

CITIZENSHIP

Teacher's Guide: GRADE 9 - Lesson 10

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.
- **Performance Criteria Level 1:** 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 annex 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.