



Prevocational  
Programme

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# Bridging the Gap

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## Bridging the Gap

Bridging the Gap for the prevocational stream is being introduced to ascertain a smooth beginning for learners entering the Pre-Voc stream. It has been scheduled over 4 weeks from the beginning of the term after which Educators will start to implement the formal Pre-Voc curriculum in an integrated manner.

## Activities and Objectives

Bridging the Gap is a compilation of doable and interactive activities that can be associated to specific themes such as 'Health and Safety', 'Sports and Leisure' and 'Communication' among others. Other activities do not necessarily belong to a theme but are essential for the holistic growth of the learner. All these activities are non-academic tasks and are meant to bridge the gap between the primary and the prevocational stream. They are easy to conduct and also make use of low cost materials or readily available resources.

The activities are planned on a weekly basis and educators may wish to identify the tasks as per the suggested format. The activities suggested are not restrictive and Educators are invited to improvise activities to meet the objectives below according to the needs of the students, taking into consideration the possibilities and practical constraints of the context.

The suggested activities are meant to enable learners to:

- develop a **familiarity of the context** in which they are learning
- develop **confidence and self esteem** in themselves as learners
- contribute towards the creation of a **positive** learning environment
- develop **ownership** of their tools and games they engage in
- build new and friendly **rapports** among friends and the school staff
- **enjoy** a new beginning and look forward for an interesting journey ahead
- become strongly **motivated** through team building activities
- display **interest** in some specific areas

## Planning

Educators and Heads of schools will receive the Bridging-the-gap document to familiarize themselves with the proposed activities. The first week is devoted to welcoming the learners, while during the second week teachers will prepare activities based on Health and Safety. Activities based on Sports and Leisure will be carried out during the third week and during the fourth week on developing skills of communication. Activities are not necessarily theme-driven but are meant for teambuilding and motivating learners. At the end of each week, students should be encouraged to showcase their progress and achievements.

While working on the Bridging the Gap, the learners' likes and dislikes as well as the concerns of the learners should be identified and recorded in a portfolio, thus keeping track of their learning progress. A good way of starting the portfolio is by encouraging each learner to present her/himself.

For a continuous representation of learner's progress, this portfolio will have to be updated on a weekly basis.

By

**Bizlall V K, Auckloo P, Udhin W**

## Welcome to school

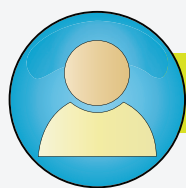
**Title** : Guided visit within the school

**Aim** : To identify various stations such as

- Classrooms
- Library
- Laboratories
- Canteen
- Toilets
- Playground
- Litter corner
- School garden
- Areas to avoid due to hazards  
(if any, e.g., construction works going on).

The person leading the tour should be very encouraging and welcoming; s/he should encourage pupils to ask questions and answer these to the satisfaction of the pupils. After the visit a debriefing may be organised where the pupils are encouraged to talk freely about the school, buildings, features, stations, playgrounds, ...

This will help them to better participate in the activities suggested in this booklet.



## My profile

My profile

Name: .....

Date of Birth: .....

Age: .....

Address: .....

.....

Tel: .....

e-mail: .....

Height: .....

Weight: .....

My hobbies: .....

.....

.....

Things I like: .....

.....

.....

# Myself

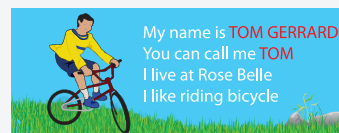
**Activity:** Making a desktop name tag using card

## Description of Activity

Students will use card to make a simple name tag which will be placed on their desks. The name of the student will be written on the tag. This can be hand-written, word processed or done using stencils/templates. Students will be free to add other information as well. Graphics will also be included on the name tag. Students can draw directly on the name tag. They can also cut graphics/pictures from magazines or use printed materials and glue them on the tag.

## Materials/Equipment required

- Card/Bristol paper/packaging boxes
- Pencil
- Glue
- Scissors
- Markers
- Coloured pencils
- Ruler



## Interviewing and Introducing a friend

### Myself - Name Tag



Choose a friend you do not know yet.



### Introduce yourself:

*Have a conversation with your friend. You will need a pen and paper to write down what s/he says.*

(a) I am ..... What is our name?

(b) I came from ..... Where do you come from?

(c) I went to ..... primary school.  
What is the name of your primary school?



(d) I have ..... brothers and ..... sisters.

How many members do you have in your family?

(e) I like to play ..... , ..... and .....

What do you like to do / play?

(f) I love to eat ....., ..... and .....

What is your favourite dish? What else do you like to eat?

(g) In my region / area, there is a stadium, ..... , .....

and ..... What do you have in your region?

