

Foundation Programme in Literacy, Numeracy and Skills

CITIZENSHIP AND VALUES
EDUCATION

GRADE 9

Teacher's Guide

Dr Ajay RAMFUL

- Head, Curriculum Development, Implementation
and Evaluation

CITIZENSHIP AND VALUES EDUCATION PANEL

MAURITIUS INSTITUTE OF EDUCATION

Jay RAMSAHA

- Panel Coordinator, Senior Lecturer

Roshan BOODNAH

- Lecturer, MGI

Hasina Banu JANNOO

- Educator

Judex Richard PANYANDY

- Educator

Proof Reading:

Rajendra KORLAPU-BUNGAREE

Karuna BISSOONDOYAL

DESIGN:

Graphic Designer

Nishi MANIC

Donatien KAMARY



ISBN : 978-99993-50-36-5

© Mauritius Institute of Education (2026)

FOREWORD

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

PREFACE

The *Citizenship and Values Education Teacher's Guide for Grade 9* culminates the Foundation Programme by empowering students to become proactive, empathetic, and globally aware citizens. At this stage, students consolidate their knowledge and values, preparing to engage with complex societal and environmental challenges.

This guide supports teachers in guiding students to solve problems with integrity and empathy, make responsible decisions and communicate sensitively across diverse contexts. Students are encouraged to reflect on their roles within local and global communities, fostering a sense of ethical responsibility and civic engagement.

Grade 9 promotes the application of citizenship principles in real-life scenarios, encouraging students to take initiative and advocate for positive change. By the end of this stage, students are equipped with the skills, attitudes and behaviours necessary to participate meaningfully in a multicultural and ecological society.

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

TABLE OF CONTENTS

Lesson 1 - Who am I?	1
Lesson 2 - Different but ONE	4
Lesson 3 - Together We Can	6
Lesson 4 - Pause Before You Post – Practising Values in the Digital World	9
Lesson 5 - The Beauty of Our National Anthem	13
Lesson 6 - Citizen Race	16
Lesson 7 - Did You Know?	21
Lesson 8 - Part 1: Jobs around me	26
Lesson 9 - Part 2: Jobs around me	29
Lesson 10 - Thinking about my Future	32
Lesson 11 - Technological Changes	35
Lesson 12 - Is technological invention good or bad?	38
Lesson 13- Technological changes in our daily lives	40
Lesson 14 - My Digital Footprint	43
Lesson 15 - Social Media: FRIENDS or FOES?	47
Lesson 16 - Social Media Codes	49
Lesson 17 - Behind the Screen	52
Lesson 18 - Part 1: Cyberbullying in Actions (Part 1)	55
Lesson 19 - Part 2: Cyberbullying in Actions (Part 2)	59
Lesson 20 - Cyberbullying – Circle of Support	63
Lesson 21 - Our Origins	67
Lesson 22 - Mauritius a Multicultural Society (Part 1)	69
Lesson 23 - Mauritius a Multicultural Society (Part 2)	71
Lesson 24 - As One People as One Nation (Part 1)	73
Lesson 25 - As One People as One Nation (Part 2)	75
Lesson 26 - Beliefs and Traditions (Part 1)	77
Lesson 27 - Story Telling: Beliefs and Traditions (Part 2)	81
Lesson 28 - Norms in Action (Part 1)	83
Lesson 29 - Norms in Action (Part 2)	85

LESSON 1

Teacher's Guide

Who am I?

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 2:**
 - Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.
- **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.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity:

This activity aims at encouraging students to reflect on their respective identities and understand that other students may have characteristics which are either similar or different to their own.

Learning Outcomes:

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

- Understand the meaning of identity
- Recognise one's self-identity
- Discover peers' identities
- Communicate efficiently with peers

Resources and Materials:

Annex 1: The Hand 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: Introduction

- Begin with a class discussion about students' understanding of the term 'identity'.
- Explain that identity refers to a person's name and other facts about who they are. (Cambridge Dictionary).

Step 2: The Hand Template

- Provide students with the Hand Template from Annex 1.
- Instruct students to fill in the Hand Template with relevant details that reflect who they are.

Step 3: Walking Around

- After completing the template, allow students around ten minutes to walk in opposite directions and share with the maximum number of classmates who they are.
- It is important for them to also learn who their peers are.

Step 4: Sharing about their peers

- Put the students in a circle.
- Invite each student to talk about one favourite characteristic of one of their peers s/he interacted with.

Step 5: Conclusion

- Conclude the activity by highlighting common characteristics that have been identified among different students, putting the emphasis on the fact that despite they have different identities, they share many common characteristics.
- List the common characteristics on the whiteboard.

Assessment (Activity Sheet/Worksheet for Students)

- Completion of the 'Hand Template'.
- Ability to communicate effectively with their peers.
- Show respect and empathy during the activity.

Extension of activity

The educator can ask the students to personalise their Hand Templates with coloured pencils, watercolour, coloured markers, etc., and affix the students' works in a dedicated spot on the classroom's wall.

LESSON 1

Student's Worksheets

Who am I?

Annex 1

My Favourite song:

My Favourite animal:

My Favourite festival:

My Favourite activity:

My Favourite food:

Name:

LESSON 2

Teacher's Guide

Different but ONE

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Identify key components of creative and critical thinking.

Purpose of activity:

The purpose of this activity is to foster a sense of collective identity among students by highlighting the unique and shared characteristics within a multicultural classroom. Through interactive and reflective exercises, students will learn to appreciate diversity and work towards social harmony in Mauritius.

Learning Outcomes:

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

- Think creatively and approach problems from different perspectives
- Identify and articulate their own unique identities
- Recognise and appreciate common characteristics among their peers
- Develop strategies to promote social harmony and inclusivity in a multicultural society

Resources and Materials:

- An orange per student
- A box to collect students' oranges

Teaching trajectories/Implementation guidelines:

Plan ahead: Ask students to bring an orange

Step 1: Introduction

- Begin by asking students to be attentive throughout the session.
- Conduct a brainstorming session where students think creatively about different uses for oranges.
- Encourage them to think outside the box.

Step 2: Analysing the orange

Instruct students to carefully analyse their oranges. They should note down key points of their observations, such as texture, colour, size, and any unique markings.

Step 3: Mixing students' oranges

- Circulate a box and have each student place their orange inside.
- Mix all the oranges thoroughly to ensure they are well shuffled.

Step 4: Where is my orange?

- Arrange the students in a line.
- Select three students at a time to search for their oranges in the box. They should use their observations to identify their specific orange.

Step 5: Discussion and Sharing

- In groups of three, have students discuss how they recognised their oranges. They should share their strategies and observations.
- Facilitate a class discussion on:
 - Whether it was easy or difficult to find their oranges.
 - How they resolved any conflicts or disagreements while searching for their oranges.

Step 6: Conclusion

- Conclude the activity by emphasising that, just like the oranges, we all have unique identities and characteristics. Despite our differences, we form a cohesive and multicultural society.

Assessment (Activity Sheet/Worksheet for Students)

- Completion of an activity sheet on thinking outside the box and identifying self-identities.
- Evaluation of students' ability to communicate effectively with their peers during discussions and the activity.

LESSON 3

Teacher's Guide

Together We Can

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 Level 1:**
 - Describe common norms, values and beliefs shared by Mauritians.
 - Recognize the role of civic engagement in promoting social harmony in Mauritius.
- **Performance Criteria Level 2:**
 - Discuss the challenges and benefits of maintaining a collective identity in a multicultural society like Mauritius.
 - Propose strategies for enhancing civic engagement to strengthen the collective Mauritian identity.

Purpose of activity:

This activity is designed to promote inclusion and strengthen the bonds of unity within our diverse, multicultural society of Mauritius. By bringing together individuals from various cultural, ethnic and religious backgrounds, the initiative encourages mutual respect, understanding and collaboration. It provides a platform for students to celebrate their differences while recognising the shared values that unite them as citizens of Mauritius. Ultimately, the activity fosters a sense of belonging and solidarity, contributing to a more cohesive and harmonious national community.

Learning Outcomes:

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

- Discuss how to maintain collective identities in our multicultural society
- Discuss the benefits of sharing collective identities in our island

Resources and Materials:

- Kitchen paper
- A4 papers of different colours
- Coloured pencils and markers
- Pair of scissors
- 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: Introduction

- Start the activity by revisiting the students' Hand Template and their identification of oranges. This serves as recap about their self-identities and common characteristics.
- Initiate a discussion about their understanding of collective identities in Mauritius.

Step 2: Group Discussion

- Conduct a group discussion about how to maintain collective identities in Mauritius.
- Note down students' responses on a kitchen paper.
- Affix the kitchen paper in the classroom to enable students to refer to the points noted during the group discussion.

Step 3: Preparation Work

- Group students into five.
- Distribute the different coloured A4 sheets to each group.
- Cut the A4 sheets equally into two.

Step 4: Hands On Activity

- Instruct students to work out an alphabetical chart on inclusion actions to maintain collective identities in Mauritius.
- Assign each group with different alphabets to work on.

Note: Students may use their creativity by adding pictures and drawings to their work.

Step 5: Group presentation

- Ask each group to come in front of the class to present their work.

Step 6: Pamphlet

- Compile students' work in alphabetical order to form a pamphlet.

Step 7: Conclusion

- Sum up the activity with a class discussion about the benefits of collective identities for our island.

Assessment (Activity Sheet/Worksheet for Students):

- Ability to share ideas pertinent to the topic.
- Ability to work cooperatively in groups.

Extension of activity:**Annex**

Ideas of ABCD chart to enhance inclusion actions to maintain collective identities in Mauritius.

