

T H E A T R E   A L I B I



# Table Mates

TEACHERS RESOURCE PACK

By Isabella Mead on Behalf of The Story Museum

# Contents

Title		Content	Cross-curricular	Page
Curriculum references				3
Introduction				7
Lesson 1	KS1	Exploring how we respond to food	Speaking and Listening, Drama, PSHE	8
Lesson 1	KS2	Exploring how we respond to food	Speaking and Listening, Drama, PSHE, Science	9
Lesson 2	KS1	Onomatopoeia	Speaking and Listening, Drama, Music, Science, Food Technology, Art	10
Lesson 2	KS2	Language devices	Speaking and Listening, Writing, Drama	11
Lesson 3	KS1	Food and identity	PSHE, Art, Music, Maths (Geometry), Food Technology, Geography, Drama	12
Lesson 3	KS2	Food and identity	Speaking and Listening, PSHE, Science, Food Technology, Music, Languages, Geography	13
Lesson 4	KS1	Characterisation and friendship	Speaking and Listening, PSHE, Art, Physical Education, Maths (Division), Critical Thinking	15
Lesson 4	KS2	Characterisation and friendship	Speaking and Listening, Writing, PSHE, Physical Education, Critical Thinking, Drama, Maths	16
Lesson 5	KS1	Settings	Art, Speaking and Listening, Drama, Writing	17
Lesson 5	KS2	Narrative sequencing	Speaking and Listening, PSHE, Writing, Reading, History, Philosophy for Children, Critical Thinking, Maths (concepts of time)	18
Lesson 6	KS2 (only)	Personification, characterisation and narrative sequencing	PSHE, Writing, Speaking and Listening	19
Resources				20
Glossary				56
References				58



# National Curriculum references

Our production of *Table Mates* and this accompanying Resource Pack have been designed to offer a rich range of literacy and cross-curricular opportunities for **KS1** and **KS2** students. All activities can be linked to the requirements of the National Curriculum, and the lessons are structured so as to consolidate the students' literacy skills in the following ways:

## Spoken Language/Drama

- adopt, create and sustain a range of roles, responding appropriately to others in role;
- understand and use the conventions for discussion and debate;
- give short speeches and presentations, expressing their own ideas and keeping to the point;
- participate in discussions, presentations, performances, role play, improvisations and debates.

## Reading

### KS1

- to be encouraged to link what they read or hear read to their own experiences;
- become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- making inferences on the basis of what is said and done;
- learn about cause and effect in narrative (for example, what has prompted a character's behavior in a story).

### KS2

- identify and discuss themes and conventions in and across a wide range of writing;
- ask questions to improve their understanding;
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;
- read critically through studying setting, plot and characterisation.

## Writing

### KS1

- write sentences by saying out loud what they are going to write about;
- composing a sentence orally before writing it;
- sequencing sentences to form short narratives;
- discuss what they have written with the teacher or other pupils;
- develop positive attitudes towards and stamina for writing, by writing narratives about personal experiences and those of others (real and fictional).
- learn how to use sentences with different forms: statement, question, exclamation, command.
- use the present and past tenses correctly and consistently.

## KS2

- write narratives and consider how authors have developed characters, settings, atmosphere and dialogue;
- write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing;
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing;
- plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended.

## Cross-curricular references

There are myriad ways in which the activities in this pack have cross-curricular applications. Here are some notable ones:

### Art

#### KS1

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

#### KS2

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

### Design and Technology (Food Technology)

#### KS1

- use the basic principles of a healthy and varied diet to prepare dishes.

#### KS2

- understand and apply the principles of a healthy and varied diet;
- prepare and cook a variety of predominantly savoury dishes using a range of cooking ingredients.

### Geography

#### KS1

- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### KS2

- locate the world's countries, using maps to focus on Europe.

### History

#### KS1

- learn about changes within living memory;

#### KS2

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



## Languages

### KS2

- appreciate stories, songs, poems and rhymes in the language;
- use familiar songs and phrases.

## Maths

### KS1

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- recognise and name common 2D shapes [for example, rectangles (including squares), circles and triangles]
- solve simple problems in a practical context involving addition and subtraction.

### KS2

- recall and use multiplication and division.

## Music

### KS1

- play tuned and untuned instruments musically;
- experiment to create, select and combine sounds using the interrelated dimensions of music.