(h) My favourite singer is ..... Who is your favourite singer?

(i) My favourite actor / actress is ..... Who is your favourite actor / actress?

*The teacher can suggest other questions.*

- After the interview, sit down and complete your information.

If you need more information from your friend, ask him / her.

- After you have completed the information sheet, present your friend to the class.

**To the teacher:**

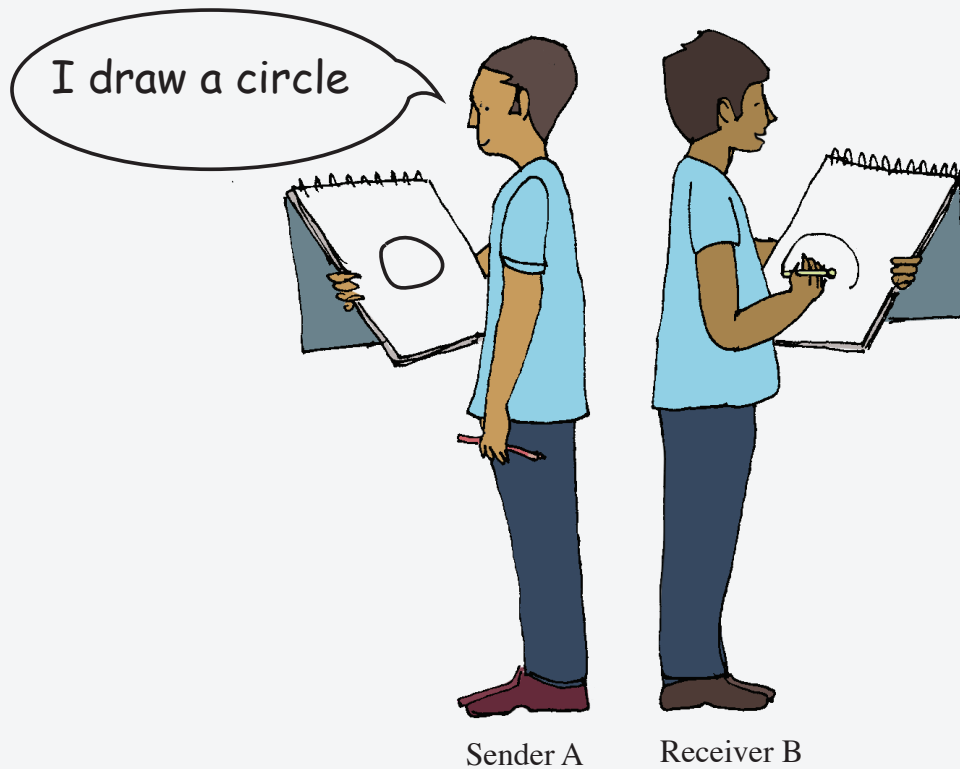
- After the students have completed the task. Ask the students to present each other to the class.

## Back to back - An activity based on a 'one way communication'

*This activity helps to develop learners' communication skills, more specifically listening and oral skills. It should not take more than 10 minutes. However the educator may want to bring modifications to the rules of the game. This activity can be carried out with the whole class at a time, where many pairs interacting with each other..*

### **The following are the guidelines**

1. This activity is carried out in pairs. This can be randomly selected or learners can decide who they want to play with.
2. In this exercise a 'sender - A' of information, sits back-to-back with a 'receiver -B' and has to communicate with the latter.
3. The sender sits facing the paper or picture that is given by the teacher. This can also be selected by the learner A. However B cannot see the picture.
4. A has to tell B how to draw the simple figure using simple instructions
5. The receiver or B cannot communicate back to A in any way, with words, grunts, rubbing shoulders or any other way. B is responsible to listen only and make the drawing according to the instructions given by A slowly.
6. Communication must be by word of mouth only: no written communication is permitted.
7. Neither person may turn round until the game is finished.
8. After 5-7 minutes, the educator or another person not participating in the pair activity can call " stop" and then learners look at the new drawing that B has drawn.
9. The educator and the learners then discuss the importance of being specific and clear when communicating. The discussion could also stretch to appreciating the value in listening accurately and the difficulties of having a one way communication only.



### What type of instructions can A give to B:

- A must have a clear picture of what s/he wants to communicate to B
- A must try to orient the other person to the task and to what is being communicated
- A must develop one idea at a time
- A must take one step at a time
- A must use only appropriate repetition
- A can decide which ideas need emphasis
- A must pace the instruction according to the reception capacity of the other person

*Adapted from David Jacques: 53 Book Series Resources*

**Activity:** Designing signs for the schools.

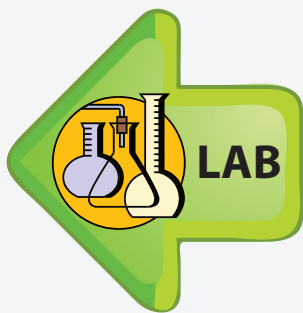
### Description of Activity

Students will be required to sketch on plain paper a series of signs which can be used in the schools to indicate the various locations.

