



REVISITING STORIES



FPLNS GRADE 8 | LESSON 1





TITLE OF CARD

Classic Tales in Mauritian Flavour

COMPETENCY



**Propose
original scripts**

**Devise plot
and scenes**

**Perform
according to a
script**



PURPOSE

**Develop
learners'
creative
writing skills**

**Enhance
story
performance
skills**

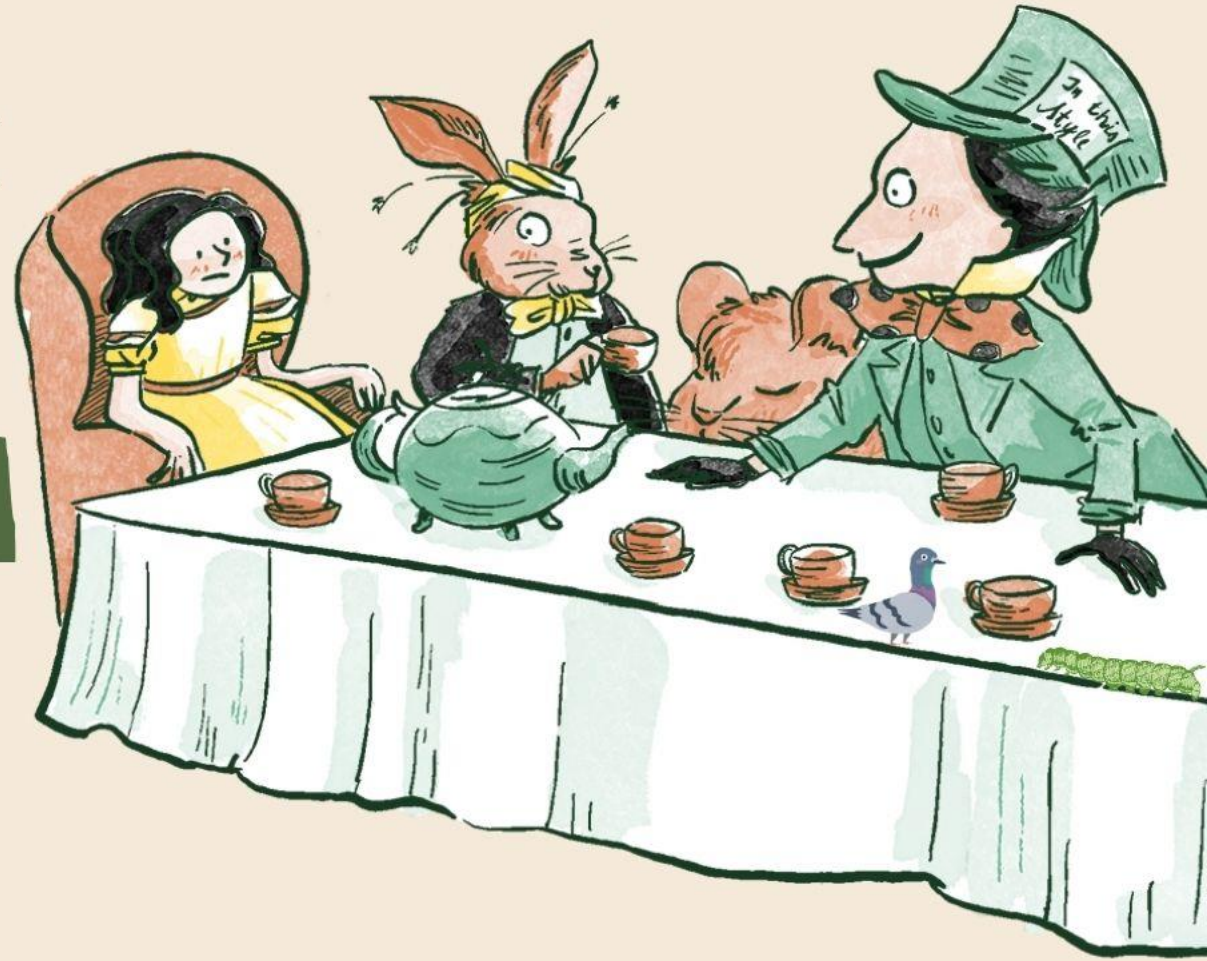


LEARNING OUTCOMES



LEARNERS WILL BE ABLE TO:

- Adapt an existing story in the Mauritian context





RESOURCES AND MATERIALS

1

Stories from The Brothers Grimm

2

Fables from Jean de La Fontaine



ACTIVITY 1



Provide learners with a story.



