

PRE-VOCATIONAL EDUCATION

Communications Skills

Introduction

Communication as an act and a process stands at the core of human existence. Living and functioning as a member of a social organization – however small this may be – requires appropriate communicative competence and the more developed this competence is, the more comfortable the individual feels when he operates in a collective set-up. Over and above the bearing that the ability – or incapacity – to communicate properly has on the individual as a social participant, communication skills are of prime importance in the field of education.

This significance is attributable to the fact that both teaching and learning rely heavily on the capacity to communicate comprehensibly in writing and orally. On the one hand, the act of teaching itself is one where the teacher engages in a constant communication process with his learners, while the learner for his part, articulates his understanding of the knowledge conveyed in books and via the teacher's explanations mostly by responding in writing to set tasks and also by asking for clarifications, in most cases orally. Communication, therefore, cannot be dissociated from the act of teaching and learning.

In the field of prevocational education, proper communication skills are not only relevant for the acquisition of 'content' knowledge in diverse subject areas. Given the specificity of this system – with its heavy focus on pre-professional training – the development of communication skills has to be construed in such a way that learners are brought to the realization that while learning to communicate in the formal school setting, they are doing much more than simply studying a subject. The pertinence of oral and written communication skills as a life/professional skill should, thus, be constantly underscored.

Learning Area : Communication Skills

To develop both linguistic and communicative competence in order to enhance the sociolinguistic environment of the child and to allow him to function in this environment by performing specific set tasks.

Content:

1. Listen to announcements, messages and various audio files and viewing of audiovisual/multimedia material in a bid to develop understanding.
2. Role play and simulation of common situations: (for e.g. greetings, introduction of self/of others, reporting what someone else says; ask or share information; various transactions, telephone calls, voicemail; shopping at supermarkets/at a pharmacy, ordering at a fast food restaurant, pizzeria, café)
3. Oral exercises and activities to practice language use in common situations in school or business contexts.
4. Exposé and oral presentations done individually/in pairs or in groups
5. Oral narratives based on events from everyday life
6. Discussions of different types (in groups followed by a plenary, free interactive discussions or guided discussions) based on themes, situations, social issues or on a song, film, cultural event, a written text, amongst others

General Objectives:

- ✚ Change the self-perception of the pupils as not being good in languages and/or their resistance to learn European language by acknowledging and indeed developing their awareness and their proficiency in their mother tongue.
- ✚ Bring the pupils to value fine arts and drama alongside languages as media for self-expression and for the probing of issues, emotions and situations.
- ✚ Develop positive awareness and interest in language use and the functions of each language in our context, which is a multilingual one.
- ✚ Develop elementary or elementary plus proficiency in the three main languages in use in the country so as to prepare the pupils for their after school life.
- ✚ Tapping on the interest of youths in new technology, refresh, restart and/or develop further oral and written academic proficiency in English and French by building literacy through IT, in order to sustain learning and professional training and to enhance their social integration in the local and global world.
- ✚ Bring the Pre-Voc pupils at par with their mainstream peers by developing their communicative and academic skills so as to enable them to choose in all freedom between the reintegration of mainstream education and a trade-oriented education.

Assessment mode and tools

- ✚ A variety of tools and assessment modalities/techniques will be resorted to in order to change pupils' perception of assessment as well as to make assessment play a major role – and a positive one – in their learning.
- ✚ Individual Plan decided by & for each pupil in each of the sub-domains.
- ✚ Monitoring tools shared between/common to pupils and teacher to encourage and tract progress in specific tasks.

- ✚ Continuous Assessment with a “bilan/summing up” and a report every 4 to 6 weeks, followed by the working out of a new IP.
- ✚ Self-assessment, peer assessment and teacher assessment will all be common classroom practices.
- ✚ At the beginning, teacher’s help with assessed tasks may be optimal so as to provide the needed scaffolding for future self-monitored work.
- ✚ The tools should allow an incremental detailed profile of each child’s learning and achievements throughout the years so that every child will come out of the Pre-Vocational years with a trustworthy report on his progress, his state of competence and his aptitudes.
- ✚ Projects and group work will be a common feature of the curriculum-based/driven teaching and learning process.
- ✚ By and by, pupils will be set on more challenging projects like the design and writing of a portfolio during the last year.

