

Les Métiers à L'île Maurice

A TALK SHOW


KOZE METIE


ON YOUR STORY
GRADE 9 | LESSON 3



COMPETENCY



- 
1. •Develop drama performance skill – body awareness and control, space awareness and occupation
 2. •Communicate ideas, feelings and experiences through drama
 3. •Perform / present artistic work individually and collaboratively



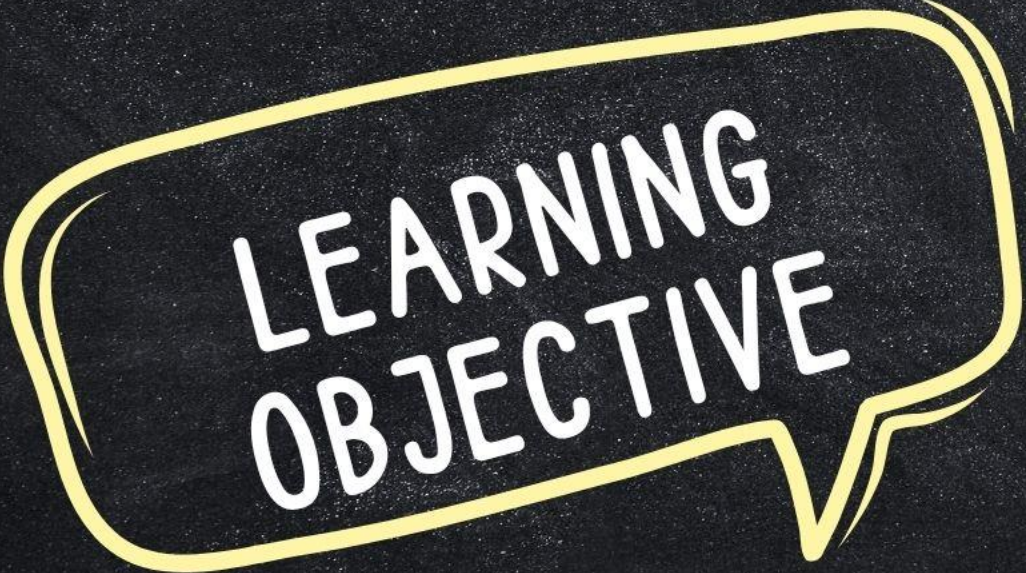
•Develop learners' body awareness through the theme of occupations

