

PREVOCATIONAL PROGRAMME

Year
Part **1**



LIFE SKILLS

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Foreword

In view of the reform of the PreVocational Education at Secondary level, we are pleased to provide to Educators and PreVocational students teaching and learning materials in line with the new Curriculum Framework-Secondary (PreVocational) which will now comprise of four years of schooling.

The objective of the PreVocational education is to provide opportunities to learners to obtain a formal qualification after four years of schooling. It will also provide learners with opportunities to branch out in either, further training in a number of vocational areas or to join the world of work or even to reintegrate the academic stream.

This project necessitates a well-planned teaching based on a set of carefully designed materials. The MIE is providing the pedagogical support and appropriate materials for both teachers and pupils. We believe that all children are educable and we have incorporated in the text materials that would provide learning experiences appealing to a diversity of learners. We wish that teaching is based on a collaborative and consensual approach with the students as well as with the support of the home.

We also hope that these materials will help everyone to obtain a clear idea of the PreVocational project. You will surely notice that the materials can benefit any learner and a much wider group of students than just the PreVocational stream. It will be followed by other more exciting ones to cover the whole of the four years.

I wish to thank all the staff of MIE under whose guidance these materials have been produced and the team of MIE graphic designers who have produced a wonderful piece of work. My thanks also go to the staff of the MITD who have been associated with the writing of the materials, the Educators from secondary schools who have contributed in various panels and the PreVocational Inspectors for their constructive comments.

Sheela Thancanamootoo

Director, MIE

Introduction

The aim of this book is to lay the foundation among Year I prevocational students for developing positive self image and community feeling among the students. The topics have thus been grouped under two themes, namely; 'Myself' and 'Living Together'.

The book is organized into five units, each dealing with activities for one of the five strands in Life Skills: positive self image, my body, active citizenship, evolution of human life as well as introduction to science and physical activities.

The content has been presented in the form of activities to suit the prevocational students. Teachers should take an active role to help students engage in the various activities and to complete the tasks. The activities and tasks have been designed in such a way that the students can take pride in their work and they can complete their tasks at their own pace.

Although the activities have been organized in a progressive way, educators are encouraged to use their creativity and 'savoir faire' to modify and adapt the activities according to the needs of their students. The activities proposed are by no means exhaustive.

As a final note to teachers, we wish to point out that, given the nature and ability of the pre-vocational learners, teachers should place more emphasis on oral work and slowly initiate students to written activities, depending on their ability.

Panel members

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Finding out about myself



Aims

This unit aims at promoting increased self-esteem. It will enable you to recognize your worth as individuals by identifying positive personality traits.

Benefits

In this unit you will be able to:

- Explore and improve your self-image and your self-esteem
- Achieve and extend personal potential
- Express yourself freely and creatively
- Identify your own and your friend's positive personality traits and qualities

Activity 1.1: My self-image, kitten or lion?

Activity 1.2: Expressing with songs.

Activity 1.3: Story Telling - We all have qualities.

Activity 1.4: Exploring myself, who am I?

Activity 1.5: Designing a motivational friendship card

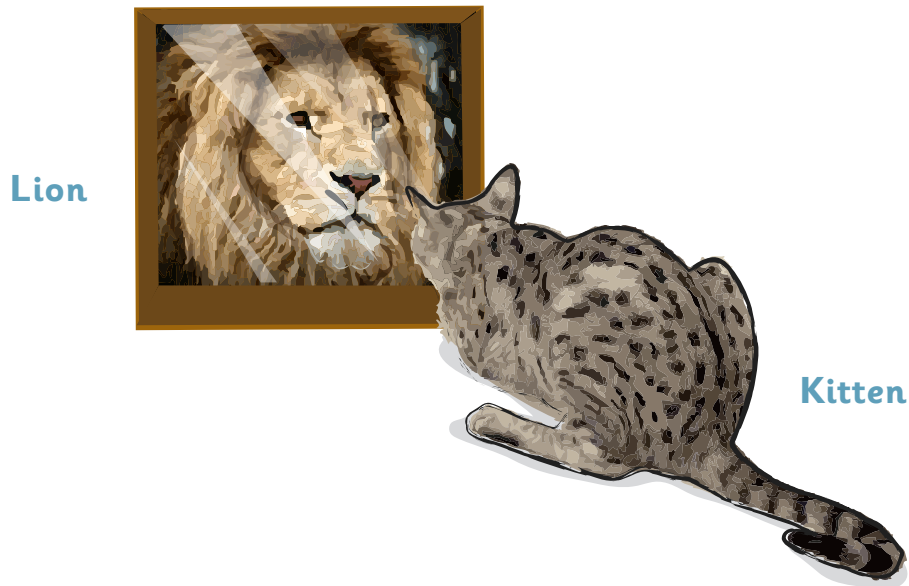
Resources

Mirror, scissors, glue, Bristol paper, markers, colored pencils, boxes, threads, empty bottles.

ACTIVITY 1.1

My Self-Image, Kitten or Lion?

Study figure 1 carefully and answer the following questions:



1. What does the kitten see?
2. What do you think about the kitten seeing itself as a lion? Discuss.
3. Look at yourself in the mirror. What do you see?
4. Do you see yourself as the kitten or the lion?
5. **Group discussion:** "we should be both the kitten and the lion."

We are all unique.

**The secret to feel good comes from
how and what we think about ourselves.**

"What matters most is how you see yourself"

Always think POSITIVE!

ACTIVITY 1.2

Thinking Positively and Expressing Ourselves using Songs

Read these lyrics. They are extracts from a Christina Aguilera's song.

I am beautiful no
matter what they say
Words can't bring me
down

I am beautiful in every
single way
Yes, words can't bring
me down, oh no
So don't you bring me
down today

You are beautiful no
matter what they say
Words can't bring you
down, oh no

You are beautiful in
every single way
Yes, words can't bring
you down, oh no
So don't you bring me
down today

We are beautiful no
matter what they say
Yes, words won't bring
us down, oh no

We are beautiful in
every single way
Yes, words can't bring
us down, oh no
So don't you bring me
down today

1. What have you learnt from this song?
2. Do you know other similar songs? Share them with your friends.

With the help of your teacher, create a playlist for your class and compile a CD.

3. **Working in groups:** Select your favourite song from the playlist or compose your own song.

Choose any desired style and language. You may translate the chosen song in Creole

ACTIVITY 1.3

Story Telling - We all have Qualities

Read the text below and answer the following questions:

Brian is a 12 year old boy. He is short compared to his friends and they tease him a lot. He does not make friends easily and is always alone during recess.

He does not feel confident about himself and fears to voice out his opinion. He is afraid of his classmates and fears that they might laugh at him. It is for this reason that he never participates in class discussions.

But, Brian has some good qualities which he is not aware of. One day while the teacher was doing the class she said, "Each one of you is unique, like Brian who is a nice, honest, reliable and hardworking boy. He cares a lot about animals and always shares his belongings." Brian was happy to hear the praise from his teacher.



Answer the following questions:

1. What do you think about Brian?
2. List 3 qualities that Brian has?
3. Working in groups, imagine an end to this story. Tell your story to the class.

ACTIVITY 1.4

Exploring my Personality: Who Am I?

1. Fill in the table below. This will help you in creating your self portrait.

My name:	Favourite sport:
My best friends:	Favourite school subject:
Favourite pastime:	Favourite food:
Favourite music:	Favourite pet:
Favourite song:	Favourite movie:
Favourite singer:	Favourite TV show:
Favourite colour:	Favourite actor/actress:

Example of a verbal collage



2. Using different writing techniques, newspaper cuttings and ICT, design a verbal collage that represents yourself the most.

ACTIVITY 1.5

Designing a Motivational Friendship Card

Use the terms below to create your friendship card.

Caring, **compassionate**, confident, **considerate**, courageous, **courtesy**, determined, **faithful**, forgiving, **friendly**, generous, **gentle**, honest, **patient**, responsible, **peaceful**, trustworthy, obedient, **jovial**, **kind**, respectful

1. Write your name on a piece of paper and put it in the box provided by the teacher.
2. When the entire class has done same, choose at random one name from the box.
3. Using Bristol paper, cut a card in the dimension of 15cm x 12 cm.
4. Write your friend's name on the card
5. From the list given, choose 3 qualities which best describe your friend.
Write them on the card.
6. Design and decorate the card.
7. Present to the class your friend's card and say why you think he/she has these qualities



Finding out about my body



Aims

To raise an awareness of what the body is made up of, namely cells, tissues, organs and systems.

