

# CITIZENSHIP

## Teacher's Guide: GRADE 9 - Lesson 2

### '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.