Examples of signs are:

- Showing the direction to the canteen.
- Showing the direction to the workshop.
- Showing the direction to the Science Lab.
- Showing the direction to their class.
- Representing male and female toilets.

Students will then reproduce the selected designs on Bristol paper, cut out and stick on the walls of the school. For this activity, students may use a variety of collage materials like magazine/newspaper cuttings, dry leaves and drinking straw. Students should be allowed to express themselves creatively.



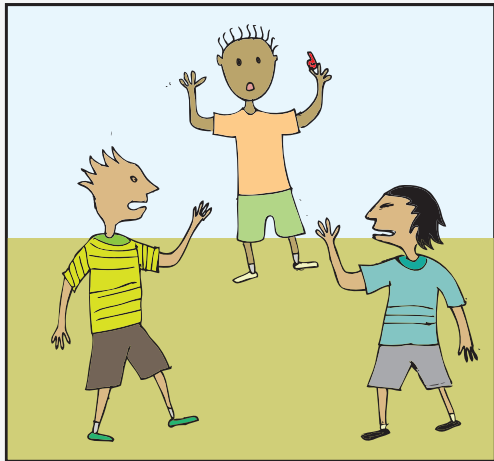
### Materials/equipment required

Bristol paper  
 Plain paper  
 Ruler  
 Stencils  
 Markers.  
 Coloured pencils/  
 Wax crayons/water colour

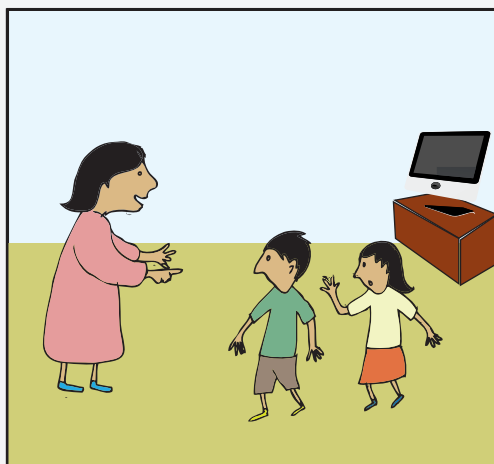
## Stuck in the middle

Think of a situation of conflict.

The student is required to explain the problem and give her/his views of how s/he could propose a solution to the problem indicated in each picture. These activities should help students to learn to listen and to propose a solution.



Your friend disagreeing on a goal just scored and starts an argument. What do you do?



Two children are fighting to play the computer game first. How can mother / father solve this problem?

Imagine you are the mother / father.

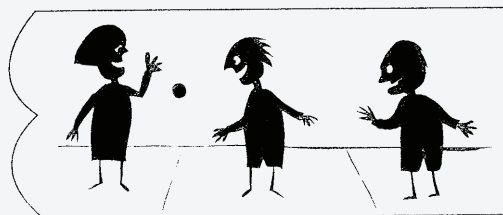
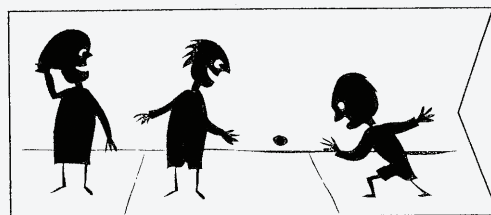
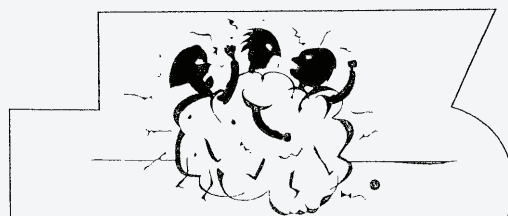
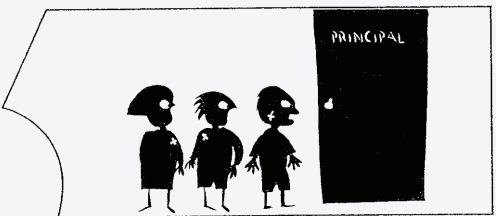
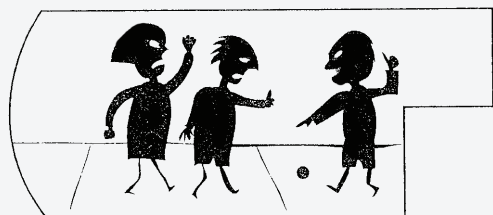
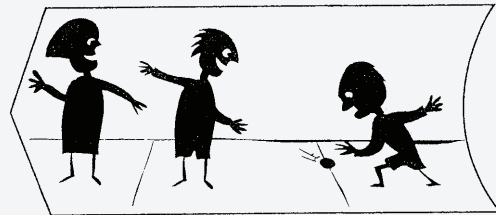
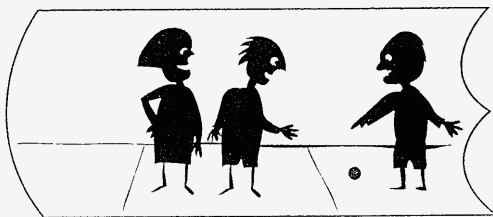