Benefits

In this unit you will be able to:

- Demonstrate an understanding of your body parts
- Show an understanding of a cell, tissue, organ and system

Activity 2.1: Label the body parts

Activity 2.2: Fill in the blanks

Activity 2.3: Answer the questions

Activity 2.4: Word mapping and collage

Activity 2.5: Game: complete the crossword

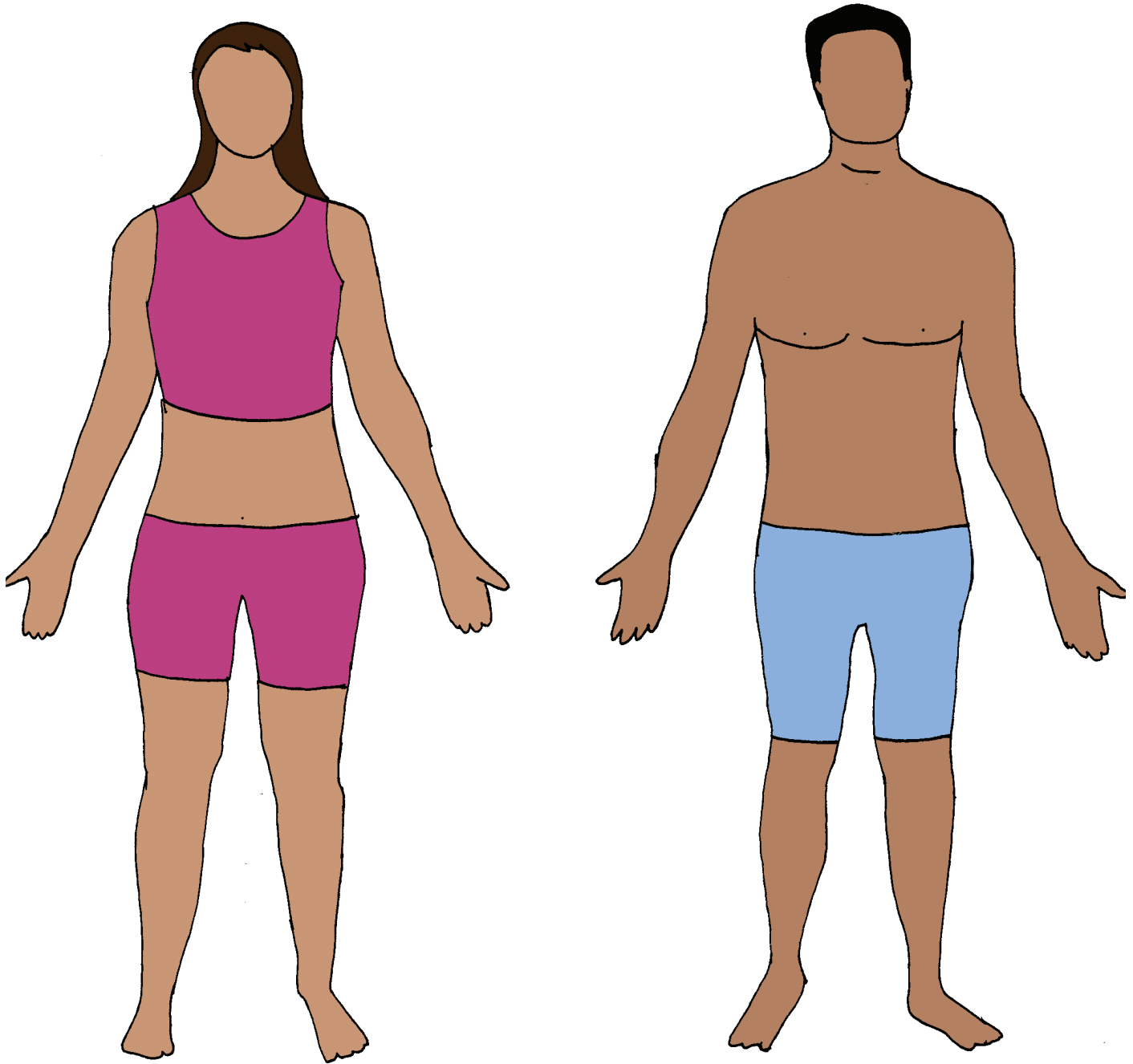
Resources

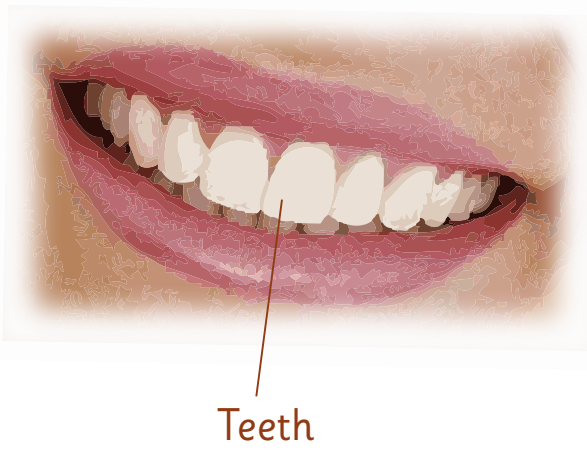
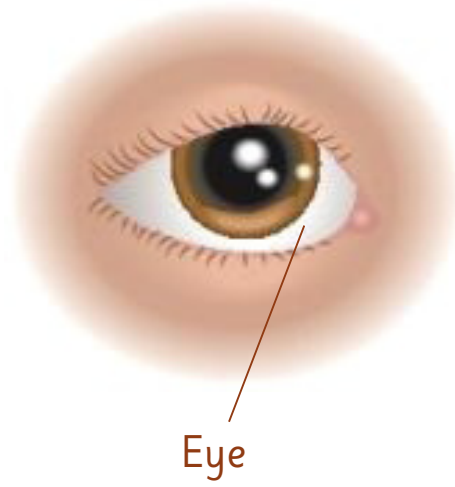
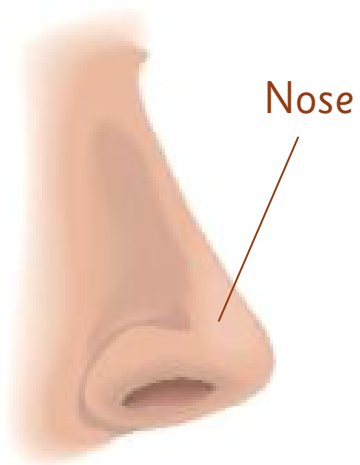
Students' Passport size photo, scissors, glue

ACTIVITY 2.1

My Body

Place a copy of your passport photo on the picture and label the body parts using the word listed below.

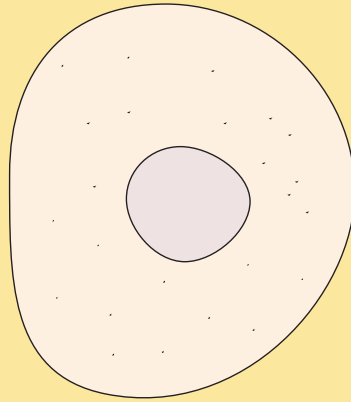




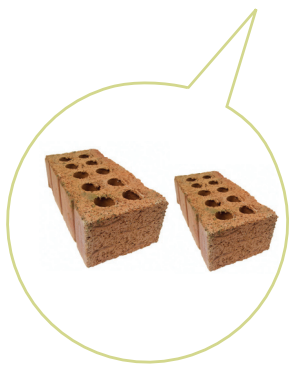
Some of the body parts are the eyes, the nose, the ears, the teeth, the hair, the hands and the feet.

As a house is made up of many bricks, our body also consists of many cells.
(See figure 1.2)

A cell is a basic unit of a living organism (e.g human body)

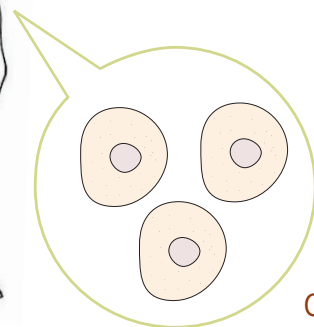


House



Bricks

Human body



Cells

Fig 1.2

There are about twenty different types of cells in our body, for example:

Red Blood Cells: They carry oxygen and nutrients throughout our body

White Blood cells: They attack germs in our body

Nerve Cells: They carry messages in our body

Mucus Cells: They produce mucus

ACTIVITY 2.2

Cell, tissue, organ and system

Study Figure 1.2 and fill in the blanks with the words provided below.

bricks, cells, Mucus cell, cell

The house is made up of

..... produces mucus.

