

Listening skills and eye contact



Aim

To develop listening skills and an awareness on the importance of eye contact in interpersonal communication.

Benefits

In this unit you will be able to:

- Develop listening skills
- Communicate messages and emotions through eye contact

Activity 1.1: Careful whisper

Activity 1.2: Follow the leader

Activity 1.3: Draw a story

Activity 1.4: Talking eyes

Resources

Coloured pencils, Bristol sheet or A3 paper

ACTIVITY 1.1

Careful whisper 1

The pupils sit or stand in a circle in the class or outside.

The teacher whispers a short action phrase into the ear of the first pupil, for example, "scratch your nose and do 3 jumping jacks".

The first pupil whispers the message to the one next to him/her. The message is thus whispered from one person to the next until the last pupil.

The last pupil to receive the message tells aloud what the message is and performs the action.

What can you notice in this activity?

Is the final message the same as the initial one? (the one in beginning of the game).

Careful whisper 1

(Activity 1.1 is repeated)

This time any pupil can start the game by whispering a short action phrase into the ear of his/her friend and the game continues until the last pupil gets the message.

Note

Developing good listening skills is important in our everyday lives. Very often people talk to each other, they do not listen attentively. For example, very often in class, when the teacher is explaining there are certain pupils who are not listening attentively and finally they are scolded by the teacher. This is because, you are often distracted about something else.

ACTIVITY 1.2

Follow the leader

Instructions pupils



Note to teachers

Give pupils a series of oral directions and ask them to follow the directions.

For example, you may start as follows:

- Lift up your hands, jump on one foot
- Put down your hands
- Grab your ear and jump two steps forward
- Pupils must try to perform the actions accurately.

Variations:

- One pupil acts as the leader and gives instruction to perform
- Group pupils and each group should perform the activity according to the instructions of their respective leader.

Discussion:

What can you conclude at the end of the game by your friend's reaction?

Conclusion:

Listening is an important skill. Active listening helps to avoid misunderstanding by focusing on the speaker. It is the same when you play in your team. You need to follow instructions given by your coach to become a good player.

Active listening is important at any age at school, at home or at work.

ACTIVITY 1.3

To improve listening skills, let's practice this attentive listening skills game

Draw a story.

You will have to draw a picture according to a story.

Le vélo

Ma grand-mère habite dans une grande maison. Une grande maison avec une porte et des volets bleus. Tout près de la forêt. Derrière la maison de ma grand-mère, il y a un immense jardin avec de l'herbe, des rosiers, des arbres fruitiers et des lupins. Tu sais ces fleurs de toutes les couleurs qui ont des petits grains, un peu comme des grappes de raisin.

Et tout au fond de cet immense jardin, se trouve le hangar aux trésors. On l'appelle comme ça depuis qu'on est tout petits, ma sœur et moi, parce que dans ce hangar, on trouve toujours plein de choses merveilleuses avec lesquelles on joue pendant des heures. Et parmi ces choses merveilleuses, il y a un vélo.

Un superbe vieux vélo qui a dû être rouge autrefois

(adapted from "une histoire de Jean-Michel REY)



Note to teachers

You can take the story given below or select another story of your choice.

Read a story aloud twice. Pupils will have to present part of the story through a drawing.

After completing, award the pupil whose drawing matches most to the story.

Comment on pupils work and recap on the importance of listening attentively.

Variations:

- Instead of drawing, pupils can answer questions from the story prepared by the teacher.

Project work(assessment):

Instruction to teachers:

Select another story and do the same exercise. This time pupils will be assessed on their listening skills and must draw the picture. Pupils can express their drawings through collage also.

Eye contact

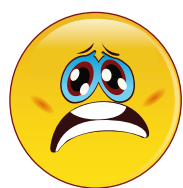
Eye contact is a non verbal ability to express a thought. People also use eye contact to send messages. Learning to master eye contact can help you appear more confident, assertive and engaged with people around you. Through our eyes we can read messages that are not spoken.

ACTIVITY 1.4

Talking eyes

Look at the pictures below and label each picture according to the expression it shows. Use the words provided in the list below.

(joy, anger, disappointment, fear)









Brainstorming:

How do you express emotions with your eyes? Try to find out other emotions that we usually express through our eyes.

Activity:

Talking eyes (Pair game).

With the help of your teacher, prepare a series of 20 questions (the whole class).

For example:

- Do you like Football?
- Do you like eating “mangoze”?
- Do you like riding bicycle?
- Do you like going to the seaside?
- Do you wish to travel by plane/boat?
- Do you think you are a responsible person?
- Do you love animals?

Step 2:

Work in pair. Each one of you will ask your friend 10 questions chosen from the list of questions prepared and the other one will have to give answers using his/her eyes. Note down his/her answer.

Example:

Yohan and Sunny have chosen to do this fun activity together. Therefore, Yohan chooses 10 questions from the list and Sunny will have to give his answers through the eyes.

Step 3:

Yohan will have to note on a paper what he has understood by the answer given by Sunny.

Step 4:

Now it is the turn of Sunny to ask Yohan the remaining 10 questions from the list prepared. Sunny will have to note Yohan's answer.

Step 5:

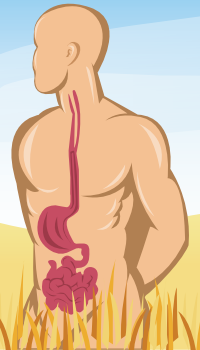
Finally, they share together the answers and try to see if they have been able to read the correct answer expressed through the eyes.

Variations:

- Questions can be prepared by involving the whole class.
- Questions can be prepared in pairs or group.

An old proverb says “The eyes are the mirror of the soul”. Our eyes reveal a lot about us. We can learn a lot about a person by simply looking at him/her into the eyes.

Finding out about my digestive and reproductive systems



Aim

To raise an awareness of the human digestive and reproductive systems and some communicable and non-communicable diseases

Benefits

In this unit you will be able to:

- Demonstrate an understanding of the digestive and reproductive system.
- Recognise the common diseases associated with the digestive and reproductive systems.
- Identify preventive measures to avoid communicable and non-communicable diseases.

Activity 2.1 : Self Test: rearrange and name correctly

Activity 2.1.1: Identify food and brainstorming

Activity 2.2 : Label the major parts of the digestive system

Activity 2.3 : View a clip and answer the questions orally

Activity 2.4 : Collage Work on the digestive system

Activity 2.5 : Project Work: Create your own maquette of a digestive system

Activity 2.6 : Brainstorming on the male and female reproductive system

Activity 2.7 : Vocabulary Hunt

Activity 2.8 : Case study: A short story about Brenda

Activity 2.8.1: Brainstorming

Activity 2.9 : 'Bin maladies'

Activity 2.9.1: Draw bin and correspond each disease correctly

Activity 2.9.2: Brainstorming on communicable and non-communicable disease

Activity 2.10 : Group work: Sensitizing posters on the prevention of non-communicable diseases and communicable diseases

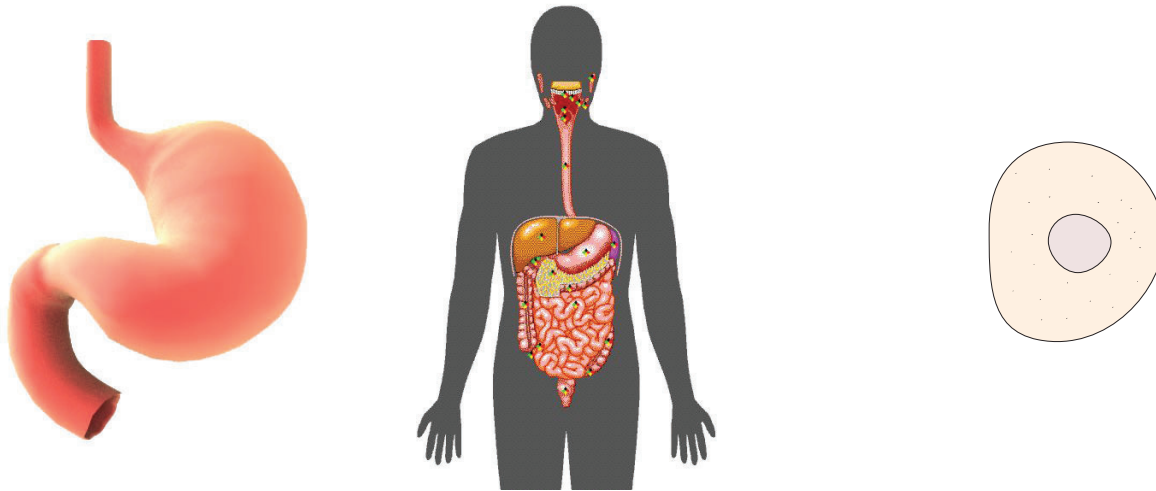
Resources

Flashcards, Bristol papers, colored pens, glue, scissors, and materials at hand to make the maquette.

