

Grade 7 Foundation

TEACHER'S GUIDE CARD

Title of Card: Festivals in Mauritius

Competency, Element and Performance Criteria

- Participate in basic performance practices associated with festivals.
- Demonstrate simple dance steps or movements linked to specific cultural festivals.
- Use basic props and movements to represent a traditional festival dance.
- Follow rhythm and sequence in a guided performance activity.
- Express creativity through festival-related artistic tasks.
- Design props or visual elements associated with festival dances.
- Create simple festival-related items (e.g., lanterns, rangoli, masks).
- Contribute creatively to a group festival presentation or display.

Purpose of Activity:

To help students explore and understand the significance, customs, and symbols of various festivals celebrated in Mauritius.

Learning Outcomes:

By the end of the activity, students will be able to:

1. Identify major festivals in Mauritius (e.g., Diwali, Eid, Christmas, Cavadee, Chinese New Year)
2. Identify and execute the dance forms performed during the festivals celebrated in Mauritius
3. Describe how these festivals are celebrated

Resources and Materials:

- Pictures of festivals (Diwali diyas, Christmas tree, Cavadee procession, dragon dance, etc.)
- Chart paper and markers
- Festival handout (with simple info and images)
- Music or short video clips of each festival (optional)

Teaching Trajectories/Implementation Guidelines:

1. Introduction: Begin with a discussion – "What festivals do we celebrate in Mauritius?"
2. Group Activity: Assign each group a festival with a handout and image. Ask them to prepare a mini presentation.
3. Class Gallery Walk: Set up stations with images and festival objects; let groups walk around and learn.
4. Reflection: Discuss how festivals bring people together and why respecting all cultures is important.

Assessment (Activity Sheet/Worksheet for Students):

- Matching festivals with pictures
- "My Favourite Festival and Why"

Extension of Activity:

- Create a class festival calendar
- Prepare a multicultural celebration day in class

STUDENT WORKBOOK

Grade 7 Foundation – Festivals in Mauritius (Dance Focus)



Introduction: What are Festivals?

Festivals are special days when people come together to celebrate their traditions and culture. Mauritius celebrates many festivals because we live in a multicultural country. Festivals are often celebrated with music and dance that reflect our rich cultural heritage.

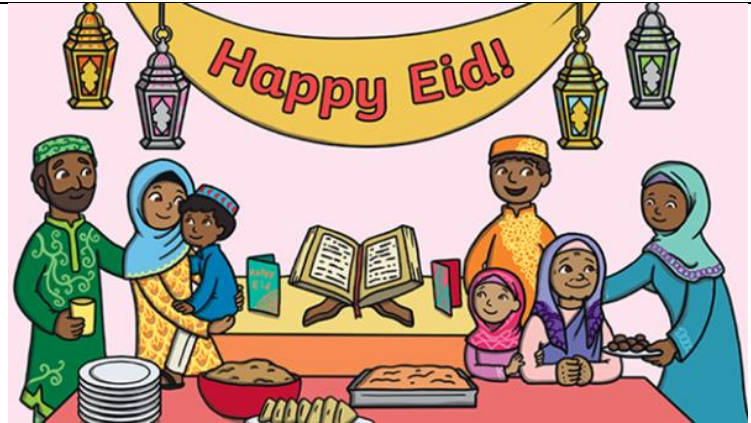
Activity 1: Match the Festival and Identify Dance Props

Part A – Match the Festival

Draw a line to match each festival to the correct picture.

Festival	Picture
Diwali	
Eid	

Christmas



Chinese New Year



Cavadi



Part B – Identify the Dance and Props

Observe the pictures of dancers below and identify the props they use in the dance.