The human being is made up of different types of

A is a basic unit of the body.

Just like the house has to undergo several steps to be completed (Figure 1.3), the human body also develops in different stages (Figure 1.4).

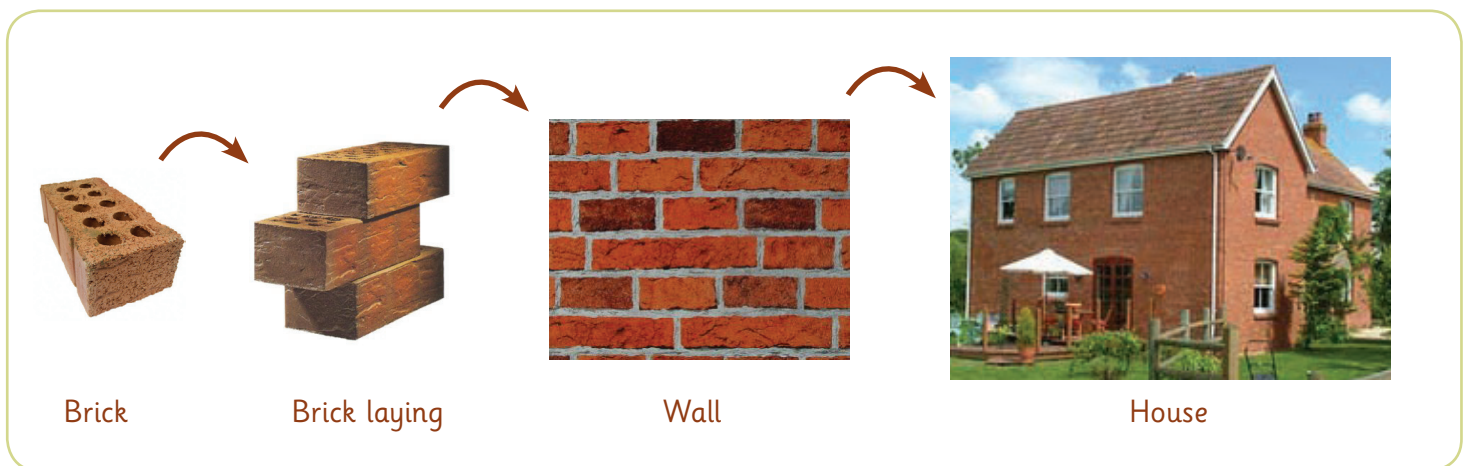


Fig 1.3

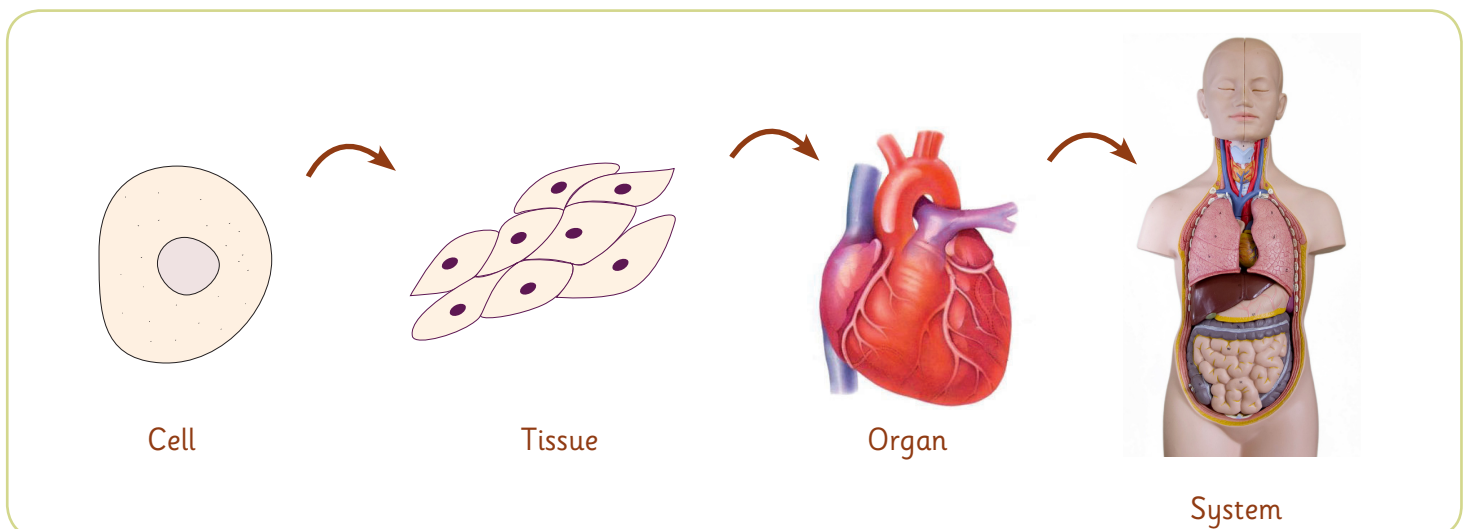


Fig 1.4

From Figure 1.3 & 1.4, it is seen that:

Cells group together to form **tissues**

Tissues combine together to form **Organs**

Organs group together to form a **System**

The table below shows examples of organ, system and their function

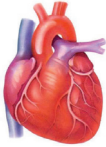



Organ	System	Functions
Heart 	Circulatory System	Transport of blood throughout the body
Stomach 	Digestive system	Digestion & absorption of food
Testes (male) 	Reproductive system (Male)	Production of sperms
Ovaries (Female) 	Reproductive system (Female)	Production of ova (eggs) and offsprings

Fig 1.5

ACTIVITY 2.3

Body systems

Refer to the table on page 12, answer the following questions:

1. Name the system that transports blood in your body _____
2. The stomach makes up the _____ system.
3. What is the function of the male reproductive system? _____

ACTIVITY 2.4

Steps: Cell to system

i) This activity involves two parts, A and B.