**PRE-VOC COMMUNICATION SKILLS
FORM I**

Unit titles	Aims	Visual Arts	Kreol	English	French	IT	Drama	Autres/Rques
MWA, KI MWA? Discovering myself Rediscovering literacy Using ICT to develop literacy	Engaging the pupil to become a learner	Self-portrait along with portraits of friends and depictions of one's social environment	Konn indik klerman so lidantite dan enn seri sitiasion	Give basic information about oneself: one's name and surname in a range of situations Re-discover the alphabet in small case and in capital letters and the sound that matches with every letter Recognize and name out letters of the alphabet which appear in one's name or surname Spell out one's name and surname	Décliner son identité dans un éventail de situations	Compare and contrast computer keyboard and mobile phone buttons and sequence of letters in the alphabet Type one's name & surname and that of a friend using Word. Enter one's name and surname on a mobile phone Type one's name & surname and that of every member of the family Type one's name & surname trying out various fonts,	Imagine a series of situations and contexts where one would be asked ones' name, etc and play out these Introduce oneself in an official way, in a friendly manner, in a funny way. Simulate talking over the phone and having to ask or give information about one's self.	Musique Des auto-portraits musicaux?? "Ma philosophie" Hamel Ben "Désolé" Section d'Assaut "Prière d'un enfant noir » Aimé Césaire "Le type" J. Barbeau Billy Elliott
	Refer zanfan enan konfians dan zot mem apre lexyeryans CPE	Engaging experimenting with different media and techniques in order to express their emotions and ideas in a variety of styles.	Diferansie nom ek sirnom		Les termes de désignation de l'identité (prénom, nom usuel, surnom).			
	Helping the learner to develop his confidence and self-esteem after the CPE experience.	Understanding and using relevant elements and principles for creative arts	Diferansie nom lakaz avek nom lor papie		Redécouvrir l'alphabet (en lettres capitales) par des prénoms			
	Favoriser le retablissemant de l'estime de soi et de la reconstruction positive	Expressing themselves in a creative, personal and original way while engaged in creative work	Konn dezign ban let lalfabe dapre zot nom ek zot trase grafik : Konn eple so nom ek prenom, ek prenom ek nom bann dimounn dan so lafamiy ek dan so klas Konn donn, swa demann sa bann informasion-la dan plizier sitiasion Konn sekans let dan lalfabe		Retrouver les lettres de mon prénom Renforcer définitivement la désignation des lettres et leur séquence dans l'alphabet Ecrire son			

		<p>Understanding, appreciating and using the basics of graphic design/ communication</p> <p>Learning about and discovering basic techniques of expression</p> <p>Exploring and experimenting with different modes of expression.</p>	<p>Mo zaimo totem: Si mo ti enn zaimo, ki zaimo mo ti pou ete?</p> <p>Pran labitid pran laparol devan klas lor enn size ki tous zot.</p> <p>Prezant mo-mem, dir ki mo kontan ek apresie dan mwa</p> <p>Fer portre (avek bann mo ek fraz) enn kamarad klas ki mo apresie boukou</p> <p>Konpoz enn slam lor mwa</p> <p>A partir bann nom ek bann slam ki finn prodwir, (re)dekouver prinsip lekritir</p> <p>Prezant mo-mem, dir ki mo pa kontan dan mwa.</p> <p>Prezant enn bon kamarad, me dir li ou si so defo.</p>	<p>Know the sequence of the letters of the alphabet</p> <p>Understand and make proper use of concept words "name, surname, nickname"</p> <p>Chinese portrait... If I were a tree, an object, a dish, I would be</p> <p>My likes and dislikes about school life, persons, school subjects, school discipline, learning, etc.</p> <p>-----</p> <p>What do I know?</p> <p>What skills have I learnt? How?</p>	<p>prénom et son nom de mémoire</p> <p>Épeler son prénom et son nom</p> <p>Retrouver son prénom et/ou son nom sur des étiquettes ou dans une liste de noms</p> <p>Transférer l'appropriation du principe d'écriture du Kreol vers le français</p> <p>Faire mon portrait en soulignant mes qualités ou ce qui me plaît en moi</p> <p>Exprimer le soi rêvé</p> <p>Portrait chinois :</p>	<p>size & colour of signs</p> <p>Prepare a Powerpoint presentation on one's positive features</p> <p>Access one's Chinese or western zodiac sign and give one's opinion about its profiling of oneself.....</p> <p>Fer enn prezentasion lor lekol ki zot finn imazine (Powerpoint & Desin akonpagne par enn prezentasion oral).</p> <p>-----</p>	<p>Simulate talking in a very noisy environment in an office where you have to give personal data about yourself.</p> <p>Work out and play a sketch where characters have funny nicknames but very serious names, outlining all the mishaps and funny situations which may turn up.</p> <p>Simulate working at the bank and having to assist an old person in</p>	<p>« Lettre au President » Boris Viar</p> <p>Le voleur de mots ...</p> <p>August Rush</p>
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		<p>Ekout avek atansion kamarad ki pou prezant to bann defo</p> <p>Panse ek dir kot to ti for dan kreol primer.</p> <p>Panse ek dir kot to pa ti for dan lekol primer</p> <p>Dan enn ti group, mazine ki zot finn vinn gran ek zot pe ouver enn lekol. Imazine kouman lekol-la pou ete, net.</p> <p>Koumans enn "class blog"</p>	<p>Thanks to whom?</p> <p>What skills have I not acquired? Why? Because of what/whom?</p> <p>What skill would I like to have? How may I achieve this?</p>	<p>si j'étais une chanson/ une personnalité mondiale/ un lieu, je serais.....</p> <p>Faire mon portrait en soulignant mes défauts ou ce qui ne me plaît pas trop en moi.</p> <p>Quel est mon rêve pour moi? Qui serai-je dans dix ans?</p> <p>Qu'est-ce que je n'ai pas aimé à l'école?</p> <p>Pourquoi est-ce que je n'ai pas aimé à l'école? (cf. termes de sentiments, d'évocations d'émotions)</p> <p>Je fais mon bilan de savoirs</p>	<p>Je prépare un petit exposé soutenu par un Powerpoint ou une animation graphique pour présenter mon bilan de savoir</p>	<p>filling in a form.</p> <p>Imagine oneself in 10 years' time and mime one's figure, character, way of dressing (at work and during leisure time), demeanour, the people around you, etc. : Where shall I be living? How/Where shall I travel? What will be my eating habits? -----</p>	
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**PRE-VOC COMMUNICATION SKILLS
FORM II**