ACTIVITY 2.1

Self test: Rearrange and name correctly

The diagram below shows some structures of human body



- (i) Rearrange the structures from simple to complex ones
- (ii) Identify and name each structure
- (iii) What can you deduce from this diagram?

ACTIVITY 2.1.1

Identify food and brainstorming

- (i) Make a list of the food you ate during breakfast, lunch and dinner yesterday.

Meal	Foods
Breakfast	
Lunch	
Dinner	

- (ii) Which part of your body takes in food?
- (iii) Do you know how your body digests the food you eat?
- (iv) What happens to the food you have eaten?

(digests: breaks down food into simpler particles)

ACTIVITY 2.2

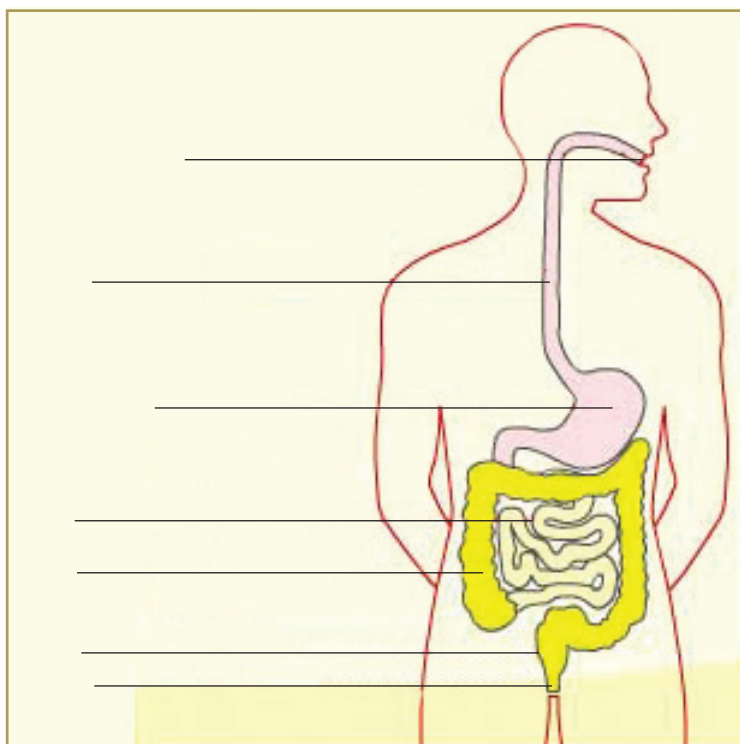


View the clip and label the major parts of the human digestive system.

(www.youtube.com/watch?v=0NJzvZbd1qk)

- (i) Name the different parts of the human digestive system.
- (ii) Label the major parts of the human digestive system.

From the clip, we learn that food travels through a long food canal {mouth, oesophagus (food pipe), stomach, small intestine, large intestine, rectum and anus}. The food is taken in the mouth, digested and absorbed in the canal. Any undigested food is removed from the body through rectum and anus.



ACTIVITY 2.3



View a clip on the digestion of food

(www.youtube.com/watch?v=0NJzvZbd1qk)

From the clip, we learn that the food is taken in the mouth. Teeth chew the food. The chewed food is swallowed and enters the oesophagus (food pipe), moves to stomach and then to the small intestine. The digested food particles are absorbed and assimilated in the body. Any undigested food is removed from the body through rectum and anus.

- (i) Name the part of the digestive system where digestion of food starts.
- (ii) Name of the part of the digestive system where digestion of food ends.
- (iii) Name the part responsible for removal of undigested food from the body.

(absorption: passage of food particle into blood)

(Assimilation: use of food particle in the body)

ACTIVITY 2.4

Collage

Using the wordings below, create your own flashcards. Draw a human body on Bristol paper and place your flashcards in the respective order as your food enters the mouth.

1. Food enters the mouth.
2. Teeth break down the food.
3. The food leaves the stomach gradually.
4. The food enters the small intestine where the digestive juices finish breaking down the food into food particles.
5. Any undigested food goes to the large intestine where it forms faeces.
6. The chewed food is swallowed and travels down the food pipe.
7. The food moves from the food pipe to the stomach where it mixes with acids from the stomach.
8. Food particles are absorbed and assimilated in our body.

ACTIVITY 2.5

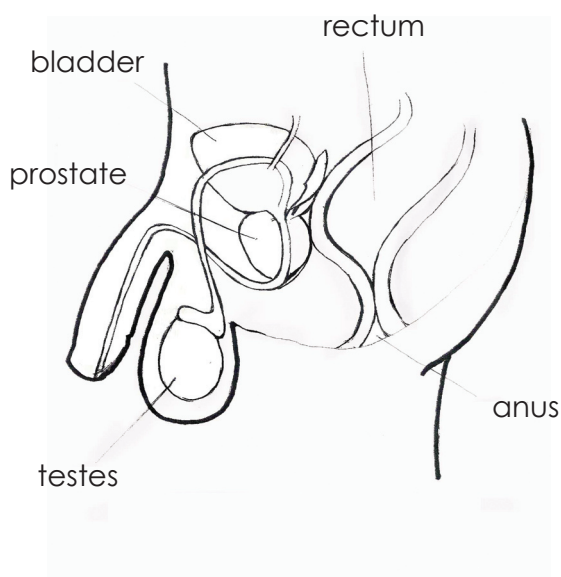
Project Work (Assessment)

Make your own maquette of a digestive system.

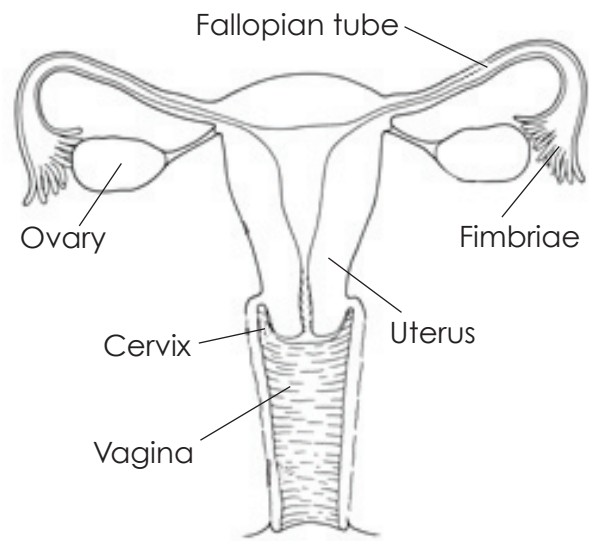
ACTIVITY 2.6

Brainstorming

- (i) What are the parts of the male reproductive system?
- (ii) What are the parts of the female reproductive system?