A. Fill in the diagram with an appropriate word from the list

Tissue, organ, cell, system



E.g -



E.g -



E.g -



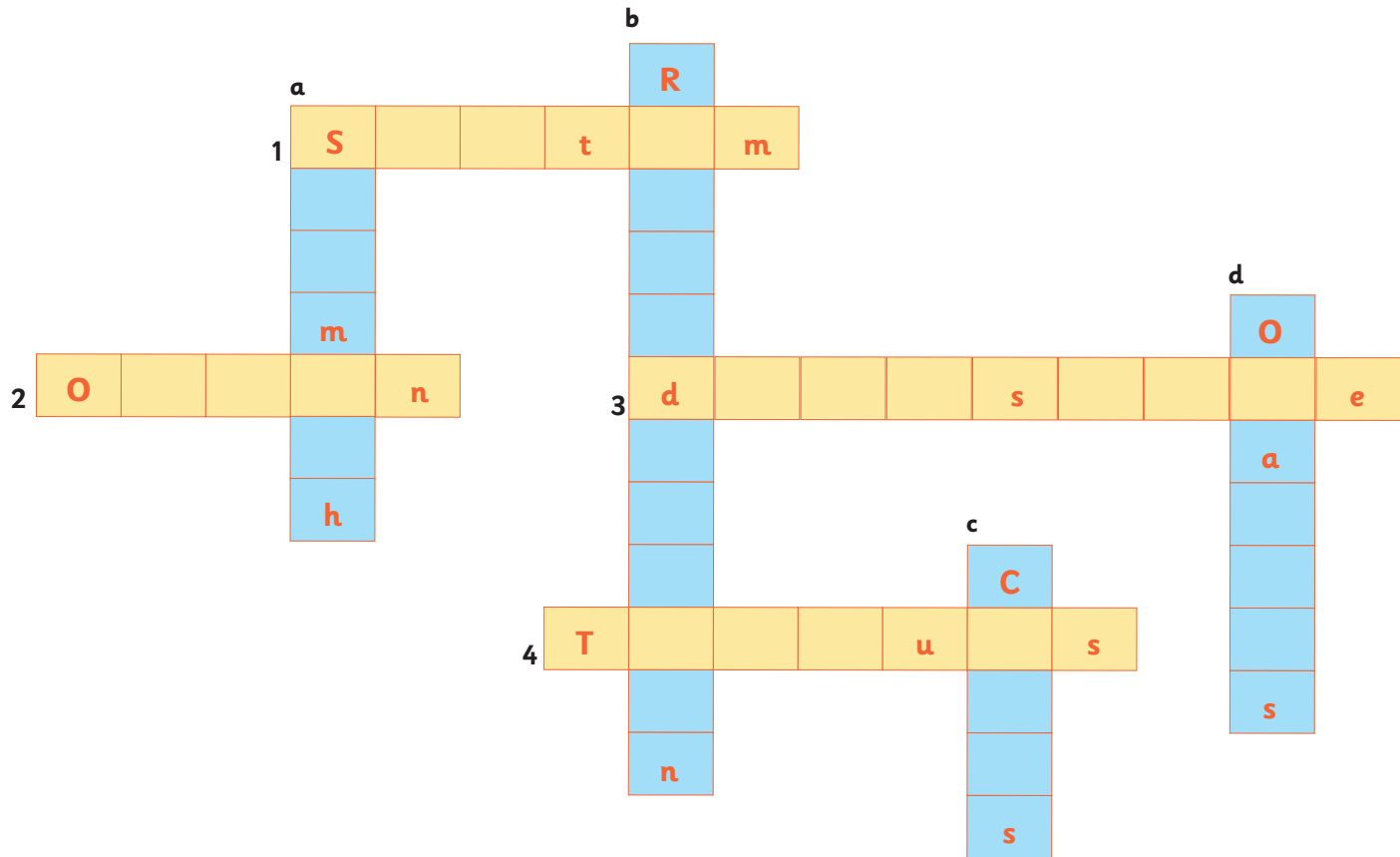
E.g -

B. Study the worksheet on pg 15. Cut the appropriate diagram from the worksheet and paste accordingly on the above diagram(next to each example)

ACTIVITY 2.5

Game on body structure

i) Discuss in pairs and complete the Crossword

**Horizontal Clues:**

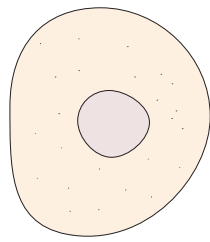
1. Organs work together to form a _____
2. The stomach is an _____
3. A system which is responsible for the digestion and absorption of food
4. Cells change shape to become _____

Vertical Clues:

- a. It is an organ which is found in the digestive system.
- b. The _____ system is responsible for the production of ova.
- c. The human body is made up of different types of _____.
- d. The testes and the _____ form the reproductive system.

Note to teachers: This activity can be explained in Creole. It can also be used as a form of assessment.

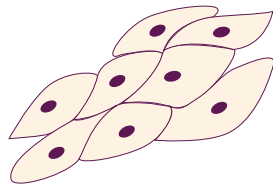
Worksheet for Activity 2.4



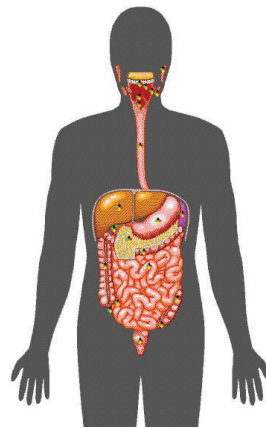
Cell



Stomach



Tissue



Digestive system

Being an active citizen



Aims

This unit will develop your personal skills and positive attitude. It aims at building up confidence in your capability to create a healthy society which promotes inclusion and understanding for living together.

Benefits

In this unit you will be able to:

- Demonstrate an understanding of the role of a citizen in society
- Show an understanding of the rights, commitments and responsibilities of a citizen
- Develop informed and respectful attitudes towards social, cultural and environmental features

Activity 3.1: Am I a Citizen?

Activity 3.2: My Citizenship File

Activity 3.3: My Rights and Responsibilities as a Citizen

Activity 3.4: Learning to Live Together: Respect

Activity 3.5: Learning to Live Together: Good Manners

Activity 3.6: Values of a Citizen

Activity 3.7: Wheel of Citizenship

Resources

Copy of passport photo, A3 size paper, used magazines, birstol paper, glue, etc...

ACTIVITY 3.1

Am I a Citizen?

Citoyen ?
Sitoyen ?
Citizen ...?

1. Group discussion: Am I a citizen?

“We are all citizens” Being a citizen implies that we are members of a country.

As Mauritians, we are citizens of the Republic of Mauritius.

We are also citizens of the World.

- How do we become citizens?

It can be by birth or by being granted the nationality.

- A citizen has many rights as a member of a country.
- A citizen has also to respect the laws and rules of the country.

2. What is citizenship?

An active citizen is someone who

- Has self respect and has a responsible behavior
- Is well informed about his/her rights
- Is someone who abides by the law and respects the rules.
- Knows and respects other human beings, child and gender rights
- Learns to care and respect people, cultures and the environment
- Takes actions and contributes in the promotion of a healthy and sustainable society

ACTIVITY 3.2

Making my Citizenship File

In this activity, students will compile information to create their citizenship file.

1. My Citizenship Identity Card

Use the example below to create your citizenship I.D card.

CITIZENSHIP CARD

PHOTO

Name: _____

Surname: _____

D.O.B:

Address: _____

Country: _____

School: _____

2. My birth certificate fact file.

The birth certificate is obtained by your parents at the civil status office. It is a very important document which contains some important information about us and also proves our identity and our nationality.

While observing your birth certificate, you will notice that a stamp has been glued on it and that another one has been embossed in the paper. This is the evidence that this is an original document.

The birth certificate should always be kept in a safe place.

i. Using the table below as an example, note down the important information that can be obtained from your Birth certificate.

Father's name:	
Mother's name:	
Place of Birth :	
etc...	

ii. What are the other documents that we may have as citizens? Insert copies of these documents in your citizenship file and explain their use.

iii. Are you a member of a club or an organization? In your file, explain how this contributes in making you an active citizen using pictures.



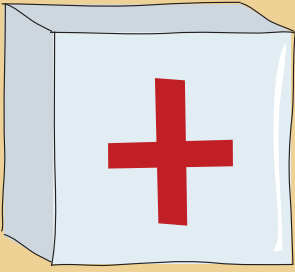
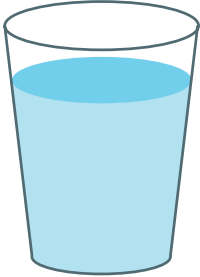
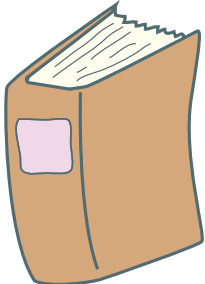

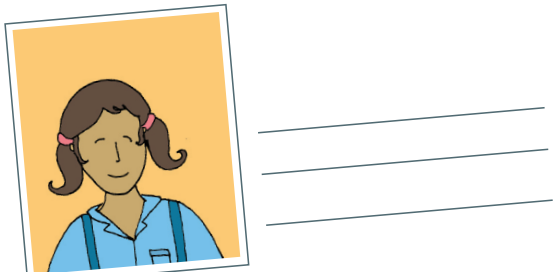

ACTIVITY 3.3

Our basic rights

Class Discussion

1. Our Rights:

- What is a Right?
- Do you know what your basic Rights are?
- What will happen if we are denied these basic Rights?

 <p>Right to life</p>	 <p>Right to food</p>
 <p>Right to health</p>	 <p>Right to water</p>
 <p>Right to education</p>	 <p>Right to protection</p>
 <p>Right to identity</p>	 <p>Right to freedom</p>

Enrichment Activity - Discovering our Rights:

The **UNICEF Broadcast Initiative** has encouraged the making of cartoons on Children rights based on the articles of the Convention on the Rights of the Child.

The top 10 spots selected by UNICEF will help you to learn more on Children's rights.

link to website : www.unicef.org/videoaudio/video_top_cartoons.html

Children have the right to:

1. Freedom from Discrimination (Article 20):

Philippines (Imagine Asia). Directed by John Rocco.

2. Family (Article 5):

Argentina (Independent). Created by Miguel Repiso.

3. Identity (Article 8):

Iran (Independent). Animated by Nouredin Zarrinkelk.

4. Education (Article 28):

India (Toonz Animation). Directed by Bill Dennis.