Two people do not agree on who is at fault in a car accident. How can the policeman solve this conflict.

Imagine you are the policeman.

## Cartoon Puzzle

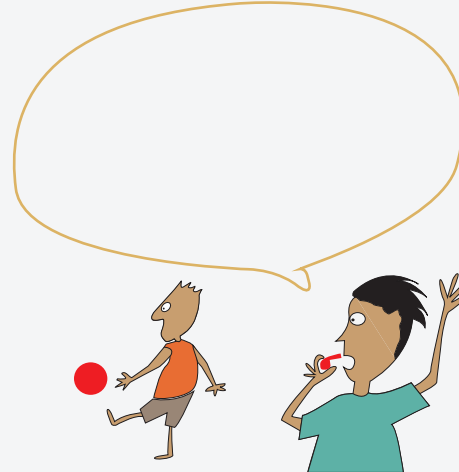
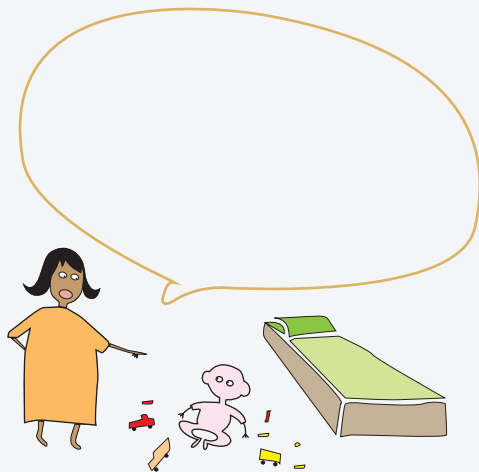
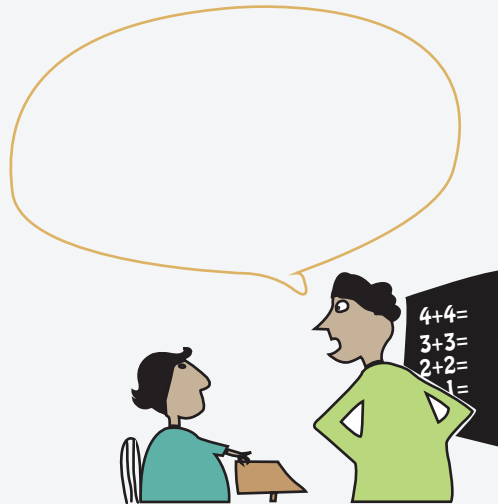
Here are seven pieces of a cartoon puzzle. You can put the pieces together in two ways. One way makes a four piece story with a happy ending. The other makes a five piece story with an unhappy ending. Decide which ending you like best and put the story together.



Students can be asked to present the story orally to each other. The teacher can think of other stories of similar nature.

## Keeping the rules

Here are four people who have to make sure people keep the rules.  
In the speech bubbles, write what you think they are saying.