### KS2

- improvise and compose music for a range of purposes using the interrelated dimensions of music

## Personal, Social, and Health Education (PSHE) and Citizenship

- There are opportunities for the children to reflect on themselves personally and empathise with situations.

## Physical Education (Dance)

### KS1

- Perform dances using simple movement patterns.

### KS2

- Perform dances using a range of movement patterns.

## Science

### KS1

- identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.
- find out about and describe the basic needs of animals, including humans, for survival (water, food, and air).
- describe the importance to humans of exercise, eating the right amounts of different types of food, and hygiene.

### KS2

- identify that animals, including humans, need the right types and amount of nutrition;
- observe that some material change state when they are heated or cooled.
- compare and group materials together, according to whether they are solids, liquids or gases.

# Table Mates Introduction

## The themes

Internationally acclaimed fantasy writer Philip Pullman once said

***“After nourishment, shelter and companionship, stories are the thing we need most in the world.”<sup>1</sup>***

Theatre Alibi’s new play, *Table Mates*, brings together these essential components of our being: a group of friends (companionship) gather around a kitchen table (shelter) and create a 3 course meal (nourishment) through which they share their personal memories (stories).

These resources reflect these components through examination of the following themes:

- friendship, teamwork, care and responsibility,
- home and belonging
- food and identity
- the stories of the characters and the stories of our own, and the importance of sharing these for our empathy and wellbeing

## The story

Three friends – Starter, Main and Pudding – come home from work at the end of the day. They hang up their coats and start to cook their evening meal. Starter makes starter, Main main and Pudding pudding.

They sit down to eat each course. As they do so, certain foods bring up memories for the characters; tastes that evoke both positive and negative stories from their pasts, particularly from their homes and upbringing.

When Main eats the starter, of apple and cheese on crackers, she remembers growing up in France, and feels nostalgic, mournful, and full of love for her parents.

When Starter eats the main course, a salad with anchovy in it, he has a horrible memory of being forced to eat fish in his boarding school.

When Pudding eats his pudding, he remembers his difficult childhood, growing up looking after five brothers and sisters after his Father lost his job. He used to make puddings for his whole family in order to make them feel better.

After each of these episodes, the friends take it in turns to help each other. Starter and Pudding comfort Main when she gets sad remembering her childhood home. Starter and Main help Pudding slow down to enjoy his food by feeding him like a baby. Main and Pudding help Starter discover new foods that he really enjoys.

The play concludes with the characters all doing the washing up together, and going to bed full and happy.



<sup>1</sup> Philip Pullman, 2008-18, [https://clubs-kids.scholastic.co.uk/clubs\\_content/7922](https://clubs-kids.scholastic.co.uk/clubs_content/7922)



## The characters

### Starter

Starter is a sensitive character, who has extreme likes and dislikes when it comes to food. His mother and father weren't interested in him, but he had a good friend in his Nanny Sheila, who took notice of his needs and helped him to find foods that he could eat. He was sent to boarding school where sadly he was lonely and suffered bullying. Due to his experiences, Starter is quite shy and timid and doesn't eat much. Starter feels empathy for his friends and supports them when they are feeling down.



### Main

Main is a very strong character, with speed and control in the kitchen. Just like the others, she is a loyal and empathetic friend, but she can also be on the bossy side sometimes. She grew up on a farm in France, and her two loves have always been eating and dancing. When she was still a girl, she was picked to go to a famous dance school in England and had to leave her family and her home. To this day she still feels homesickness, especially for the food she used to love at home.



### Pudding

Pudding seems to be a quick and greedy eater. However, his friends understand that his behaviour is due to his childhood experiences. He was the oldest child of five, and his parents struggled to provide for them. In fact, Pudding took care of his siblings after his father lost his well-paid job and both his parents had to start working long hours for low pay. As well as looking after his brothers and sisters, Pudding got a job helping to deliver milk and contributed his pay to help feed everyone. One day he surprised his family by making them a big bread and butter pudding to cheer everyone up. He is a good friend to the others, and feels moved when they become sad, but perhaps he needs their comfort the most, especially when he remembers his childhood.