5. Protection in War (Article 38):

India (USL-RM)

6. Protection from Neglect (Article 19):

Czech Republic (Kratky Film). Animated by Zdenka Deitchova.

7. Freedom from Discrimination (Article 2):

Barbados (Independent). Animated by Guy O'Neal.

8. Freedom from Child Labour (Article 32):

Italy (RAI Television). Created by Guido Manuli.

9. A Protective Environment (Articles 3, 9):

Scotland (Red Kite Productions Ltd). Animated by Anwyn Beier.

Music by Rowland Lee.

10. Self Expression (Article 13):

Chile (CINEANIMADORES). Animated by Alejandro Rojas Tellez.

Sound and Music by Alejandro Lyon.

2. Our Responsibilities

Group work:

Fill in the table below:

- i. Recall 5 basic rights that you have learnt and fill column 1.
- ii. Discuss the responsibilities which go along with these rights and complete column 2.

Column 1: My basic Rights I have the right to:	Column 2: Responsibilities I have the responsibility to:
1.	
2.	
3.	
4.	
5.	

Enrichment Activity:

Creating an Improvisation Acting Piece or Role Play on “my responsibilities”

Students create an improvisation acting piece or role play to express or represent one of their daily responsibilities (at home or at school)

They choose one aspect and the teacher discusses the process of creating an improvisation acting piece or role play, assisting them in creating their own improvisation acting piece or role play on the selected responsibility.

ACTIVITY 3.4

Learning to live together: Respect

1. Am I respectful person?

While answering the following questions, think of your friends, parents, brother or sister, teacher and other people you may know. **(Yes or No)**

- I treat people the way I want to be treated.
- I treat my people with civility, courtesy, and dignity
- I am sensitive to other people's feelings.
- I never insult people or make fun of them
- I never ridicule or embarrass people.
- I never go along with prejudices or racist attitudes.

I think I am/am not a respectful person? ----- discuss.

2. Making a Photo Montage which demonstrate "Respect":

- Students create a photo montage or ceramic which expresses or represents their idea of respect.
- Teacher starts with a brainstorm by jotting down ideas or diagrams with ideas that will assist them to create an original photo montage (Art teacher can help).
- The project can be completed by an exhibition and a discussion on the students' work.

Resources: A3 size paper, Used magazines, scissors, glue.

ACTIVITY 3.5

Learning to live together: Good Manners

1. Observe the picture below and discuss in group.



-Why should I have good manners?
-Is it important to have good manners?



2. What are the good manners that one must have?

"Good morning", "thanks", "no thanks", "please, could I have"....,
remove the cap when eating...

Role play (One example has been done for you)

Good manners in the bus:

Scenario

Driver waits for everybody to sit before moving forward

Conductor taking money from passengers

Conductor says "Thank you"

Passenger says "Thank you"



Teacher and students can improvise other scenarios.

Students can think of other role plays that can be done to encourage good manners. E.g in the shop, when arriving late at school, in the class, at home etc..

1. Assessing your students' good manner during this week.

Make a chart with the names of your students written in rows.

Draw columns showing days of the week.

Put a smiley for every good action that a student did during the day/week.

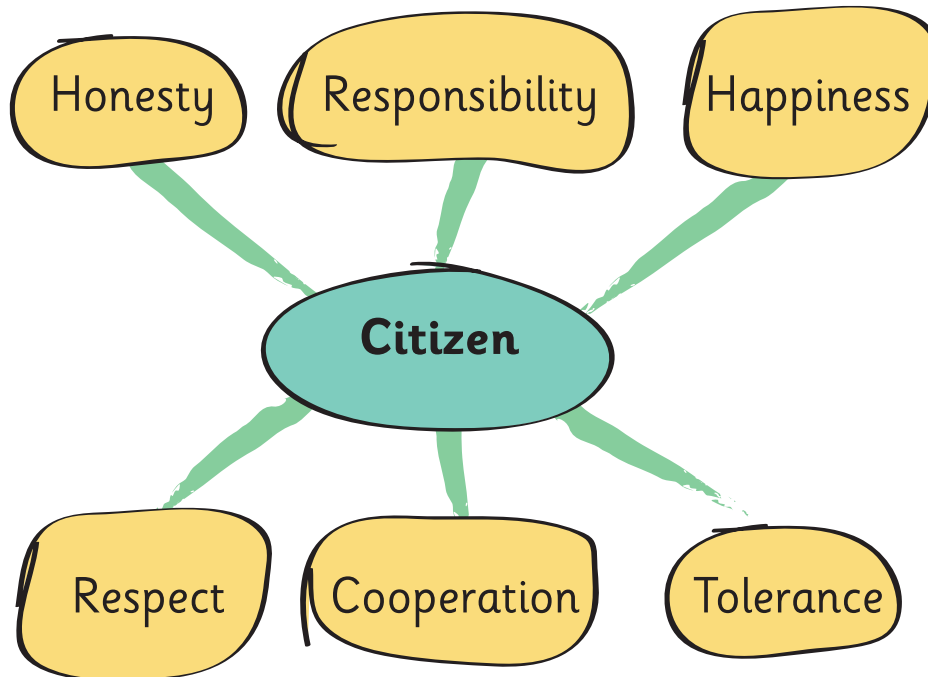
Good manners are supposed to be learnt at a very young age.

Good manners make others accept you more easily.

Good manners are the qualities that a good citizen should have and at the same time encourage around him.

ACTIVITY 3.6

Values of a Citizen



A good citizen is someone who has developed Values such as honesty, respect, cooperation, responsibility, tolerance and happiness.

Activity: The following questions will encourage you to think about the values of a citizen. One example has been done for you.

- What can I do to be **responsible**?
By reporting an incident which occurred in class during the absence of the teacher
- What can I do to be **honest**?
- How can I better **respect** others?
- How can I be **tolerant** to others?
- What can I do to show my **happiness**?
- When can I **cooperate** with others?

ACTIVITY 3.7

Wheel of Citizenship

1 = lowest rate

3 = highest rate

How to do the activity?

Read and answer the questions

1. Tick as appropriate the rating of your answer
2. Add them and write the total in total box.
3. Divide the sum you obtained by 3
4. Plot the result on the wheel

This activity wheel will help you rate your level of citizenship

Answer the series of question which follow.

Be honest while answering.

Responsibility:

1. I prefer to say I don't know than to try.
2. I always obey my parents at home
3. I am on time in every class
4. I use the bin all the times

1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Honesty:

1. Did I ever pick up a valuable object
and return it to the head of school
2. I usually lie to get out of problems
3. I prefer to cheat in exams than to revise my lessons
4. I take things out of my house without informing my mother

1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Respect:

1. I think a lot before saying something to my friends.
2. I respect my parents for what they are.
3. I respect people in the public.
4. I respect my body.

1	2	3
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Cooperation:

1. I usually share my lunch with a friend
2. I am always there to listen to a friend facing problem.
3. I help handicap and old persons.
4. I think of others before thinking of me

1	2	3
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Courage:

1. I am capable of recognizing my faults in front of the class.
2. I can say NO to something I do not want
3. I protect those younger than me
4. I learn things I don't know

1	2	3
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Happiness:

- Am I happy to be a Mauritian
- Am I happy to be the way I am
- am I happy to be a student
- Am I happy in my peer group

1	2	3
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Tolerance:

- I accept others the way they are
- I don't make friend with people of other groups
- I work to solve problems without using violence
- I always judge people and make fun of them

