



The Chicken Temptation by Judith Johnson

Director's Notes

Focus:

Obesogenic Environment - Environments that encourage people to eat unhealthily and not do enough exercise.

Big questions learners will explore

- Who is responsible for the diet and lifestyle choices that we make on a daily basis?
- How much notice do we take of what is in the food we eat?
- What changes can be made to our environments to prevent obesity?

Drama Skills: Multi-roling, ensemble work, direct address, movement.

Rehearsals

Starter Activity - The Agreement Line

Great for: Getting students thinking and sparking discussion.

An agreement line can be a good way to get students thinking about the themes and issues within the play or even about what a character thinks or does.

Ask your students to stand in the centre of the space.

Explain that there is an imaginary line running down the centre of the space; one end of the line represents 'Agree' and the opposite end of the line represents 'Disagree'. The middle of the line is 'Don't Know'.

Explain that you are going to read out a series of statements. If they agree with the statement they should go and stand at the end of the line that is 'Agree'. If they disagree they should go and stand at the end of the line that is 'Disagree'. If they are not sure or don't know what they think they should stay in the middle.

After they have taken up their positions, ask your students to explain why they have chosen their position. After hearing from several students, give your group the opportunity to change their position if they have changed their mind following what others have shared.

Repeat the process for each statement.

Agreement Line Statements

- Parents are responsible for what their children eat
- Food manufacturers should not be allowed to make and sell unhealthy food and drinks
- Fast food shops (i.e. fried chicken) should not be allowed to open within walking distance of a school
- It's the parents' fault if their children become obese
- I wouldn't let my children drink sugary drinks and eat fast food
- Computer games and mobile phones are the reason people don't exercise
- Food that is bad for you should cost more

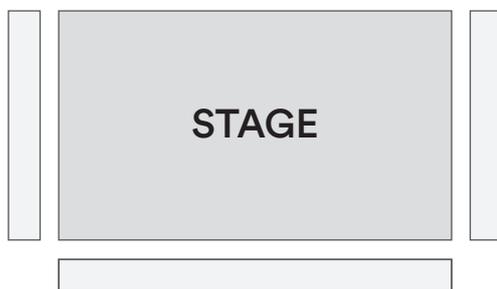
Tip: This activity can also be used to measure learning. Ask the students how much they think they know about the topic of the play you've chosen. e.g. "How much do you know about Food Security?". Encourage students to be as honest as possible. Take a photo of the students on the agreement line prior to working on the play and re ask the question afterwards. This can create a before and after photo sequence and show a change in the understanding of the chosen topic.

Staging Ideas/Interpreting the play

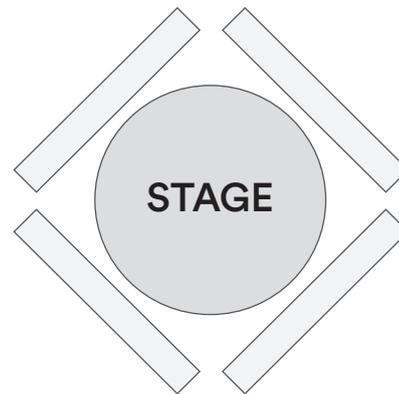
Many of the playwrights have outlined some ideas for staging and included stage directions but don't let this limit you. If you have a student in your class that would like to take on a design or directing role these plays are a great opportunity for creative freedom and problem solving in terms of presenting ideas to an audience.

Below are a few examples of ways you could stage the performance. You will need to consider what is available to you and what you need from a performance space.

