



FOOD FESTIVAL-Grade 7 FPLNS

Title of the card

The Flavours of Mauritius



Competency

Communicate ideas feelings and experiences through Drama
Convey ideas, intentions and emotions through appropriate body language, tone of voice and facial expression
Perform /present artistic work (tableau vivant, role play, slam) individually and collaboratively



Purpose of activity

- Introduce students to **Mauritian culture and diversity** through Drama
- Use the **concept of a food festival** to develop **character creation, ensemble work, and improvisation**
- Encourage students to explore **sensory theatre** and physical storytelling.
- Foster creativity, collaboration, and an appreciation of **how food tells stories** in Mauritian communities.

Learning outcomes

- **Identify and represent** Mauritian cultural elements through theatrical characters and improvisation.
- **Create and perform** short dramatic scenes based on a fictional Mauritian food festival.
- **Use sensory theatre techniques** (taste, smell, sound, movement) to enhance performance.
- **Collaborate creatively** in groups to build and perform original work.
- **Reflect on the role of food** in culture, identity, and storytelling.

Resources and Materials

- Images of Mauritian food (dholl puri, gateau piment, alouda, etc.), short video clips of street markets or Sega dancing
- Spices (turmeric, cumin, cardamom), vanilla essence, coconut flakes, or samples of Mauritian snacks (optional)
- Sega or Bhojpuri music depicting the local feeling for movement activities
- Aprons, scarves, fake fruit/veggies, cooking utensils (optional and symbolic use)

Teaching trajectories/Implementation guidelines

1. Welcome & Warm-Up (10 min)

Play upbeat **Sega music** (traditional Mauritian music)(sante -ki ti cuit). Students move freely around the room. When the music stops, call out:

- “You’re flipping dholl puri at a busy stall!”
- “You’re waiting in line for a gateau piment with excitement.”
- “You’re a crab escaping from a seafood pot!”

Sensory Activity

Pass around containers with **iconic Mauritian ingredients** (or images if live items aren't available):

- Vanilla
- Turmeric
- Cardamom
- Cane sugar
- Coconut

Ask:

- What memories or places do these evoke?
- Can you act out someone tasting this for the first time?
- Then students create a 10-second mime or sound movement based on one item (e.g., grinding masala, cutting mangoes).



Character Creation (20 min) – “Festival Faces of Mauritius”

Students create original characters inspired by the Mauritian food scene:

- A grandmother famous for her *rougaille*
- A street vendor selling *alouda*
- A tourist discovering Mauritian flavors for the first time
- A fisherman bringing fresh catch for curry



Assessment- Improvisation (30 min) – “Flavour Clashes & Cooking Drama”

In small groups, students build a **short-improvised scene** using one of these prompts:

- Two rival vendors are accidentally placed side by side.
- A famous food blogger visits the market – and causes panic.
- A long-lost family recipe is revealed.
- **Encourage use of local languages** (Kreol/Bhojpuri), cultural gestures, and sensory storytelling. Add music in the background to set the scene.