MALE REPRODUCTIVE SYSTEM



FEMALE REPRODUCTIVE SYSTEM

ACTIVITY 2.7

Vocabulary Hunt

**Note to teachers**

In this activity, 10 simple questions about the male and female reproductive systems will be asked. It will be scored. The students may assess independently their understanding through this vocabulary hunt.
(Please refer to the Life skills CD)

ACTIVITY 2.8

Case study- A short story about Brenda



Brenda is a student of a private secondary school in the North of the island. She is fourteen years old and is known to be the most intelligent girl in her class. Though she could not pass her CPE and comes from a poor family background, she has a lot of determination to succeed in life. All her teachers appreciate her for her courage and perseverance.

Brenda is also quite popular and lively, she participates actively in school activities and aspires to become a cook in the future. With her earned money she would like to help her family financially.

However one day, around the midterm, Brenda's teachers noticed that Brenda was not attentive in class. She is often not very well and as such loses interest in her studies. The teachers find that very strange and decide to inquire.

Brenda herself does not understand the reason behind her illness. The teachers reported this to the rector who drops at Brenda's place. There he finds out the living conditions of Brenda. The latter did not have food regularly for days and did not have enough facilities to observe personal hygiene. At the end, it was found out that Brenda was suffering from a disease known as gastroenteritis commonly known as 'gastro'.

Questions:

1. At the beginning how do you see Brenda?
2. What happened to Brenda during the midterm?
3. What is the reason behind her illness?
4. How do you call the disease Brenda was suffering from?
5. Do you suffer from any such disease?

From Brenda's story, we learn that when one part of the human body does not function properly, it creates a discomfort or imbalance in the normal functioning of the body.

This is known as disease.

There are two categories of diseases namely:

- **Non-communicable diseases:** These diseases cannot be easily transmitted from one person to another (e.g diabetes, anaemia)
- **Communicable diseases:** These can be easily transmitted from one person to another (e.g scabies, malaria)

ACTIVITY 2.8.1**Brainstorming**

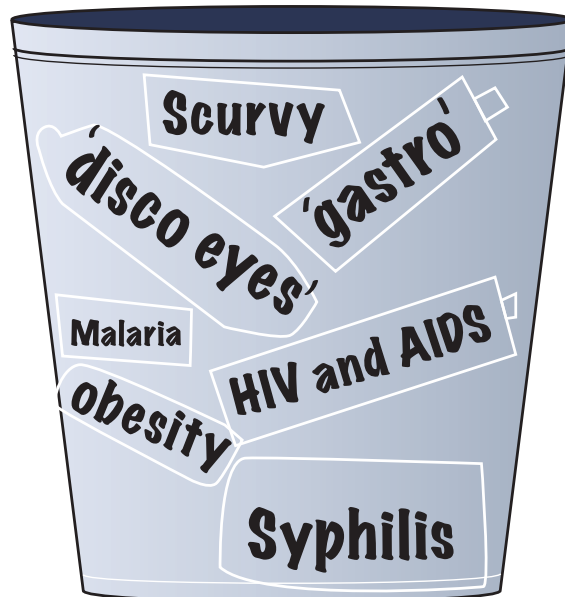
In pairs can you think about some examples of the non-communicable diseases and communicable diseases.

Non-communicable diseases	Communicable diseases
E.g Obesity	E.g Influenza (Flu)

ACTIVITY 2.9

'Bin Maladies'

From the 'bin maladies' identify the diseases that are linked to the digestive or the reproductive systems.



ACTIVITY 2.9.1

Now draw two 'bin maladies', one for the diseases of the digestive system and one for the diseases of the reproductive system.

ACTIVITY 2.9.2**Brainstorming**

In pairs, you can choose one communicable and one non-communicable disease. Think about some ways the above diseases can be prevented.

ACTIVITY 2.10**Group work**

Sensitization on non-communicable and communicable diseases.

Work in a group of 4 students and prepare a poster on

- (i) a non-communicable disease
- (ii) a communicable disease



Sense of belonging and cooperation



The need for belonging is very important to all of us. Knowing that we belong to a group or a team help us to feel better and to achieve success.

As individuals and citizens, we have learnt that the need for self-respect, responsibility and self-esteem is essential.

Aim

In this topic, you will be able to understand that the need to be valued and accepted by others is also very important.

Benefits

- realise that feeling a sense of belongingness is an important need to all of us
- develop your team spirit and sense of belonging by participating actively in activities and projects
- Demonstrate that without cooperation there is no positive achievement
- participate in a series of activities that requires cooperation to succeed

Activity 3.1 : Self-Test: The table below shows some groups which have an effect in our every day life

Activity 3.1.2: Broadening the discussion

Activity 3.2 : Independence Day Celebrations and Activities

Activity 3.3 : My commitment as a member a group

Activity 3.4 : Cooperation

Activity 3.4.1: Cooperation in action

Activity 3.4.2: The Snake

Activity 3.4.3: The Rock

Activity 3.4.4: The World is in our hands

ACTIVITY 3.1

I belong to group

Self-Test: The table below shows some groups which have an effect in our every day life.

Do you feel a sense of belongingness to these groups?

Do you consider yourself as a valued member of these groups?

	GROUP	YES / NO	Briefly explain how?
1	Family: Am I a member of a family?		
2	Friends: Do I belong to a group of friends?		
3	Team: Am I a team player?		
4	Class: Do I feel belonging to my class?		
5	School: Am I proud of my school?		

Discussion

Why do we appreciate being members of groups?

what could be done to demonstrate our commitment as a member of:

- 1) a family
- 2) a group of friends
- 3) a team
- 4) a class
- 5) a school

ACTIVITY 3.1.2

Broadening the discussion

1) Some of us may feel as not belonging to one of these groups:

Step 1: The teacher notes down on the board your answers; indicating the group/s from which you have been excluded and for what reason/s?

Step 2: Have an open discussion on the responses

Step 3: the teacher decides on the need to let some of you expressing your feelings and opinions more extensively or to address more sensitive issues in private.

2) Have you ever kept someone out from one of these groups?

	GROUP	YES / NO	Briefly explain how?
1	Friends		
2	Team		
3	Class		

Discussion

Ask yourselves why we sometimes reject others from our groups?

What should we do? What would be an appropriate behaviour?

How would we feel if a group rejects us?

Why is sense of belongingness an important need?

Being a member of a group means that we have shared values, we contribute for the well being of all and work to achieve a common goal.

As citizens, we are members of the Republic of Mauritius. Developing a sense of belongingness to our country has to do with love of a place; our islands. We should know our history and be proud of our common past and common culture whichever the difficulties and problems encountered.

We are all citizens of the Republic of Mauritius, we should respect and appreciate this shared identity and show our aspiration to defend what we all have in common.

ACTIVITY 3.2

Independence Day Celebrations and Activities

Agree on one of the following activities that can be done on the 12th of March.

- Poster / drawing competition
- “Fresque murale”
- Planting flowers in the school yard
- Bring and share (home made cakes)
- song, essay or poem contest
- fun games
- Community Service in locality (e.g. organizing a lunch for elderlies)



ACTIVITY 3.3

My commitment as a member of a group

With the help of your teacher, note down the opportunities that are offered to you throughout the year in which you could participate and build up a sense of belongingness.

Think at participating actively in extra-curricular activities at school.

Get involved in school, regional and national sports competitions where you could set up a supporters club.

Bring your contribution to events organised in the locality such as cultural shows and contests.

ACTIVITY 3.4

COOPERATION

Working together in a group for a common objective is known as cooperation.