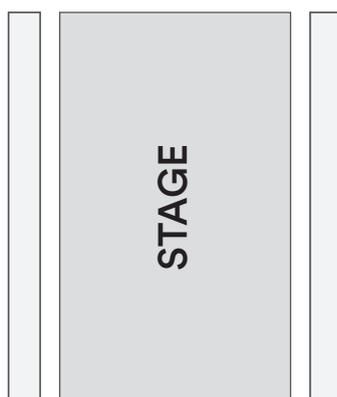
Thrust



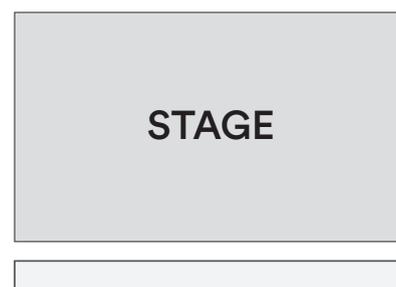
In the Round



Traverse



End on



KS3 Curriculum Links

These plays cover a wide variety of curriculum links that you can focus on throughout your exploration of the topic you have chosen. It is an opportunity to do some cross curricular work with other subjects and get the most out of the script as you can.

Science

Each of these plays link directly to the science curriculum for KS3 and if the Science and Drama departments worked together on this project the students would benefit hugely from the skills and knowledge they could develop across both subjects.

Starting with:

- developing understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- being equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Whilst working on these plays students will ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.

A focus on nutrition and digestion enables students to learn:

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- calculations of energy requirements in a healthy daily diet
- the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)

Students can also explore:

- Relationships in an ecosystem; the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
- the importance of plant reproduction through insect pollination in human food security
- how organisms affect, and are affected by, their environment, including the accumulation of toxic materials
- the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection
- changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction
- the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.

Geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

These plays focus mainly on Human and Physical Geography ensuring students:

- understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

PSCHE

Topics that could be explored in lessons; Diet and nutrition, healthy living and exercise.

And more broadly: Human rights, Global Issues, Citizenship and the economy.

Drama

As there is no KS3 national curriculum for Drama there is a lot of freedom in the skills you explore; these are included in the breakdown on each play and can prepare students for GCSE Drama, A Level and beyond.

The current AQA GCSE specification states that top grade students should be able to:

- Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.
- Show a thorough critical awareness of work in progress in terms of performance, their own contribution and that of others.
- Demonstrate a high degree of insight and sensitivity in working in a group to produce a performance.
- Demonstrate a sensitive awareness of the relationship between texts and dramatic styles and of social context and genre, generating, exploring and developing their ideas.

Topic in more detail - Obesogenic Environment.

Judith Johnson's play focusses on obesogenic environments and what can be done about them. These environments are areas that seem to encourage people to eat unhealthily and not do exercise.

Obesogenic environments are places - usually urban - that encourage cars over walking, says Prof Mike Kelly, Director of NICE's centre for public health. They are also buildings with lifts and escalators prominently sited and staircases hidden away.

Food is the other crucial factor. High Streets and public places such as stations and cinemas are dominated by shops selling fried chicken, burgers, sugary drinks, pasties and sweets. They are calorie-dense foods. The scale of the temptation is far greater today, says Kelly.



Diet matters more than people moving around, says Paul Gately, Professor of Exercise and Obesity at Leeds Metropolitan University. "Without a shadow of a doubt food has a greater impact on obesity than a person's movement." He thinks "obesogenic environment" is a useful way to put the onus on policymakers, rather than just blaming individuals for getting fat.

Students can do their own research project on this area, create surveys, collate data, present back ideas. The topic is huge and will spark a lot of different opinions and ideas that will work well in a debate.

Further Reading and Useful Sources

- World Health Organisation (www.who.int) - particularly the pages on nutrition and diet, physical activity and health, climate change, food safety.
- National Institute for Health and Care Excellence (www.nice.org.uk) - particularly the lifestyle and wellbeing section

Diet, obesity and personal choice - Professor Susan Jebb

<http://youtu.be/KQXBQvLegJo>

Professor Susan Jebb is the Professor of Diet and Population Health at Oxford University.

In this interview Professor Jebb discusses our changing diet, the decline in exercise, our evolutionary biology and how all of these factors are leaving the UK with a growing obesity problem.

The Future of Food: A day in the 21st century - Professor Susan Jebb

<http://youtu.be/BvX63UWoE8k>

In this presentation Professor Susan Jebb talks about all the temptations to eat and drink in our daily life.

Both these presentations inspired Judith Johnson to write her play.