Letter	Primary Words	Complementary Ideas
A	Accept	Adjust, Align, Adapt, Acknowledge, Appreciate, Accommodate
B	Befriend	Build bridges, Belong, Balance, Bridge, Bond
C	Care	Connect, Console, Compassion, Concern, Consideration
D	Donate	Devote, Deliver, Do good, Drive change, Dedicate
E	Equity	Empower, Embrace, Educate, Encourage Equality
F	Find solutions	Foster, Formulate, Fulfil, Forward-thinking, Fairness, Facilitate
G	Generous	Give, Grow, Gratitude, Guide
H	Happy together	Help, Heal, Hear, Harmonise
I	Improve	Include, Inspire, Innovate, Initiate
J	Join community groups	Justice, Journey together, Joy, Jump in
K	Kind	Keep in touch, Know others, Knit together
L	Lend	Listen, Love, Learn, Link
M	Mend ways	Motivate, Mediate, Mobilise, Make peace
N	Negotiate	Navigate, Nurture, Notice, Network
O	Opportunity	Open minds, Organise, Outreach, Offer
P	Patient	Peaceful, Persevere, Participate, Promote
Q	Quality	Quest for unity, Qualify inclusion, Question biases
R	Responsible	Respect, Reach out, Reconcile, Represent, Rights
S	Social Acceptance	Share, Stand together, Strengthen, Speak up, Support
T	Tolerance	Teamwork, Trust, Teach, Transform
U	Unity	Understand, Uplift, Unite, Use empathy
V	Values	Voice, Validate, Volunteer, Vision
W	Work Together	Welcome, Win together, Weave culture
X	Extensive Support	eXpress inclusion, eXpand circles, eXcel together
Y	Your Actions Count	Yield unity, Yes to inclusion, Yearn for peace
Z	Zero Violence	Zeal for peace, Zone of safety, Zap hate

LESSON 4

Teacher's Guide

Pause Before You Post – Practising Values in the Digital World

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 changes 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.
- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios.
 - Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.
- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 2:**
 - Discuss the challenges of making responsible decisions in a rapidly changing society.
- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 2:**
 - Explain the role of incorporating empathy and integrity in problem-solving strategies.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication in building trust in diverse settings.

Purpose of activity:

This activity helps students reflect on their online behaviour and learn how to apply values like respect, empathy and responsibility when using social media. It promotes digital awareness and encourages thoughtful, kind and ethical online interactions.

Learning Outcomes:

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

- Recognise the impact of words and actions shared on social media
- Understand the importance of empathy and responsibility in digital communication
- Apply the THINK model (True, Helpful, Inspiring, Necessary and Kind) before posting online

Resources and Materials:

- Whiteboard
- Markers or pens
- Scenario cards (can be created by teacher or students)
- "THINK" Poster (optional visual aid)

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

- Start the activity by asking students the following questions:
 "What do you like about social media?"
 "What are some examples of harmful behaviour online?"
- Allow students time to reflect on each question and share their ideas with the class.
- Note students' responses on the whiteboard.

Step 2: THINK Model

- Introduce the THINK Model to students.
T – Is it True?
H – Is it Helpful?
I – Is it Inspiring?
N – Is it Necessary?
K – Is it Kind?
- Give students some minutes to reflect individually on each point noted on the whiteboard according to the **THINK Model**.

Step 3: Scenario Cards

- Divide students into three groups.
- Assign each group one of the following scenarios to work on.
 - o Receiving a rude comment
 - o Seeing fake news
 - o Being left out of a group chat
- Discuss within each group according to the guidelines provided below:
 "What would be the respectful and values-based response?"
 "What could be the consequence of reacting without thinking?"

Step 4: Poster Activity – Create a 'Values-Based Posting Guide'

- Create a poster titled "Pause Before You Post" in each group.
- Note that the poster should include the following details:
 - o 3–5 tips for respectful and kind social media use
 - o A slogan or quote promoting online empathy and safety

Step 5: Gallery Walk & Reflection

- Affix each group poster in class.
- Assign the group leader the responsibility to explain their work.
- Organise a mini discovery tour in class so that each student can visualise and know more about their classmates' posters.

Step 7: Conclusion

- End with a class reflection on how values can protect us and others in the digital world.

Assessment (Activity Sheet/Worksheet for Students)

- Group participation and respectful discussion
- Creativity and relevance in poster content
- Demonstrated understanding of ethical digital choices

Extension of activity

- Create a class digital citizenship pledge.
- Invite a local expert (e.g., ICT teacher or Cyber Security Officer) to discuss cyber safety.
- Organise a peer-led campaign on "Kindness Online Week."
- Extend the Gallery Walk at school level.



LESSON 4

Student's Worksheets

Pause Before You Post – Practising Values in the Digital World

"What do you like about social media?"

"What are some examples of harmful behaviour online?"

Before You Post **THINK**

T - is it True?

H - is it Helpful?

I - is it Inspiring?

N - is it Necessary?

K - is it Kind?



Group discussion topic: _____

Guidelines for discussion

"What would be the respectful and values-based response?"

"What could be the consequence of reacting without thinking?"

LESSON 5

Teacher's Guide

The Beauty of Our National Anthem

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 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Identify key components of creative and critical thinking.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication in building trust in diverse settings.

Purpose of activity:

This activity focuses on breaking down the lyrics of the national anthem to uncover their deeper meanings while promoting positivity, patriotism and social cohesion. By analysing the themes, emotions and messages within the lyrics, students engage in meaningful discussions about social issues and national identity. The goal is to explore how lyrics reflect cultural values, such as unity in diversity, respect for the land and collective harmony in our society. This process fosters not only emotional connection and critical thinking but also instils values like tolerance, hope, solidarity and a sense of belonging—helping learners appreciate the power of words in shaping perspectives and nurturing unity in a multicultural nation.

Learning Outcomes:

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

- Understand the historical struggle and significance of Mauritius' independence, appreciating the sacrifices and efforts that shaped the nation
- Reflect on the importance of lyrics as a powerful medium for expressing national pride, unity and shared aspirations
- Evaluate the meaning and message of the national anthem, recognising how it embodies values such as freedom, peace, solidarity and respect for diversity

Resources and Materials:

- Whiteboard
- Markers
- A printed copy of the National Anthem

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: Brainstorming

- Start with a brainstorming session on independence to add on the depth of the context: "The struggle for independence."
- Note students' responses on the whiteboard.

Step 2: Reflection Time

- Ask students to reflect on the importance of independence: "How important is independence?"
- Share students' views for some minutes.

Step 3: National Anthem

- Request for a volunteer to sing/read the national anthem.
- Affix a copy of the national anthem in class.

Step 4: Group Discussion

- Divide students into groups of four.
- Instruct students to discuss the lyrics of the national anthem.

Step 5: Picture Collage

- Create a picture collage on each set of lyrics discussed in students' respective groups.
- Affix the picture collage in class or on the school board.

Alternative week - Step 5**Step 5: Meme/Roleplay**

- Prepare a meme/roleplay on each set of lyrics discussed in students' respective groups.
- Presentation of the meme/roleplay in front of the class.

Step 6: Conclusion

- Wrap up the activity by highlighting key meaningful words from our national anthem.

Assessment (Activity Sheet/Worksheet for Students)

- Group participation and respectful discussion.
- Creativity and relevance in picture collage/meme/role play.
- Understand the importance of the lyrics of the national anthem.

Extension of activity

- Organise an exhibition of the picture collage at school level.
- Extend the meme/roleplay for the music day or any school event.

LESSON 5

Student's Worksheets

The Beauty of Our National Anthem

Mauritian National Anthem



Glory to thee, Motherland
O Motherland of mine.
Sweet is thy beauty,
Sweet is thy fragrance,
Around thee we gather
As one people,
As one nation,
In peace, justice and liberty.
Beloved Country,
May God bless thee.
For ever and ever.



Why is it important for a country to be independent?

Group Discussion

LESSON 6

Teacher's Guide

Citizen Race

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, beliefs shared by Mauritians.
 - Recognise the role of civic engagement in promoting social harmony in Mauritius.
- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 2:**
 - Discuss the challenges of maintaining respectful communication in conflict situations.

Purpose of activity:

This activity fosters essential citizenship values by blending education with playfulness, making the learning process both engaging and enjoyable. Through interactive games, students explore core principles such as responsibility, cooperation, respect and civic engagement in a dynamic environment. The playful atmosphere encourages active participation, allowing individuals to absorb important societal principles naturally and enthusiastically. By simulating real-world scenarios in a light-hearted way, learners also develop values like tolerance, honesty, fairness and empathy, which are crucial for building harmonious relationships. This experiential approach not only deepens their understanding of individual roles within the community but also fosters a stronger sense of belonging, patriotism, social justice and environmental care. Ultimately, the activity nurtures the development of active, respectful and inclusive citizens who contribute meaningfully to a cohesive and pluralistic Mauritian society.

Learning Outcomes:

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

- Communicate respectfully and sensitively with their peers, especially in diverse or collaborative settings
- Identify and describe core citizenship values such as respect, responsibility, cooperation, fairness and civic-mindedness
- Demonstrate an understanding of the importance of citizenship values in promoting social harmony and inclusion
- Recognise the role of individual and collective responsibility

Resources and Materials:

- Whiteboard
- Blu-tack
- A small box to contain pieces of paper

Teaching trajectories/Implementation guidelines:

Kindly cut each Citizenship Value and fold it to fit in the box.

Step 1: Setting the scene

- Set the small box with pieces of paper on citizenship values on a table.
- Instruct students about the Citizen Race game.
- Allow students to choose a pair for the activity.
- Line up each pair in a straight line. Note: Each pair should be one in front and one at the back.

Step 2: Race Game

- Inform students when they hear the word "Citizenship", one student from each pair should run towards the box.
- Pick one paper and run back to their peer.
- Affix the piece of paper on the whiteboard by the student waiting.
- Continue the Citizen Race game until the paper in the box is over. Note: the winner is the group who has affixed the most papers.

Step 3: Reflection Time

- Allow students time to read the citizenship values that they picked up.
- Request students to think of an example of each of the citizenship values in pairs.

Step 4: Sharing of Citizenship Values

- Request each pair to share their examples on Citizenship Values with the class.

Step 5: Conclusion

- Sum up the lesson by emphasising on the importance of citizenship values.

Assessment (Activity Sheet/Worksheet for Students)

- Fair play while engaging in the activity.
- Respectful pair work and discussion.
- Sharing relevant examples on the topic.

Extension of activity

- The activity can be repeated with those absent.

Annex



Show Pride for Your Country



Participate in Community Clean-Ups



**Engage in Positive Social
Media Practices**



Vote and Be an Active Citizen



Prioritise Sustainability

Celebrate Diversity



Be Kind Wherever You Go



Celebrate Diversity



Help Those in Need



Take Responsibility



Speak Up for What's Right





Be Respectful to Others



Stay Educated About Social Issues



Speak Up for What's Right



Support Local Businesses



Adopt a Growth Mind-set

LESSON 7

Teacher's Guide

Did You Know?