Cooperation can be a very enriching experience. It helps us to:

- bring in a personal effort to help the group to accomplish a common objective
- learn different roles and discover new motivation
- understand that the cooperative process is the most important
- understand that there are no losers and no unhealthy competition
- realize that cooperation makes a group successful and being uncooperative divides the group
- learn to encourage each other
- communicate, trust each other and praise our friends
- be courageous and take risks, developing our ability to take decisions
- capture a sense of achievement

ACTIVITY 3.4.1

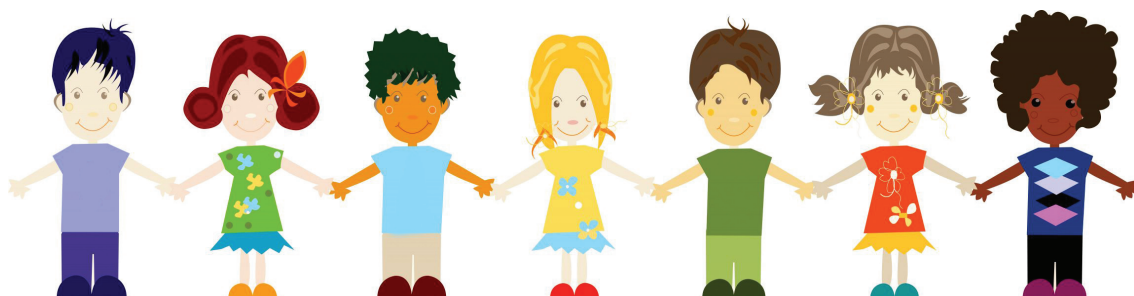
Cooperation in action :

- Discuss on occasions where cooperation is needed and becomes important.
- Why is cooperation important?
 - at home
 - at school

T

Note to teachers

The Class should be divided in teams and the students choose a name for their team.



ACTIVITY 3.4.2

The Snake

The Snake is a shape-building challenge using a tug-of-war rope as the material to create the desired shapes. After the group members create a shape with the rope, they must cover the rope with their bodies. This challenge should be considered an easy one to solve, but it will take time to create the number of shapes assigned.

Tasks:

The group either is given a list of shapes by the teacher, or the group may negotiate with the teacher to build other shapes. Each group should make five different shapes such as numbers, letters or designs.

Success Criteria

The challenge is mastered when the group completes the number of shapes the teacher has assigned. All group members must be part of each shape created. The tug-of-war rope must be completely covered by the group members each time a shape is created. Each shape will be considered completed when approved by the teacher.

Equipment needed

A tug-of-war rope

ACTIVITY 3.4.3

The Rock

The Rock challenge appears simple, but it requires the group to balance for a specified amount of time on an object (the rock). The object you use as the rock determines the difficulty of this challenge.

Description

All group members must balance on the rock for ten seconds. The group needs to find a way to help each other maintain balance; that could mean group members will experience close contacts with one another.

Success Criteria

The challenge is mastered when the entire group is on the rock for ten seconds. The teacher must see the task completed and is the person who times the ten seconds.

Rules

1. All group members must be off the floor and the rock
2. All group members do not have to be touching the floor as long as they are the floor.
3. Once you are on the rock, touching the floor for even an instant means the group must start over with no one on the rock.

Equipment

A 13" car tire to be used as the rock.

The size of the tire can make a significant difference in difficulty. So use smaller tires for smaller-sized groups. A large group (10 members) may need a 14-15 inch tire.

ACTIVITY 3.4.4

The World is in our hands

This challenge can be solve quickly if a group works well together (and has some good luck); it also can be challenge hard to master. This task also requires the group to move or use body parts in ways quite different to other challenges.

Description

The group will have to transfer a big ball (diameter 1 mt 50) from one end to the other, a distance of 25 meters. The larger the ball is, the more interesting the challenge will be. The ball starts out resting on a tire. The goal is to move the ball to a second tire 25 meters further. The group has to move the ball without letting it touch the floor and without touching it with their hands or arms.

Success Criteria

The challenge is mastered when the students move the ball from tire 1 transfer it across the distance and balance it on the second tire. The ball should not touch the floor.

Equipment

Two automotive tires

One large ball that can be made with cloth and filled in with inflated balloons.

Rules

1. The ball cannot touch the floor.
2. The ball cannot touch the hands or arms of any group member.
3. If a rule is broken, the ball must be returned to tire 1 and the group must begin again the task again.





The Dutch in Mauritius



Aim

This unit aims at enabling you to situate important events in the history of Mauritius.

Benefits

At the end of this unit, you will be able to show an understanding of the:

- Arrival of the Portuguese in the Indian Ocean
- The arrival of the Dutch in Mauritius
- Dutch activities in Mauritius
- The departure of the Dutch
- The first settlers in Rodrigues

Activity 4.1 : Locating places on the map

Activity 4.2 : Dutch activities in Mauritius

Activity 4.3 : The departure of the Dutch

Activity 4.4, 4.5, 4.6, 4.7, : Supplementary exercises on the Dutch in Mauritius

Activity 4.8 : François Leguat's settlement

You have learnt that:

500 years ago, European sailors travelled at sea in big sailing ships. They crossed the Indian Ocean on their way to India and the East Indies. They were interested in the spice trade.

Spices:



cloves,



nutmeg,

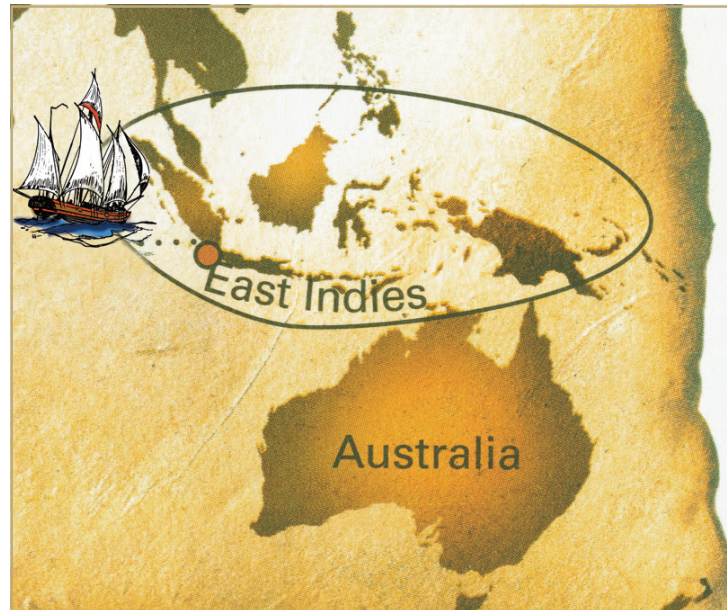


pepper



...Route taken by Europeans to reach India and the East Indies.

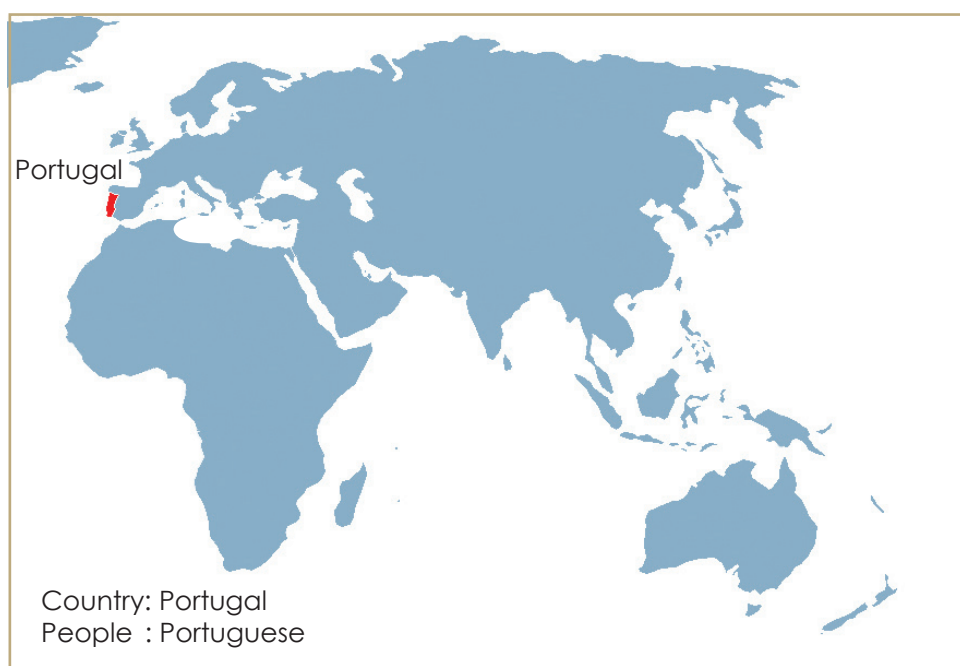
A few places in the East Indies are Java, Sumatra, Borneo and others.



