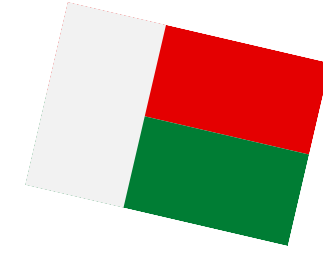




TEACHING GUIDE

Protests in Madagascar (October 14, 2025)



i What? Mass protests led mainly by young people against water and electricity cuts, corruption, and demanding the president's resignation.

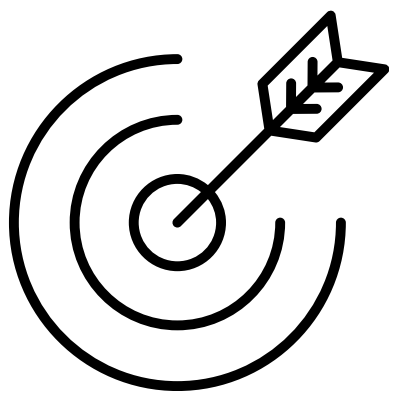
u Who? Young people, students, and Madagascan citizens. The movement is supported by the army, which has joined the protesters.

g Where? In Madagascar, mainly in the capital Antananarivo, but also in other cities across the country.

a When? Since September 25, 2025, with protests peaking in recent days.

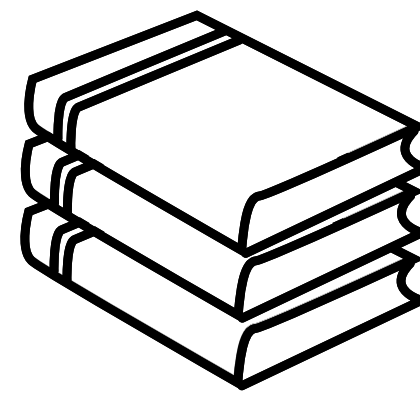
? Why? Young people in Madagascar are protesting against water and electricity cuts, corruption, and the government's failure to listen to their daily struggles.

@ For this activity, your goal will be to develop your critical thinking skills in relation to the famous movie *Madagascar...* and the reality of this African country!



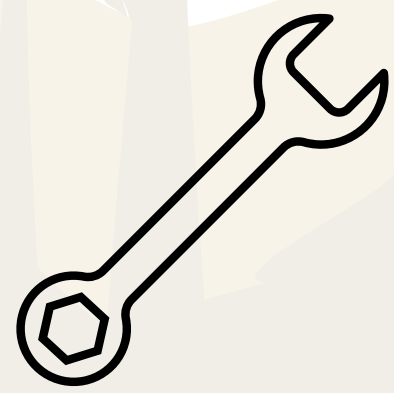
OBJECTIVES

- Develop critical thinking skills when it comes to cultural representations.
- Understand the difference between a fictional island and a real country.
- Discover the geography and certain cultural aspects of Madagascar.
- Use observation and comparison as tools for reflection.



SUBJECTS

- **Geography.** Locate Madagascar and its real landscapes.
- **Media.** Reflect on how a country is represented in the media.
- **Language.** Read, observe, compare, write short answers.
- **General knowledge.** Recognize symbols and stereotypes in cinema.



COMPETENCIES

- Distinguish reality from media representation.
- Use questioning to analyze a visual message.
- Develop a reasoned personal opinion.
- Connect a cultural product to a real geographical context.



DURATION

- Around 45 minutes



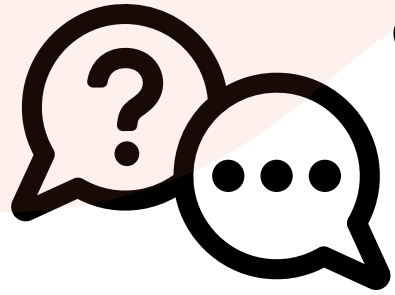
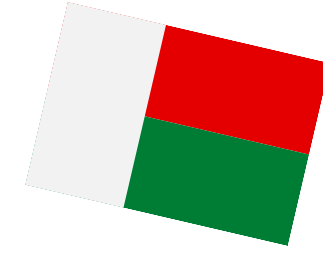
GETTING STARTED

- Show an excerpt from the movie *Madagascar* (DreamWorks, 2005)—the scene where the animals arrive on the beach is ideal.
- Ask:
 - “Do you think this island really exists?”
 - “What do you think the real island of Madagascar looks like?”
- Briefly present a map of the country and some current photos of landscapes, villages, and inhabitants.



TEACHING GUIDE

Protests in Madagascar (October 14, 2025)



QUESTIONS AND ANSWERS

STEP 1 - Madagascar: first impressions. Viewing of two excerpts from *Madagascar* (2005) and a report from the DW website on the recent riots in Madagascar.

After viewing, the young people indicate two things they learned and one question about Madagascar.

Two things learned about Madagascar.

- In Madagascar, many people live modestly and work in markets selling fruit, vegetables, or handicrafts.
- The country is very different from the movie: there are bustling cities, roads, schools, and young people committed to improving their future.
- Madagascar is a large island in the Indian Ocean with varied landscapes: mountains, forests, beaches, and rice fields.
- Young people sometimes protest to demand more justice, education, and better living conditions.
- Lemurs really do exist, but they live in the forest, not with a king.

A question that keeps running through my mind.

- Why doesn't the movie *Madagascar* show the real inhabitants of the island?
- How do young Madagascans see their country today?
- Are animals such as lemurs endangered?
- Why can't some children go to school every day?
- Is Madagascar changing rapidly or does it remain a predominantly rural country?

STEP 2 - Let's look at Madagascar. Observation of a series of photos taken from the film and real life in Madagascar.

Possible answers.

Q1 - We see animals that talk and dance, such as lions, zebras, giraffes, hippos, and lemurs. The landscapes are tropical and very colorful, with the sea, palm trees, and white sand. The animals look happy and free, living in a perfect place without humans. Everything seems clean, joyful, and perfect.

Q2 - We see people in the streets and markets, some selling fruit and vegetables. There are houses, cars, and roads, which shows that people really live there. The children look happy, but their lives seem simpler than those of the characters in the film. The landscapes are real, less perfect, but lively and authentic.

Q3 - The real photos give a more complete picture, as they show the inhabitants, the cities, and everyday life. The film only shows an imaginary and entertaining version of Madagascar, without humans or real culture. The film makes you dream, but the photos give a better understanding of the real country. Both are interesting: the film makes you laugh, and the photos show reality.

STEP 3 - Time to make a choice! Write an argumentative essay answering the question, "Does the movie *Madagascar* accurately represent the reality of this country?"



TO WRAP UP

- Return to the question: "Why doesn't a film like *Madagascar* show the real life of the country?"
- Emphasize that fiction inspires dreams, but that reality is always more complex and exciting.



FURTHER EXPLORATION

- 🎥 "The Real Animals of Madagascar". *SciShow Kids* (https://youtu.be/Vtfp27g2_mk?si=B4_ZhptlKWn-TuN0)
- 🌐 « Madagascar ». *National Geographic Kids* (<https://kids.nationalgeographic.com/geography/countries/article/madagascar>)

