



For Richer, For Poorer by Adam Hughes

Director's Notes

Focus:

Undernutrition/overnutrition - The environmental causes of under/overnutrition and how the food we eat can affect our health

Learning outcomes:

- I know what undernutrition and overnutrition are.
- I understand what nutrients are and the impact they have on my health.
- I recognise the impact of diet and exercise on my body.

Big questions learners will explore

- What can be done to make sure everyone has a balanced and healthy diet of nutrients to promote a healthy body?
- Who is responsible for the diet and lifestyle choices that we make on a daily basis?
- How does where you live affect your diet?

Synopsis/Story Version

The story version in italics below has been created by Jonathan Hall a Primary Deputy Head Teacher for you to read out loud to your class either on the day or some time before to introduce your class to the play.

Generally speaking, it's fair to say our parents want what's best for us. They want us to be well, they want us to be well nourished- in short, they want us to grow up both fit and healthy... though sometimes it's hard to believe this when they're making us eat up our sprouts- or packing us off to bed right in the middle of level 6 of Armageddon Quest 3... And of course like all of us, our parents are human, they make mistakes- sometimes they get it wrong.

*Imagine instead of parents looking after us we had a country responsible for our welfare. Mother England. Father Scotland. This story imagines one such scenario- and I have to warn you here and now that unlike most stories this one **doesn't** have the neat and tidy ending you may have come to expect from stories...*

So be prepared.

*So we have a country- a country of mountains and plains, of forest and fields, of sun and rain - and that country's Mother and Father. And they love their country and they take pride in all the people of that country- their children as they like to call them- from the richest in their big houses and apartments, to the poorest of the poor in the slums and the rural areas; they love them all. They're especially proud that to feed 'their children' the country has one of the biggest in size and fastest growing food industries in the whole wide world – churning out growing wheat, vegetables and meat - and although some of the food is sent to other countries, first and foremost come **their** children- the children of their country - so they may grow up to be fit and healthy.*

Or so they think.

But these parents are wrong.

They don't know their country nearly as well as they'd like to think.



Top Tips for putting on your Play in a Day.

Before you start:

1. Read and familiarise yourself with the play and decide on roles prior to the day. You know your students better than anyone; who will want speaking parts? Who can take a leadership role in a group movement piece? Who works well with who? You may want to pre-prepare the lines printed on card for students to hold. I suggest numbering/naming these cards so they know when to say their line.
2. Decide how you want to stage the play; where will it be performed? Where will you position your audience? Do you need to put the students somewhere when they are off stage? (*see staging configurations for ideas*)
3. Look at the requirements of the script in terms of costume and props so you are prepared on the day. Props and scenery could be made in advance as part of a cross- curricular approach.
4. You can always use students for roles other than acting. For example, someone could be in charge of costume and props, another could be responsible for the music or sound effects.

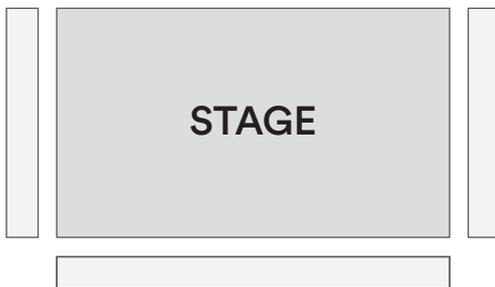
On the day:

1. Use the warm ups to get students ready for the day. Explain what the play is about and how we can teach others through theatre. Get them excited by the project.
2. Assign roles quickly and make sure everyone always has something to work on, whether that's their section of the play or helping create a prop or piece of costume.
3. Set out where the audience will be when rehearsing so the students are aware of their performance space and how it will be performed.
4. If you have extra help in the room (TA's) use them to create the movement sequences whilst you work with students with speaking parts or vice versa. The videos for movement are really useful and students can learn straight from the video.
5. Make the play your own, be creative and take ideas and suggestions from your students too. Enjoy it!

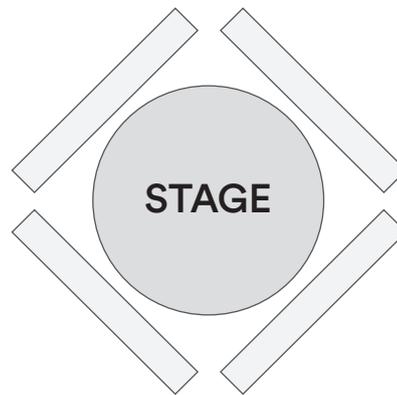
Staging Ideas

You may have a stage in your school hall which is great but don't feel you must use it. There are many ways you could stage your play. The audience could be sat on the stage with the students performing on the hall floor for example. 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- do you need a hidden off stage area for example.

