

CITIZENSHIP

Teacher's Guide: GRADE 9 - Lesson 7

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 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



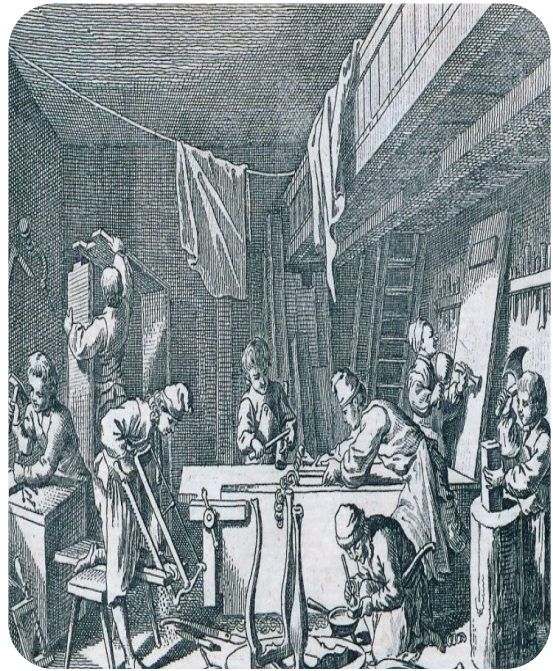
Tailor/Seamstress

9



Watch Making/Repairing

10



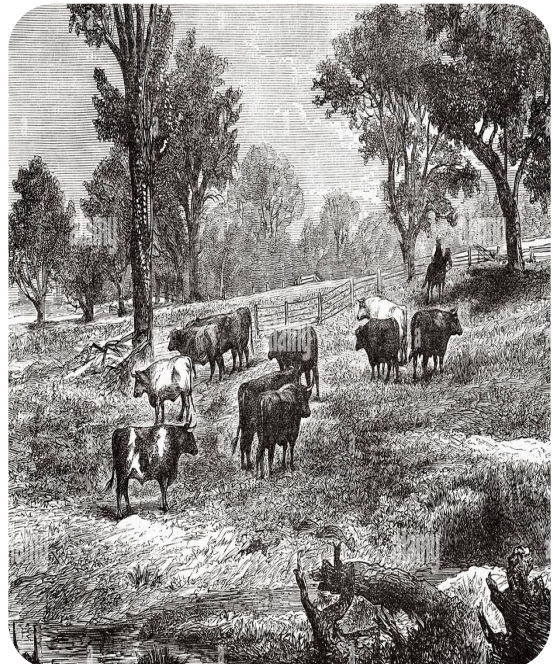
Furniture Making

11



Sugar Cane Labourer

12



Rearing of animals

13



Musician

14



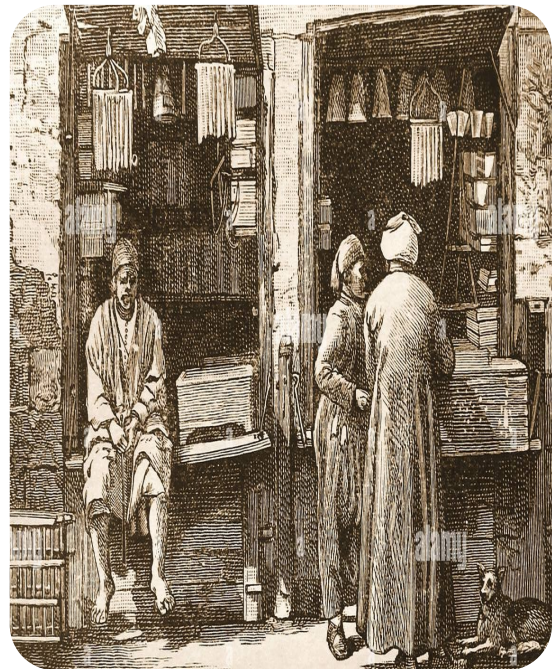
Labourer: Growing crops

15



Working in factories

16



Trader