

# REVISTING STORIES

GRADE 9 FPLNS | LESSON 1



# **TITLE OF CARD**

Another Side of the Story

# COMPETENCY



Propose original scripts



Perform according to a script



Devise plot and scenes

# PURPOSE

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Develop  
learners'  
creative  
writing skills

Enhance story  
performance  
skills

# LEARNING OUTCOMES

Learners will be able to:



Identify different narrative voice



Change the narrative voice



Adapt an existing story to the Mauritian context



# RESOURCES AND MATERIALS

Stories from the  
Brothers Grimm



Stories from Charles  
Baissac  
(Le Folk-lore de l'Ile-  
Maurice)



# ACTIVITY 1

- **Educators provide different sentences from a narration**
- **Learners have to guess from whose perspective is the story being told**

## THE TALE UNTOLD

Provide sentences with a new narrative voice and ask learners to identify who is telling the story.

1. Kan mo'nn tann dir gran-mama malad, mo'nn prepar bouyon, satini koko ek enn ti rougay pwason-sale. Mo latet ti pe telman fermal ki mo'nn dir Saperon Rouz ale li tousel.
2. Mo ti dan bwa kan mo ti remark enn tifi abiye an rouz. Li ti pe marse tousel. Mo leker ti pe bate tap-tap, pa par lamour, me par lamizer. Mo pa ti manze depi trwa zour.
3. Toulezour mo dan lafore, me sa zour-la ti premie fwa ki mo tann kriye.

# REFLECTIONS



**Why is it important to hear stories from different points of view?**



**How is the story different when it is told from the villain's perspective?**



**Which perspective did you find most interesting or surprising, and why?**





# ACTIVITY 2: VOICES BETWEEN THE LINES

Learners perform a dramatic reading of a story by paying close attention to characters and their feelings



Learners take turn to read a short story or folk tale aloud.

Stop at each important action, decision, or moment of tension.

Learners suggest what might the character be thinking/ feeling?



# **SUGGESTED EMPATHETIC QUESTIONS:**

## **At the start of the journey:**

- How do you think Little Red Riding Hood feels as she leaves home alone for the first time?
- If you were her, what thoughts would be going through your mind as you walked into the forest?
- Have you ever been given an important responsibility? How did it feel?

## **When she meets the Wolf:**

- What might Little Red Riding Hood be feeling when the wolf starts speaking to her?
- If you were in her place, would you trust this stranger? Why or why not?
- Why do you think people sometimes listen to flattery even when they feel unsure?

# ACTIVITY 3: FLIP THE SCRIPT



- **Learners choose a story of their choice.**
- **Choose a character (other than the original narrator) to tell the story.**  
**It could be: the villain, the main character, a side character or an animal.**
- **They prepare a dramatised retelling using their new narrator's voice:**  
**Use 1st Person Voice: Tell the story in "I" voice.**
- **Let the narrator's perspective influence how the story feels: funny, sad, vengeful or philosophical.**
- **Adapt the story in the Mauritian context.**



# ASSESSMENT

- **Learners present their story.**
- **Encourage them to show how the mood and tone of the story changes through this new point of view.**
- **Guide learners to express the thoughts, feelings, and motives of their character using empathetic understanding.**
- **Remind them to imagine what their character might be feeling at important moments and to reflect this through their voice, gestures, and expressions.**
- **Emphasise how empathy helps them step into a character's experience, making the retelling more authentic and personal.**
- **Add elements of the Mauritian context.**