•Enhance learners' story performance skill





PURPOSE





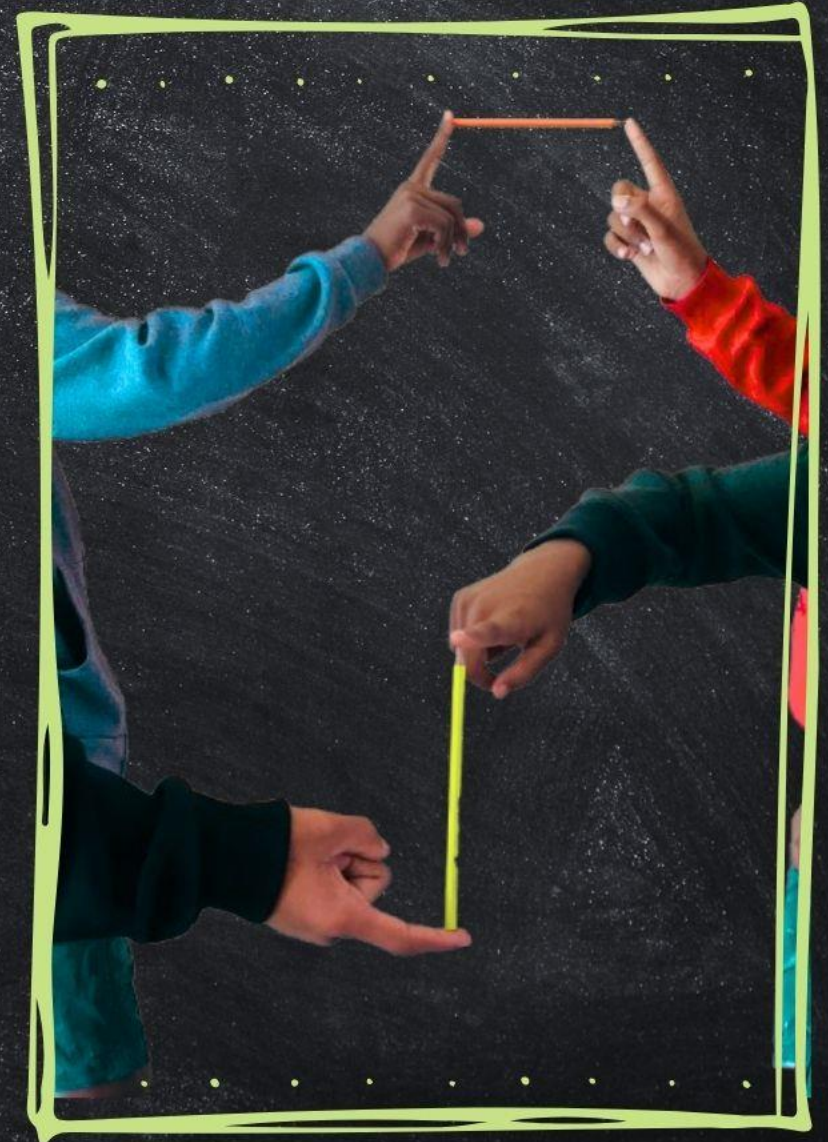
LEARNING OBJECTIVE



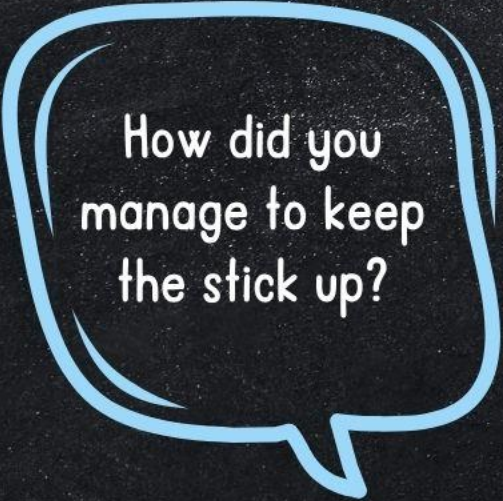
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- Adopt different postures that creatively and effectively conveys characters in action
 - Contribute creatively to the planning of a drama performance by using occupations relevant to the Mauritian context
 - Represent a character by adopting his/her age, manner and voice

WARM-UP ACTIVITY: PA LES MWA TONBE

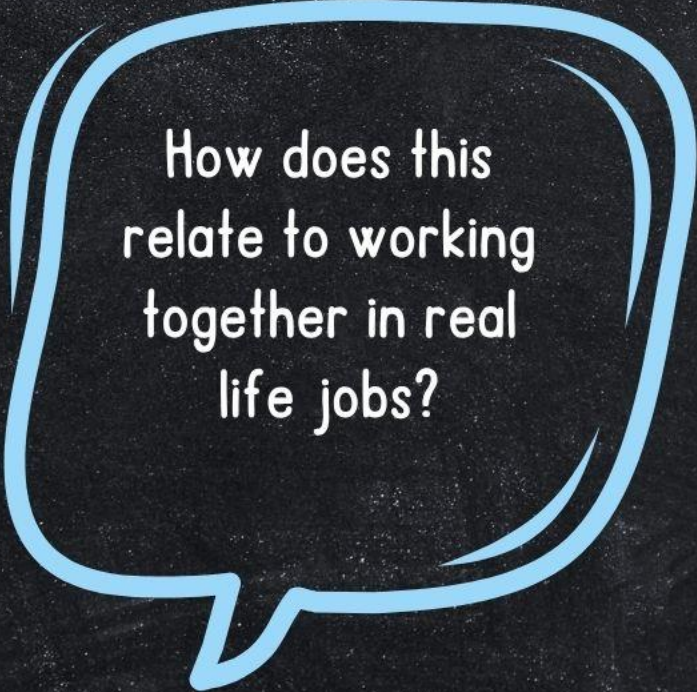
- Pair up students.
- Give each pair a stick, pen, or pencil.
- Each student must hold one end of the stick using only one finger.
- Play a music track with a steady beat.
- The pairs must walk around the room, moving in the pace of the music – without dropping the stick or letting it fall.
- If the stick falls, the pair picks it up and continues.
- Change the music's tempo (faster or slower) to challenge students and test their teamwork.



