

Les métiers à Maurice



OUR COMMUNITY HEROES

GRADE 9 | LESSON 1



COMPETENCY



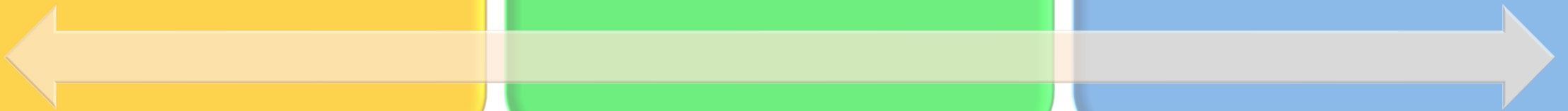
Develop drama performance skill – body awareness and control, space awareness and occupation



Communicate ideas, feelings and experiences through drama



Perform / present artistic work individually and collaboratively



PURPOSE

Develop learners'
body awareness
through the theme of
occupations

Enhance learners'
story performance
skill

LEARNING OUTCOMES

Adopt different postures that creatively and effectively conveys characters in action

Contribute creatively to the planning of a drama performance by using occupations relevant to the Mauritian context

Represent a character by adopting his/her age, manner and voice



Warm-up activity: Ki mo travay?

Variation 1:

- Prepare cards with various occupations.
- Learners take turn to mime an occupation.
- The class has to guess which occupation is it.

Variation 2:

- Learners pick up a card and are assigned an occupation.
- They describe the occupation without revealing it.
- The class has to guess which occupation is it.

Telefonn mwa kan to tiyo kase,
kan to robine inn aret koule.

Telefonn mwa pou to bann
instalasion kouran.

Mo gagn-pin trouv
dan lamer,
Mo zouti, mo golet,
San bliye lamson ek
labwet.

Mo mem ki tini to
kas lor lakes.
Mo pas to bann
lartik enn par enn
sak fwa ki to vinn
sipermarse.

Lor mo latet, mo long sapo blan,
Dan mo lamin, mo legan.
Mo roulman dan lakwizinn,
mo travay dan lotel ek dan lakantinn.

Enn zourne mo fer
zot tou vwayaze,
Lenor, lesid, mo fer
plizir traze.
Pez sonet, lot bistop
mo kit twa.

Mop dan lamin, bot dan lipie,
Kot mo pase, mo fer sali glase.
Depi dan drwat pou al dan gos,
Partou kot sal, mo met prop.

To amenn to latwal, mo
pran to mezir. Mo koud
to linz kouma to'nn dir.

Mo dan zardin Pamplemous,
ou bien dan mize.
Mo montre bann touris kot sa pou pase,
mo rakont zot ki ti arive dan sak plas,
ek mo akonpagn zot dan tou aktivite.

Ki mo travay?

Mo servi
sizo,
mo servi
tondez,
mo taye-
raze, ninport
ki lamod to
le.

Lamin dan
later,
Mo sem
lagrin.
Mo aroze,
mo netwaye,
Kan legim
pare,
Mo rekolte
pou vande.

Mo iniform ble, mo sapo nwar.
Parfwa mo travay lazourne, parfwa mo travay aswar.
Mo devan lekol, pou ed zanfan traverse
Mo devan labank, pou asir sekirite.
Pa roul vit, mo pou donn twa kontravansion.
Pa fer brit, mo pou amenn twa station.

Mo bat sima, mo sarye
blok,
Mo fer krepisaz,
Mo mont lor esafodaz
pou fer kofraz.

Kan to malad, to vinn get mwa,
mo check to tanperatir,
pran tansion ek si bizin, fer pikir.
To pou trouv mwa dan klinik, dan lopital
ek dan dipanser.

