



Vivre ensemble,
un défi de tous les jours

Activité:
Réflexion collective
sur quatre concepts
clés : justice, égalité,
équité et impartialité.

Présentation de l'affiche

Lorsqu'un être humain vient au monde, il a le même droit que tous les autres êtres humains du monde quel que soit son origine, sa religion ou sa couleur de peau, qu'il habite dans une petite île ou dans un grand pays, qu'il soit riche ou pauvre. Il a aussi le même devoir vis-à-vis des autres. C'est pour cette raison que chaque être humain doit agir avec un esprit de justice et d'égalité envers tous ses prochains. Chacun doit alors se donner un défi majeur pour vivre ensemble dans un même espace : que la justice, l'égalité, l'équité et l'impartialité soient les valeurs sur lesquelles le mode de vie de tout un chacun soit construit.

Objectif

Amener les élèves à réfléchir sur les concepts fondamentaux des droits de l'homme et les contextualiser par rapport à leur milieu et connaissances.

Support

L'affiche « **Vivre ensemble, un défi de tous les jours** », affiches format A4 et feutres de différentes couleurs



Chaque être humain est unique.

Proposed activity:
Making bookmarks

Introduction

Interculturalism celebrates the uniqueness of each human being; a uniqueness which manifests itself not only in our physical appearance, but also in the way we communicate, our likes and dislikes, our aspirations and dreams. Too often, society in general and schools, in particular, make pupils aware (either directly or indirectly) of the skin deep differences among people. These are used to classify, categorise and even label pupils. While it is true that Mary is different from Anita as she is taller and has long hair, whereas Anita wears her hair short, it is also true that despite these skin deep differences, they both want to be engineers when they grow up and they are both fond of Shah Rukh Khan and Hannah Montana.

Nature made us unique and different from each other. In this great diversity lies the beauty of Man and every living, sentient being that nature has created. Despite sharing the same genetic blueprint with all other human beings, we are free to create and negotiate our identity, shape who we are and who we want to become.

Schools, classrooms and teachers are responsible for carrying the message home. This exhibit titled "**Ena enn sel ras: Ras dimun.**" illustrates the key idea that we are different and this reality is to be celebrated and valued. None of us can be fixed into groups or categories. The only family to which we belong is the human family!

Expected outcomes

Through this activity, pupils will be able to describe the ways in which they find everyone around them (including themselves) unique and different. Also, by the end of the activity, they will be able to produce a bookmark on 'what is unique about my friend?'.

This bookmark will include a little note on their friend's uniqueness and a small visual portrait of him/her with specific traits that makes the person unique (physical, moral or behavioural characteristics).

Description of activity

The teacher gets the pupils around the exhibits and explains the theme to them (with the help of the catalogue etc). Back in class, the teacher asks pupils to look at their friends around them and say how all of them are different and unique in their own way.

The subsequent production of a bookmark is a means to tell someone we care about that his/her individuality is appreciated. The teacher demonstrates to pupils how to produce a bookmark by cutting Bristol paper as per the shape and size decided, getting it punched and attaching a ribbon to the paper.

Once the bookmark is ready, pupils will be asked to note down on a piece of paper what makes the friend sitting next to them unique. Pupils will write on the bookmark a sentence that describes their friend's uniqueness (generosity, helping attitude, jovial nature, etc). They are encouraged to depict their friend using simple illustrations(sketches and drawings) using any media (coloured pencil, felt pen, pencils, etc).

Expected outcomes

Through this activity pupils will be able to distinguish between different types of musical instruments and categorise them.

More importantly, this activity also aims at kindling an interest in learning about and appreciating music that originates from different parts of the world.

Description of activity

Pupils are assembled in groups of five and all groups are provided with a set of pictures of musical instruments and a worksheet containing a set of names with the corresponding descriptions of the musical instruments. They also listen to the melodies produced by each one of them.

Pupils must first be able to match the names with the pictures of and sounds produced by the instruments. They use the description/music to facilitate the matching exercise.

Once the previous exercise is over, the teacher, through discussion, helps pupils to establish the criteria for categorizing the instruments.

Groups are then assigned the task of identifying instruments which belong to each category.

Learning materials

Pictures and sounds/melodies of various musical instruments and worksheets containing descriptions of each musical instrument.