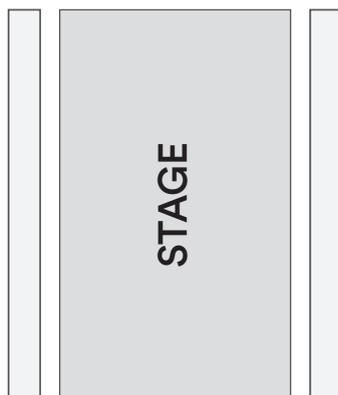
Thrust



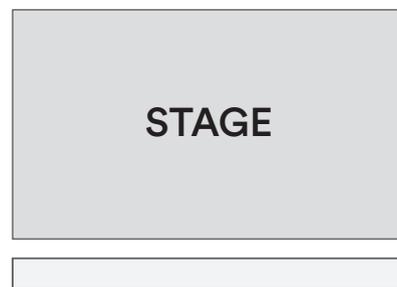
In the Round



Traverse



End on



Rehearsals

Stage Directions Game

Great for: Warming up the students and creating an understanding of stage directions.

All students gather in the middle of the space. Explain to them this is centre stage. We always say the actor is the most important person on the stage, therefore the stage directions are their left and their right as they face the audience. Upstage is behind them (usually the furthest away from the 'audience') and downstage is in front of them (closest to the 'audience'). Call out each stage direction one by one, the students have to run to that location as quick as possible, last one there is out. This student can then call out the next instruction to keep them involved. This should familiarise students with the stage directions on the stage and help you later on with blocking the play. There are some fun instructions to add in too. Round of applause: Clapping round in a circular motion or turning around as they clap. Scrub the stage: Bending down the mime scrubbing the stage floor. Hang a light: reaching up to adjust a light. Take a Bow: over the top bowing and curtsying. You can create your own call and response instructions to add in. e.g. You say "Romeo, Romeo" the students reply "Wherefore art thou Romeo?". This can be a really useful tool to gather students in a particular area of the space at any time throughout the day hopefully make your job a lot easier!

Runner Beans (and other beans!)

Great for: Warming up students.

Students find a space in the room, walk around the space being careful not to bump into anyone else. Teacher to call out instructions. Runner Bean: students run on the spot. Baked Bean: students curl up in a ball on the floor. Jumping Bean: students jump up and down. Broad Bean: students stretch their legs and arms out as wide as they can. Coffee Beans: students imitate coughing.

Agreement Line Activity

Great for: Getting students thinking and sparking discussion and debate.

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.

- It doesn't matter how my food is made as long as it tastes good
- I know exactly where my food comes from and how it is made
- Unless you are overweight you don't need to worry about what you eat
- It is my responsibility to know what is in the food I eat
- Healthy food should cost less than junk food
- Doing exercise is more important than eating healthy

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 revisit the question afterwards. This can create a before and after photo sequence and show a change in the understanding of the chosen topic.

Curriculum Links

This play would work well as part of topics on Healthy Eating, Farming, or India. It would work really well as a harvest assembly.

English Spoken language

- All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
- Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances

Science

Pupils should

- Explore examples of human impact (both positive and negative) on environments and the negative effects of population, development and deforestation.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Learn how to keep their bodies healthy and how their bodies might be damaged by an unhealthy diet.

Geography

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Locational knowledge

- locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- Pupils should understand geographical similarities and differences through the study of human and physical geography of a region outside the United Kingdom

Human geography

- Pupils should describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Topic in more detail - Undernutrition / Overnutrition

Nutrition and physical activity are the two most important influences on health. Nutritional imbalances like overnutrition and undernutrition can lead to severe health difficulties.

Overnutrition is constantly over consuming nutrients by eating too much food to the point that it becomes dangerous to your health. This mainly applies to carbohydrates and fats but most nutrients can be harmless in excess. It is ultimately choosing to eat more food than you need.

Undernutrition is the opposite, it is a nutrient deficiency from not eating enough food or the right types of food. Undernutrition is a form of malnutrition but it can occur with overeating too. Your body requires a balance of many different foods with a variety of nutrients to have a balanced and healthy diet.

Adam Hughes' play looks at the difference between rich and poor children in India and how what each of the groups are eating has an impact on their health. It looks at the risks these children face through the food they are currently consuming and asks the question; How can we provide for both of these groups of people and make sure everyone has a balanced and healthy diet?



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

Undernutrition, poverty and health - Dr Alan Dangour

https://youtu.be/pkXszMP7_Ag

In this interview Dr Alan Dangour, Reader in Food and Nutrition for Global Health at London School of Hygiene and Tropical Medicine talks about undernutrition, poverty and health. This interview inspired Adam Hughes to write his play.