

FOOD FIGHT

-TEACHER PAGES-

Dear Teachers,

here you will find further information on the preparation material and the student pages for the show 'Food Fight'. Most exercises can be done before the show. Feel free to adapt the exercises to your own classgroup and lesson(s).

Enjoy and see you at the show!

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CONTENT OF THE STUDENT PAGES

- 1- LEARN AND READ – BACKGROUND INFORMATION ON THE CHARACTERS AND STORY**
- 2- LEARN - VOCABULARY LISTS**
- 3- LEARN – CONNECT THE BOXES**
- 4- PLAY – SCENE OF THE SHOW**
- 5- GROUPWORK – MAKE YOUR OWN GAMESHOW! – CAN BE DONE AFTER THE SHOW.**
- 6- TALK/OPINION/REFLECTION – AFTER SHOW REFLECTION, PERSONAL + GROUP**

EXPLANATION OF THE EXERCISES

1) Background information on the characters

Read the description of the characters together with the class. Afterwards you can discuss some questions with the group like:

- What character(s) are you excited to meet?
- What do you think the show is about?
- What do you think will happen?
- What are your expectations?

There is always the option to split up the students in small groups to let them share their thoughts with each other.

2) Vocabulary list

This list contains some of the more difficult English words and sentences that are in the play. Some terms can have several translations. You can find other translations with your class. Especially for the sayings below.

Vocab: terms/verbs/words

- To battle it out - auszufechten
- Donated by... – gespendet von...
- Contestant(s) – Kandidat(en)/Teilnehmer*innen
- Nutrients - Nährstoffen
- A convenient solution – eine praktische Lösung
- Dumpster-diving – Containerttauchen / nach Müll tauchen
- Corporation(s) – Gesellschaft / Unternehmen
- To pretend – vorgeben, so tun als ob
- To revive - wiederbeleben
- Water shortages - Wasserknappheit
- Soil - Boden
- Citizens – Bürger*innen
- A success story – eine Erfolgsgeschichte
- Cooperation – Kooperation / Zusammenarbeit
- To resist – zu widerstehen
- Farm(s) – Bauernhof / Höfe
- To support - unterstützen
- A system – ein System
- A food fight – eine Essenschlacht
- Environment - Umwelt

3) Connect the dots

This is also a vocabulary exercise, but it goes more in depth. Here the students must connect the words with their correct definition and example. We also give the option to give an own example. Let the students think about their own examples, eg. activism at their school or in their own youth groups.

The correct answers and extra examples:

Pollution	The introduction of harmful materials into the environment.	Examples: air pollution, water pollution, light pollution, ...
Pandemic	The worldwide spread of a new disease.	Examples: Influenza virus, ebola, covid-19, the plague, ...
Terrorism	Violence used to reach a certain goal (political, ideological, religious)	Examples: Al-Qaida, Taliban, ISIS, ...
Human rights	The basic rights and freedoms that belong to every person in the world, from birth until death.	Examples: freedom of speech, right to education, right to equality, ...
Activism	The use of action to achieve some kind of social change.	Examples: Black Lives Matter, Youth for climate, No meat Mondays, ...
Communities	A group of people that care about each other and have shared values and goals.	Examples: Farming community, student community, ...
Climate change	Changes in the earth's weather, due to the increase in temperature of the atmosphere that is caused by pollution.	Examples: Glaciers are melting, forest fires, floodings, ...
Protein	A nutrient essential for life, it helps with building and maintaining your body. Well known in powder to gain muscle.	Examples: Eggs, meat, fish, nuts, ...

4) Scene from the show

We provided a page from the script so the students can try to play out a piece from the performance. Let them be as creative as you want!

5) Groupwork – Gameshow

The futuristic performance “Food Fight” is about a gameshow where contestants fight for food. The contestants battle it out, in a series of food-related quiz questions and physical challenges, to win a giant box of food.

Split the class into small groups of 5-6 students. If it is possible, you can provide or they can plan to bring, large paper and markers to make for example a banner or logo with the name of their gameshow. This exercise can be made as big/long as you want. This exercise can be done either before or after the show.

We suggest setting how much time they have, to prepare the various parts of their gameshow. Making sure they spend enough time on the questions and not just on a costume for the host. If they present their show too each on another day then the preparation, they could always bring some fun costumes (from home) to wear.

Characters:

- 1-3 students: Contestants team A
- 1-3 students: Contestants team B
- 1-2 students: Host(s) of the show

What do the students have to prepare:

- Name of the show
- What’s the *****theme of the show?**
- What’s the prize
- Who is the host? What is their name and what are they wearing?
- The characters:
 - o Names for each character or team for example Angelica Apricot, Danny Donut,
 - o What is their personality like? What job do they have? How old are they? How do they speak? If it’s a team, how do they know each other?
 - o Make an introduction for each character or team
- 5 – 8 quiz questions to ask the contestants.
- Option: 1 physical challenge for example egg and spoon race
- Who wins the show?

End goal: let every group present their game show to the whole class/group

*****Theme of the show**

Letting the students choose their own theme for the game show can be difficult so it could be an option to give the students a list with f. ex. 10 themes where they could choose from.

Here some inspiration

`Lighter´ themes:

- Food
- Music
- Countries/Geography
- History
- Movies
- Friendship
- Family
- ...

`Heavier´ themes for upper high-school:

- Bullying
- Climate change
- The fast-fashion industry
- Farming
- Drugs
- Gender & identity
- Sexuality
- Black lives matter
- Colonial history
- ...

6) After show personal + group reflection

Here we provided some space to let the students reflect after the show about their impressions. Give the students some time to write a reflection on their own.

There is an option to open a class discussion to give the students the chance to share their reflections.

If they don't seem eager to talk in group, you can always let the students write down their impressions/short thoughts on the whiteboard or on slips of paper that they swap around a read out for the class to hear.