Note to teachers

The East Indies consist of a number of countries. A few have been mentioned above. Encourage students to use the atlas to find other countries of the East Indies .

Among the Europeans, the Portuguese were the first to trade in the Indian Ocean. The Portuguese did not settle on the island.



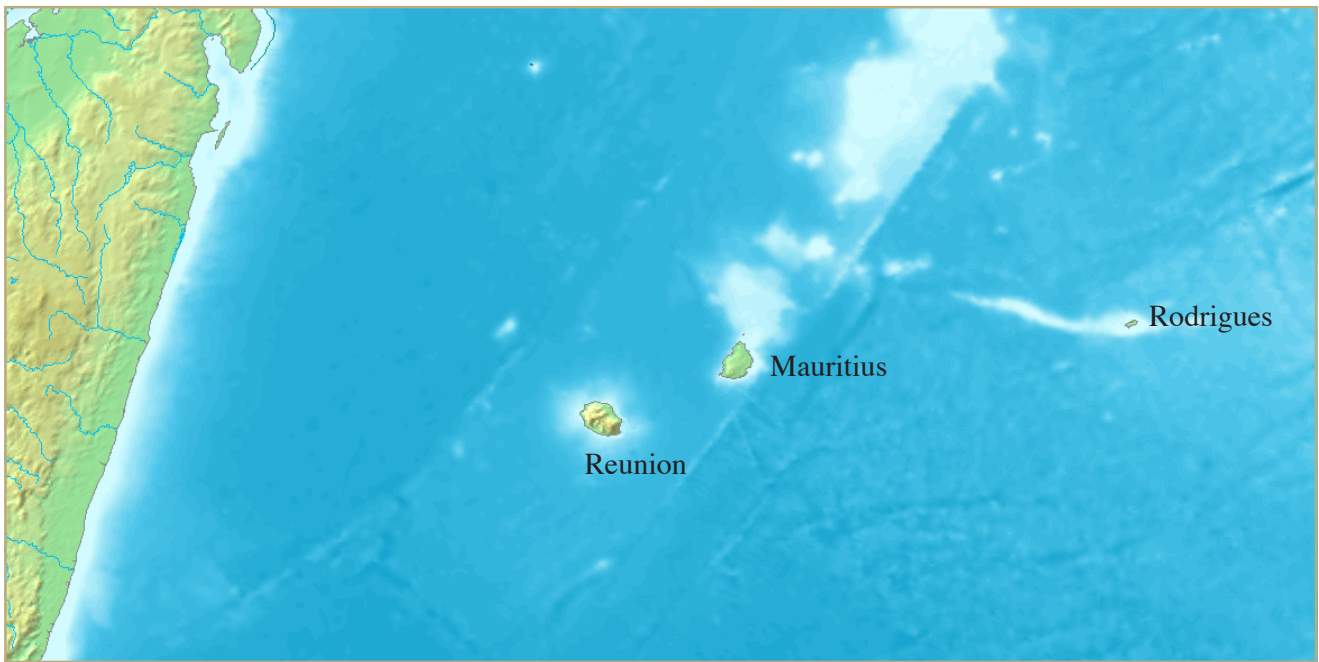
The Portuguese travelled to the Indian Ocean but did not settle in any of the Mascarene islands.

ACTIVITY 4.1

With the help of an atlas locate and mark on the map:

- (i) **Portugal** (ii) **India** (iii) **East Indies**

Map showing Mascarene islands

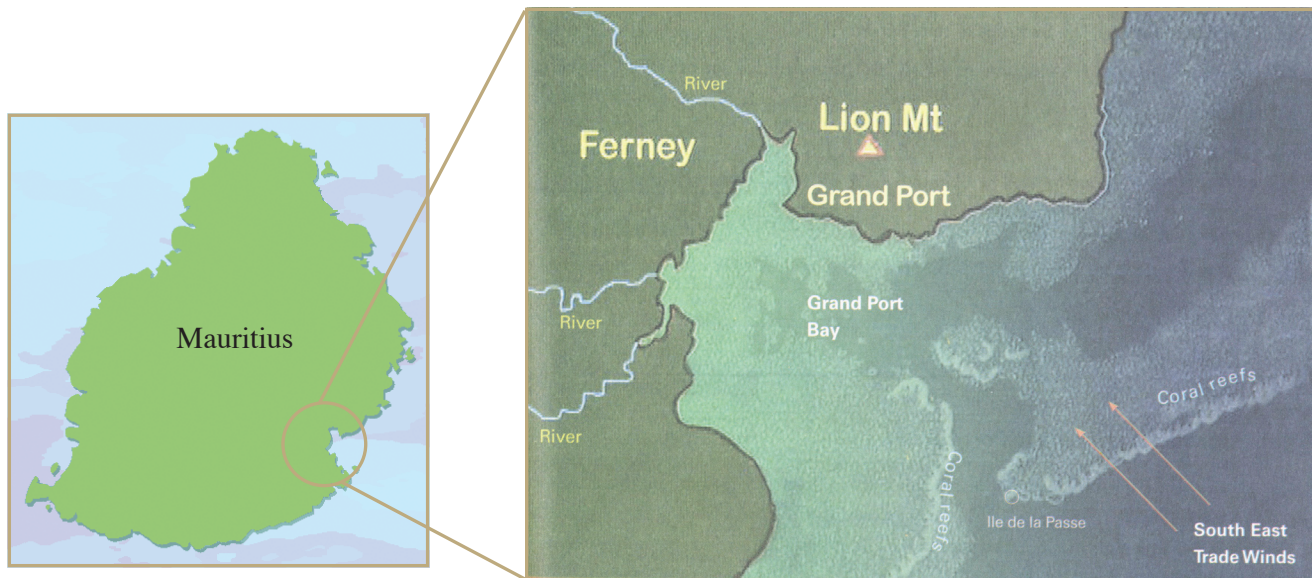


Mascarene islands consist of -----, -----, -----.

The Arrival of the Dutch



The Dutch travelled to the Indian Ocean for trade. On one of their voyages in the Indian Ocean, Dutch sailors were caught in a violent storm near Madagascar. The storm caused damages to their ships. They did not have enough food and water. They looked for land. They landed at a place now called **Ferney**.



On your way to Mahebourg, you will come across the region called Ferney and the well known Valley de Ferney.

A monument of the first Dutch landing in the island is found there.

The Dutch found clean water, harmless animals and birds in the thick forest. They stayed in the island for some time to repair their ships, to cure the sick and to rest.



Dutch repairing ships.

The Dutch named Mauritius after Prince Maurice Van Nassau of Holland.



Prince Maurice Van Nassau

The Dutch used to visit the island on their way to East Indies. It was only in 1638 that they decided to settle in Mauritius. They left the island for good in 1710.

During their stay in the island the Dutch did a number of things. They built a fort called Fort Frederick Hendrik.



Fort Frederick Hendrik

Fort: A fort is an enclosed area for shelter and protection from attacks.

The Dutch built huts made of wood and leaves of palm trees.

They cultivated the land.

The made roads to link the port (Grand Port) to few places.

They introduced sugarcane, deer and slaves in the island.

Their main activity was cutting down of ebony trees which they sent to Holland.

ACTIVITY 4.2 Dutch activities in Mauritius

During their stay in the island, the Dutch carried out various activities.

Observe the pictures below and complete the blanks.