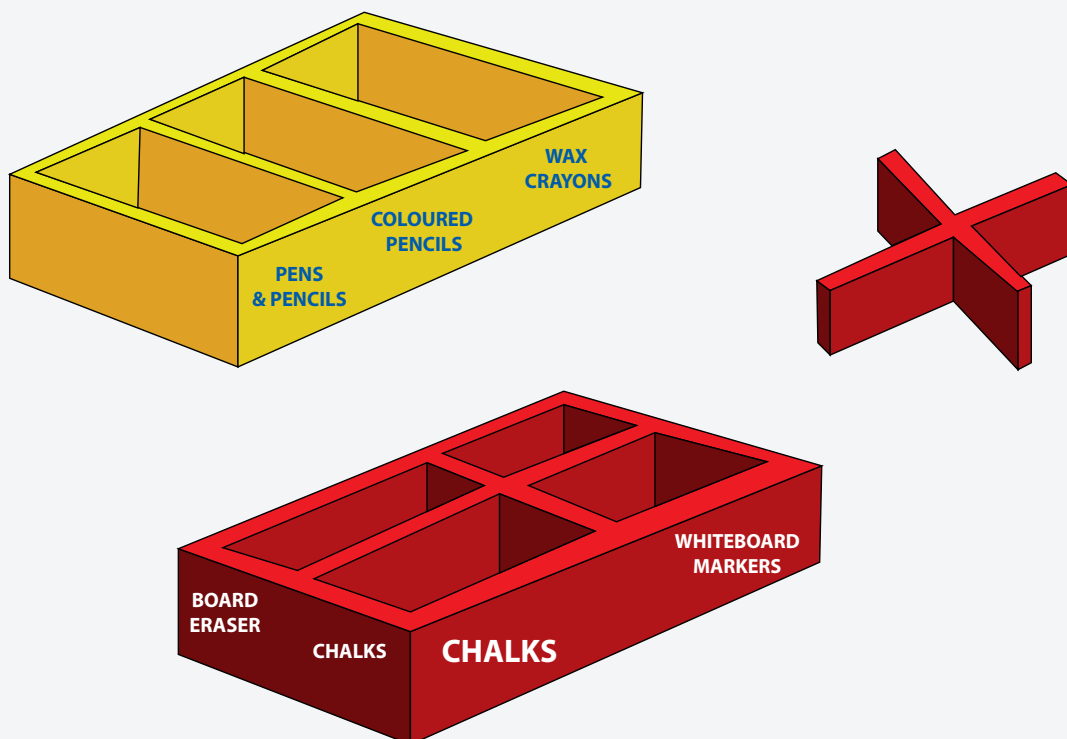
**Activity:** Making a container box for the storage of materials and equipment which are used in class.

### Description of Activity

The aim of this activity is to make pupils aware of the importance of safe storage of materials (papers, posters, etc.) and equipment (pens, markers, coloured pencils, etc.) while involving them in hands-on activities. Students will make container boxes to store various types of items which they commonly use in their class. They can make compartmentalized boxes or individual boxes to store each item. These boxes can be constructed using card, MDF or any other suitable material. Packaging boxes (shoe boxes, cereal boxes, milk cans) can be re-used as well.

