### Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing.*

*This activity may be extended over 2 or more periods.*

**Step 1: Warm-Up – “Bridge or Wall?”**

Teacher reads short situations. Students move to either:

**BRIDGE (inclusive) or WALL (exclusive).**

**Examples:**

- Inviting a new student to join a game ► BRIDGE
- Only speaking to your close friends ► WALL
- Listening to someone's opinion ► BRIDGE
- Making fun of someone's accent ► WALL
- Sharing materials fairly ► BRIDGE

**Short discussion:**

***What makes someone feel included or excluded?***

**Step 2: Pair Activity – “Inclusion Scenario Cards”**

**Pairs receive a scenario such as:**

- “A student eats lunch alone every day.”
- “A classmate speaking a different language struggles to express themselves.”
- “Your friend does not want to include a new student in your group.”
- “Two team members disagree during a project.”
- “A shy learner wants to join but doesn't know how to ask.”

**Pairs discuss and write:**

1. What behaviour builds a bridge (inclusion)?
2. What behaviour builds a wall (exclusion)?
3. One inclusive sentence (e.g., “Come join us—we'd be happy to have you.”)

Pairs exchange cards for peer review.

**Step 3: Group Task – “Building Our Friendship Bridge”**

Groups draw a large bridge with spaces on the steps or planks.

**Students write inclusive actions on each plank such as:**

- “Smile and greet others kindly”
- “Invite everyone to join activities”
- “Respect different languages and cultures”
- “Share and take turns”
- “Listen to others' ideas”
- “Encourage classmates who feel shy”

**Class display:**

**“Bridges Not Walls – Our Inclusive Classroom”**

#### Step 4: Reflection Circle – “How Inclusion Feels”

Students reflect on:

1. When did someone make you feel included?
2. How can we make sure that no one is left out?
3. Why is inclusivity important in our multicultural island?
4. How do inclusive actions create a peaceful classroom?

Teacher emphasises that: **Inclusion builds confidence, friendship, and harmony.**

#### Step 5: Closure – “My Friendship Promise”

Students complete:

***“To build inclusive friendships, today I will...”***

- greet others kindly
- include new classmates
- listen respectfully
- avoid jokes that hurt
- appreciate differences
- show empathy

Class creates a display titled: **“We Choose Inclusion.”**

#### Assessment

- Ability to identify inclusive vs exclusive behaviours
- Quality of suggestions in scenario cards
- Participation in the Friendship Bridge activity
- Demonstration of kind and inclusive communication
- Reflection on the importance of diversity and harmony



### SAMPLE INCLUSION/EXCLUSION TABLE

| No. | Situation                     | Bridge (Inclusive)     | Wall (Exclusive)          |
|-----|-------------------------------|------------------------|---------------------------|
| 1   | New student in class          | "Come sit with us."    | Ignoring them             |
| 2   | Group project                 | Letting everyone speak | Only listening to friends |
| 3   | Break time                    | Sharing games          | Leaving someone out       |
| 4   | Different culture or language | Showing interest       | Making jokes              |
| 5   | Class discussion              | Encouraging ideas      | Laughing at mistakes      |

### STUDENT WORKSHEET TABLE BRIDGE OR WALL?

| No. | Situation                                     | BRIDGE<br>(Inclusive)    | WALL<br>(Exclusive)      |
|-----|-----------------------------------------------|--------------------------|--------------------------|
| 1   | Inviting a new student to join a game         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2   | Only speaking to your close friends           | <input type="checkbox"/> | <input type="checkbox"/> |
| 3   | Listening to someone's opinion respectfully   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4   | Making fun of someone's accent                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5   | Sharing materials fairly                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6   | Helping a classmate who dropped their books   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7   | Ignoring someone who wants to join your group | <input type="checkbox"/> | <input type="checkbox"/> |
| 8   | Praising someone's effort                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 9   | Whispering about others                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 10  | Allowing everyone a turn in group work        | <input type="checkbox"/> | <input type="checkbox"/> |
| 11  | Excluding someone because of their interests  | <input type="checkbox"/> | <input type="checkbox"/> |
| 12  | Respecting different cultural practices       | <input type="checkbox"/> | <input type="checkbox"/> |
| 13  | Refusing to work with someone you do not know | <input type="checkbox"/> | <input type="checkbox"/> |
| 14  | Welcoming someone with a smile                | <input type="checkbox"/> | <input type="checkbox"/> |
| 15  | Sharing only with friends                     | <input type="checkbox"/> | <input type="checkbox"/> |