Musique - Sans Frontières

Proposed activity: Musical instruments

Learning resources/materials

Samples of bookmarks, Bristol paper of different colours, watercolour/ coloured pencil, pencils, wax crayons, scissors, paper punch, ribbons of different colours.

Introduction

Perhaps the most vibrant aspect of interculturalism is our music. Music, defined as an expression of human emotions, transcends all boundaries; cultural, physical, social and linguistic. Our pupils, through their musical preferences, are living examples of how music, irrespective of its origin, speaks to us.

The exhibit represents the diversity which characterizes our musical landscape. As Mauritians we appreciate music from all continents and are sensitive to the beautiful melodies produced by the many musical instruments. The ravane, djambe, sitar, tabla, guitar, piano and flute are necessary companions of celebrations. They give meaning to our social, cultural and religious events. In fact, our musical heritage is not only rich and diverse, but it also represents the cement that unites Mauritians with people from all over the world.

Developing an appreciation of music is key to helping pupils explore their cultural environment and progressively extend it to more horizons. By learning about the musical traditions and emergent practices and by listening to different rhythms, melodies and sounds, aesthetic appreciation is developed, talent is encouraged and affinities established.

If education is to fulfill its aim of helping us to live together, our classroom activities must offer opportunities to celebrate our common world musical heritage.



Langues

Proposed activities: Word families, Word source & Linguistic equivalence

Introduction

Far from being fixed and unalterable, languages are a dynamic and living phenomenon that constantly evolves, mainly as people move from place to place and come in contact with different linguistic groups. Languages – which are at the basis of many popular artistic manifestations – testify of the constant mixture of cultures and influences from diverse geographical boundaries and are, thus, a powerful agent of interculturalism.

Indeed, many languages share a common ancestry and similarities between them are striking. For this reason, the equivalence for some words can be quite close as we move from one language to the other. The word ‘month’, for instance is translated as ‘mois’ in French, ‘mese’ in Italian, ‘monat’ in German, ‘maand’ in Dutch and ‘mahina’ in Hindi. The two exhibits on languages provide additional examples of how languages are, at all times, borrowing from each other and particularly help to underscore the connections between languages.

The Mauritian Creole is itself a remarkable illustration of the interlinkages among different languages, with a majority of words coming from French, but also with expressions and formulations derived from English, Hindi and Bhojpuri. In Mauritius, as in many other countries, the national language is what cements the population, as people find in it a common denominator that erases, to a certain extent, differences of colour, religion, creed, culture and ethnicity.

The teacher will give the instructions and explain briefly the purpose of the game.

For each question, the groups will have to find the answer on the World Heritage website. They are encouraged to use the interactive map & world heritage finder.

The teams will have a maximum of 2 minutes to find each answer and score 4 points. One minute represents 2 days. If an answer is given in less than 1 minute the team scores 2 point i.e. 2 days.

A Team which has not answered in less than 2 minutes will be allotted one additional minute but will get a penalty of 3 more points corresponding to a total of 7 days.

If a team has not been able to answer, the pupils may continue the game but will be penalized by 4 more points corresponding to a total of 8 days.

After locating the World Heritage Site, each team will represent the site by a symbol and label it. The points scored is also written.

A table to record the number of days taken per team to travel around the world is also provided in the teacher’s resources-CD and it may be printed.

Learning materials

A teacher’s resources-CD

Children from all parts of the world should learn how to appreciate and value these world heritage sites. They belong to all of us. In Mauritius, two sites, the Aapravasi Ghat and Le Morne, have become pieces of this vast mosaic. They are tools which should arouse the interest of the young generation in the exploration of the world's cultural and natural richness.

Expected outcomes

Through this activity pupils will be able to explore the cultural and natural wonders of our planet. It has been designed in the form of a quest and aims at encouraging children to appreciate and value 20 of the most exceptional world heritage sites.

Description of activity

The mission is to travel around the world in less than 80 days.

The activity will be carried out in the school computer lab and will last for about 50 minutes.

The World Heritage map will be projected on the wall.

Teams of 5 members are formed. Each team will be provided with an A3 map of the World Heritage Sites, which will be printed from the teacher's resources-CD.

Before starting, pupils will connect themselves to the UNESCO World Heritage website: "<http://whc.unesco.org/en/list>

A questionnaire consisting of twenty items is provided in the teacher's resources-cd to carry out the game. The questionnaire may be printed.