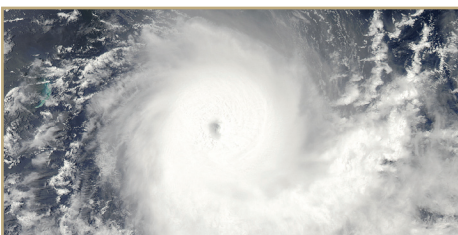






ACTIVITY 4.3 The departure of the Dutch

Study carefully the pictures and list the reasons for the departure of the Dutch.













Note to teachers

Discuss the above pictures with the students.

ACTIVITY 4.4

Supplementary exercises on the Dutch in Mauritius

(A) Name the first European who started the settlement in Mauritius.

.....

(B) Name three crops grown by the Dutch.

(i)

(ii)

(iii)

(C) Name three activities of the Dutch during their stay in Mauritius.

(i)

(ii)

(iii)

(D) List the difficulties faced by the Dutch during their stay on the island?

.....

(E) With the help of your teacher find out the names of the following which still bear a Dutch name.

(i) Street

(ii) District/Village

(iii) Mountain

ACTIVITY 4.5

The sentences given below refer to some of the activities of the Dutch in Mauritius. Read the sentences and write True or False in the box provided.

The Dutch cut down ebony trees for the European market.

The Dutch cultivated sugarcane and tobacco.

They built huts made of wood and palm trees.

The Dutch preserved the natural forest.

They build the Fort Frederick Hendrik.

They reared cattle for food for the settlers.

ACTIVITY 4.6

Choose the correct word from the list below to complete the sentences.

sugarcane, rats 1710, deer, route, Tobacco, Cyclones

The Dutch introduced,and slaves into the island.

They used Mauritius mainly as a stop over on the to Java.

Frequent.....and infestation of sugar cane plantation by,
affected their settlement. The Dutch abandoned the island for good in

ACTIVITY 4.7

Read the sentences and complete the column with 'True' or 'False'.

A. The dodo lived in Rodrigues.

B. The Portuguese discovered Mauritius.

C. The Dutch first landed at Port-Louis.

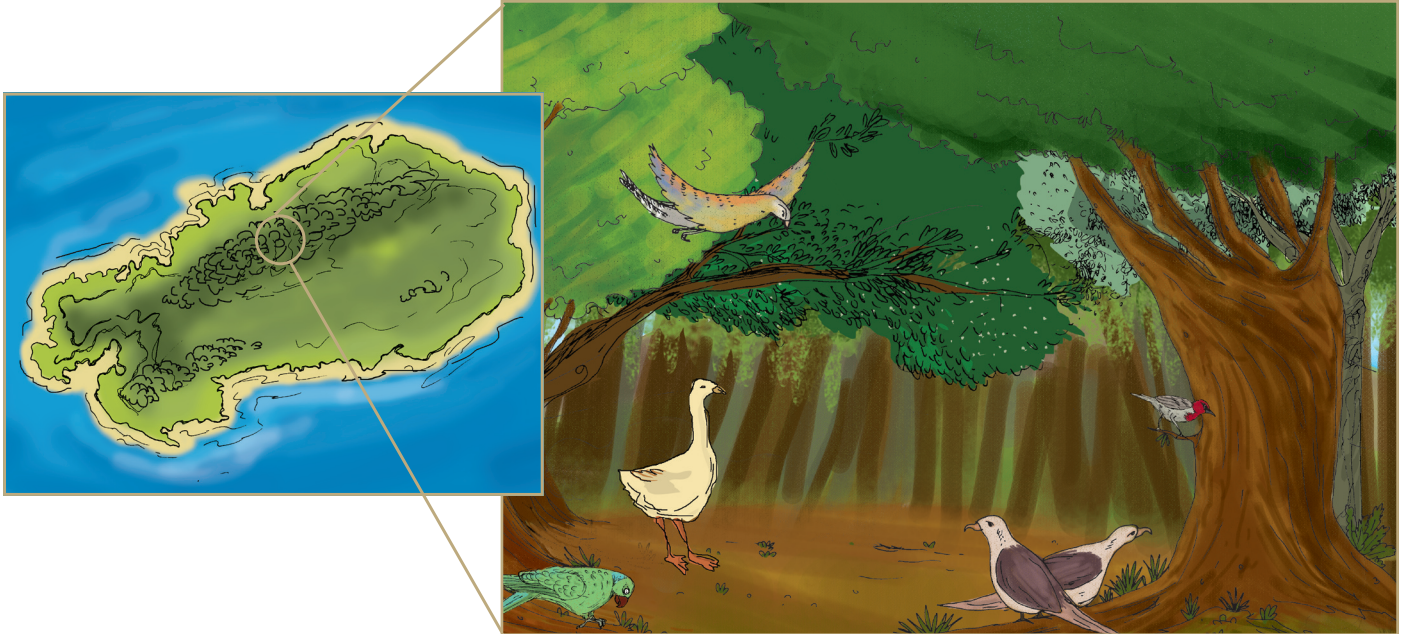
D. Fort Frederick Hendrik was built by the Dutch.

E. The main activity of the Dutch was cutting down
of ebony trees for export.

F. The Dutch came from East Indies.

Rodrigues

The First settlers in Rodrigues



Long ago Arab merchants were sailing in the Indian Ocean. They came to Mauritius and also went to Rodrigues. They found the island covered with forest. Nobody lived there except animals like tortoises and birds. After the Arabs, the Portuguese visited the island. They named it Rodrigues after the Portuguese sailor, Diogo Rodriguez.

François Leguat, a french went to Rodrigues. He settled with his friends at the mouth of Grande Riviere near Port Mathurin.



Note to teachers

The Arabs came from Arabia. They were traders who were also sailing in the Indian Ocean

ACTIVITY 4.8



Plan of François Leguat's settlement

The above picture shows the plan of François Leguat's settlement in Rodrigues. Observe the picture and answer the following questions.

1. Name the river where François Leguat made his settlement.

.....

2. Why did he choose this place to start the settlement?

.....

3. What can you see around the huts?

.....

The Solitaire

François Leguat was the first person to draw the picture of a Solitaire. The Solitaire was found only in Rodrigues. Like the Dodo it is now an extinct bird. It was called Solitaire because it was found alone and did not like the company of other birds. (Solitaire – a French word meaning 'alone'),

Extinct: *It no longer exists anywhere in the world.*

The climate and environment was pleasant at Rodrigues. But no ships came to bring more people. François Leguat had to leave the island.



The Solitaire



Note to teachers

Some information about François Leguat and his companions

- François Leguat and his friends arrived in Mauritius in 1693 after a stay of two years in Rodrigues.
- On his arrival he was imprisoned by Deodati the Dutch governor in Mauritius as he was carrying ambergris.
- Later on he was found & sent to Batavia.
- From Batavia he went to Holland and then to England where he published his diary, in which he had described his visit to the island. It is from his writings that we know about the first settlement of Rodrigues.



Movement & Personal Growth



Importance of good posture

Aim

To develop an understanding of posture and its importance and to develop skills in basketball and football.

Benefits

At the end of this unit you will be able to :

- Understand the importance of good posture
- Assess your posture
- Play basketball and football with simple rules.
- Apply simple playing tactics in handball and basketball.
- Develop team spirit and cooperation.

Activity 5.1 : Posture and body image

Activity 5.2 : Expressing through Posture

Activity 5.3 : Assessing your posture

Activity 5.4 : Basketball

Activity 5.5 : Football

ACTIVITY 5.1 Posture and body image

In your group

Observe the pictures 1-6.

What can you say about the physical or mental state of the person?

Do you think that the person is fit/healthy or sick?

