



# Day of Temptation by Judith Johnson

## Director's Notes

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### Focus:

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

### Learning outcomes:

- I know what a healthy meal looks like.
- I can identify an obesogenic environment and understand what makes it one.
- I understand the importance of diet and 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?

### 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.

*We all like the idea of being more healthy- but sadly the reality of this is that actually most of us aren't really as healthy as we could be. Not because we're weak lazy people- but because there are so many different unhealthy temptations facing us during the course of our normal day that it's no wonder we don't always make the choices that are best for us. This is a story about someone who wants to make healthy choices- but who finds out it's just not that easy.*

*So- we have an ordinary child in an ordinary house going to an ordinary school who is feeling fed up and just a bit worried about their unhealthy lifestyle. The child decides that they're going to have a day that's a healthy one in every aspect from start to finish. But- as you might guess- this proves to be easier said than done!*

*The morning gets off to a challenging start.*

*Sugary cereals (have you looked at the sugar content of your own breakfast cereal lately?), chocolate bars in the lunchbox (and how many of you get mad if Mum or Dad forgets to pack that chocolate bar?), being offered lifts to school (be honest- do you ever walk to school?)- this is all even before the school day begins! Obviously it's not going to be that easy.*

*And even though the teacher is behind the child one hundred percent it's truly amazing how many unhealthy temptations can come your way throughout the course of the average school day. At playtime the child's classmates are far too wrapped up in their discussions of the latest TV shows or computer games to do anything more energetic than stand around talking. No one really wants to join in the energetic game of tig the child tries to organize- and then, just when there's some interest in running around (as opposed to talking about cartoon characters running around)- wouldn't you know it... the bell goes.*

*At dinner time there's a near disaster- the carefully packed lunchbox has been forgotten. There's nothing for it but to have a school dinner... only it's Friday- chips day! Fortunately, there are some healthy options to hand, and a chicken salad and baked potato ensure the Healthy Day stays on track. (And be honest- how many of you would choose chicken salad over burger and chips?)*



*A vigorous PE lesson, energized by the timely intervention of a bit of dance music ensures the school day ends on a healthy note- but then on the way home there's a whole bunch of fast food shops to get past... Let's be honest- who can resist a going-home-time-snack of fries or pizza? Fortunately, our child does and arrives home-only to be confronted with tired parents and the prospect of a takeaway tea.*

*Because the truth is at the end of a hard day at work parents don't necessarily want to start faffing around chopping tomatoes and washing lettuce- even supposing there's salad in the fridge that isn't limp or gone past its sell by date.*

*The message is clear to our child- intentions may be good, but the hard cold the realities of money, of convenience- of people just being too bushed to bother cooking can derail the best of intentions and the healthiest of lifestyles. However, her parents rally round, and tea proves to be a healthy end to a healthy day. But it's not been easy.*

*So do you think you could you manage a healthy day?*

*Be honest!*

## 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 pupils 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 pupils 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 pupils 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 pupils 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:

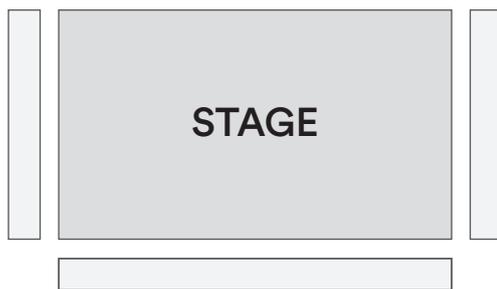
1. Use the warm ups to get pupils ready for the day. Explain what the play is about and how we can teach others through theatre. Get them excited by the project.
2. Assign roles quickly and make sure everyone always has something to work on, whether that's their section of the play or helping create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

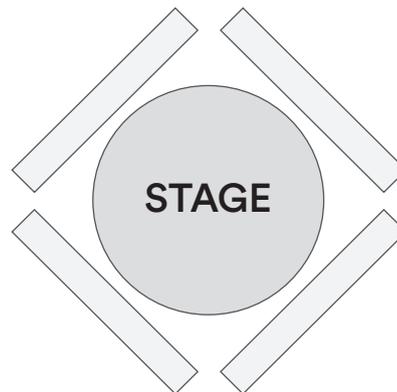
## Staging Ideas

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 pupils 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.

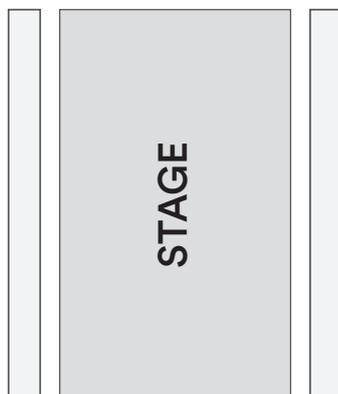
Thrust



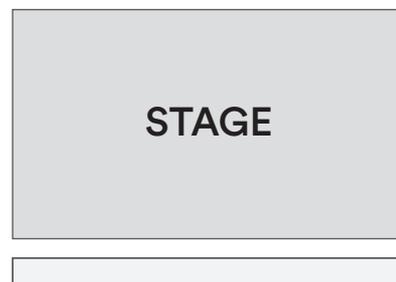
In the Round



Traverse



End on





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## Rehearsals

Starter Games / Activities

### Stage Directions Game

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

All pupils 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 pupils 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 pupils 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 curtseying. You can create your own call and response instructions to add in. e.g. You say "Romeo, Romeo" the pupils reply "Wherefore art thou Romeo?". This can be a really useful tool to gather pupils 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 pupils.**

Pupils 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: pupils run on the spot. Baked Bean: pupils curl up in a ball on the floor. Jumping Bean: pupils jump up and down. Broad Bean: pupils stretch their legs and arms out as wide as they can. Coffee Beans: pupils imitate coughing.

### Agreement Line Activity

**Great for: Getting pupils thinking and sparking discussion and debate.**

Ask your pupils 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 pupils to explain why they have chosen their position. After hearing from several pupils, give your group the opportunity to change their position if they have changed their mind following what others have shared.



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Repeat the process for each statement.

- 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 pupils 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 pupils to be as honest as possible. Take a photo of the pupils 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 is a great play to have as part of a healthy living topic, exploring the effects and impact of diet and exercise on children's everyday lifestyles.

### 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:

- 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.

**PHSCE links:** Diet and Nutrition, Healthy living, exercise.



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## The topic in more detail

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.

It is places - usually urban - that encourage cars over walking, says Prof Mike Kelly, director of NICE's centre for public health. It is 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.

Your pupils will be able to recognise these environments and see the temptations the lead character faces when she attempts to go a whole day healthy eating.

## Further Reading and Useful Sources

- World Health Organisation ([www.who.int](http://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](http://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.