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 2:**
 - Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.
- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Understand the principles of ethical decision-making.
- **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.
- **Performance Criteria Level 2:**
 - Justify personal choices using ethical reasoning that considers impacts beyond self-interest.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Use appropriate greetings and basic courteous language while interacting with others.

Purpose of activity:

This activity is designed to breathe new life into traditional jobs practised by our ancestors, ensuring that their valuable skills and craftsmanship are not lost to time. By reintroducing these jobs into modern society, it not only preserves cultural heritage but also promotes respect for hard work, pride in one's roots and a sense of responsibility towards our community. It reminds us of the importance of patience, dedication and the dignity of labour in building a more connected and value-driven society.

Learning Outcomes:

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

- Name traditional jobs
- Express their likes and dislikes about traditional jobs
- Recognize the importance of traditional jobs in their cultural heritage
- Show respect and appreciation for the skills and contributions of traditional workers

Resources and Materials:

- Flashcards
- A pair of dice

Teaching trajectories/Implementation guidelines:

Set the flashcards and the pair of dice on a table in front of the class.

Step 1: Set the theme

- Explain to students the rules of the game: take turns to come forward and play fairly.
- Display the flash cards on a table.
- Set the pair of dice nearby.

Step 2: Discovery

- Invite students to come one by one in front of the class.
- Hand over the pair of dice in turn to students and ask them to roll them to reveal the number.
- Announce to the class about the number obtained.
- Select the flashcard according to the number obtained.
- Allow the students to analyse the flashcard.

Note: If the same number has been rolled, the student needs to play again until a new number is attained.

Step 3: Sharing Time

- Allow students time to describe and express their views about traditional jobs they discovered.

Step 4: Reflection Time

- Ask students to portray themselves in one specific traditional jobs.
- Conduct a class discussion on students' likes and dislikes about traditional jobs that they have chosen.

Step 5: Conclusion

- Conclude the lesson by encouraging students to revive traditional jobs.

Assessment (Activity Sheet/Worksheet for Students)

- Demonstrate fair play while engaging in the activity.
- Discuss likes and dislikes about traditional jobs.

Educator Annex: Flash cards - Traditional Jobs

1



Mattress Making

2



Basket Making

3



Pottery

4



Ship Building

5



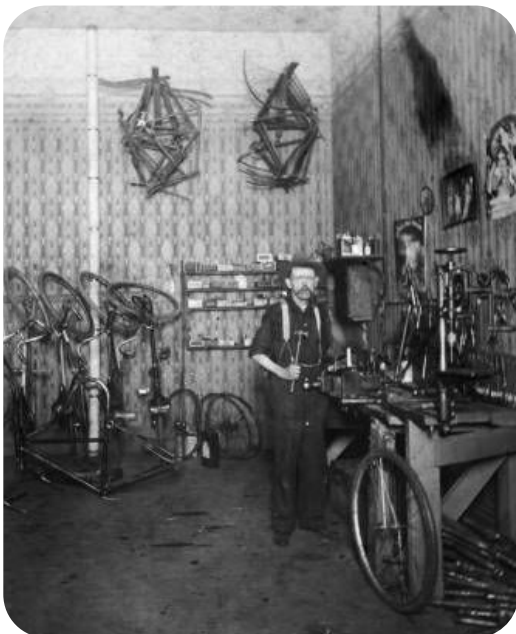
Iron Work

6



Shoe Making/Repairing

7



Bicycle Repair

8



Tailor/Seamstress

9



Watch Making/Repairing

10



Furniture Making

11



Sugar Cane Labourer

12



Rearing of animals

LESSON 8

Teacher's Guide

Part 1: Jobs around me

Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising 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.
- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Explain the importance of human dignity and social justice in societal change.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Recognise when words and actions might hurt others' feelings and practice simple apologies when needed.

Purpose of activity:

This activity is designed to help students identify and appreciate the wide range of jobs within their community. By exploring various professions, students gain valuable insights into the roles individuals play in supporting the well-being and progress of society.

Learning Outcomes:

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

- Identify different jobs in their community
- Evaluate the importance of jobs

Teaching trajectories/Implementation guidelines:

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

Step 1: Discover my community

- Conduct a class discussion about where students live (Allow each student to describe their community).

Step 2: Community Map Analysis

- Use the format given - Community Map from Student's Workbook.

- Conduct a discussion about the Community Map to ensure that the students have understood the layout.
- Ask each student to note down the different buildings and list the jobs available from them (Refer to Student's Workbook for the format).

Step 3: Presentation

- Ask students to share their work with their peer next to them.

Step 4: Class Discussion

- Conduct a class discussion about the different types of jobs identified from the Community Map.

Step 5: Conclusion

- Discuss the importance of the jobs identified from the Community Map.

Assessment (Activity Sheet/Worksheet for Students)

- Identify different jobs in their community.
- Evaluate the importance of each job.

Extension activity

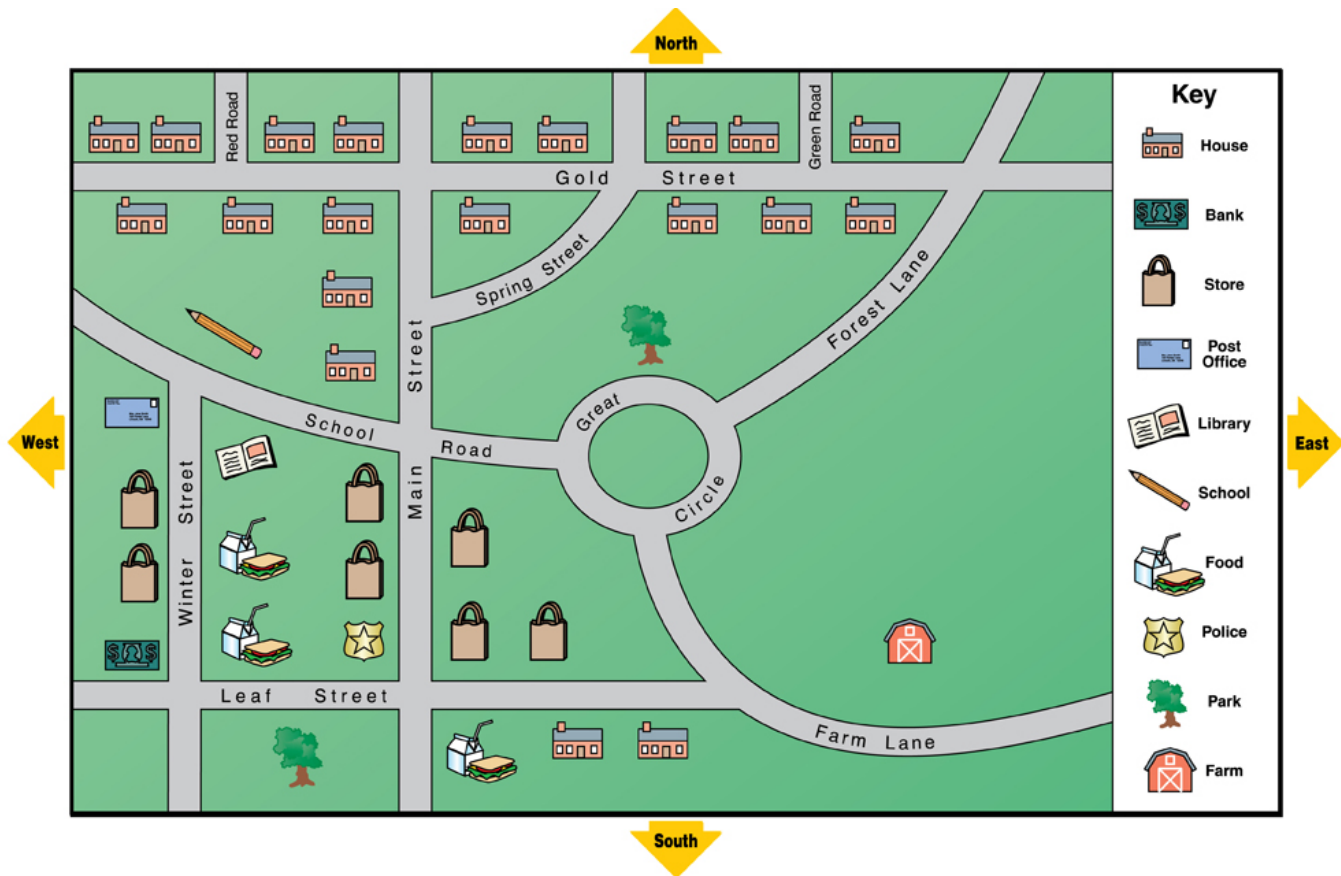
Build on the Community Map – add more buildings to represent more jobs.



LESSON 8

Student's Worksheets

Community Map



List of Buildings from the Community Map	Jobs available

Note: There may be more than one available job.

LESSON 9

Teacher's Guide

Part 2: Jobs around me

Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising 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.
- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Explain the importance of human dignity and social justice in societal change.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Recognise when words and actions might hurt others' feelings and practice simple apologies when needed.

Purpose of activity:

This activity is a follow-up of Activity 8: Jobs around me. More than just identifying jobs, the activity emphasises the dignity and value of every profession - whether it is healthcare workers safeguarding public health, teachers nurturing young minds, or construction workers building vital infrastructure. Through this exploration, students cultivate respect, gratitude and empathy for the contributions of others.

It also encourages a sense of responsibility, cooperation and social awareness, helping learners reflect on how their own skills and passions might serve the community in the future. Ultimately, the activity fosters a spirit of unity, purpose and appreciation for the diverse efforts that sustain a harmonious and thriving society.

Learning Outcomes:

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

- Recognise the variety of jobs available in the community
- Evaluate the importance of each job in their community

Resources and Materials:

- Coloured pencils

Teaching trajectories/Implementation guidelines:

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

Step 1: Revisit the Community Map

- Start the activity by reviewing the Community Map from the previous lesson.

Step 2: Discovering new jobs

- Request students to complete the matching activity from their student's worksheets in order to discover more jobs in their community.

Step 3: Sharing of task

- Exchange their student's worksheets with their friends to cross check the right matching.