1. Kolattam Dance (Cavadee) – Props: Sticks, Traditional Attire



2. Dragon Dance (Chinese New Year) – Props: Dragon costume, drums

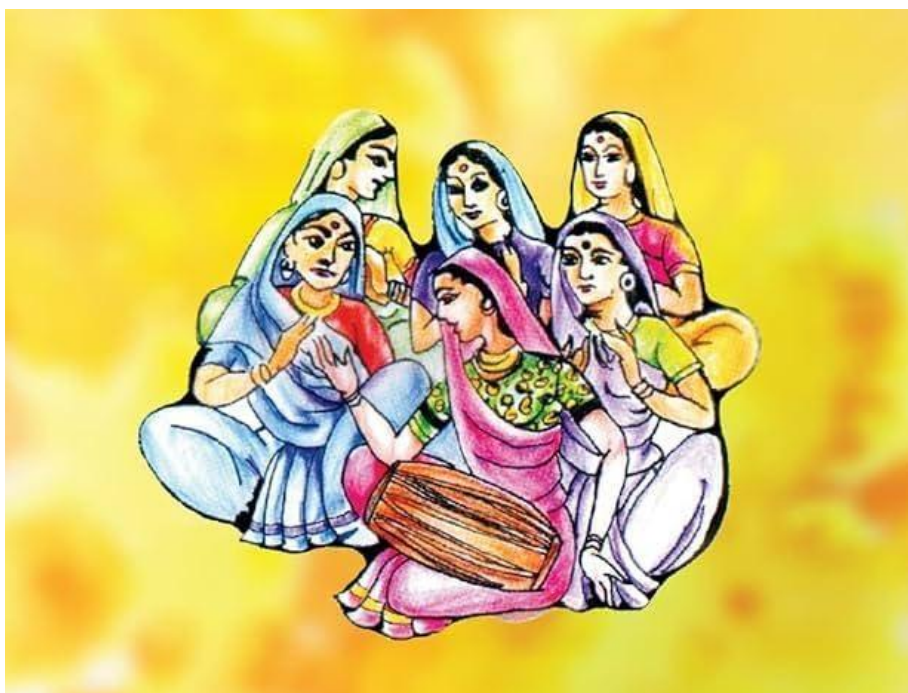


4. Segua Dance – Props: Colorful wraps, ravanne



5. Geet Gawai -Bhojpuri Dance





Activity 2: Group Work – My Favourite Festival and Its Dance

Instructions:

1. Form small groups.
2. Choose your favourite festival and the traditional dance associated with it.
3. As a group:
 - Prepare and create the props used in the dance (e.g., sticks for Kolattam, a small paper dragon, etc.)
 - Practice a few simple movements or steps of the dance.
4. End the session with a short dance presentation to the class.

Reflection Questions (for each group to write after the performance):

- What festival and dance did you choose?
- What props did you make and why?
- How did dancing help you understand the festival better?



Kolattam Dance



Kolattam Dance



Mask for Dragon Dance



Dragon Dance

Lesson: Dance for the Environment

TEACHER'S GUIDE CARD

Title of Card: Expressing Environment Through Dance



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Competency, Element and Performance Criteria

- Identify and differentiate between good and bad environmental actions.
- Demonstrate awareness of how daily actions can help or harm the Earth.
- Participate in a sorting activity to classify actions as GOOD or BAD for the environment.
- Appreciate the importance of making positive choices for protecting the planet.

Purpose of Activity

To enable students to:

- Understand the difference between environmentally friendly and harmful actions.
- Reflect on how their behavior can impact the Earth.
- Engage in a fun, hands-on worksheet activity that builds eco-awareness.

Learning Outcomes

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

- Correctly classify actions as GOOD or BAD for the environment.
- Show understanding that good actions help the Earth while bad actions harm it.
- Express ideas on how to improve their own daily environmental habits.

Resources and Materials

- Worksheet: Good Actions vs Bad Actions.
- Scissors and glue for cut-and-paste activity.
- Picture boxes provided on the worksheet.
- Chart paper or board to discuss and display answers.

Teaching Trajectories / Implementation Guidelines

1. Introduction:

- Start with a short discussion: "What can we do to help the Earth?"

- Give a few examples (planting trees, wasting water) and ask students to guess whether they are GOOD or BAD actions.

2. Activity – Student Worksheet: Good Actions vs Bad Actions

- Distribute the worksheet to students.
- Students cut out the picture boxes and paste them in the correct columns (GOOD ACTION vs BAD ACTION).

3. Reflection and Sharing:

- Groups share their completed worksheets.
- Teacher discusses why each action is good or bad for the environment.

Assessment (Activity Sheet/Worksheet for Students)

- Observe how correctly students classify actions on the worksheet.
- Check participation in the cut-and-paste activity.
- Assess ability to explain why an action helps or harms the Earth.
- Encourage self-reflection by asking: "Which good actions will you do more often?"

Student Worksheet

Good Actions vs Bad Actions

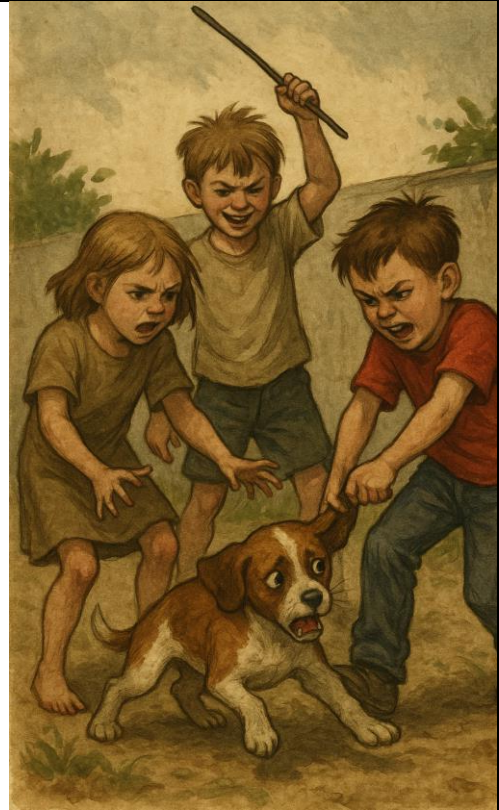
Instructions: Cut out the pictures below and paste them in the correct column.

GOOD ACTION means helping the Earth.

BAD ACTION means hurting the Earth.