Unit titles	Aims	Visual Arts	Kreol	English	French	IT	Drama	Autres/Rques
SE SITUER DANS LE LOCAL ET LE GLOBAL	<p>Make students map themselves both in the local micro-cosm and in the global world</p> <p>Make pupils become aware of their "patri moine" and live</p>	<p>Explorer des techniques d'expression artistiques ou artisanales dites "ethniques"</p> <p>Tie & dye, batik, tissus imprimés, sculpture, broderie, etc. cendriers et boîtes en papier mâché, en bambou, etc.</p> <p>Bijoux d'inspiration ethnique</p> <p>Prepare in English a few lines or sentences on what I have learnt/ been doing.</p> <p>From aural to written or from written to aural.</p>	<p>Prepar enn interview avek diferan dimounn (paran, granparan) pou konpran pepleman Moris ek ki mo plas ek plas mo fami dan listwar nou pei.</p> <p>Fer enn dosie lor mo fami, esey remont osi lontan ki posibil; trouv foto bann paran lontan dan mo fami, etc. alafwa lor fami kote mo mama ek fami mo papa.</p> <p>Apartir foto ek seki mo bann paran ek granparan rakonte, etabli ki sann la ti mo bann premie zanset. Kan zot fin arive? Depi kot sa? etc.</p> <p>Dan Moris, eski zot zanset finn res ansam avek bann dimounn ar ki zot ti vini, ouswa non?</p>	<p>Have a regular look into bilingual magazines produced locally for foreign visitors and which are replete with quality information on our island and the region (eg: Evasion, Islander). Browsing, then by and by reading in both languages</p> <p>Listen for a brief period of ½ minute to 1½ minutes in a focused way to BBC news, magazines, documentaries and reportings.</p> <p>Listen to songs (a variety over the year in terms of style, singer,</p>	<p>Aujourd'hui, mon quartier : le situer dans l'île (urbain, périurbain, rural, semi-rural, côtier, etc.) Quels services offre-t-il?</p> <p>Observation de mes voisins: Sont-ils là depuis longtemps/ toujours ou récemment?/ Quel a été le mouvement d'installation dans le quartier?</p> <p>Est-ce un mouvement continu ou non?</p> <p>Quelles sont leurs occupations professionnelles? Dans quels types de logement (maison, appartement, etc.) vivent-ils?</p>	<p>Scanner les photos et autres documents trouvés et les insérer dans le Power Point que je vais faire sur l'histoire de ma famille</p> <p>Se connecter à Internet et consulter des sites web</p> <p>Apprendre à aller sur le site d'une radio pour y rechercher des informations ou pour écouter des émissions de mon choix.</p> <p>Apprendre le podcasting.</p>	<p>En groupe, mettre en scène la vie du quartier</p>	<p>Visionner les films d'Alain Gordon Gentil sur le peuplement à Maurice</p> <p>Visionner Gengwey de G P Chellapermal.</p> <p>"Le racisme expliqué aux enfants" (J C de l'Estrac</p> <p>"Sadako"</p> <p>"Rouz"</p> <p>Le chanteur rwandais</p> <p>Sante Menwar Triton, Kaya</p>