# Lesson 1: Exploring how we respond to food

**KSI**

*She was hungry and when she smelt the porridge she thought, "That smells good." She looked through the window and saw the porridge on the table. "Perhaps I can help myself to some," she thought. And so she opened the cottage door and sneaked in.<sup>2</sup>*

**Learning Objective:** To explore how we respond to food and understand the importance of sharing

**Learning Outcome:** A group drama performance based on a scenario in which friends are sharing food.

**Key Words:** freeze frame, wellbeing, adjectives, settings, characters, mood

## Starter

Try warm up activities related to how we respond to food *see Resource 1a*

- 1 Angry Chef
- 2 Mystery Ingredient

## Main

- Discuss a variety of settings in which you may share food. Having a picnic in the park? At a religious celebration? At a birthday party or wedding? Having a school dinner?
- Divide into groups and choose one of these settings for your scenario.
- In groups, discuss which characters might be in the setting. A cook? A teacher? A parent? A child?
- Decide who will play whom.
- Then create a scene in which:
  - Someone brings in a dish that makes you all argue;
  - Someone else brings a dish that makes you all come together (unify) and be friends.

## Plenary Pudding

- Groups present their scenes to each other.
- Reflect on the scenes and discuss:
  - What were the arguments based upon? Did everyone choose a similar reason to argue?
  - What happens when we share food? What kind of mood does it create?

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<sup>2</sup> From *Goldilocks and The Three Bears*, retold by The Story Museum, 2006.



# Lesson 1: Exploring how we respond to food

KS2

*The poor children were so hungry they didn't even think of knocking at the door and asking permission. Hansel broke off a piece of roof, and Gretel knocked through a window, and they sat down right where they were and started to eat at once.<sup>3</sup>*

## Learning Objective:

- To explore how we respond to food and understand the importance of sharing;
- To start to explore sensory description and emotive language related to food.

**Learning Outcome:** A group drama performance based on a scenario in which friends are sharing food.

**Key Words:** conflict, freeze frame, wellbeing, adverbs, emotive language, sensory description, superlatives, settings, characters, mood, tone, atmosphere

## Starter

Try warm up activities related to how we respond to food see *Resource 1a and Resource 1b*

- 1 Angry Chef
- 2 Mystery Ingredient
- 3 Alphabet Soup

## Main

- Discuss a variety of settings in which you may share food. Having a picnic in the park? At a religious celebration? At a birthday party or wedding? Having a school dinner?
- Divide into groups and choose one of these settings for your scenario.
- In groups, discuss which characters might be in the setting. A cook? A teacher? A parent? A child?
- Decide who will play whom.
- Then create a scene in which:
- Someone brings in a dish that makes you all argue;
- Someone else brings in a dish that makes you all come together (unify) and be friends.
- Think about using language to describe emotions. What particular words might be effective?

## Plenary Pudding

- Groups present their scenes to each other.
- Reflect on the scenes and discuss:
- What were the arguments based upon? Did everyone choose a similar reason to argue?
- What particular examples of effective vocabulary did individuals use?
- What happens when we share food? What kind of mood/tone/atmosphere does it create?

## Extension

### Science:

- Using *Resource 1c*, study the taste buds on the tongue sweet, savoury, bitter, sour, salt. Have a taste test in class, using examples of the tastes in the box on the resource, and following this, students identify the 4 types of taste and categorise examples. Find out more: <http://www.bbc.co.uk/guides/ztmf39q>
- Find out how the senses of taste and smell are related and why we feel hungry when we smell food using <https://www.bbc.co.uk/programmes/p069qx1v>

<sup>3</sup> From Hansel and Gretel, retold by Philip Pullman in *Grimm Tales*, 2012, 80.



# Lesson 2: Onomatopoeia

KS1

*If more of us valued food and cheer and song  
above hoarded gold, it would be a merrier world.<sup>4</sup>*

**Learning Objective:** To develop vocabulary for talking about food, focusing on onomatopoeia

**Learning Outcome:** A poem describing a food type using onomatopoeia and wordplay

**Keywords:** Onomatopoeia, adjectives, senses, found sounds

## Starter

- On various tables, place a variety of objects related to food and cooking.
- These could include: *saucepan, spoon, chocolate wrapper (paper), bubble wrap, a drinking straw and juice carton, sugar snap peas, apple.*
- Students explore the tables in groups in carousel, experiment with each object and the sounds it can make. Suggest examples of onomatopoeia that might describe it.
- After this, work through *Resource 2a* to consolidate what has been explored.

## Main

- As a class or in groups, create an onomatopoeia wordplay poem. See *Resource 2b*.

## Plenary Pudding

- If the students worked in groups, they can share their poems with the rest of the class.
- If you created one class poem together, the students can work in groups to prepare a performance of the poem.