Step 4: Drawing

- Ask students to represent the jobs identified from the matching activity on their Community Map. Students are expected to work on the key and draw the buildings on their Community Map

Step 5: Discovery of Community Maps

- Set some tables in the middle of the class.
- Display the students' Community Maps on the tables.
- Invite students to walk around and discover their peers' works.
- Allow students to ask questions and talk about their works.

Step 6: Conclusion

- Discuss the importance of the jobs identified from the Community Map.

Assessment (Activity Sheet/Worksheet for Students)

- Identify different jobs in their community.
- Evaluate the importance of each job in my community.
- Express respect and appreciation for the contributions of various workers.

Extension activity

Invite students to add more jobs that have not been identified on their Community Map.

LESSON 9

Student's Worksheets

Jobs



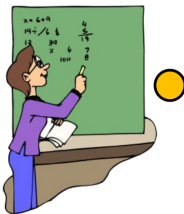
teacher

artist



musician

doctor



painter

dentist



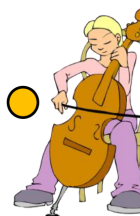
butcher

vet



cook

pilot



baker

policeman



LESSON 10

Teacher's Guide

Thinking about my Future

Competency (according to TLS), Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising 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 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Understand the principles of ethical decision-making.
- **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.
 - List ethical principles that should guide decision-making.
- **Performance Criteria Level 2:**
 - Discuss the challenges of making responsible decisions in a rapidly changing society.

Purpose of activity:

This activity is designed to give students the opportunity to think about their future job. It also involves learning about the roles and responsibilities of workers in their community. Hence, students can develop a better understanding of the skills required for different careers.

Through this exposure, students can start reflecting on their own interests and aspirations, helping them make more informed decisions about their future career paths. This experience not only broadens their knowledge but also encourages them to consider new possibilities they may not have been aware of before. Additionally, engaging with professionals and seeing how different careers contribute to society can inspire them to set goals and work towards achieving them.

Learning Outcomes:

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

- Think about job(s) which inspire them
- Evaluate the roles and responsibilities of these job(s)

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: Community Map

- Ask students to revisit their community map as a recap of previous activities conducted.

Step 2: Thinking about my future

- Allow students time to think about their future job. They may choose more than one job.
- Request students to note down the job in the student's worksheets provided.

Step 3: Reflection time

- Allow students time to think and list down the roles and responsibilities of their future job.

Step 4: Sharing time

- Invite each student to share his/her views about the future job identified with his/her peer. Students are expected to talk about the roles and responsibilities identified.

Step 5: Conclusion

- Conclude the activity by emphasising the importance of each individual in society.

Assessment (Activity Sheet/Worksheet for Students)

- Reflection on students' future job.
- The roles and responsibilities of the job chosen.

LESSON 10

Student's Worksheets

Jobs



My dream Job:

Roles:

Responsibilities:

LESSON 11

Teacher's Guide

Technological Changes

Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.
 - Discuss the challenges of maintaining respectful communication in conflict situations.

Purpose of activity:

This activity is designed to engage students in the transformative world of digital technology. It will help them recognise and appreciate its innovative impact on everyday life. By engaging with real-world examples and hands-on exploration, students will gain a deeper understanding of how digital advancements - such as artificial intelligence, virtual reality and smart devices are shaping the future and redefining possibilities.

Learning Outcomes:

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

- Understand the meaning of technology
- Recognise items from the past and their modern equivalent items
- Discuss whether technological invention has a limit

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: Brainstorm

- Conduct a brainstorming session about the meaning of technology.
- Note down students' responses on the whiteboard.

Step 2: Hands-on activity

- Distribute the technology changes sheets to students.
- Instruct students to complete the hands-on activity.

Step 3: Sharing time

- Take turns to correct students' hands-on activity sheets orally. Each student shares his/her answer to the class.

Step 4: Conclusion

- Conclude the activity discussing on the statement "Does technological invention have a limit?"

Assessment (Activity Sheet/Worksheet for Students)

- Recognition of technological changes.
- Discussion about the statement "Does technological invention have a limit?"

Extension Activity

Discuss the advantages and disadvantages of technological inventions.



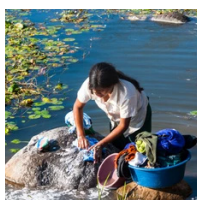
LESSON 11

Student's Worksheets

Technology Changes

Match items in Column A to items in Column B.

Column A – Olden days Items



Column B – Modern days Items



LESSON 12

Teacher's Guide

Is technological invention good or bad?

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Identify key components of creative and critical thinking.
- **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.
 - Use appropriate greetings and basic courteous language when interacting with others.

Purpose of activity:

This activity is designed to encourage students to critically evaluate the impact of technological inventions on society, the environment and individual lives. By examining both the advantages and disadvantages, students will develop a balanced perspective and strengthen their analytical thinking skills.

Learning Outcomes:

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

- Discuss the strengths and limitations of technological inventions.

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: Revisit Activity 11: Technological Changes

- Allow students time to revisit their matching exercise from student's worksheet 11 – Technological Changes.

Step 2: Group Work

- Divide the class into seven groups.
- Assign each group one set of pictures of the Olden days Item and Modern-Day Item from student's worksheet 11: Technological Changes.
- Instruct students to work on the strengths and limitations of the pictures assigned to them.

Step 3: Debate

- Conduct a class debate on the strengths and limitations of each groups assigned items. (Note: All students are expected to share their ideas).

Step 4: Summing Up

- Conclude the lesson by highlighting the importance of technological inventions but also hindering olden ages.

Assessment (Activity Sheet/Worksheet for Students)

- Ability to work collaboratively in groups.
- Oral communication during class discussion.
- Ability to enumerate the pros and cons of technological inventions.



LESSON 13

Teacher's Guide

Technological changes in our daily lives

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:** Identify key components of creative and critical thinking.
- **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.
 - 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.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.
 - Identify different communication styles and explain their effectiveness in various cultural contexts.
 - Compare and contrast approaches to sensitive communication in personal and professional environments.

Purpose of activity:

This activity is designed to explore the various ways in which technology has transformed our daily lives, including how we communicate, work, learn and interact with the world around us. It helps students to understand the profound influence of innovation on modern society.

Learning Outcomes:

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

- Conduct an interview
- Explain basic technological changes

Resources and Materials:

- A newspaper
- A large map

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: Interview

- Explain to students that they will have to conduct an interview with middle-aged individuals. (Questions are found in the student's worksheets)
- Give students time to complete the interview.

Step 2: Discussion

- Discuss in class the findings of the interview.

Step 3: Analysis

- Pair students to analyse how technological changes have impacted our lives.

Step 4: Demonstration

- Unfold a large map or/and newspaper and ask volunteer to fold and read it.

Step 5: Conclusion

- Sum up the lesson by emphasising on the need to grow with technological changes and knowing elementary ways of living.

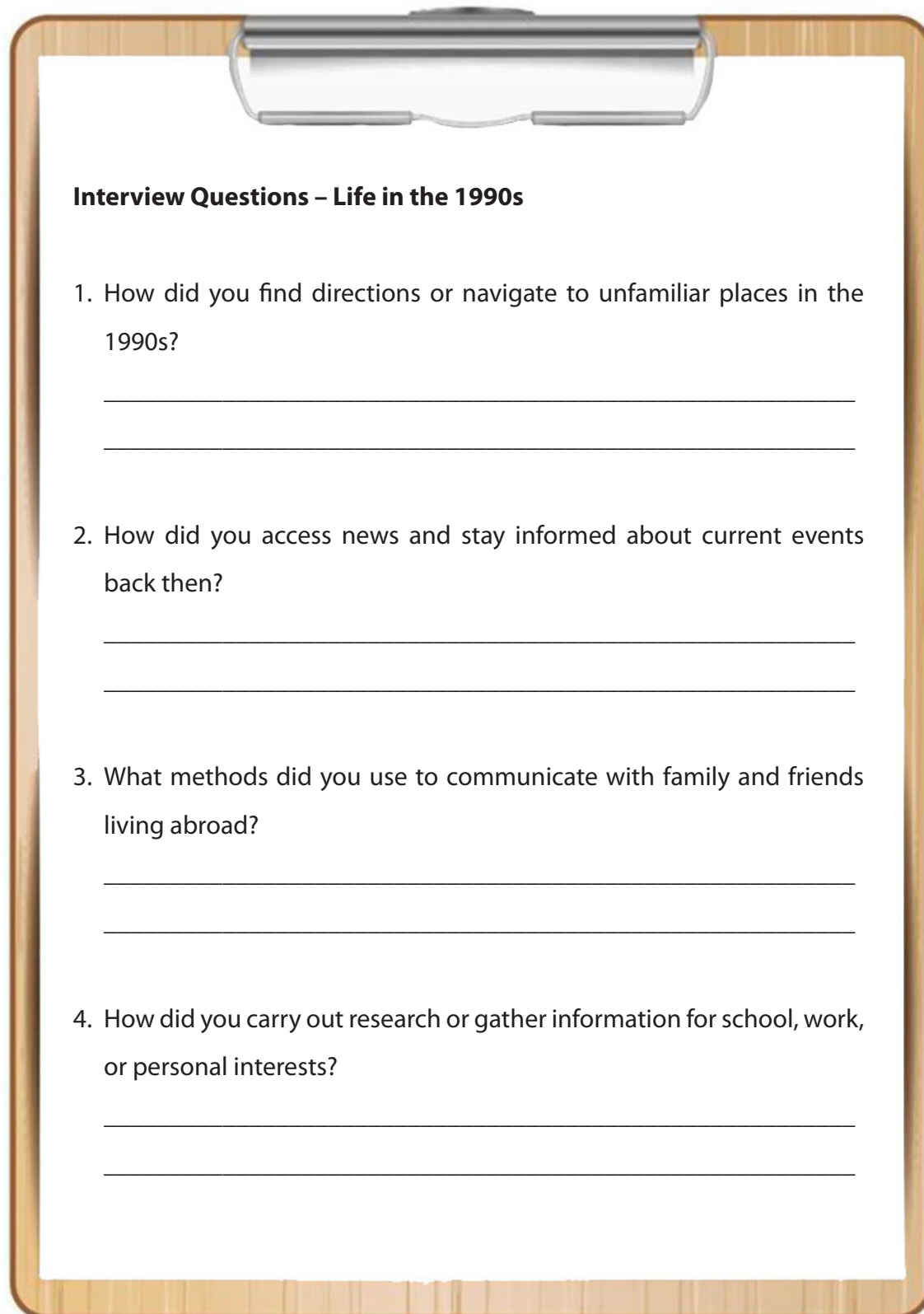
Assessment (Activity Sheet/Worksheet for Students)

- Ability to communicate with people effectively and gather information.
- Collaboration and teamwork in pairs.
- Active participation in class discussion.