<p>up to it.</p> <p>Make pupils become curious over a number of fields/issues</p>		<p>Eski dan zot fami, gard relation avek bann vwazin ou konesans lontan?</p> <p>Transkri parol enn-de sante ki zot ekoute</p> <p>Eski enan kikenn dan zot fami ou enn dimounn ki zot kone finn al res lot pey? Ki zot sitiasion laba?</p> <p>Eski zot, zot ti pou anvil travay ek res enn lot pei? Kifer? Ki zot panse zot pou trouve laba?</p> <p>Prepar enn kart lemond ek tras lor la bann mouvman popilastion ver Moris dan lepase ek mouvman rantre ek sorti dan letan zordi</p> <p>Concevoir et dire un slam sur une des questions travaillées durant l'année</p>	<p>genre, generations, etc.)</p>	<p>Lieux et occasions du lien social Comment vit-on dans le quartier? Où, quand se rencontre-t-on?</p> <p>Petite fiche de notation des observations</p> <p>Apprendre à écouter des journaux et magazines radiophoniques en français pour se tenir au courant de l'actualité régionale et mondiale</p> <p>Le pays d'origine de la population mauricienne au travers de la reconstitution généalogique de sa famille</p> <p>Transcrire le slam en vue d'une exposition des travaux de la classe</p>	<p>Faire visiter mon quartier à partir de <i>Google Earth</i></p> <p>Ecouter un journal d'actualités pour enfants sur le net</p> <p>Type documents using « Word »</p> <p>Formulate one's ideas and use online features to enhance one's work (e.g. spelling and grammar)</p> <p>Use a graphic software to draw and colour shapes and to save and retrieve one's work over a number of sessions</p> <p>Editing a precious saved document</p>		
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**PRE-VOC COMMUNICATION SKILLS
FORM III**

Unit titles	Aims	Visual Arts	Kreol	English	French	IT	Drama		
<p>Nourrir l'éveil et découvrir & explorer des métiers, des orientations professionnelles</p> <p>(3 thèmes à choisir durant l'année)</p> <p>Nouri linter pou sertenn metie ek domenn aktivite (Bizin swazir 3 tem dan lane</p>	<p>Bring students to relate more closely with specific fields of training and occupation – professional activities</p>	<p>Engaging in experimentation with different media, techniques and processes / understand the importance of group work and appreciate the contribution of all members in collaborative enterprises</p> <p>Understanding, appreciating and creating simple art and crafts products</p> <p>Looking at</p>			<p>Functional vocabulary for beginners in the field chosen</p> <p>Carry out some research on internet and in encyclopaedia, magazines, on themes/ subjects of interest <i>etc.</i></p> <p>Eg+ new usages of electricity: electric car engines, etc</p> <p>Electricity in our body</p> <p>Electricity from above (thunder & lightning)</p>	<p>Pran kontak ek/ou vizit bann plas, landrwa, latalie, showrooms, etc.</p> <p>dan domenn professionnel ki interes mwa. Observe ki trayfer, avek ki zouti ek ki metod/teknik, etc.</p> <p>Prepar enn kont-randi sa bann vizit la ek reflesi lor seki mo'nn gagne par la (an term konesans, kontak, konpran enn travay/secter, etc)</p>	<p>Préparer des documents sur le domaine choisi et les organiser en dossier(s). Travailler avec des camarades qui ont fait le même choix que moi.</p> <p>Par ex: l'histoire de l'électricité, sa découverte, son importance dans l'évolution de notre société, des technologies, aussi etc.</p> <p>Recherche sur internet, dans "c'est pas sorcier", "2000 ans d'histoire",</p>	<p>Insert documentation in already existing folders with some editing (title pages, headers or footers, table of contents, summaries, etc.)</p> <p>Produce a printed document on the 3 themes/orientations chosen with one page of original writing</p>	<p>Present one's sector of interest and one's plans</p> <p>Present at a viva one's work (with a peer-assessment procedure as well as a teacher-assessment) : student & jury with full decorum</p>