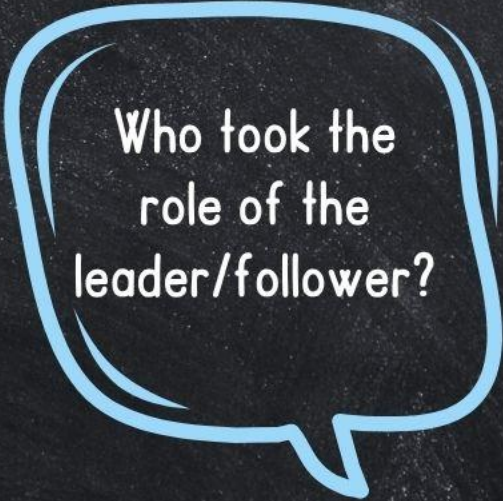
WARM-UP ACTIVITY REFLECTIONS



How did you
manage to keep
the stick up?



How does this
relate to working
together in real
life jobs?



Who took the
role of the
leader/follower?

ACTIVITY: KOZE METIE

Begin by introducing the concept of a TV show where students become "guests" [workers] and "hosts" [interviewers].



ASPIRATION

Each student picks a handmade or skill-based job they would like to learn or practice (e.g. tailor, pastry maker, woodworker, hairdresser).



RESEARCH

Students look for images, articles, or videos about this job. They may even interview family and neighbours who does this job.



NARRATION

Learners build their own story: Since what age they have been practicing this job, the challenges, the skills and a message for the world/young generation...

RESOURCES

Learners may use excerpts from songs to create a TV Show jingle.

Travayer by Cassiya: <https://www.youtube.com/watch?v=aRXilpc7D7w>

Learners may watch interviews to learn about people and their jobs.

Metie by MBC Online:

https://www.youtube.com/playlist?list=PL_ctqQGR1ASmnDCs38HjFDBpLcX9YchR2

INSTRUCTIONS

Both interviewer and worker team up. They plan and rehearse their questions and answers before the roleplay.

PAIR UP LEARNERS:

- One student is the Interviewer
- One student is the Worker

PREPARE THE INTERVIEW:

- Student A interviews Student B [the Worker]
- Worker answers in character, sharing their story, skills, challenges, and a message


SWAP ROLES

- Student B becomes the Interviewer
- Student A becomes the Worker
- Repeat the interview




KOZE METIE PERFORMANCE SECRETS

- Posture: Sit or stand straight to show confidence.
- Voice: Speak clearly, vary your tone, and pause to listen.
- Facial Expressions: Smile and show emotions with your eyes and face.
- Eye Contact: Look at your partner when listening and speaking.
- Gestures: Use natural hand movements to support your words.
- Pause: Breathe and pause between questions and answers for a smooth flow.

The image features a dark, textured background resembling a chalkboard. In the center is a large, light green speech bubble with a white outline. Inside the bubble, the text "EACH TEAM PRESENTS THEIR TALK SHOW" is written in white, uppercase, sans-serif font. Surrounding the bubble are various colorful doodles: a yellow lightbulb in the top left, a blue swirl in the top left, a purple squiggle in the top right, a blue starburst in the top right, a yellow exclamation mark in the top right, a pink heart in the bottom right, a yellow star in the bottom right, a purple squiggle in the bottom left, and a yellow squiggle in the bottom left.

EACH TEAM
PRESENTS THEIR
TALK SHOW



Following the roleplay, the audience is encouraged to provide constructive feedback to enhance understanding and reflection. Suggested prompts include:

- What aspects of the interview did you find effective?
- Was the communication clear and appropriately paced?
- How did the interviewer's use of vocal/ facial expressions contribute to the interaction?
- In what ways did the worker's facial expressions and timing support their responses?
- Are there any questions regarding the content or the roles portrayed that you would like to discuss?



FEEDBACK