LESSON 13

Student's Worksheets

The interview about technological changes



Interview Questions – Life in the 1990s

1. How did you find directions or navigate to unfamiliar places in the 1990s?

2. How did you access news and stay informed about current events back then?

3. What methods did you use to communicate with family and friends living abroad?

4. How did you carry out research or gather information for school, work, or personal interests?

LESSON 14

Teacher's Guide

My Digital Footprint

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios.
 - Create simple awareness materials that advocate fair treatment using creative expressions.
- **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.
 - List ethical principles that should guide decision-making.
- **Performance Criteria Level 2:**
 - Discuss the challenges of making responsible decisions in a rapidly changing society.
- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 1:**
 - Explain how integrity influences decision-making in societal contexts.

Purpose of activity:

This activity involves recognising social apps and then filling out an entry form based on that recognition. The core purpose is to test your knowledge and understanding of different social media platforms and how they function.

Learning Outcomes:

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

- Fill in a simulation of a digital profile.
- List social apps that they use.

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: My APPS

- Ask students to drag social apps they wish to use or are currently using from the list given in their student's worksheets.

Step 2: My favourite

- Choose one social app and fill out the entry form.

Step 3: Moderator

- Choose some students to act as moderators to review and approve their peers' applications.

Step 4: Conclusion

- Conclude the lesson by asking the students for their views and feedback about the activity.

Assessment (Activity Sheet/Worksheet for Students)

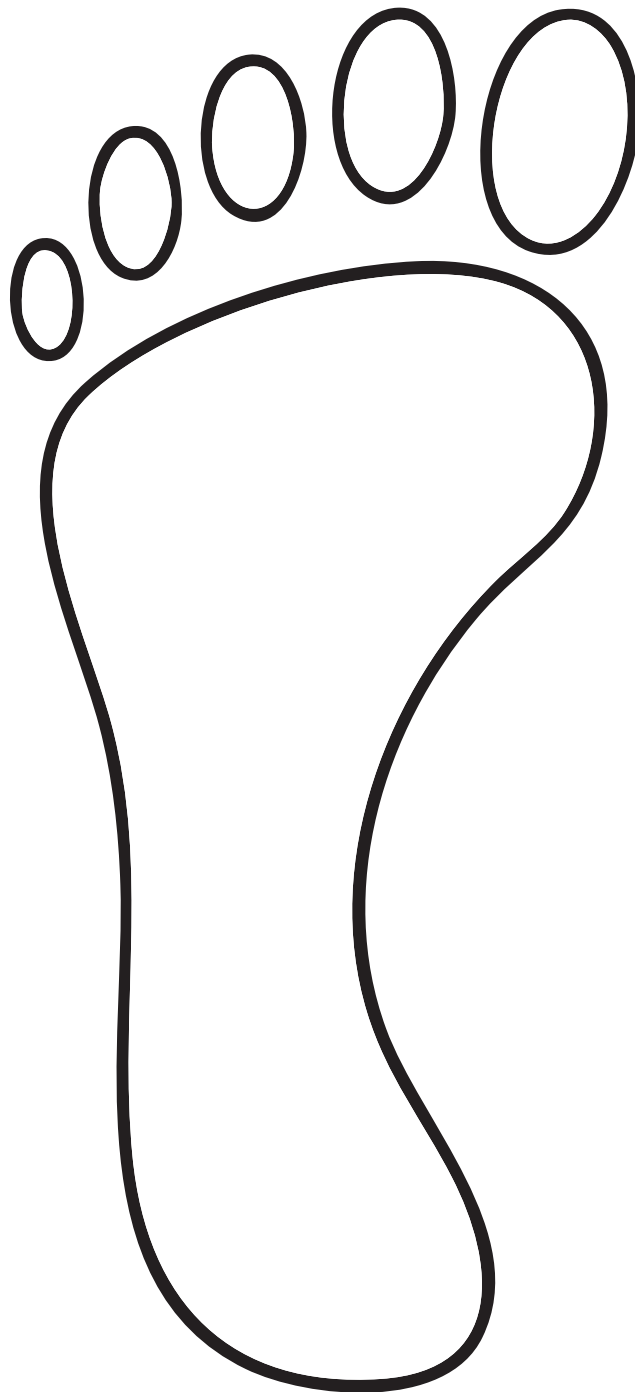
- Ability to choose social apps.
- Ability to fill in entry form.

LESSON 14

Student's Worksheets

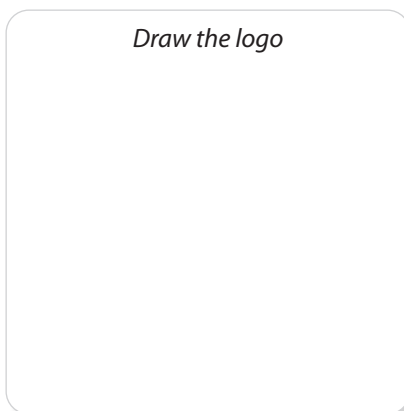
My Digital Footprint

Drag the apps that you use into the footprint below.



Create a social media account on

Draw the logo



First Name: _____

Surname: _____

Date of Birth: _____

Gender: ☐ Male ☐ Female

Mobile Number or email address: _____

New password: _____

☐ Agree to the Terms, Policy and Cookies Policy

LESSON 15

Teacher's Guide

Social Media: FRIENDS or FOES?

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Identify key components of creative and critical thinking.
 - Understand the principles of ethical decision-making.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Use appropriate greetings and basic courteous language when interacting with others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity:

This activity aims to guide students toward a crucial understanding: social media is not inherently good or bad. Instead, its impact on their lives is determined by their own choices and self-control. By exploring both sides, students will learn to navigate the digital world more mindfully.

Learning Outcomes:

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

- Describe the positive and negative impacts of social media
- Develop critical thinking

Resources and Materials:

- Bristol Papers
- Coloured 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: Brainstorming

- Conduct a brainstorming session in class on 'social media'. You may use the following question:
- What is the first word that comes to your mind when you hear the words 'Social Media'?
- Note down students' responses on the whiteboard.

Step 2: Ice-breaking

- Set students in groups of 4-5.
- Allow them a few minutes to review the brainstorming session among themselves in order to get along during the activity.

Step 3: Group-work

- Set the title of the activity as "Social Media: FRIENDS or FOES?"
- Write down the following question on the whiteboard: "Do you think social media is good or harmful?"
- Ask students to reflect and discuss the question in groups.
- Distribute Bristol paper and markers to each group.
- Instruct students to:
 - o write the title on the Bristol Paper.
 - o separate the Bristol paper into two parts: "Friends and Foes".

Additional hints may be given to students to facilitate their discussions: (Advantages (Friends) – Entertaining Purposes, Educational, Comfort Zone and Disadvantages (Foes) – Unreliable, Rejection, Time, Dangers and Effects on the Family, Society and Individual)

Step 4: Presentation and Discussion

- Ask each group to come in front of the class to present their work.
- Discuss the points identified by each group.

Step 5: Conclusion

- Wrap up the activity by evaluating the statement: Social Media: Friends or Foes?

Assessment (Activity Sheet/Worksheet for Students)

- Discuss the positive and negative impact of social media.

LESSON 16

Teacher's Guide

Social Media Codes

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Understand the principles of ethical decision-making.
- **Performance Criteria Level 2:**
 - Understand the relationship between creative thinking and ethical decision-making.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Recognise the importance of respectful communication on building trust in diverse settings.
- **Performance Criteria Level 2:**
 - Discuss the challenges of maintaining respectful communication in conflict situations.

Purpose of activity:

This activity is designed to help students to be responsible and ethical digital citizens. It also aims to empower them to make smart and ethical choices online.

Learning Outcomes:

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

- Identify ethical codes of behaviour while using social media

Resources and Materials:

- Bristol paper
- Coloured Markers

Teaching trajectories/Implementation guidelines:

This activity may be extended over one or more periods.

Step 1: Introduction

- Brainstorm the meaning of code of conduct
- Note down students' responses on the whiteboard

Step 2: Group work

- Group students in small group of 4 to 5
- Affix the Bristol paper from Activity 15: Social Media: FRIENDS or FOES?) in class
- Ask students to review and discuss their work in their small groups

Step 3: Discussion Time

- Instruct students to work in groups and discuss ethical social media codes that they should adopt while using the internet.
- Students are expected to note down their discussed points on paper while the educator walks around and provides further help to each group.

