

# CITIZENSHIP

## Teacher's Guide: GRADE 8 - Lesson 5

### Music on Citizenship Values

#### Competency, 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.
  - Recognise 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.

#### Purpose of activity

This activity enables students to express different types of values like empathy, justice, equality, community and responsibility in a creative way.

#### Learning Outcomes

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

- Understand how music can reflect and influence social and civic values
- Analyse lyrics and musical elements that promote citizenship
- Express their own values through collaborative music or creation of lyrics

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

- Audio system or computer with internet access
- YouTube Video: "Rouz Ble Zonn Ver:" [https://youtu.be/DXWaQE\\_GY\\_o](https://youtu.be/DXWaQE_GY_o)
- YouTube Video: "Aux Arbres Citoyens:" <https://youtu.be/U8DD1c24bwk?list=RDU8DD1c24bwk>
- Printed lyrics or projection of lyrics for the song "Rouz Ble Zonn Ver" and "Aux Arbres Citoyens."
- Whiteboard/blackboard or kitchen paper
- Art supplies (optional for creative expression)

#### Teaching trajectories/ Implementation guidelines

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

### Step 1: Warm-Up Discussion

Ask students:

- What does it mean to be a good citizen?
- Can music inspire people to know more about our common history?
- Can music inspire people to act for, or care about others?
- Can music inspire people to act for, or care about the planet?
- Have you heard a song that made you think differently about the world? (E.g., We are the world by Michael Jackson, Lionel Ritchie & Group; Heal the world by Michael Jackson; On écrit sur le murs by Kids United). These songs can be played in class.

### Step 2: Introduction to Shopping

- Educator can choose any of the two songs proposed.

### Step 3: Preparation for the “Smart Shoppers Challenge.”

#### Choice A

- Distribute printed or display on the projector the lyrics for the song “Rouz Ble Zonn Ver.” A copy is provided in Annex 1.
- (Optional) Play the song “Rouz Ble Zonn Ver.”
- Students are advised to read the lyrics along with the song.
- Ask: Have you heard this song before? What does this song talk about? What are the values found in this song? (e.g., patriotism, multiculturalism)
- Do you know any other values that help people to live in harmony together?
- Educator needs to note these values on the whiteboard/blackboard.

#### Choice B

- Distribute printed or display on the projector the lyrics for the song “Aux arbres citoyens.” A copy is provided in Annex 2.
- (Optional) Play the song “Aux arbres citoyens.”
- Students are advised to read the lyrics along with the song.
- Ask: Have you heard this song before? What does this song talk about? What are the values found in this song? (e.g., respect for the environment)
- Do you know any other values associated with the protection of the environment?
- Educator needs to note these values on the whiteboard/blackboard.

### Step 3: Creative Expression (20–30 min)

Using the list of values discussed in Step 2. Teachers can complete either **Option A** OR **Option B**.

#### Option A: Lyric writing/poem/slam

- Students write a short verse or chorus that expresses one or many citizenship values they care about (e.g., kindness, fairness, helping others).

#### Option B: Poster Design

- Create a visual representation of a song's message or citizenship values using symbols, quotes, and imagery.

#### Step 4: Sharing & Reflection

- Invite students to share and explain their lyrics/poems/slams or posters.
- Reflect as a class:  
How can we use music or artistic expression to make a difference?  
What values do we want to promote in our school or community?

#### Assessment

- Completion of Activity on artistic expression
- Students' participation and contribution in the discussion in Steps 1 & 4.

#### Extension of Activity

- Create a class playlist of "Songs for citizenship."  
You may consider the following songs  
Rouz Blé Zonn Ver – ABAIM  
Nou leker bate ensam – JIOI – 2003 – Theme  
Respé - The Prophecy
- Organise a school-wide music and values showcase.