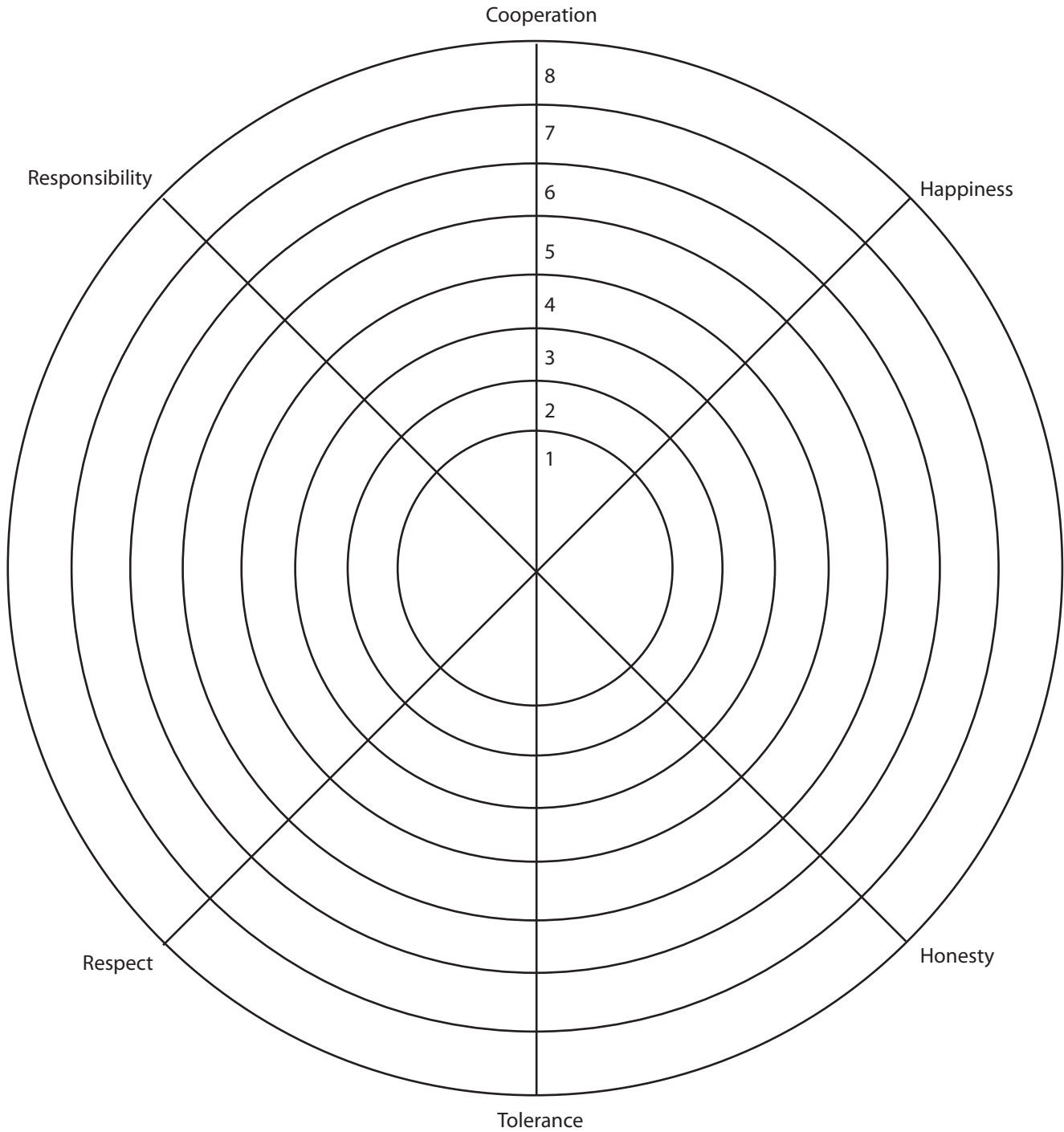
1	2	3
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<input type="text"/>	<input type="text"/>	<input type="text"/>

Total

<input type="text"/>

Plot the answer from the total box on the circle.
 What form does it make?

Date : / /



If it forms a circle, you are on the good track. If not you should make an effort to meet the requirements of the good citizen.... You can!



The early and the modern human being



Aims

To develop an awareness of the past so as to understand the evolution of the society to its present state.

Benefits

In this unit you will be able to learn about the:

- changes in the way of living of people from past to present (Food, Clothing, Shelter)
- changes in the mode of transport
- different types of tools and their uses

Activity 4.1: Changing food habits

Activity 4.2: Discussion: what did early man wear?

Activity 4.3: Shelter

Activity 4.4: Discussion (My Locality)

Activity 4.5: Means of transport used long ago and in modern times

Activity 4.6: Farming, long ago and today

Activity 4.7: Visit to an agricultural estate

Activity 4.8: The evolution of tools

Activity 4.9: Drama (Discovery of fire)

Activity 4.10: Group work on the discovery and the use of tools

Resources

scissors, glue, Bristol sheets

ACTIVITY 4.1

Changing food habits

The early man moved from one place to another in search of food. He did not lead a settled life.

What kind of life do we lead today?

Observe the pictures below and answer the following questions.



Picture 1



Picture 2

a) What can you see in picture 1 and picture 2?

.....
.....
.....

b) What is the man using in picture 1 to kill the animal?

.....
.....

c) Which picture shows that we are living in the 21st century?

.....
.....
.....

d) Why did early man move from one place to another?

.....
.....

Human food habits have changed since the time of cavemen to modern man. Today, we eat cooked food that includes vegetables, fruits and meat. However, our ancestors depended on raw food, which they hunted.

ACTIVITY 4.2

Discussion

What did early man wear?



Picture 3



Picture 4

Study the pictures above and discuss in groups.

The following questions will guide you.

- What do you see in the pictures?
- What material has been used as clothing in pictures 3 and 4?
- How did they obtain the material?
- After each group has discussed, they can present their work to the class.
- Make a collage of the different types of clothing available for the modern man.

You may refer to the weather conditions and the multicultural aspect of the country.

ACTIVITY 4.3

Shelter

Study the pictures and answer the questions given below.



Picture 5



Picture 6



Picture 7

a) Observe pictures 5,6 and 7 and discuss in groups the different features that you can see.

.....
.....
.....

b) According to you, why have the materials used to construct houses changed?

.....
.....
.....

c) What are the materials commonly used at present to build houses?

.....
.....

PROJECT WORK

Make models of old and new houses and display in your class.

Use cardboard, straw, pipe and other scrap materials easily available to make models

ACTIVITY 4.4**My locality****Field work and Discussion**

(i) Visit your locality and share with your classmates what you have observed particularly about the buildings and the houses in your neighbourhood.

The following questions will guide you in the discussion:

- a) What types of houses can you find in your locality? Ask people living in those houses if there is a name for the type of house they live in.
- b) Have houses got bigger or smaller in your locality over the years?
- c) Why did people change the size of the houses they lived in?
- d) At the same time, did families get bigger or smaller?
- e) Are all the houses in your locality made of the same building materials?
- f) Do you think the materials used to build houses have changed? If yes, why?


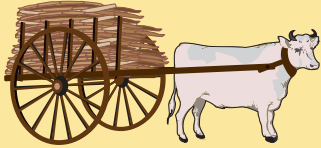



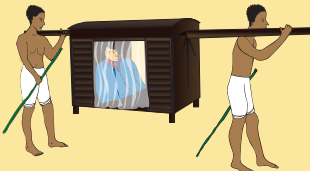
(ii) Draw a picture of your locality, which you can then display in your classroom walls.

ACTIVITY 4.5

Means of transport used long ago and in modern times

Long ago most people moved from one place to another on foot. Others went on bicycles or travelled by ox driven carts. But nowadays it is different. People travel mostly by bus or by car.