Step 4: Hands On Activity

- Ask students to design a poster, entitled Social Media Codes
- Students are allowed to use different colored markers and pictures. Allow students enough time to work on their posters

Step 5: Presentation

- Invite each group to present their posters in class

Step 6: Conclusion

- Sum up the lesson by emphasising on the importance of having a good code of conduct while using the social media

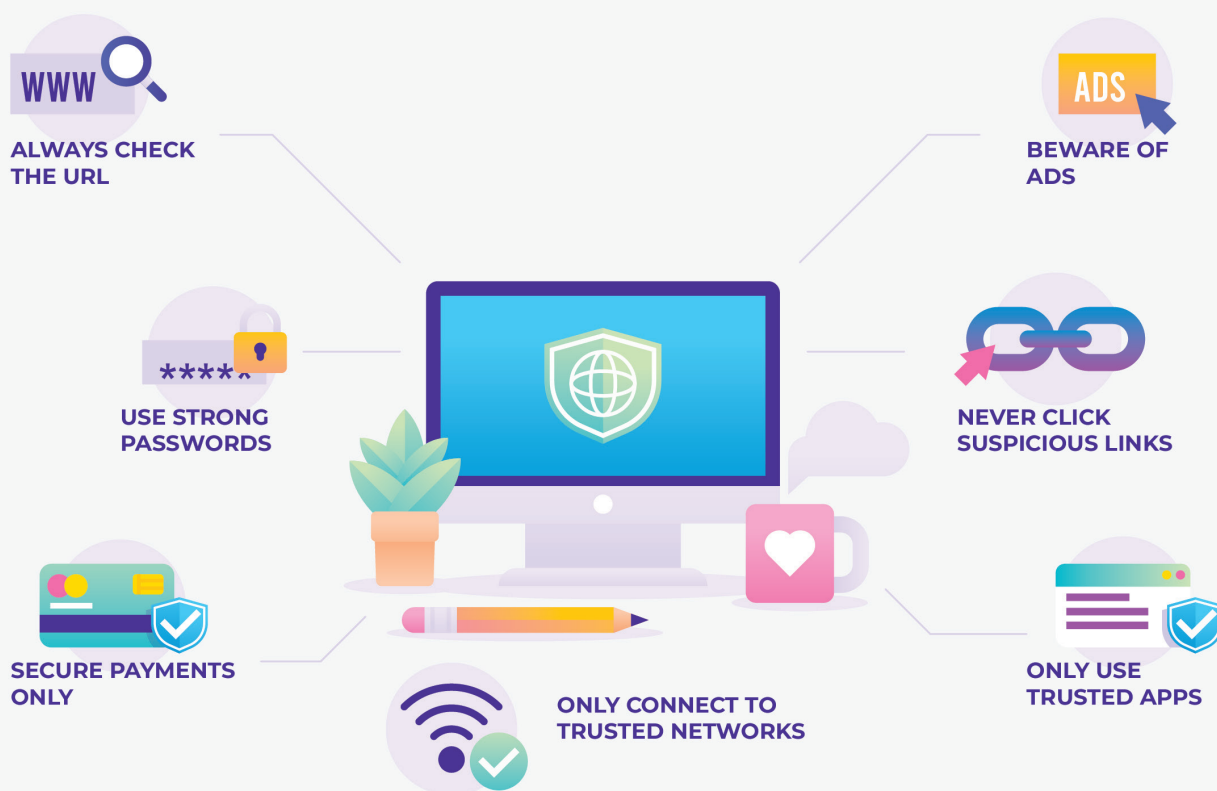
Optional Extension Activity

- Create an exhibition at school level
- Conduct an open day at school inviting primary students to view students' Social Media Codes posters

Assessment (Activity Sheet/Worksheet for Students):

- List different codes on conduct while using social media
- Work cooperatively in groups
- Communicate effectively with their peers

STAYING SAFE *on the* INTERNET



LESSON 17

Teacher's Guide

Behind the Screen

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:**
 - Recognise when someone is treated unfairly and explain why it matters.
- **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.

Performance Criteria Level 2:

- Listen attentively and respond to simple questions.

Purpose of activity:

This activity is designed to help students gain a clear understanding of what cyberbullying is, including its definition and characteristics. Moreover, it also enables them to identify and recognise some examples of cyberbullying.

Learning Outcomes:

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

- Understand the meaning of cyberbullying
- List some examples of cyberbullying
- Develop empathy towards peers facing cyberbullying

Resources and Materials:

- Sticky Notes
- Whiteboard
- Coloured Markers

Teaching trajectories/Implementation guidelines:

This activity may be extended over one or more periods.

Step 1: Ice-breaking Activity

- Provide each student with a sticky note
- Ask students to write down one word or phrase related to cyberbullying
- Collect all the sticky notes
- Write "Behind the Screen" on the whiteboard
- Arrange the sticky notes under the section Behind the Screen.

Step 2: Discovery

- Group students into 3 to 4
- Invite each group to the whiteboard to read and interpret the messages from the sticky notes
- Discuss about the different messages in groups. Use the following ideas to start the discussion: What patterns have they noticed? How do they feel about these messages?

Step 3: Sharing

- Conduct a class discussion based on the sticky notes. (Allow students to express their views and emotions about cyberbullying.)

Step 4: Reflection

- Write the meaning of cyberbullying on the whiteboard. (Cyberbullying is the use of digital devices such as phones and computers to intentionally embarrass, hurt, threaten, or be mean to someone online through posts, comments, texts, images, and other forms of online communication.)
- Ask students to reflect on the meaning of cyberbullying

Step 5: What is cyberbullying?

- Instruct students to fill in the question box in their worksheet with examples of cyberbullying
- Invite some students to present their work in class

Step 6: Summing up

- Gather students' responses on whether cyberbullying is good or bad

Assessment (Activity Sheet/Worksheet for Students)

- Show an understanding of the concept cyberbullying
- Identify cases of cyberbullying
- Show empathy towards peers facing cyberbullying

Students' Worksheet

WHAT IS CYBERBULLYING?

Willful and repeated bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Examples of cyberbullying



LESSON 18

Teacher's Guide

Cyberbullying in Actions (Part 1)

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Identify key components of creative and critical thinking.
- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios.
- **Performance Criteria Level 3:**
 - Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling)

Purpose of activity:

This activity is designed to highlight the various types of cyberbullying that students may encounter in their digital lives. Through interactive and engaging role plays, students not only gain awareness of harmful online behaviours, but also have the opportunity to demonstrate their talents in acting, storytelling, and teamwork.

Learning Outcomes:

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

- Understand the different forms of cyberbullying
- Perform cooperatively in groups

Resources and Materials:

- Annex case studies on cyber bullying

Teaching trajectories/Implementation guidelines:

This activity may be extended over one or more periods.

Step 1: Introduction

- Divide the class into groups of five
- Reinforce the rules for working in groups
- Appoint a group leader for each group

Step 2: Group work – Reading and Discussion

- Distribute one case study to each group
- Allow students time to read and discuss the case studies among themselves

Step 3: Role play preparation

- Instruct students to prepare a role play based on their respective case studies
- Inform students that they should be able to demonstrate the following in their role plays:
 - a clear message about cyberbullying
 - the use of verbal and non-verbal communication
 - decision making and problem solving skills
 - show empathy
- Allow students ample time to prepare and rehearse their role plays

Step 4: Enacting the role play

- Invite each group in front of the class to perform their role plays

Step 5: Summing up

- Invite students to share their opinions on the role-plays

Assessment (Activity Sheet/Worksheet for Students)

- Ability to understand the messages on cyberbullying in the case studies
- Ability to work in groups
- Ability to enact a role play

Educator's Annex

Case Study 1

Mily, a 15 year old secondary student was known for being quiet and academically focused. One day, a classmate motivated by jealousy and peer pressure took a photo of Mily from her personal social media account and edited it to exaggerate her facial features in a mocking way. The image was then posted on Instagram with cruel captions implying that she was unattractive and socially awkward.

Case Study 2

Dake, a 16 year old college student and passionate gamer, regularly played on a popular multiplayer platform. During matches, he used voice chat to communicate with teammates. Dake has a speech disorder, specifically, a hesitant tone which became the target of ridicule from other players. The other players often made fun of him and send him inappropriate messages and stickers.

Case Study 3

Lila, a 15 year old student was known for being tech-savvy and socially active online. She frequently shared gaming achievements and lifestyle posts on social networks. One day, she received a message from a peer threatening to hack her account if she does not give her some amount of money.

Case Study 4

Bob, a 15-year-old student was known for his love of dance and active presence on TikTok. He often posted videos of himself performing choreography, gaining a modest following and praise from peers. However, after one of his videos went viral locally, he became the target of online ridicule.



LESSON 19

Teacher's Guide

Cyberbullying in Actions (Part 2)

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- **Performance Criteria Level 1:**
 - Distinguish fair and unfair situations in given scenarios.
- **Performance Criteria Level 1:**
 - Recognise when someone is treated unfairly and explain why this matters.

Performance Criteria Level 2:

- Apply critical thinking in real-world scenarios.
- **Performance Criteria Level 2:**
 - Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.

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

- **Performance Criteria Level 1:**
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Discuss the challenges of maintaining respectful communication in conflict situations.

Purpose of activity:

This activity is designed to help students recognise the impact of cyberbullying on an individual and to actively engage them in developing solutions to combat it within the school environment.

Learning Outcomes:

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

- Recall the role-plays performed in previous sessions
- Extract information from the case studies
- Analyse the effects of cyberbullying

Teaching trajectories/Implementation guidelines:

This activity may be extended over one or more periods.

Step 1: Introduction

- Ask students to briefly narrate the role-plays conducted in the previous session.
- Read out the case studies to the class in case students have missed out important points.

Step 2: Group Work

- Set students in the same group as the previous session.
- Ask students to work together in their groups to discuss the following questions
 - How does the child who is cyberbullied feel?
 - What are the consequences of cyberbullying on the child's performance at school?
 - How can the cyberbullying incident become a legal affair?
 - What can the school do to prevent cyberbullying?
 - How do you feel about the case studies?

Step 3: Sharing time

- Ask each group to present their findings to the class.
- Conduct a class discussion on the findings.

Step 4: Conclusion

- Conclude the activity by evaluating the negative impacts of bullying.

Assessment (Activity Sheet/Worksheet for Students)

- Ability to work in groups
- Ability to analyse case studies

Student's Workbook

Refer to the role-plays from the case studies. Discuss the following questions and write your ideas in the spaces provided below.

1. How does the child who is cyberbullied feel?

.....

.....

.....

.....

.....

2. What are the consequences of cyberbullying on the child's performance at school?

.....

.....

.....

.....

.....

3. How can a cyberbullying incident become a legal affair?

.....

.....

.....

.....

.....

4. What can the school do to prevent cyberbullying?

.....

.....

.....

.....

.....

5. How do you feel about the case studies?

.....

.....

.....

.....

.....



LESSON 20

Teacher's Guide

Cyberbullying – Circle of Support

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 changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Explain the importance of human dignity and social justice in societal change.
- **Performance Criteria Level 1:**
 - Identify problems in community settings and suggest simple solutions with respect to other's dignity.
- **Performance Criteria Level 2:**
 - Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.

Performance Criteria Level 2:

- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.

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.
- **Performance Criteria Level 1:**
 - Describe the importance of empathy in understanding personal issues.
- **Performance Criteria Level 2:**
 - Recognise the role of empathy in addressing complex societal problems.
- **Performance Criteria Level 2:**
 - Explain the role of incorporating empathy and integrity in problem-solving strategies.

Purpose of activity:

This activity is designed to foster empathy, awareness and proactive behaviour among students in relation to cyberbullying. Therefore, it engages students by equipping them with the emotional intelligence and practical tools needed to support their peers effectively.