## Extension

- **Drama/Literacy:** In groups, experiment with descriptive language through drama exercises related to food in fairy stories. See *Resource 2c*.
- **Science:** Learn about the 5 senses and how these are linked to parts of the body. Use *Resource 2d*.
- **Food Technology/Art:** Bring in food that everyone in the class can eat, and as a class discuss how to describe the food through each stage of the five senses. Then create a word wall. All the class create a picture of the dish in the middle of the display, and around the outside write effective adjectives to describe the dish.
- **Music:** Using the objects from the starter, explore found sounds. Experiment with trying to convey the following feelings through the found sounds: *calm relaxation – frantic panic – sad slow mournfulness – happiness – grouchy grumpiness*. Link these emotions to characters and moments in *Table Mates* if the students have seen the play at this stage.

<sup>4</sup> J.R.R. Tolkien, *The Hobbit*, 1937.

# Lesson 2: Language devices for writing about food

KS2

*It is more fun to talk with someone who doesn't use long, difficult words but rather short, easy words like 'What about lunch?'*<sup>5</sup>

**Learning Objective:** To develop sensory description and emotive language related to food

**Learning Outcome:** A descriptive piece of writing related to food.

**Keywords:** Sensory description, emotive language, onomatopoeia, idioms, simile, metaphor, figurative language, cliché.

## Starter

- In groups, experiment with descriptive language through drama exercises related to food in fairy stories. See *Resource 2c*.

## Main

- Learn key word 'Idioms' and work through 2 exercises using *Resource 2e*.
- Share answers to idioms.
- Now explain there is a problem with idioms. Idioms are used so much that they become boring and even meaningless, or cliché.
- Read aloud this quote from the original draft script of *Table Mates*:

*Ding. Starter and Pudding sit, salivating. Main serves three steaming main events. They all dig in. Pudding goes at it like a JCB. Even by his standards this is piggery.*<sup>6</sup>

- In *Table Mates*, Pudding is described as eating 'like a JCB.' What an original simile!
- In pairs, make up a new simile for:
- Eating hardly anything, chewing it very slowly
- Eating lots, very quickly
- The simile can use animals or objects, the weather or anything else you can think of, but it should be original.
- Show similes to the rest of the class, miming the action.
- Extend this to write a description of an ingredient or dish of your choice. Describe what it looks, feels, sounds, smells and tastes like, using similes, and emotive language.

## Plenary Pudding

- Take it in turns to read out descriptions, without stating what food you are describing.
- The rest of the class try to guess the food.
- **Peer assess**, commenting on use of effective language devices.

## Extension

Write your own version of a song about food, using *Resource 2b* and *Resource 2f*.

<sup>5</sup> A. A. Milne, *Winnie the Pooh*, 1926.

<sup>6</sup> Daniel Jamieson, *Table Mates*, original draft 2018.

# Lesson 3: Food and Identity, traditions and customs

KS1

*'Have some wine,' the March Hare said in an encouraging tone. Alice looked all round the table, but there was nothing on it but tea. 'I don't see any wine,' she remarked. 'There isn't any,' said the March Hare. 'Then it wasn't very civil of you to offer it,' said Alice angrily. 'It wasn't very civil of you to sit down without being invited,' said the March Hare.'*

**Learning Objective:** To explore how food forms a part of our identity

**Learning Outcome:** Create a food self-portrait drawing inspiration from Vertumnus by Arcimboldo

**Key Words:** likes, dislikes, identity, shapes, self-portrait

## Starter

- Questions to discuss as class or in pairs with feedback:
- What is your favourite food?
- Why is it your favourite food?
- What is your favourite memory of food?
- Where is your favourite place to eat and drink and why?
- What do you use to eat with?
- What are 'table manners' and what table manners do you know?
- Do you have any 'rules' for eating at home?

## Main

- Learn about the picture of Vertumnus by Guiseppe Arcimboldo, using *Resource 3a*.
- Look at the picture and ask the students to identify the different fruits and vegetables that have been used as features of the face.
- Explain that the fruits and vegetables have been chosen by Arcimboldo because they are linked to the identity of Vertumnus, as a god of home-grown food from the land, and the seasons.
- Think about your favourite food, and make a list. See if any of the shapes match any shapes in the face, using *Resource 3b* to help.
- Using *Resource 3c* to help, make a self-portrait based on Vertumnus. See if you can find shapes in your favourite food which fit the parts of your face, such as fried eggs for eyes, spaghetti for hair.