### Materials required

- Card/MDF/Used packaging boxes
- Glue
- Staples





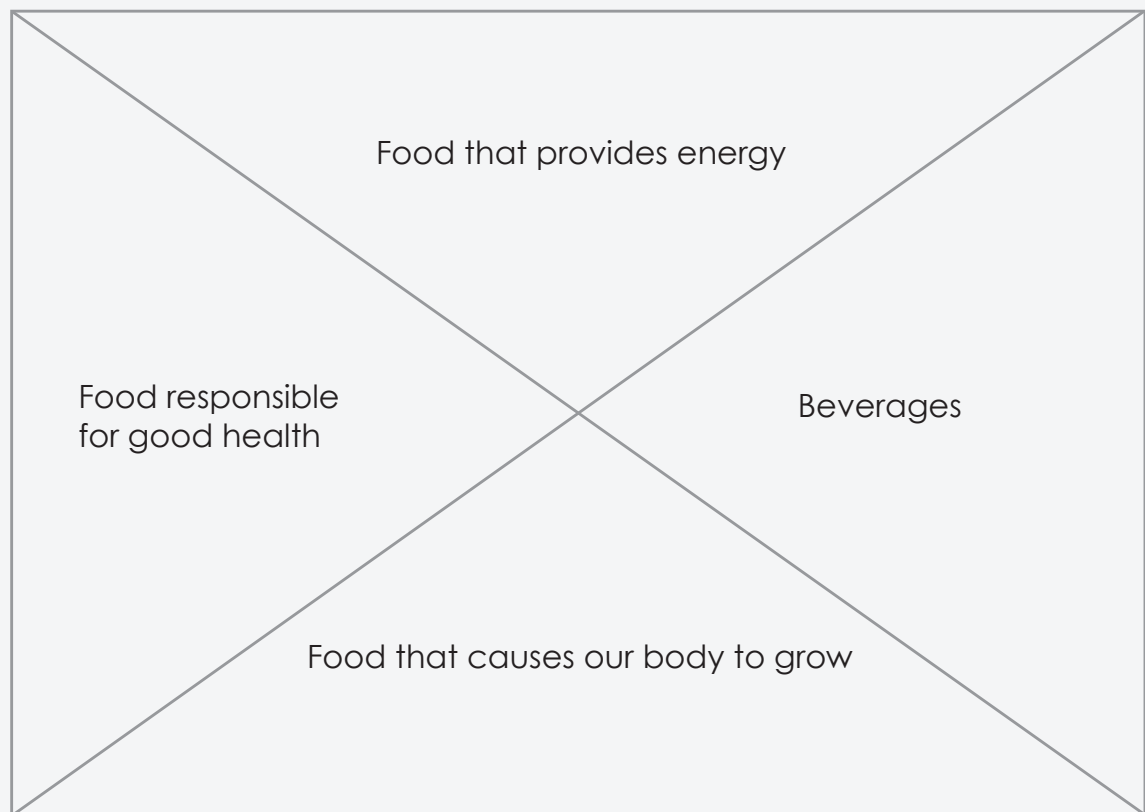
## Health and safety

**Title** : Making of poster on “Balanced Diet”

**Aim** : To sensitise pupils about what is a balanced diet, why it is so important and how they can plan for balanced diets to be in good health

Pupils will be asked well in advance (week 1) to collect pictures from supermarket adverts, newspapers, food packages, etc and to bring these to the school and hand these to the teacher. On the day of the activity students are asked to:

- Listen to teacher regarding all instructions given; including safety precautions to be taken
- Settle into their preferred groups (groups of 3 will be ideal)
- Pick items provided by the teacher (scissors, glue, pictures, chart paper, ...)
- Discuss in groups about how they will like to prepare and present their poster on “Balanced Diet”
- Take these pictures and trim them according to each food item
- Discuss to find out the food items that will fall in the categories identified by them
- Then to stick these food items on their chart paper; it may appear like below



- After the poster activity, pupils will be asked to present their poster in groups and explain what they have learnt in this activity; it will be stuck in their classroom for further reference

**Materials required:**

- collect pictures from supermarket adverts, newspapers, food packages
- chart paper
- scissors
- glue
- Blu-tack
- Permanent marker
- Ruler
- Stencil

## Environment

**Title** : Using plastic bottles for planting

**Aims** : To sensitise pupils on the use and misuse of plastic objects and the threat to the environment  
To develop students' team spirit, naturalist intelligence and caring nature towards plants and animals

### Through this activity pupils are taught the following:

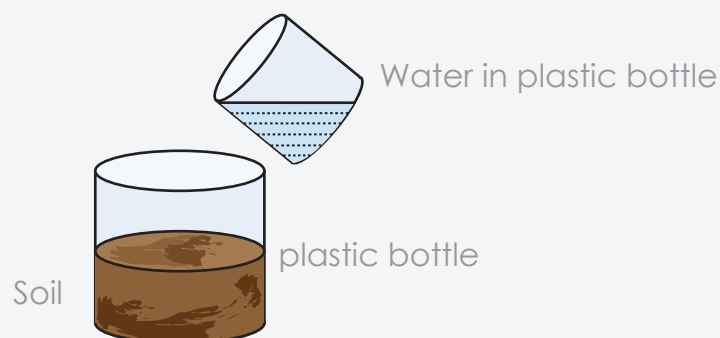
- To follow instructions in the right sequence
- Observation
- Adopting the principle of re-using scrap materials before discarding
- Adopt environment friendly measures
- Reduce pollution of the environment
- Cut down on the cost of buying flower pots
- Reduce carbon dioxide present in the atmosphere
- And most importantly embellishment of the environment



### Instructions

(teacher gives instructions, including safety precautions to be taken)

- a) Teacher cuts the plastic bottles for pupils
- b) Teacher pierces few holes in the base of the plastic bottle using the nails



- c) Pupils fill soil in the cut plastic bottles
- d) Seeds are sowed in the soil in the plastic bottle
- e) The plastic bottle is placed on the plastic plate
- f) The soil is watered
- g) The bottle is kept in shade for few days, watered regularly and observed

## Sprouting will take place; observe the growth of the plants

In the same set of activities students will be needed to bring seeds of flowers or fruits, plant cuttings or small trees to be planted in the school compound; this will be another way to develop team spirit, naturalist intelligence and care for plants and animals

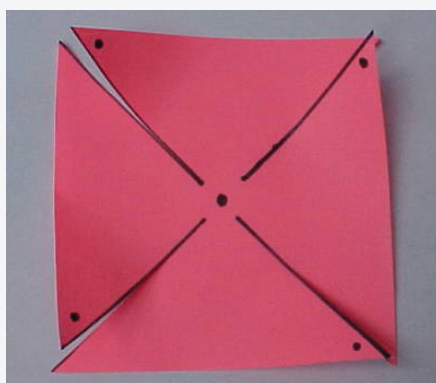
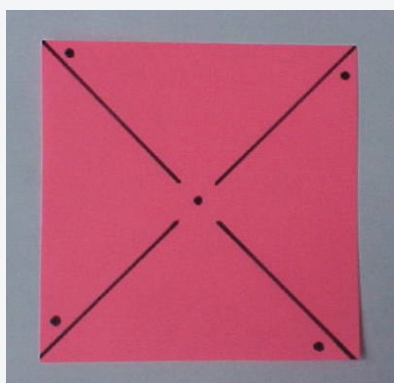
### Materials needed

- Scrap plastic bottles brought from home
- Knife
- Nails
- Scrap plastic plates
- Sticky tape
- Soil
- Water
- Seeds of flowers or seedlings (may also use beans, grass seeds, 'emberique' ...)