Learning Outcomes:

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

- Mention some ways to support a peer facing cyberbullying

Resources and Materials:

- Colourful sticky notes
- Glue
- Bristol Paper

Teaching trajectories/Implementation guidelines:

This activity may be extended over one or more periods.

Step 1: Review of the Case Studies Activity 18

- Distribute the four case studies randomly to four students
- Ask students to be attentive
- Ask students to take turns reading the case studies as a recapitulation

Step 2: Setting up

- Set students in their previous groups
- Distribute one case study to each group so that they can refer back
- Request a volunteer in each group to act as the leader

Step 3: Leadership

- Instruct students that they should write a note to the student being bullied based on their case study

As from now the leader takes over the responsibility of the group

- Provide the group with a Bristol paper
- Write the concept of the case study on the Bristol paper
- Work together in group to draw a garden with a big tree and a trash can on the Bristol paper
- Invite peers to stick their notes to the student being bullied either on the tree (if it is positive) or in the trash can (if it is negative).

Note: Allow students enough time to embellish and complete their work on the Bristol paper

Step 4: Presentation and Discussion

- Call each group in turn in front of the class to present their work
- Invite the class to share their opinions on their peers' presentations and contribute to the work

Step 5: Summing up

- Conclude the lesson by emphasising on the importance of technology, internet and online safety

Assessment (Activity Sheet/Worksheet for Students):

- Work collaboratively in groups
- Discuss how they can support someone facing cyberbullying

Educator Annex**Support Unit – Cases of Cyberbullying**

bullying	bullying
Governmental: <i>Mauritian Cybercrime Online Reporting System</i>	Police Hotline: 112 Cyber Crime Helpline: 1930
Non-Governmental: <i>Befrienders Mauritius</i>	467 0160

WHAT IS CYBERBULLYING?



Willful and repeated bullying that takes place over digital devices like cell phones, computers and tablets.

Cyberbullying can occur through SMS, Text and apps or online in social media, forums or gaming where people can view, participate in or share content.

LESSON 21

Teacher's Guide

Our Origins

Competency (according to TLS), Element and Performance Criteria

- **Element 2:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.

Performance Criteria Level 2:

- Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity:

This activity aims to empower students to trace their origins, uncovering the geographical roots of their families and communities. This process encourages a personal connection to cultural heritage and fosters appreciation for diversity.

Learning Outcomes:

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

- Identify places where their ancestors came from

Teaching trajectories/Implementation guidelines:

Educators are recommended to provide students with enough time for discussion and sharing.

This activity may be extended over 2 or more periods.

Step 1: Ice Breaker Activity

- Ask students to sit in a circle
- Invite students to talk about their origins
 - Some questions to guide the discussion and sharing:
 - Think about your grandparents and their ancestors
 - Where do you think they came from?

Step 2: Research from their families

- Encourage students to continue the activity at home based on the two main questions above
 - Guidelines:
Students are expected to discuss about this topic with their parents, grandparents, uncles, aunts, cousins or any family members.
Students may also look for additional information from the internet

Step 3: Sharing and Discussion in class

- Set students to sit back in the circle
- Invite students to share their discoveries about where their ancestors came from

Step 4: Summing Up

- Conclude the activity by summarising all the places from which their ancestors came to Mauritius.

Assessment (Activity Sheet/Worksheet for Students):

- Ability to conduct research
- Identify their origins



LESSON 22

Teacher's Guide

Mauritius a Multicultural Society (Part 1)

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.

Purpose of activity:

This activity is designed to help students recognise, appreciate, and accept the rich cultural diversity that defines Mauritius. As a nation shaped by centuries of migration and multicultural exchange, Mauritius is home to a vibrant tapestry of traditions, languages, religions, and customs.

Learning Outcomes:

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

- Understand the meaning of culture
- Promote awareness of the multicultural makeup of Mauritian society

Prior Preparation:

- Bring one sheet of Bristol Paper to class for the next session
- Collect pictures representing different cultures of Mauritius

Teaching trajectories/Implementation guidelines:

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

Step 1: Introduction

- Ask students about places their ancestors came from.

Step 2: Setting the scene

- Brainstorm on the meaning of culture
Note down students' responses on the whiteboard.

Step 3: Discussion – Bol Salade

- Conduct a class discussion on the metaphor that describes Mauritius as a **“Bol Salade”**
Note: Allow students to visualise what a **“Bol Salade”** with different fruits of different colours, shapes, taste and textures may look like.
- Discuss with students why Mauritius is sometimes referred to as **“Bol Salade”** when talking to its rich multiculturality.
Note: Keep in mind that in a fruit salad we can add different fruits of different taste, shape, texture and colour, with different sauces and condiments, and each fruit will still keep their unique characteristics.
- Note down students' ideas on the whiteboard

Step 4: Prior Preparation

- Divide students into groups of four to five.
- Explain to students that they will have to prepare a poster to demonstrate the different cultural aspects of Mauritius.
- Allow students time to discuss their ideas about the poster in their respective groups.

Guidelines:

They are expected to use the internet, newspapers, or magazines to find pictures representing the different cultures of Mauritius.

Step 5: Conclusion

- Conclude this activity by emphasising the idea that Mauritius is a multicultural society shaped by our ancestors who came from different parts of the world.
- Highlight the importance of prior preparation work.

Assessment (Activity Sheet/Worksheet for Students):

- Students' ability to discuss the different cultures of Mauritius

LESSON 23

Teacher's Guide

Mauritius a Multicultural Society (Part 2)

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.

Purpose of activity:

Through this activity, students will explore the various cultural backgrounds that coexist in Mauritius fostering a deeper understanding of their own heritage as well as that of their peers.

Learning Outcomes:

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

- Develop a deeper understanding of the multicultural facets of Mauritius
- Strengthen their sense of belonging and pride in their cultural identity

Resources and Materials:

- One sheet of Bristol Paper per group
- Coloured pencils
- Coloured markers
- A pair of scissors
- Glue

Teaching trajectories/Implementation guidelines:

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

Step 1: Brainstorming

- Brainstorming ideas from the previous lesson about the metaphor of 'Bol Salad.
- Emphasise the idea that Mauritius is a multicultural society

Step 2: Group work

- Arrange tables and chairs for each group
- Allow students to move into their groups with their materials to prepare the poster entitled 'Mauritius A Multicultural Society'. Give students enough time to work on their poster in their respective groups. In the meantime, walk around to provide additional help to students.

Step 3: Class Presentation

- Display students' posters in the classroom
Invite each student to talk about their contribution to their poster.

Step 4: Conclusion

- Conclude the activity by emphasising the idea that Mauritius is a multicultural society made up of different groups of people.

Assessment (Activity Sheet/Worksheet for Students):

- Create a poster Encourage students to work collaboratively in groups.

LESSON 24

Teacher's Guide

As One People as One Nation (Part 1)

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.

Performance Criteria Level 1:

- List examples of how different cultural practices contribute to the collective Mauritian identity.

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.

Performance Criteria Level 1:

- Recognise the importance of cultural awareness in communication.

Purpose of activity:

This activity helps students understand that although Mauritians come from diverse ethnic, cultural, and religious backgrounds, they still share common traditions, values, and practices that unite them as one nation.

Learning Outcomes:

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

- Identify cultural elements that are common across different Mauritian communities
- Explain how shared practices (e.g., festivals, food, language, values) contribute to collective identity
- Collaborate to create a visual representation of Mauritian unity

Resources and Materials:

- Students' own preparation based on their creativity

Teaching trajectories/Implementation guidelines:

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

Step 1: Icebreaker – “What Makes Us Mauritian?”

- Begin with a short discussion: Ask students to list things that all Mauritians share
- Write their ideas on the board

Step 2: Set the task

- Vote for a group leader and an assistant group leader to lead the work
- Explain the following task to the students:
 1. They will work collaboratively with their peers.
 2. They will have to organise a Mauritian Collective Identity Event at school or at classroom level. The event can be done in terms of students' exposition displaying real items/posters/pictures.

Note: While organising the event, the following aspects should be taken into considerations:

- The invitations for the exposition
- The venue of the Event (Their Classroom, School Gymnasium, or any other appropriate location in the school compound)
- The following themes should be addressed:
 - Festivals - national holidays (Independence Day, New Year, etc.)
 - Music/Dance – (Sega, Bhojpuri Songs)
 - Street food (Dholl Puri, Briyani, Noodles, Gato Pima, etc...)
 - Common language (Mauritian Creole, Bhojpuri)
 - Common clothes
 - Shared symbols (National flag, Dodo bird, landmarks like Le Morne and Aapravasi Ghat)

This list is a non-exhaustive; other elements may be added.

3. The group leader and assistant group leader should allocate the above tasks to his/her peers.

Step 3: Preparation time

- Give the leaders time to set the tasks. Meanwhile, supervise the distribution of responsibilities
- Allow students time to plan the event
- Walk around to provide guidance and ideas to students

Note: Students are expected to do some research work as they need to prepare the items for the exposition

Step 4: Conclusion

- Sum up the lesson by emphasising on the idea that students are following a specific culture from their families but they also do connect it to the wider Mauritian collective identity.

Assessment (Activity Sheet/Worksheet for Students):

- Ability to identify shared cultural practices and values
- Creativity in representing collective identity
- Ability to organise an event
- Ability to work collaboratively with peers

LESSON 25

Teacher's Guide

As One People as One Nation (Part 2)

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.

Performance Criteria Level 1:

- List examples of how different cultural practices contribute to the collective Mauritian identity.

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.

Performance Criteria Level 1:

- Recognise the importance of cultural awareness in communication.

Purpose of activity:

This activity enables students to develop their Mauritian Collective Identity by engaging in collaborative tasks that highlight both individual contributions and shared cultural values. As they work together in groups, students learn to appreciate the richness of Mauritius' multicultural heritage while recognising the common traditions, practices and symbols that unite them as one people.

Through teamwork, they demonstrate their talents in creativity, communication and problem-solving, while also fostering respect for diverse perspectives. The process encourages students to see beyond their personal or family backgrounds and connect to the broader national identity that binds Mauritians together.

By reflecting on festivals, foods, languages, music and shared values, students gain a deeper understanding of how unity is built in diversity. Ultimately, the activity reinforces the importance of solidarity, mutual respect and pride in belonging to a nation where differences are celebrated but collective identity remains strong.