Planting a tree



Beating Animal



Picking up trash



Cutting a tree



Wasting Water



Saving Water



Saving Animals



Littering

Cut-out Pictures

Cut out the above pictures and paste them into the correct column.

GOOD ACTIONS	BAD ACTIONS

Lesson : Music and Entertainment

TEACHER'S GUIDE CARD

Title of Card: Music and Entertainment in Mauritius

Competency, Element and Performance Criteria

- Recognize and differentiate between various forms of music and entertainment in Mauritius.
 - Execute basic rhythmic movements and performance-based activities.
 - Express creativity through musical activities.
 - Contribute to a group-based activity.
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Purpose of Activity

To enable students to:

- Explore traditional and modern music in Mauritius.
 - Identify key musical instruments and performance types in Mauritian culture.
 - Express themselves through simple music-based performance and activities.
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Learning Outcomes

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

- Identify common Mauritian music and dance genres (e.g., Sega, Bhojpuri music, Fusion).
 - Recognize and name traditional instruments (e.g., ravanne, maravanne, triangle).
 - Demonstrate simple rhythmic patterns or movements used in these dance genres.
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Resources and Materials

- Pictures of traditional instruments
- Short audio/video clips of Sega, Bhojpuri, Tamil, Telugu, Marathi songs, etc.
- Simple musical instruments (e.g., ravanne, maravanne, triangle)

Teaching Trajectories/Implementation Guidelines

1. Introduction Discussion:

- Ask: “What kind of music do you enjoy? What music do we hear during celebrations or in daily life in Mauritius?”
- Play short audio clips from different Mauritian music genres.

2. Music Matching Activity:

- Distribute worksheets with images of instruments and ask students to match them with music styles.

3. Group Activity – Create a Mini Performance:

- Each group selects a music genre.
- Design a simple 30-second performance (with rhythm, props, or lip-syncing).
- Use basic props or make simple instruments (ravanne with cardboard, maracas with bottles).

4. Presentation and Reflection:

- Each group performs for the class.
- Discuss: How does this music bring people together?

Assessment (Activity Sheet/Worksheet for Students)

1. Match the instrument to the music genre.
2. Identify the origin of the music style (African, Indian, Creole, etc.).

Extension of Activity

- Organize a **Classroom Talent Show** – students can perform dance, song, or instrument-related items.
 - Create a **Music Wall** in the classroom with facts, drawings, and photos of Mauritian music and entertainment styles.
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Grade 7 Foundation Worksheet

Grade 7 Foundation – Music and Entertainment in Mauritius

What is Music and Entertainment?

Music is part of every culture. In Mauritius, people enjoy many types of music. Entertainment also includes dance, singing, shows, and games. It helps people have fun, express themselves, and celebrate life.

Topic: Music and Entertainment in Mauritius

Name:

Date:


Class:

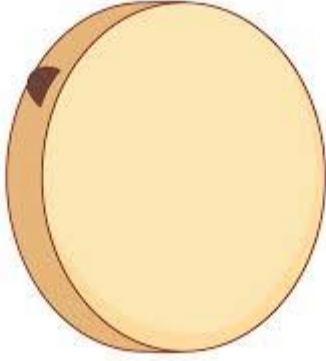
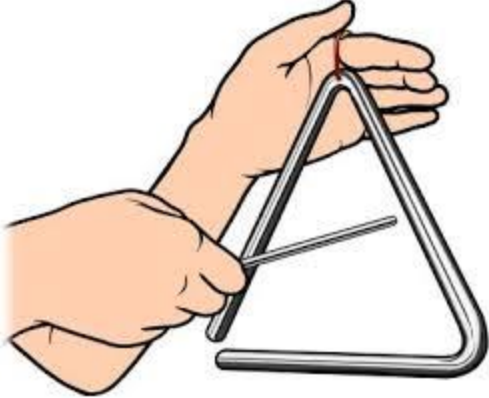


Group:

Activity 1: Match the Instrument and the Music Genre

Part A – Match the Instrument

Draw a line to match each instrument to the correct picture.

Instrument	Picture
Ravanne	
	.

Dholak	 <p>•</p>
Guitar	 <p>•</p>
Triangle	 <p>•</p>
Tabla	 <p>•</p>

Part B – Guess the Sound!

Here are the links to various music clips.

Listen carefully and circle the correct genre.

1. https://www.youtube.com/watch?v=szkgIb3FLDc&list=RDszkgIb3FLDc&start_radio=1
Clip 1: ☐ Sega ☐ Bhojpuri ☐ Reggae
2. https://www.youtube.com/watch?v=NQ4QsOedBHc&list=RDNQ4QsOedBHc&start_radio=1
Clip 2: ☐ Indian Classical ☐ Sega ☐ Fusion
3. <https://www.youtube.com/watch?v=v5B4e79bmCs>
Clip 3: ☐ Bhojpuri ☐ Chinese ☐ Reggae

Activity 2: Group Work – Mini Performance

In your group:

- Choose a Mauritian music genre: _____
- Plan a short 30-second performance.

You may include: ☐ Singing ☐ Clapping ☐ Dancing ☐ Simple props

Your role in the group: _____