Expected outcomes

Through the three proposed activities, pupils will engage in a series of language-related exercises that particularly aim at identifying the relationships among languages spoken and/or written in Mauritius.

Pupils will be brought to the realisation that many of the words used in their day-to-day life, at home or at school, come from diverse cultures and that people are unconsciously exposed to intercultural influences through language.

Description of activities

Word families

In this activity, pupils will look for words that they commonly use at home and at school and that remain unchanged from one language to another. Examples of such words in English and French include 'police', 'table', 'art', etc. The teacher's role is crucial in making the pupils realise that languages really act as a bridge between cultures and because of this, it is often possible for strangers who do not share the same language to understand bits and pieces of each other's discourse.

Word source

In this activity, pupils will try to find – with the help of their parents and teacher – the origin of some of the Creole words that are normally used in verbal exchanges. One of the two exhibits on languages provides three different examples of Creole words that are derived from other languages: 'alouda', 'alwa' and 'fatak'. Pupils need not refer to foreign languages that they hardly know about, but can try to trace the origin of

some Creole words from languages like English, French, Bhojpuri, Urdu, Hindi or other locally spoken Asian languages which people around them may happen to know.

Linguistic equivalence

Given the focus of the exhibition, pupils will be required, for this activity, to find the equivalence – in various Asian languages spoken/learnt by their friends – of Creole terms that belong to the register of interculturalism. Teachers can come up with their own set of words, but still, they may find it useful to ask pupils to find the equivalence for ‘greetings’ expressions, like “Hello, how do you do?”; for events and celebrations, like ‘birth’ and ‘marriage’ or for names of places of worship, etc. It is understood that the collaboration of AL teachers should be enlisted for the success of such an activity.

Learning materials

The list of learning materials required for the above activities does not extend beyond the normal set of materials needed for routine classroom explanations and activities.



Notre Patrimoine à tous

**Proposed activity:
Around the World in 80
days: An Internet quest**

Introduction

“The world is our inheritance. It is mine, yours and ours too. So let us look after it well for the nations of tomorrow” (from a young Zambian). The World Heritage sites are universal symbols of people’s identity, beliefs, values and knowledge. “If we do not know where we come from, it is difficult to know where we are going. The loss of this natural or cultural heritage would be like amnesia: the loss of the past and ignorance of this heritage means we lose our bearings.”

Source: World heritage: Today and Tomorrow with Young People. (UNESCO)

The heritage sites revealed on this exhibit are a concise but significant representation of tangible heritage that has been preserved by mankind for centuries. They have survived many threats and dangers: wars, ignorance, natural disasters, pollution, irresponsibility or mass tourism. Today, the world heritage list includes 890 cultural and natural sites dispersed in 148 state countries. Some have been recognized for their great architectural value; others are either sanctuaries for endangered biodiversity or have a major historical importance. They can represent a masterpiece of human creative genius, be testimonies of a cultural tradition or be areas of exceptional and unique natural beauty, but what they all have in common is their legacy of outstanding universal value; a gift that we have received from our ancestors.

Stratégies

Diviser la classe en quatre groupes hétérogènes : groupe « justice », groupe « égalité », groupe « équité » et groupe « impartialité ». Donner à chaque groupe une affiche et des feutres.

Demander à chaque groupe de travailler sur un des quatre thèmes. L'objectif est de réfléchir en groupe pour expliquer ce qu'ils comprennent par la thématique sur laquelle ils travaillent. Exemple : le groupe « justice » doit montrer comment la justice doit être une des bases de ce qu'on appelle « vivre ensemble ». Le groupe doit ensuite établir une liste de ce que constitue leur priorité concernant cette thématique et de les illustrer à l'aide des exemples pertinents.

Chaque groupe déterminera deux représentants qui viendront devant la classe pour expliquer aux autres ce qu'ils ont trouvé. Après chaque présentation, la classe donnera son avis et fera des commentaires sur les propositions de chaque groupe.

L'enseignant fera ses commentaires pour rectifier et apporter des précisions là où c'est nécessaire.

Making bookmarks

Around the World in 80 days:
An internet quest

Word families,
Word source &
Linguistic equivalence

Musical instruments

Réflexion collective
sur quatre concepts clés :
justice, égalité, équité et
impartialité.

PROPOSED CLASSROOM ACTIVITIES

FOR

“Tous parents,
tous différents”



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