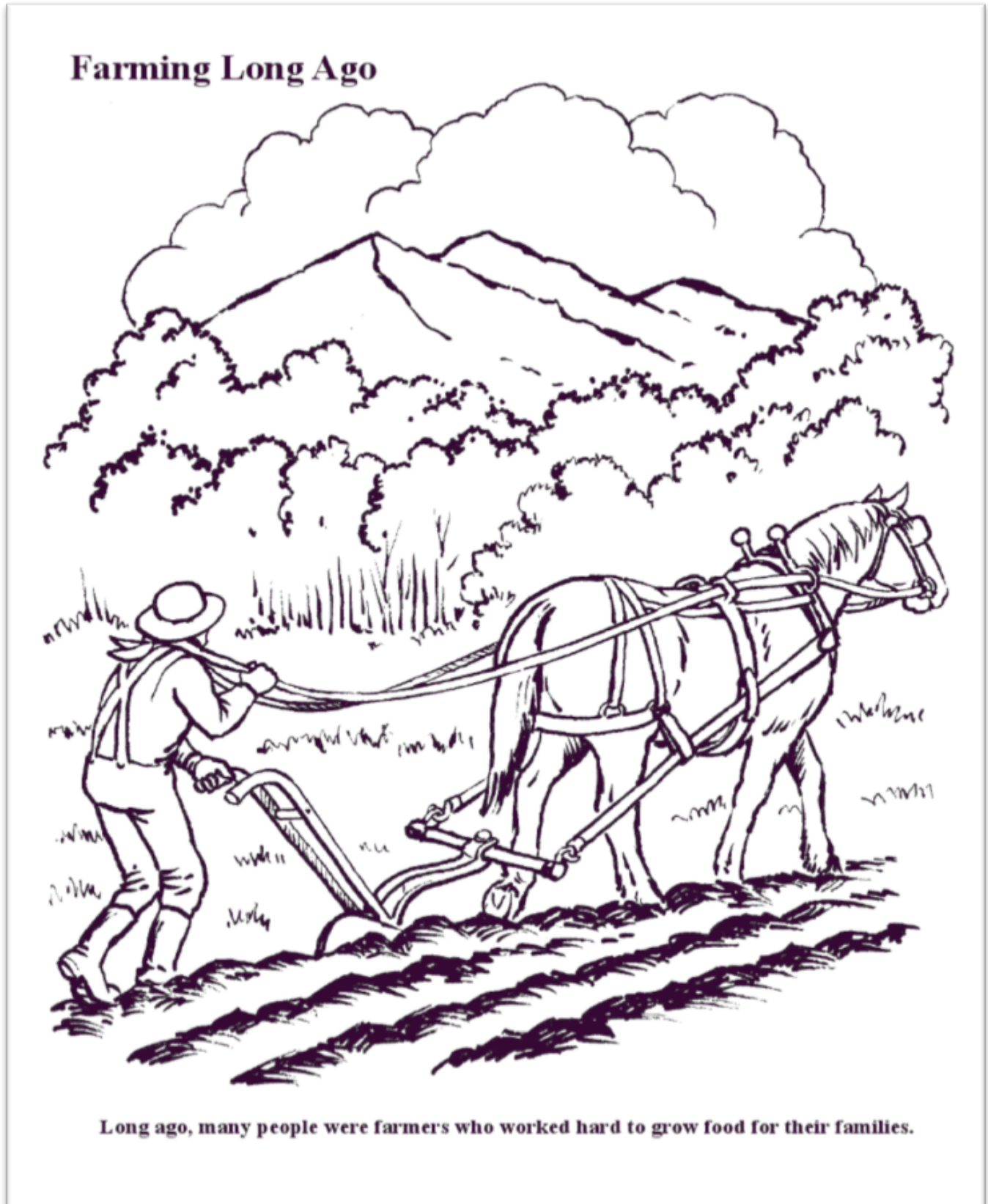
Tick (✓) the correct box in the table below to show means of transport that were used long ago or are used now.

Means of transport	New	Long Ago
		
		
		
		
		
		

ACTIVITY 4.6

Farming long ago and today

Agriculture has played a key role in the development of human society. Let us now observe and compare the two plans.



Picture 8

Farming Today



Today, farmers use large machines to help grow and harvest the food that feeds people all over the world.

Picture 9

- a) Discuss in groups what you can observe in picture 8 and 9.
- b) Through which picture can you say that farming is an easy activity? Why do you say so?
- c) Do you think nowadays people are still interested in farming?
- d) With the help of pictures collected from magazines, newspapers, or from the internet, design a chart to show the difference in farming done in the past and farming done today

ACTIVITY 4.7

Visit to an agricultural estate








Materials: Diary

- Visit an agricultural estate
- Collect information from workers and officers in charge of how their work has evolved over time.
- Share with your teacher and classmates the information that you have collected.
- Draw and label some tools that you have observed during your visit.

ACTIVITY 4.8

The evolution of tools

Tick (✓) the correct box in the table below to show the tools that were used in the past and which are used at present.

S/N	Tools	Past	Present	Past & Present
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

ACTIVITY 4.9

The Discovery of Fire

Drama

1. Discussion

The teacher begins with the question:

“What were some of the most important technological or cultural innovations of the earliest humans?” (Answer from students)

The students will be working on a project that deals with the discovery of fire.

Teacher : “How was fire helpful to early man?”

(These include cooking, which made meat easier to digest and prevented some diseases, protection from predators, keeping them warm, which allowed humans to migrate over a much larger percentage of the Earth’s surface, frightening prey animals into traps, and for light).

Teacher : “Which of these uses do you think occurred first to Early Man?”

(Possible answers from students)

Teacher : “**How do you think early humans first discovered that they could use fire?**”.

Time to move into the active part of the project.

2. Rehearsal

- Divide the class into small groups.
- Each group must come up with a solution to the question, “How did early humans first discover that they could harness and use fire?”
- Students must then prepare a short play which dramatizes that discovery. In order to keep the sketches physical, the students are not allowed to speak only grunts are allowed. This compels them to use their physical skills and allows them to express the plot of their scenes.
- The groups are given 5 or 10 minutes to rehearse their scenes.

(Working in a group is an important skill. Sometimes the best thing you can do is to let someone else lead for a while. Working in groups develops leadership skill.)

3. Performance

Each group in turn performs their scene, with the rest of the class functioning as audience. Teachers and students discuss each scene. What worked? What didn't? Did they find a possible answer to the question? Did they convey their answer clearly?

Note: In order for this project to be as it can be, the students must seriously examine the central question, which is, how was fire discovered?

ACTIVITY 4.10

Presentation on the discovery and the use of tools

Group work

Presentation on the discovery and the use of tools.

- Work in groups of 4-6
- Collect pictures of tools that were used in the past and pictures at present
- Fix these pictures on a Bristol sheet.
- Make a presentation in the class about the tools you have come across and of their origins.
- You may display the Bristol sheet on the wall of your classroom.

Sketch

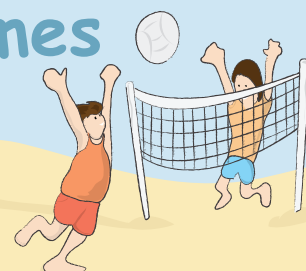
- A sketch demonstrating the difference in the life of an early man and a modern man (in terms of food, shelter, clothing, their way of living).
- This sketch can be developed in 2-3 parts to reflect the different ways of living.

Film projection

Basic needs (MCA- SOCIAL STUDIES FORM 1)



Physical Activities and Games



Aims

To develop interpersonal and motor skills through physical activities and games.

Benefits

In this unit you will be able to:

- Develop movement skills and the sense of rhythm in music and dance
- Develop ball skills for volleyball
- Develop passing and ball control skills in football
- Develop team spirit and fairplay

Activity 5.1: Sense of rhythm

Activity 5.2: Volleyball

Activity 5.3: Football

Resources

Footballs, volleyballs

Notes to teachers



The practical sessions for Movement and Personal Growth will be conducted by the Physical Education teacher in collaboration and consultation with the prevocational teacher. The topics dealt with in other aspects of Life Skills should be incorporated and reinforced through the practical activities.

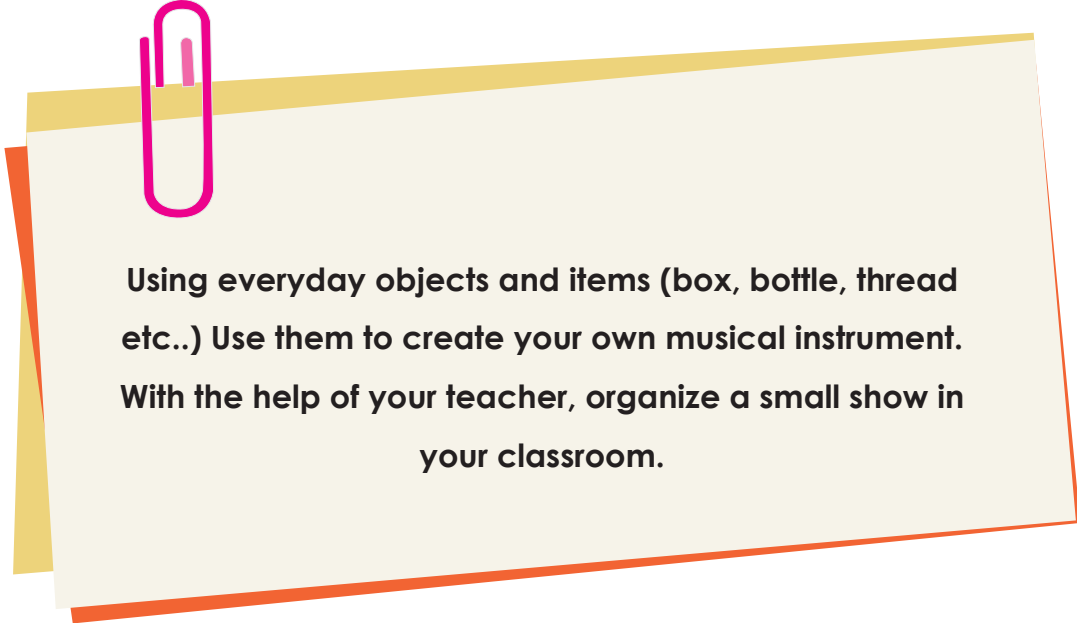
ACTIVITY 5.1

Sense of Rhythm

Notes to teachers: For this activity, choose a music with clear beats.