## Communication / expression

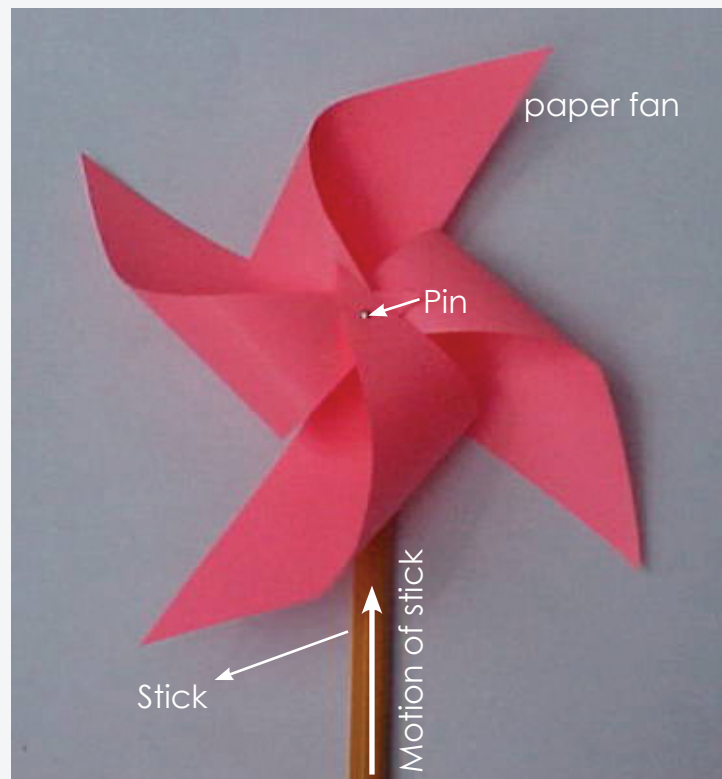
**Title** : Making of a 3D model of a windmill

**Aim** : to express a scientific idea through the making of a 3D model



### Instructions

- Cut a square piece from the A4 paper provided
- Draw the diagonals
- Cut halfway along the diagonals
- Fold the 4 pieces of paper shown by triangular shapes
- Stick the four apex points at the centre of the A4 sheet
- Pierce a hole at the centre of the sheet using a pin
- Leave the pin in the sheet and fix it on a piece of wood from behind
- When walking in the classroom briskly, the paper fan rotates
- This gadget can also be used to study about breeze, wind, and so on later



After the making of the model, pupils will test it and make it enjoyable. This will further lead to testify which group has done the best paper fan and what has caused it to operate smoothly.

Reflections will then be based on:

Where can we use such a fan / propeller for something useful?

Can the fan rotate when the person is not moving or when air is not moving?

Explain how this model was used by our ancestors for several important activities

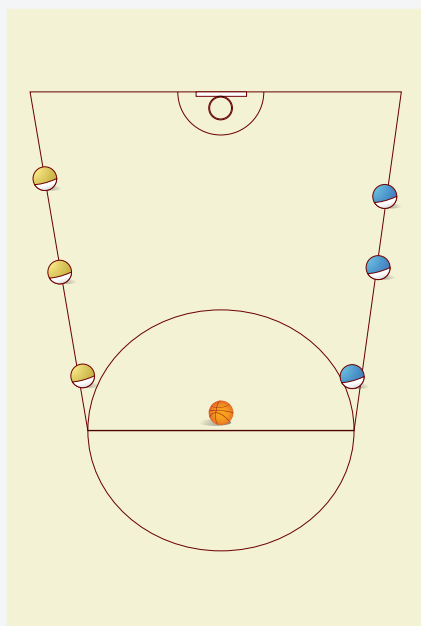
**Materials required:** A4 size paper, glue, scissors, a stick

# Games

## 1. Modified Basketball

Students stand in a row near the ring. For Basketball a point is awarded when the ball touches the ring. 2 points for a converted shot.