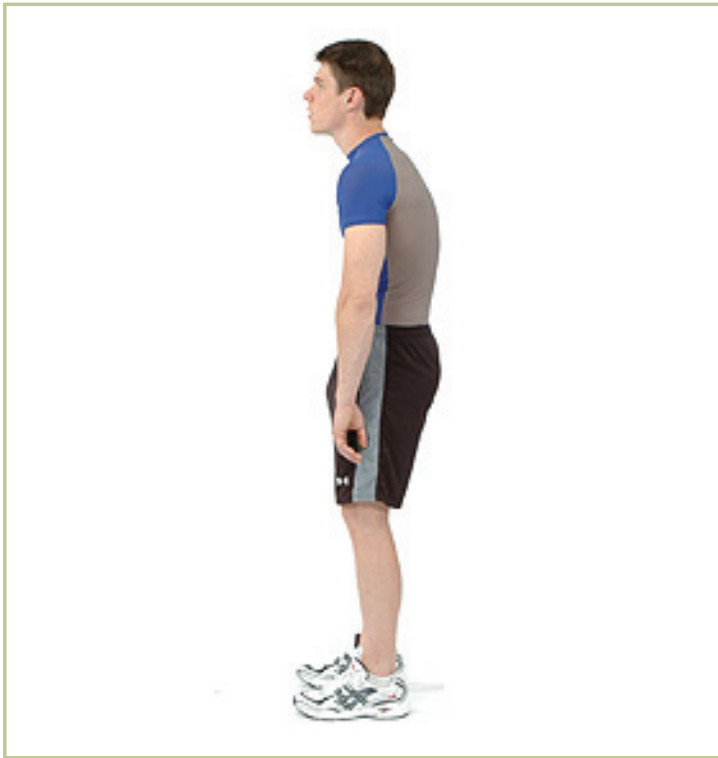
What can you say about the type of work or profession of the person?



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6

ACTIVITY 5.2 Expressing through Posture

Work in pairs. Use your posture to show the images mentioned below.

- A tired person
- A fit person
- A confident person
- A person who is not confident

**We can give a good or bad impression to other people through our posture.
A good posture helps us perform better with less fatigue (tiredness).**

ACTIVITY 5.3 Assessing your posture

Work in pairs

Stand by the side of a string hanging from about 50 cm above your head. It should be attached to a small weight so that it is straight. Stand straight with your ankle bone near the string.



Picture 7

Your partner looks from the side and ticks the correct boxes in the table:

		Yes	No
1	The ears are in line with the string		
2	The shoulders are in front of the string		
3	The shoulders are behind the string		
4	The hip is in line with the string		
5	The side of the knee is in line with the string		

Now stand in front of the string so that it is in the middle of the back.

Your partner looks from behind and ticks the correct boxes in the table below.



Picture 8

		yes	No
5	The head is tilted on one side		
6	One shoulder is lower than the other		
7	One hip is lower than the other		

Check your answers on page 53 at the end of this unit.

If you get all the answers correct it means you have a good posture. The incorrect answers mean that you have to improve your posture in those areas.

Incorrect posture can be corrected.

It is easier to correct at young age than in adulthood.

ACTIVITY 5.4 Basketball

Passing and receiving

Work in groups of 5 or 6

Stand in a circle. One basketball for each group. Hold the ball with the fingers wide spread by the side of the ball, pass the ball diagonally to the person in front (fig 1). While catching the ball open your hands and fingers and reach for the ball. When you get the ball 'trap' it with both hands. Bring it close to the body and prepare to pass it again. No one is allowed to pass the ball the same person twice consecutively. Do not let the ball go out of the circle. Count the number of passes.

No one is allowed to pass the ball to the same person twice consecutively. Do not let the ball go out of the circle. Count the number of passes. The group making the highest number of passes is the winner

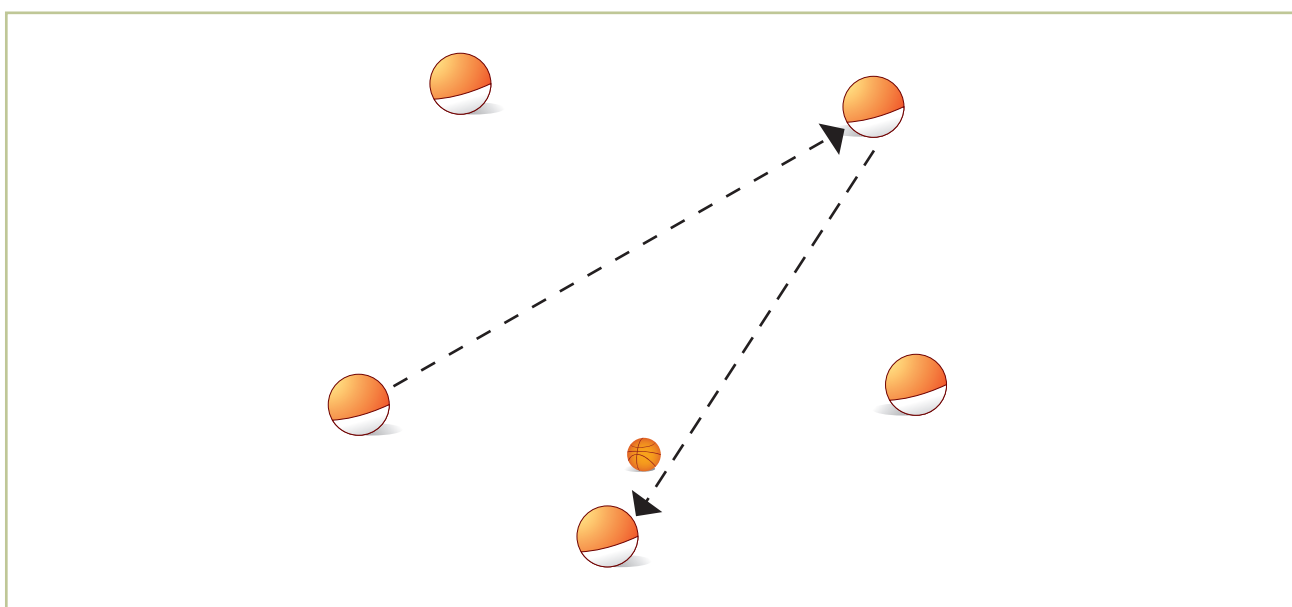


Figure 1



Note to teachers

The activity is timed for approximately 5 minutes.

--- → Shows the direction of the pass.

--- → Shows the movement of the players.

Rapid pass relay

The class is divided into 2 or more teams. Each team will have a minimum of 5 players. Each team is divided in two groups and stand as shown in the diagram below at 3-4 m distance simultaneously.

The players pass the ball to their partner and join the other group. They try to pass the ball fast but not letting it fall down. The relay is over when all the players are in the original place and the ball with the 1st person, i.e the player who started the relay.

If the ball falls or is missed, the player concerned collects the ball and makes the pass from the initial position.

The team finishing first is the winner.