ACTIVITY 1

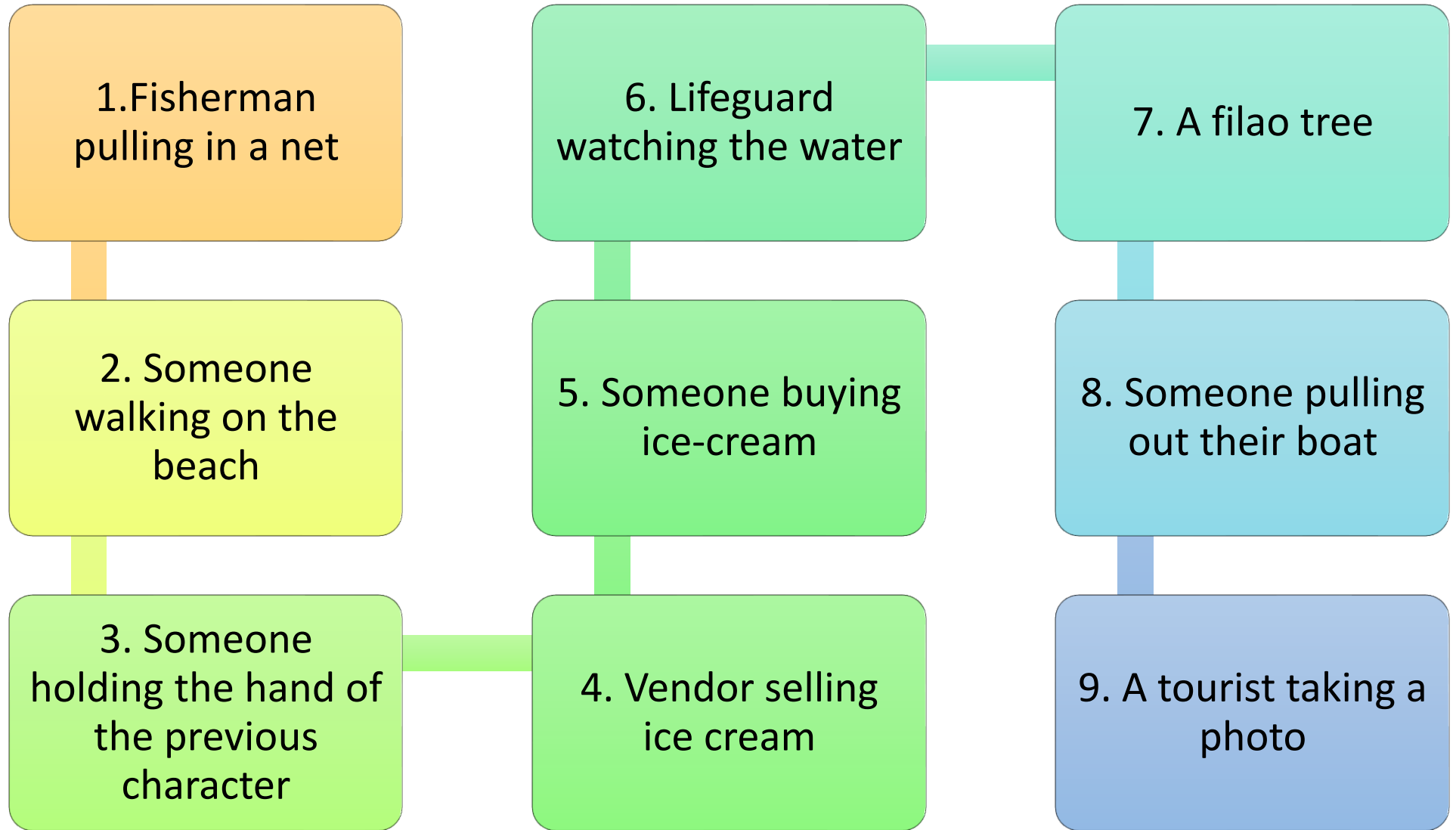
At work
in our
community



Instructions

- Students stand in a circle.
- One student steps into the middle and strikes a frozen posture representing a community worker. *Example: A hairdresser holding scissors.*
- One by one, other students join the scene, adding a character that would naturally be part of the same setting and interact in some way.
Example: The next student could pose as a customer getting their hair cut, the following one as someone waiting, and another student pose as a cleaner sweeping the floor.
- When about 6–8 students are in the tableau, the teacher calls “Freeze!” Everyone holds their position like a living photograph.
- The class observes the scene and discusses: *Who is this? What are they doing? How do the characters in the scene connect?*
- Reset and Repeat. Students return to the circle. Choose a new first student, and build a fresh tableau with different characters and a new setting.

Example:



ACTIVITY 2:

**Sakenn
bizin
sakenn**



Instructions

- Each group chooses 1 job
(*e.g. doctor, bus driver, fisherman, baker, garbage collector*)
- Create a 5–7 minute story based on a conflict caused by the absence of that job.
- Learners are encouraged to use music, sound effects, or songs to make the story more lively and engaging.

- The story must include:

- ☒ A conflict or event that happens because one job is missing
(*e.g. no bus driver → children can't get to school, no fisherman → no fresh fish for villagers*)
- ☒ Show how the community is affected by the missing worker
- ☒ Show how the other workers/people try to solve the problem
- ☒ End with a clear lesson about the importance of every job in the community

Example: Kamion salte pa'nn pase

Ti enn zoli Vandredi dan vilaz Rivière des Anguilles. Dimounn ti pe pare pou al travay, bann zanfann ti pe al lekol, ek lapli ti fek aret tonbe. Me sa zour-la, bann vilazwa inn remark enn zafer bizar: kamion salte pa ti ankor pase. Tou vwazin ti fini tir zot sak salte inn met devan laport.

“Kapav li pou pas inpe pli tar zordi”, mo tann papa pe dir mo frer.

Me tanto vini, tou salte ti ankor lamem. Kot mwa, lisien inn desir bann sak ek dan lot simin, labriz inn devir bann poubel.

Tou ti fane lor simin. Kous tibaba, lezo, boutey, sak manze,...

Zour apre zour, salte koumans ogmante. Dan lari, sak plastik ti pe anvole. Dan lakour, moustik ek moutouk ti pe peple.

Dimounn koumans koze:

“Kot kamion salte? Fini fer 3 zour li pa pe vini! Pa fasil sa!”

Bann zanfan pa ti pe kapav zwe lor simin. Enn loder ti pe monte.

Zot tou inn bizin met lamin ansam pou fer enn netwayaz.

Finalman, dimounn inn konpran ki travay dan kamion salte ena enn gran valer.

Sa zour-la, vilaz Rivière des Anguilles aprann enn gran leson:

Pa bizin atann mank enn travayer pou realize ki li enn dimounn bien inportan dan lavi toulezour.

ASSESSMENT

- Learners present their story to the class, using appropriate intonations, facial expressions and voice modulations to match the emotions and situations in their story.
- After each performance, peers give feedback on their classmates' work. They may comment on the story's creativity, the choice of conflict and how well it fits our reality.