## Plenary Pudding

- Present your food self-portrait to the rest of the class, explaining why you have chosen certain food and why you like them.

## Extension

- **Music:** Learn songs about food that reflect the global diversity of your classroom.
- **PSHE/Food Technology:** Bring and share food from home and explain any rules or traditions associated with it. For example, fortune cookies contain fortunes; Christmas pudding used to contain sixpence to find!
- **Geography:** Explore where food comes from. Vertumnus is the god of food from the land, such as fruits and vegetables, but not all food comes from the land. Develop into a research project.
- **Drama:** Vertumnus is a shape shifter. There is a saying in English, 'If you eat too much of something, one day, you'll turn into it.' Imagine you are a shape shifter. What food would you turn into, if you could? Act it out for the rest of the class to guess. Then imagine what it must be like to be that food all day! How would you move? Who would you be friends with? What would you talk about?

<sup>7</sup> Lewis Carroll, *Alice's Adventures in Wonderland*, 1865.

# Lesson 3: Food and Identity, traditions and customs

KS2

*A man who calls his kinsmen to a feast does not do so to save them from starving. They all have food in their own homes. When we gather together in the moonlit village ground it is not because of the moon. Every man can see it in his own compound. We come together because it is good for kinsmen to do so.<sup>8</sup>*

**Learning Objective:** To explore how foods are a part of our identity, and that this can vary from person to person, often influenced by culture;

**Learning Outcome:** Carry out an interview with someone on their food traditions and eating habits.

**Key Words:** taste, identity, tradition, custom, carbohydrate, fat, fibre, protein

## Starter

Questions to discuss as class or in pairs with feedback:

- What is your favourite food?
- Why is it your favourite food?
- What is your favourite memory of food?
- Where is your favourite place to eat and drink and why?
- What do you use to eat with?
- What are 'table manners' and what table manners do you know?
- Do you have any 'rules' for eating at home?

## Main

- Prepare an interview about food traditions and customs with someone else in the class, or a visitor or adult in the community.
- Discuss as a class what questions to prepare. These could include the questions in the Starter above.
- Carry out your interview, then write your personal reflection, thinking about these questions:
- Did your interviewee have similar tastes to your own? Why or why not?
- Did you learn anything new from your interviewee? If so, what was it?
- Did anything surprise you? What was it and why?

## Plenary Pudding

- Share your interview with the class.
- Reflect as a class on any similarities between food traditions and customs across the class or interviewees.

<sup>8</sup> Chinua Achebe, *Things Fall Apart*, 1958.



## Extension

- **Science/Food Technology:** Use *Resource 3d* to learn about the elements of a healthy diet: carbohydrate, fat, fibre and protein. Make your own dinner plate which has a collage of pictures of your favourite foods for each category. Using this, write a description explaining why you have included that type of food, and if there are any foods within each category of which you feel you should eat more or less.
- **Music/Languages:** Learn songs about food that reflect the global diversity of your classroom.
- **Languages:** Learn basic phrases related to food in a variety of languages, such as the equivalents of 'enjoy your meal.'
- **PSHE/Food Technology:** Bring and share food from home and explain any rules or traditions associated with it. For example, fortune cookies contain fortunes; Christmas pudding used to contain sixpence to find!
- **Geography:** Find out about fair trade. What is it, why is it important, and people from which countries benefit from it? Independently, write a 10 word sentence from the point of view of someone who benefits from fairtrade, and share examples with the rest of the class.





# Lesson 4: Characterisation and friendship

KSI

*“Go on, have a pasty,” said Harry, who had never had anything to share before or, indeed, anyone to share it with. It was a nice feeling, sitting there with Ron, eating their way through all Harry’s pasties, cakes, and candies.<sup>9</sup>*

**Learning Objective:** To be able to describe characters

**Learning Outcome:** To make a present for one of the characters in *Table Mates*

**Key Words:** character, emotion, motivation, friendship

## Starter

- As a class, explore your reactions to the story.
- Discuss in pairs and feedback:
- How did the play make you feel?
- What was your favourite part?
- Does the story have a message?
- Recap the three friends in *Table Mates*: Starter, Main and Pudding. Make a mindmap to describe their characters.
- Discuss in pairs and feedback:
- Who was your favourite character and why?
- What different emotions did the characters feel throughout the story?
- What makes a good friend? What actions did the different characters take to show that they are good friends?