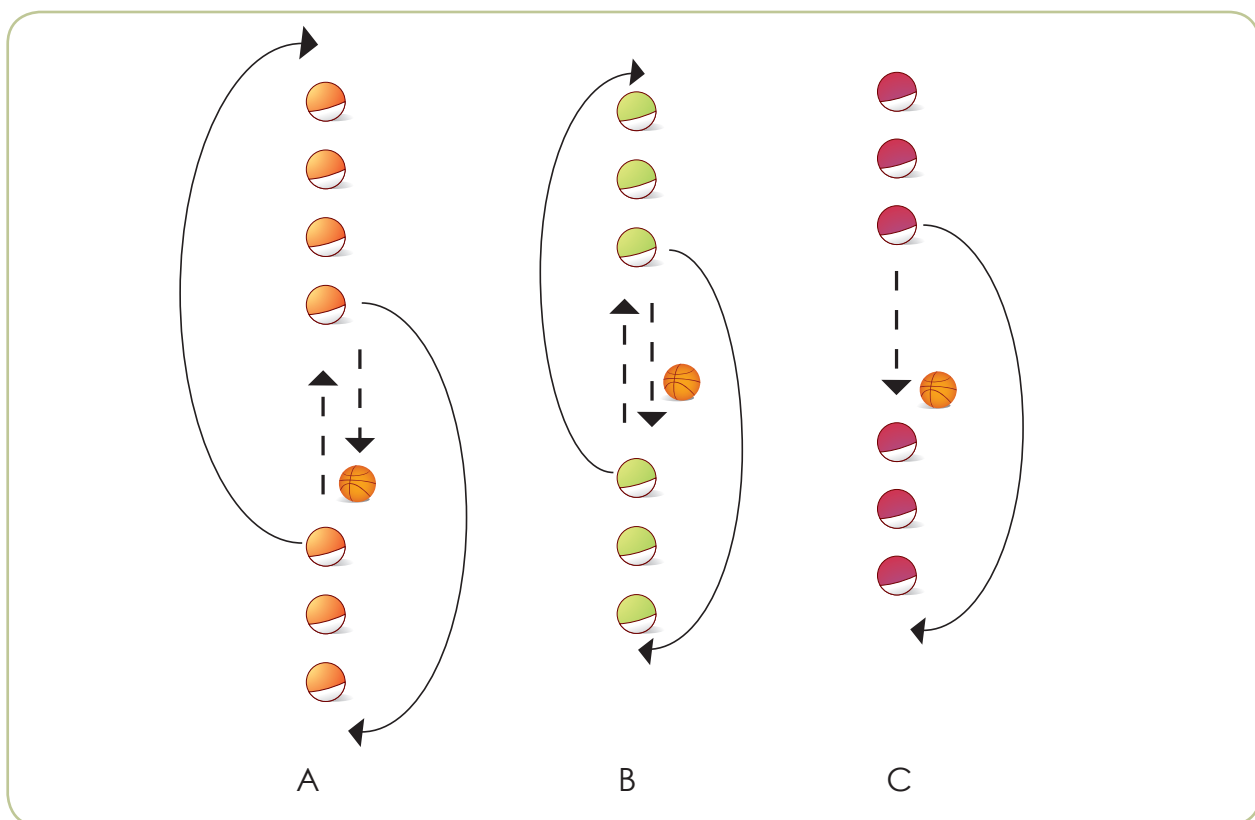


Figure 2



Note to teachers

The relay can be repeated so that the other teams have the opportunity as well.

Passing relays

The students are divided into teams of 5 or 6. The number of students per team can be less if the class has less than 10 students. Each team is further divided in two groups; Group A and Group B.

The teams stand side by side as shown in the diagram, with at least 1 m between them. On the signal of the teacher, player A passes the ball to player B and joins the line behind the other students.

ACTIVITY 5.5 Football

Three touch game

For this game two teams play against each other, for eg. team A and Team B. The players of each team try to make 10 consecutive passes among themselves to score a point. If team A has the ball team B tries to stop team A from passing the ball.

If Team B takes possession of the ball the number of passes of Team A becomes zero and the next time they get the possession of the ball they start counting from zero.

If the ball is put out of play by team B while team A had possession, team A puts the ball in play and continues counting.

If team A succeeds in making 10 consecutive passes, the team is awarded one goal and the ball goes to team B.

Only ground passes are allowed.

A player is allowed a maximum of 3 touches (receive the ball, one touch for control and pass the ball)

Tackling, pulling, pushing or any kind of contact and aggressive play is not allowed.

The penalty for aggressive play is 5 minutes exclusion from the game and the team plays with one player less. If the same player repeats the foul, he/she is excluded for the rest of the game.



Figure 3

Variations :

1. The number of passes can be increased or reduced depending on the ability of the students.
2. A goal is scored by passing the ball to a player behind the end line after the 10 consecutive passes. The player behind the line should be able to stop the ball with the foot. He/she is not allowed to touch the ball with the hands.
3. All players in the team should touch the ball before they can score a goal.
4. Where there are boys and girls playing together, a pass to a girl can count double to encourage passing to the girls.

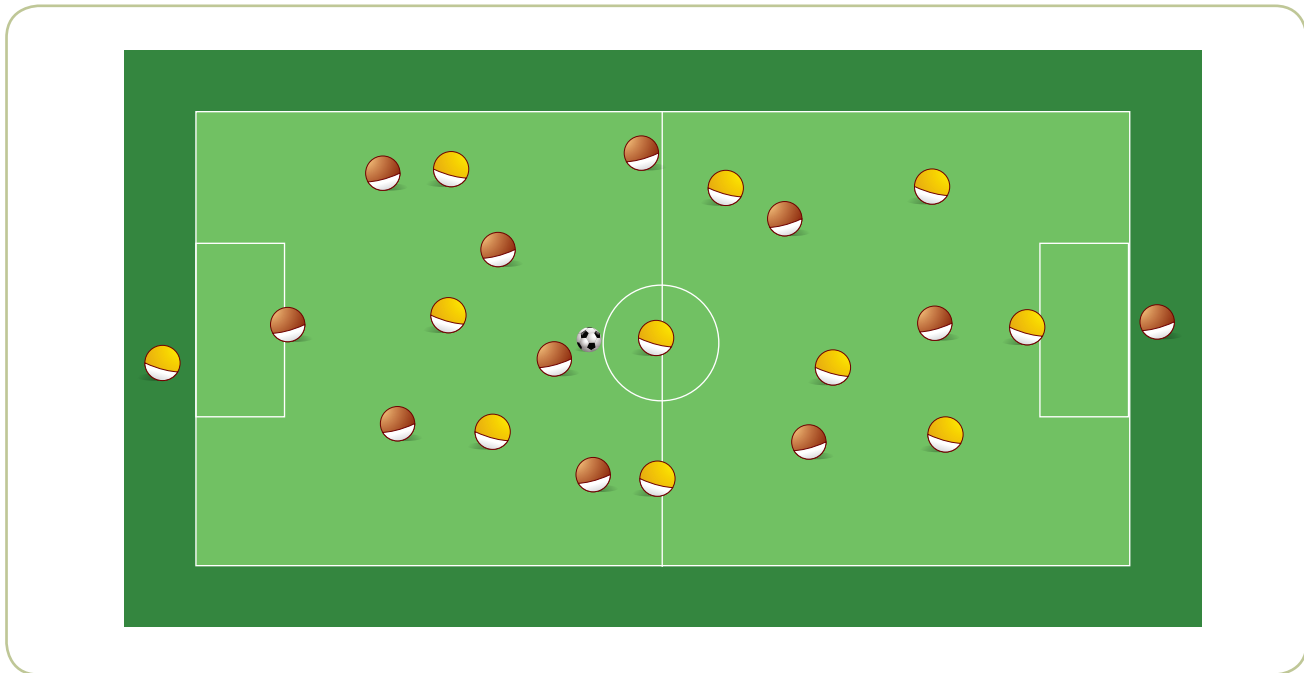


Figure 4: Example of variation no 2



Note to teachers

The students can be asked to count the passes aloud. Wrong counting or no counting can be penalised. To reinforce counting and addition one pass can be given 2

Emphasis should be laid on team work and cooperation.

The game can also be played with hands instead of feet, depending on the ability and skill level of students.

Mini Tournament

The class is divided in three teams; A, B and C. Each team designates 2 groups of referees and linesmen. Two teams play a football game of 2 x 10 minutes. Each group of officials from the third team officiate the match for one half of 10 minutes.

The officials are assisted and helped by the teacher wherever necessary. He/she should also ensure that the officiating is fair.

All the teams play each other as in a league system.

A win = 5 points

A draw = 2 points to each team

A loss = 1 point

Fair play = 2 additional points (awarded by the teacher and the officials – to the most fair play team for each match)

The team with the highest number of points wins the mini tournament.



Note to teachers

Emphasis should be laid on fair play. Aggressive play should be penalized.

The tournament can be staggered on 3 or 4 days.

Answer: Posture and body image

Answers to questions on Posture: page 45 and 46 ?

1. Yes
2. No
3. No
4. Yes
5. Yes
6. No
7. No
8. No