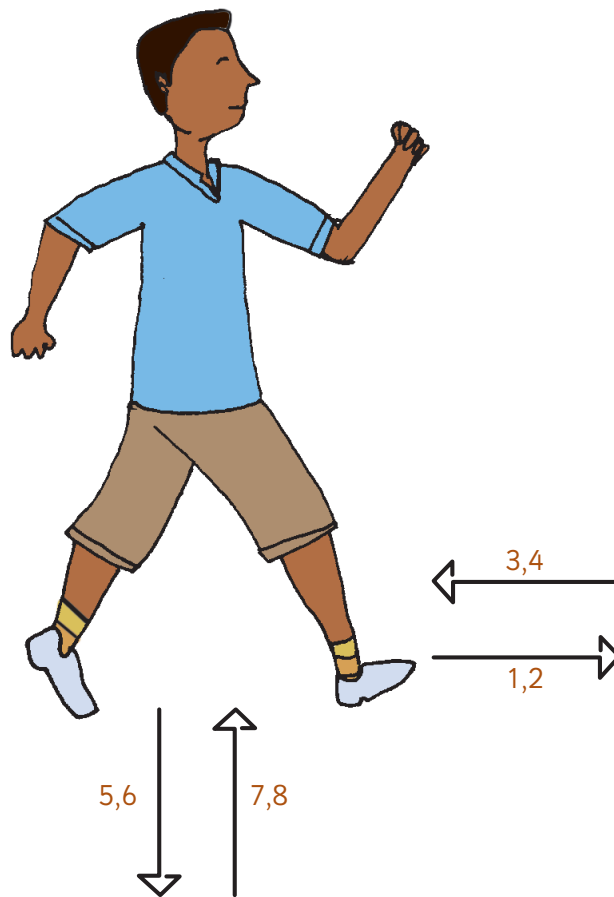
This activity can be carried out in 4-6 sessions depending on the progress of the students. The teacher can end the session at any stage and continue or repeat during the next session.

a) The students perform their song. (page 3, activity 2.2)



Using everyday objects and items (box, bottle, thread etc..) Use them to create your own musical instrument. With the help of your teacher, organize a small show in your classroom.

- b) Listen carefully to the music chosen by your teacher and follow the beats.
- c) Count the number of beats in each sequence.
- d) Clap on every beat together with your friends.
- e) With the whole class in a square or rectangular formation, move one step (one foot) with each beat.
- f) Move two steps forward, two steps backward, two steps sideways to the right, two steps sideways to the left. Synchronise the movements with the music and that of your friends. Repeat until the whole class is able to do it together.



- g) Add movement of arms together with the steps.
- h) With the help of your teacher, create a set of movements for the first sequence. Repeat the movements so that the whole group can do it together.
- i) Each group proposes one set of movements for each part of the song. Practice the movements together and then show it to the whole class.

Notes to teachers: For this activity, the students work in groups. They do it 'on counts'. Each group in turn teaches its set of movements to the whole class. They practice it on counts and then with music.

- j) All the movements are combined for the whole class to practice it with music to synchronise the movements and make it one dance item.
(For this activity the teacher can use another song with clear beats)

ACTIVITY 5.2

Volleyball

Aim: Familiarization with the ball and to encourage the students to go towards the ball to collect (play) it.

- a) The students are divided in groups of 5 or 6, each group is given one volleyball. Two of them are chosen to be the “raiders”. The others in the group stand in a circle. They pass the volleyball, without letting it fall or intercepted by the “raiders”. The one who makes a wrong pass or lets the ball fall will become the new “raider”. The first “raider” replaces him/her and the game continues. The player having the ball is allowed to move only one step when they are in control of the ball.



- b) The class is divided into groups of 6. The volleyball court is divided into six sectors on each side. One player in each sector. The players are not allowed to play a ball outside his/her area. The ball is passed between the team members and then thrown on the other side. Each player is allowed only one pass before the ball crosses the net. If the ball falls on the court or goes out after being touched by a team member, the team loses 1 point. The scoring team re-starts the game by throwing the ball into the opponent's court from behind the end line.



Variation: The first team to reach 15 points is the winner. The game can be continued to 25 points depending on the time available and the ability of the students.

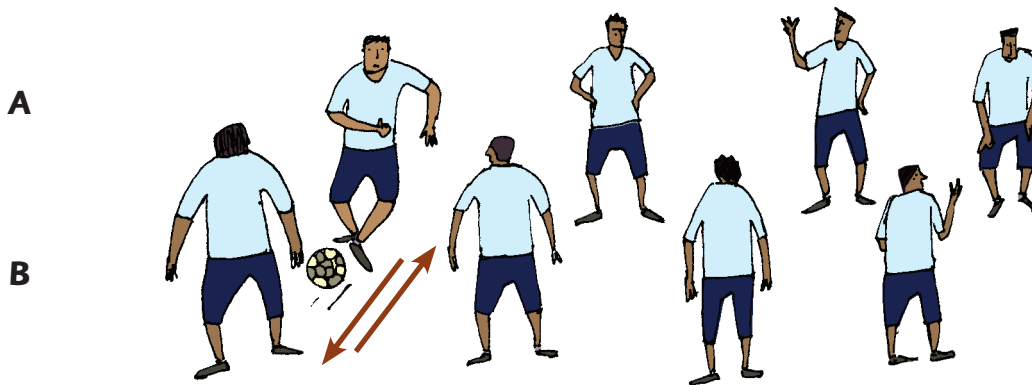
- c) The students are shown how to play the dig pass in volleyball. Activity 2 is repeated but instead of catching and throwing, the students will play with the dig pass. The volleyball court is still divided into zones to facilitate teaching and learning.
- d) The students are shown how to execute the overhead pass in volleyball. The activity 2 is repeated with the overhead pass. When the students feel comfortable with both passes, they are allowed to play a normal volleyball game using the two passes learnt. Gradually the activity is carried out on a standard volleyball court.

ACTIVITY 5.3

Football

a) Passing and stopping (ball control)

Students work in pairs. Each pair is given one ball. The students stand about 3 to 4 m away facing their partner. Student A passes the ball to student B who stops the ball and passes back to A. They try to make 10 continuous passes without losing control of the ball. The first pair to reach the 10 pass target is the winner.



Variations: The students can be made to work in groups of three or four if enough balls are not available. When working in groups of three they form a triangle and in groups of four they form a square.

b) The students work in teams of four or more. Each team is divided in two groups facing each other at a distance of 4 -6 metres. The first player (A1) passes the ball to his partner on the other side (B1) and runs to join the other group. The player (B1) passes to player A2 and runs to join group A. They continue until they come back to their original position. The team which finishes first is the winner.



- c) The students are divided into teams of 4 or 5. They play against each other in an area of about 10 m by 10 m. The players try to make 10 consecutive passes. The opponents try to stop them from making the passes. The team which makes 10 consecutive passes scores 1 point. Each time they lose the ball the number of passes becomes zero. The players are not allowed to dribble or carry the ball. Each time a team scores a point the ball is given to the opponents to start passing.

Variation: The target can be set in points instead of passes, for example they may be asked to reach 20 points where each pass is equal to 2 points.

Where there are mixed teams (boys and girls) a pass to a boy can be given 1 point and that to a girl 2 points.

Note to teachers: The players should call out the number of passes made. Wrong counting can be penalized by the teacher (the team loses possession of the ball).

- d) The students are divided into teams of 4 or 5. They play against each other in an area of about 10 m by 10 m. A goal is scored by stopping the ball behind the end line on the opponents side. The goal counts only if it is scored after a minimum of 10 passes.

Variation: When the students are comfortable with passing and stopping the ball, small sided games are organized. The teacher acts as official in the beginning . Small goal posts are used so that goals cannot be scored from long distances and there are more passes.



Note to Teachers: Sports values and ethics such as, respect for the officials and opponents, fairplay and teamwork should also be encouraged and emphasized.