Learning Outcomes:

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

- Demonstrate shared practices that shape our Mauritian collective identity

Resources and Materials:

- Students' own preparation work based on their creativity

Prior Preparation:

On the day of the event, it is important to coordinate with the school management to ensure that students are given sufficient time to set up their displays, arrange materials and finalise their presentations. This may involve adjusting the regular timetable, reserving a suitable venue such as the classroom, hall, or gymnasium and providing logistical support like tables, chairs, or display boards.

Teaching trajectories/Implementation guidelines:

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

Step 1: Setting the event

- Provide time and assistance to students to set up their exposition by ensuring they have adequate preparation before the event begins

Step 2: The Mauritian Collective Identity Event

- Walk around the exposition with guests to explain the significance of each section and to discuss students' work
- Discuss the importance of transmitting the Mauritian Collective Identity to future generations

Step 3: Conclusion

- Conclude the activity by appreciating students' effort

Step 4: Conclusion

- Sum up the lesson by emphasising on the idea that students are following a specific culture from their families but they also do connect it to the wider Mauritian collective identity.

Assessment (Activity Sheet/Worksheet for Students):

- Ability to work collaboratively with peers
- Ability to work in groups
- Demonstration of the Mauritian collective identity

LESSON 26

Teacher's Guide

Beliefs and Traditions (Part 1)

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.

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.
- Use appropriate greetings and basic courteous language when interacting with others.

Purpose of activity:

The activity aims to promote understanding and appreciating the diversity of Mauritian beliefs which shape the island's unique social fabric

Learning Outcomes:

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

- Identify the major beliefs and their practices in Mauritius
- Conduct research work

Teaching trajectories/Implementation guidelines:

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

Step 1: Setting the rules

- Begin the activity by setting the rules .
- Remind students to:
 - Listen carefully to their peers.
 - Avoid interrupting; ask questions out of curiosity.
 - Refrain from judging others' views.
 - Respect differing beliefs and avoid forcing others to agree.
 - Seek permission before photographing or handling sacred objects.

Step 2: Brainstorming Session

- Conduct a brainstorming session on the meaning of "beliefs and traditions."
- Provide the following definitions:
- **Belief:** A feeling of certainty that something is true or exists; a personal opinion or strongly held conviction (Oxford Learner's Dictionaries).
- **Tradition:** A custom or way of doing something that has existed for a long time among a particular group of people (Oxford Learner's Dictionaries).
- Record students' ideas on the whiteboard.

Step 3: Grouping of students

- Divide students into groups of 4–5 members.
- Assign each group one or more of the following topics to research and discuss:
 - Brooms
 - Mirrors
 - Clipping nails
 - Dog barking at night / cats crying / birds knocking on window panels
 - Amulets
 - Herbal plants
 - Beliefs and traditions related to weddings, birth, and death
 - Midnight stories
- (Note: This list is not exhaustive; teachers may add more topics if desired.)
- Walk around the classroom to guide and support group discussions.

Step 4: Summing up the lesson

- Recap the meanings of beliefs and traditions.
- Encourage students to extend the activity at home by discussing family beliefs and traditions with parents or elders.
- Inform students that each group will present their findings in the next session through storytelling.

Assessment (Activity Sheet/Worksheet for Students):

- Sharing their opinions on beliefs
- Narrate some beliefs clearly
- Ability to work collaboratively in groups

Student's Worksheets

Student's Worksheets Jot down the main ideas from the discussion





LESSON 27

Teacher's Guide

Story Telling: Beliefs and Traditions (Part 2)

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.

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.
- Use appropriate greetings and basic courteous language when interacting with others.

Purpose of activity:

The activity aims to promote understanding and appreciating the diversity of Mauritian beliefs and traditions which shape the island's unique social fabric.

Learning Outcomes:

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

- Identify the major beliefs and their practices in Mauritius
- Describe similarities and differences between beliefs and how they influence daily lives and community events
- Present research work in a concise and sensitive manner

Teaching trajectories/Implementation guidelines:

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

Step 1: Group sharing

- Ask students to move into their assigned groups.
- Give them time to share the information they gathered from their parents and community elders.
- Instruct each group to compile and organise the information collected.

Step 2: Group preparation

- Allow students sufficient time to prepare and rehearse their storytelling.
- Ensure that each group prepares more than one story to present.

Step 3: Setting the scene

- Arrange the classroom to create a suitable storytelling environment.
- Ask students to sit on the floor or on chairs in a semi-circle, ready to listen to stories about beliefs.

Step 4: Story time

- Invite one spokesperson from each group at a time to come to the front and present their stories.

Note:

- All students should listen attentively to each story.
- After each presentation, encourage questions and facilitate a class discussion.

Step 5: Conclusion

- Conclude the lesson with a class discussion on whether beliefs and traditions are positive or negative.

Assessment (Activity Sheet/Worksheet for Students):

- Ability to conduct research work
- Recognise the different beliefs in our Mauritian society
- Work collaboratively in groups

LESSON 28

Teacher's Guide

Norms in Action (Part 1)

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 changes in society while upholding human dignity and social justice.

Performance Criteria Level 1:

- Understand the principles of ethical decision-making.

Purpose of activity:

This activity aims to empower students with an understanding of and commitment to behavioural expectations that fosters a positive, productive and respectful classroom environment.

Learning Outcomes:

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

- Enumerate classroom norms
- Understand appropriate behaviour
- Commit to upholding established norms

Resources and Materials:

- Colourful sticky notes
- Bristol Paper
- Coloured Pencils/Markers

Teaching trajectories/Implementation guidelines:

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

Step 1: Individual Reflection

- Ask students to reflect silently on the following question:
“What behaviours do you expect from your peers and your teacher so that you feel safe, respected, and successful in the classroom?”

Step 2: Sharing of Individual Reflection

- Give each student one sticky note.
Instruct them to write down one behaviour that would help them feel safe, respected, and successful in the classroom.
Collect the sticky notes and group similar ideas by placing them together on the whiteboard.

Step 3: Identification

- Review the grouped ideas with the students by reading the sticky notes aloud and discussing them.
- Work together to identify five key norms that best represent the students' expectations.

Step 4: Agreement

- Invite a volunteer to write the five selected norms on Bristol paper.
Conduct a signing session where all students agree to and endorse the classroom norms.

Step 5: Summing up

- Conclude the lesson by emphasising that norms help guide behaviour by showing what is right and wrong in the classroom.

Assessment (Activity Sheet/Worksheet for Students):

- Ability to follow instructions
- Ability to identify norms

LESSON 29

Teacher's Guide

Norms in Action (Part 2)

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 changes 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.

Performance Criteria Level 2:

- Apply critical thinking in real-world scenarios.
- Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.

Purpose of activity:

This activity aims to inculcate norms of road safety in students by fostering awareness, responsibility, and ethical behaviour as future road users. Through case studies and collaborative exercises, students will learn to recognise the importance of following traffic rules, respecting pedestrians and fellow drivers and avoiding risky behaviours such as speeding, distracted driving, or driving under the influence of drugs and alcohol. By engaging in reflective and practical tasks, the students will not only understand the consequences of unsafe actions but also commit to adopting positive habits that promote safety, protect human dignity and contribute to social justice. Ultimately, the activity prepares students to become conscientious citizens who value life, respect laws and contribute to safer communities.

Learning Outcomes:

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

- Analyse case studies
- Develop appropriate norms for road use

Resources and Materials:

- Case Study Handouts

Teaching trajectories/Implementation guidelines:

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

Step 1: Reviewing the definition of norms

- Select one student at random.
- Ask the student to explain his/her understanding of the term “norms.”
- Clarify and refine the student’s response to ensure a clear understanding for the whole class.

Step 2: Pair Work

- Ask students to work in pairs with the person sitting next to them.
- Distribute the case studies from the students’ worksheets.
- Allow sufficient time for students to read, reflect, analyse, and evaluate each case study.
- Instruct students to write the key elements in the space provided in their worksheets.

Step 3: Class Discussion

- Invite each pair to come in front of the class and present their work
- Conduct a class discussion about the elements presented by each pair

Step 4: Developing Norms for Responsible Road Use

- Guide students to propose appropriate norms for responsible road use.
- Ask students to create a slogan that reflects these norms and promotes safe behaviour on the road.

Step 5: Conclusion

- Conclude the activity by emphasising the importance of being a responsible road user and following appropriate norms.

Case Study 1: Speeding on a Rainy Highway

A 25-year-old driver ignored the hazardous weather conditions and drove at 120 km/h on a highway during heavy rain, thus exceeding the speed limit. Consequently, the car hydroplaned, collided with a guardrail and caused a chain reaction involving three other vehicles. Unfortunately, the driver died and two other people sustained serious injuries. As a consequence, the traffic was blocked for hours.



1. What is the case study about?
2. Could the accident be avoided?
3. You will be a future driver one day, what norms should you adopt in such situation?

Case Study 2: Distracted Driving with Mobile Phone

An unlicensed 32-year-old driver was texting while driving in city traffic. The driver failed to notice a pedestrian crossing and struck several people. Due to fear of being caught, the driver did not stop at the accident scene. A pedestrian suffered a fractured leg while others sustained minor injuries.



1. What is the case study about?
2. List the inappropriate actions of the driver.
3. What are the norms to be developed in that situation?

Case Study 3: Drunk and taking illicit substances Driving After a Party

A 40-year-old man drove home after consuming alcohol and illicit substances at a party. He lost control of the vehicle, crashed into a motorcycle and continued his way some ten meters ahead. Consequently, the motorcyclist died on the spot and the driver flee the accident scene.



1. What is the case study about?
2. Why is the driver irresponsible?
3. In case, a driver is drunk at a party, what should he do?

Case Study 4: Pedestrian Crossing against Signal

A 16-year-old pedestrian attempted to cross a busy intersection in the city center during peak traffic hours. The pedestrian ignored the red "Don't Walk" signal and stepped into the crosswalk while vehicles had the green light. A car traveling legally through the intersection braked suddenly to avoid hitting the pedestrian. As a result, this caused the vehicle behind to rear-end the car, resulting in a two-car collision. Both cars were severely damaged, while the pedestrian sustained minor injuries from stumbling.



1. What is the case study about?
2. How could the accident be avoided?
3. List down the norms you should adopt while being a pedestrian.