The class is divided in three teams: A, B, C. Teams A and B play each other. Members of team C are the officials. Then teams A and C play while team B officiates. The tournament ends when all the teams have played each other. A player is given a yellow card for each foul or aggressive play. The referee is given a yellow card, by the teacher, if he/she does not sanction a foul or aggressive behaviour. The officials keep the score and the record of sanctions.



The winning team gets 10 points for a win, 4 points for a draw and 2 points for a lost match. One point is deducted for each yellow card collected by the team during play or officiating.

## 2. Modified Volleyball

Students are allowed to catch and pass/throw instead of playing the ball directly with a pass. For a serve they throw the ball from behind the end line with one hand instead of hitting with the hand.

The class is divided in three teams: A, B, C. Teams A and B play each other. Members of team C are the officials. Then teams A and C play while team B officiates. The tournament ends when all the teams have played each other. A maximum of 6 players are allowed on the court. Substitutions can be made at any time. If two courts are available the teams can play with less than 6 players, but at least 3 on each side.

### 3. Relays

(1) The players - maximum of 10 - stand in a row.

(2) The first one bends down to pass the ball in between her / his legs to the one immediately behind.

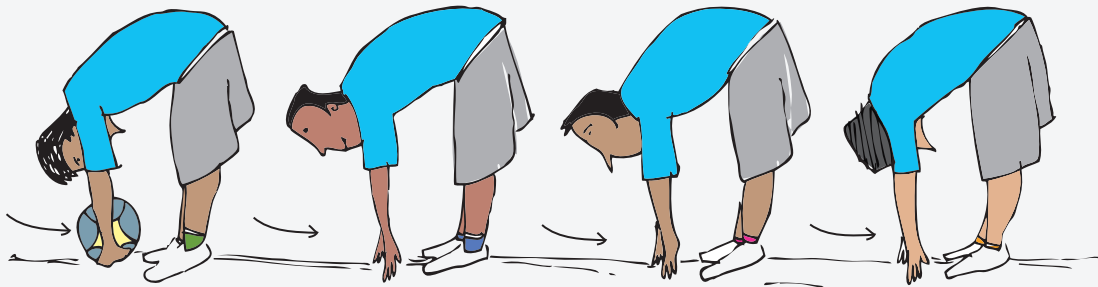
(3) The last person receiving the ball takes it and runs to the first position to start over again.

(4) The game stops when the first player moves back to the front position.

either (i) A time keeper should register the time taken by each team.

or (ii) More than one team can compete at the same time.

Students should themselves be encouraged to take the role of the referee.





## Tux Paint Basics

Tux Paint is a free, award-winning drawing program for children of Pre-Primary, Primary as well as Pre-Vocational schools. It combines an easy-to-use interface, fun sound effects, and an encouraging cartoon mascot who guides children as they use the program. It can be used to complete many of the activities for the sap programme.

Kids are presented with a blank canvas and a variety of drawing tools to help them be creative.



## Features

### Multi-Platform

Works on Mac OS X (Intel and PPC), Windows (Windows95 through Windows7), Linux and other systems.

### Simple Interface

- A number of useful drawing tools are made available.
- The drawing canvas is a fixed size, so the user doesn't need to worry about 'pixels' or 'inches' when making a new picture.
- The entire program fits on a screen as small as 640x480, and can be displayed full-screen, to hide the computer's underlying 'desktop' interface.

- Loading and saving of images is done using thumbnails, so no knowledge of the underlying operating system's filesystem structure is needed. Even filenames are unnecessary.

#### Entertaining Interface

- Fun sound effects are played when tools are selected and used.
- A cartoon version of Tux, the Linux penguin, appears at the bottom to give tips, hints and information.

#### Drawing Tools

- Paint brush
- Rubber stamp
- Shape tool
- Text and Label tools
- 'Magic' (special effects) tool
- Eraser
- Undo

#### Commands

- Save
  - Save a picture to the virtual 'picturebook'
  - One-click save: No file browser dialogs or filename prompts are used
  - If saving an opened picture, choose to save over it (like 'Save' in desktop programs), or save a new picture (like 'Save As')
- Open
  - Open a previous drawing by selecting its thumbnail in a virtual 'picturebook'
  - Delete previously-saved pictures

- Slides
  - View a slideshow of multiple saved drawings
  - Control the speed of playback; create class presentations or simple looping animations
  - Go forward or back using the arrow keys or mouse
- Starters
  - Various coloring-book-style images included
  - Photographic scenes included, with foreground and background elements that you draw in between
  - Vector graphics (Scalable Vector Graphics (“SVG”)) supported
  - Kid Pix templates (“KPX” files) supported (Coming soon)
- Print
  - Print pictures on a printer

*Download the Open Source Tux Paint software.*

*<http://www.newbreedsoftware.com/tuxpaint/download/>*