		<p>what is being done already as small-scale businesses in the different areas of studies</p> <p>Impression (textile) : patterns, sérigraphie, monotype, etc.</p> <p>Assemblage</p> <p>Affiche, logo, calligraphie</p> <p>Recherche de photos ou de tableaux se rapportant à des thèmes choisis</p> <p>Imitation des vitraux, etc.</p>				<p>"Nouvelles découvertes" chez Gallimard, la revue "Ça m'intéresse", etc</p> <p>Le vocabulaire des métiers</p>		
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		<p>Electricité (qu'est-ce? Comment cela fonctionne? Quelles sources? Pour quels usages? Les types de circuit é électrique, etc Quelles alternatives? Quelles ouvertures professionnelle s? Quels pré requis? Etc.?</p> <p>Les métiers du métal : Ferronnerie, Soudure etc.</p> <p>Les métiers du bois</p> <p>Maurice, ile durable, un concept à interroger et à adopter</p>							
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		<p>Les métiers de service (vente, accueil,...), d'hospitalité (de touristes ou de personnes malades, handicapées, etc) et de bien-être (spa, massages thérapeutiques)</p> <p>Infographie (Graphie Design)</p> <p>Les industries de la culture: Lumière pour le cinéma, le théâtre/l'opéra , etc. Les métiers de la scène</p> <p>Couture, Habillement, Costumes</p> <p>Décor, décoration intérieure,</p>							
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		Coiffure Arrangement floral								
		Les métiers de luxe (joaillerie, maroquinerie, etc.)								
		Les métiers associés a l'élevage et à l'agriculture								
		Les métiers de l'automobile: mécanique, électronique, etc								

**PRE-VOC COMMUNICATION SKILLS
FORM IV**

Unit titles	Aims	Visual Arts	Kreol	English	French	IT	Drama	Life skills	Autres
PRENDRE SES MARQUES GETTING READY FOR THE NEXT LEAP	Getting the student prepared and ready for the “after Pre-voc”. Préparer son portfolio (académique, professionnel et personnel) Se mettre en projet pour l'après Pre-Voc	Un petit projet commun à la classe Apprendre à travailler en équipe. Se répartir le travail. Choosing one skill/ technique/ process and specialising in it; developing this skill further through a body of work. Preparing and compiling a portfolio of one's	Fer enn bilan mo parkour depi mo finn rant dan Pre-Vok Ki mo finn aprann anplis, ki mo finn konpran anplis? Ki mo finn dekouver lor seki mo kontan ou aksepte aprann? Ki mo finn dekouver lor mo manier aprann? Imazinn lemond ideal	Writing letters (Motivation letter in particular) Write down and organise one's CV Read with understanding job contracts and vacancies. Fill forms Start preparing your portfolio with an application for job training	Etablir son CV Identifier quelqu'un qui fait le métier que j'aimerais faire et conduire un entretien avec lui. Confirmer ou émettre des réserves sur l'orientation initialement choisie. La négociation de conflits dans le monde de travail. Les systèmes de gouvernement dans le monde. Le nôtre?	Excel et/ou Adobe ou Photoshop dessin/ peinture; retouche de photo; dessin industriel avec des logiciels appropriés, etc. -Using Microsoft Office applications for typing and presenting/ formatting data in tabular form/in bullets/ in textboxes/ Smart art ... -Using Spellchecker/ Thesaurus/Trans	Role-Play Mock interview Simulation of diverse contextual language uses (eg. As receptionist, tourist guide, waiter, semi-skilled worker in electricity, plumbing, building, etc.)	Prevention of Drug consumption Prevention of Drug Trafficking Prevention of violence Prevention of sexual violence Family life education AIDS transmission prevention Theoretical part of Car/trailer /lorry driving Les lois gouvernant le travail et les stages	Visionner et débattre sur « Dead man walking », avec Sean Penn « It's a free world » de K. Loach Baudelaire - “Initiation au voyage” Rimbaud “voyelles” « Dirty pretty things » de S. Frears

		<p>artworks (including some of one's Year III artworks whereby one specialised in a given area)</p>	<p>dan ki mo ti pou kontan viv. Transmet sa ideal-la par enn fason kik-konk (lapintir, lamizik ek sante, teat, etc.)</p> <p>Ekrir enn let aplicasion pou enn job</p> <p>Ledikasion pou enn konsomasion responsab ek kontrole</p>		<p>Pensez-vous faire de la politique un jour? En tant que quoi? A quel niveau?</p>	<p>-lator for writing/ proofreading/ editing</p>		<p>d'apprentissage</p> <p>Les possibilités de poursuite de carrière avec et sans étude</p>	<p>Chansons par "ziska kan", Menwar, etc.</p>
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