Learners identify details such as names, places, objects, and actions that contribute to the context of the story.

CATCH THE DETAILS

They identify details such as names, places, objects, and actions that contribute to the context of the story.

Story Excerpt

Once upon a time, there were three little pigs who left their mother's house to build homes of their own.

The first little pig built a house of straw near the river, where wild strawberries grew.

The second little pig built a house of sticks in the forest close to the tall pine trees.

The third little pig worked hard and built a strong house of bricks on the edge of the village, near a garden with apple trees and pumpkins.

One day, a big bad wolf came to the first pig's straw house and knocked on the door.

"Little pig, little pig, let me come in!" he said.

"Not by the hair of my chinny chin chin!" replied the pig.

"Then I'll huff, and I'll puff, and I'll blow your house down!" said the wolf. He blew and blew, and the house of straw fell down.

REFLECTIONS

1

Who are the main characters?

2

What objects or things were important in the story?

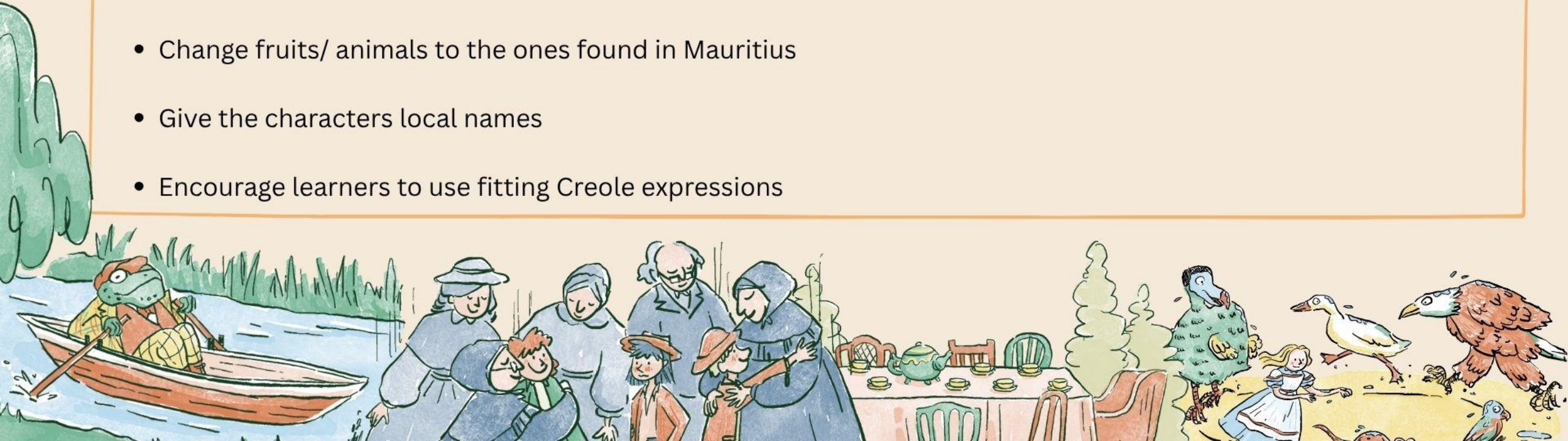
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How did the places and objects help you imagine the story better?

ACTIVITY 2: BRINGING STORIES HOME

Learners re-adapt the elements of the story, such as characters, places, and objects, to reflect the Mauritian context.

- For example, replace the forest with a local village or the riverbank with a beach
- Change fruits/ animals to the ones found in Mauritius
- Give the characters local names
- Encourage learners to use fitting Creole expressions



EXAMPLE

Compare the text 'Le Corbeau et Le Renard'
by Jean de La Fontaine and the Mauritian
Creole version:

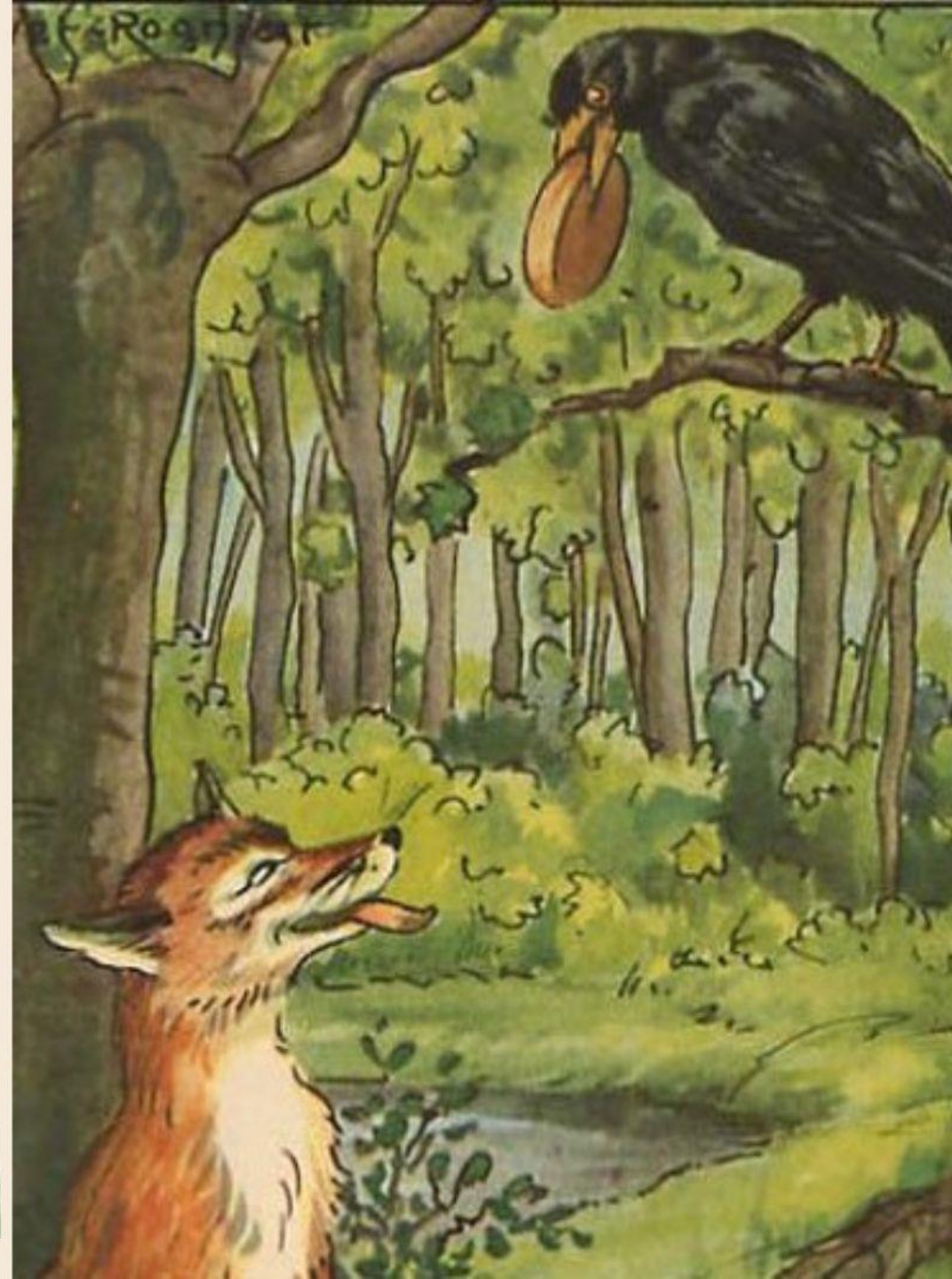
French version:

<https://www.youtube.com/watch?v=IPkxWkrHVg8>

Mauritian Creole version:

<https://www.youtube.com/watch?v=7uF1Zj-FgzA>

Learners compare how the characters,
language, objects and expressions are
adapted to the Mauritian context



ACTIVITY 3

A Mauritian twist



- Learners choose a familiar story but re-adapt it to the Mauritian context.
- Learners identify the characters, places, objects, and actions in the story. They stay faithful to the plot but reflect local culture, places, foods, and dialect.
- Use Mauritian idioms, props, Creole expressions, or sega rhythms in the storytelling.
- Learners perform their new version with the Mauritian flavour, with appropriate voice modulation, facial expressions, gestures, and clear pauses to bring the characters and story moments to life.

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 Mauritian references and how well it fits the story.