## Main

- Divide into groups of 3, and give each group a point in the story, using *Resource 4a*. The groups make a freeze frame of the scene. Then ask each character to prepare sentences to speak aloud, phrased as:
  - 1 An exclamation about their situation
  - 2 A statement about the situation
  - 3 A question the character would like answered
  - 4 A command to the other characters in the scene
- Groups show their freeze-frames to the class, each group following the numerical order so that they follow the narrative of the story.
- EITHER Make a *Table Mates* Menu character profile sheet using *Resource 4b*
- OR Imagine your group are going to buy a present for one of the characters. What would you give and why? Write a label for the present, explaining why you have bought this gift for him/her and why you think s/he will like it. Ground your ideas with evidence from the story. NB you can’t give them food! Use *Resource 4c* to draw ideas for the present and write your message on the label.

## Plenary Pudding

Share your work with the class.

## Extension

- **Art:** Make the present, as a sculpture, drawing or collage.
- **Literacy/Critical Thinking/Dance/Maths:** Use *Resource 4d* (Starter), *Resource 4e* (Main) and *Resource 4f* (Pudding) to explore each character further. These activities could be completed by dividing the class into 3 groups and allocating a character to each group, or all activities could be completed by the class over a series of lessons.

<sup>9</sup> J. K. Rowling, *Harry Potter and the Philosopher’s Stone*, 1997.

# Lesson 4: Characterisation and friendship

KS2

*Good things had happened to her, since she came to Misselthwaite Manor: she had been healthily hungry for the first time in her life; and she had found out what it was to be sorry for someone.<sup>10</sup>*

**Learning Objective:** To explore characterisation and character motivation

**Learning Outcome:** To devise an unseen scene showing the backstory of one of the *Table Mates* characters

**Key Words:** character, emotion, motivation, friendship, behaviour, backstory, hotseating

## Starter

- As a class, explore your reactions to the story.
- Discuss in pairs and feedback:
- How did the play make you feel?
- What was your favourite part?
- Does the story have a message?
- What makes a good friend? What actions did the different characters take to show that they are good friends?
- Who was your favourite character and why?
- Pairs join up with another pair to make groups of 4.
- In your group, make a diagram: write the name of each character on a large piece of paper. Draw arrows to demonstrate who helps whom, and who is helped by whom. Annotate the diagram to explain what happens, for example: How does Starter help Pudding? Use *Resource 4g* if necessary.
- Now make a similar diagram, listing the names of the people in your group. How could you help each other? Draw arrows to each other, explaining how you might help each other out. Make sure everyone is helping every other person in some way! Use *Resource 4h* if necessary.

## Main

- Divide into groups and each take one character to explore in more detail.
- What different emotions did the character feel throughout the story?
- Why did they act like this?
- How did the characters' background influence their behaviours?
- Come back together as a group to hotseat each of the characters (from each group)
- In groups, prepare an 'unseen' scene showing the backstory of your character in more detail. Groups could choose an unseen scene of their own, or one of the suggested ones from *Resource 4i*.

## Plenary Pudding

- Show your scenes to the rest of the class.
- **Peer-assess as a class:** what was the mood of each piece of drama? Draw out vocabulary: happy, sad, nostalgic, scary (etc)

## Extension

- **Music/Physical Education/Critical Thinking/Maths:** Try *Resources 4d, 4e and 4f* for fun cross-curricular activities related to each character.
- **Literacy/PSHE:** Try Magic Cake activity related to Teamwork. See *Resource 4j*.

<sup>10</sup> Frances Hodgson Burnett, *The Secret Garden*, 1911.

# Lesson 5: Settings

KS1

*'I don't know why, but the meals we have on picnics always taste so much nicer than the ones we have indoors,' said George.<sup>11</sup>*

**Learning Objective:** To understand the concept of memories and the past

**Learning Outcome:** To make a food memory box

**Key Words:** Events, setting, memory, trigger, past, present

## Starter

- Recap the main events of *Table Mates*.
- In groups, make a freeze-frame of a favourite moment from the play. The rest of the class guess which part it is.
- Recall the different places mentioned in the play. Using *Resource 5a*, draw emoticons or write words on each section to show what emotions the characters connect with each setting.

## Main

- Try to remember a time you ate some food that was really memorable. What was the food? Where were you? Who were you with? What were you doing? What was the weather like? What time of year was it?
- In *Table Mates*, each character has a food which acts as a trigger for a memory.
- Make a food memory box. Take a box. On the lid, show an image of your food trigger (this could be a drawing, some packaging, a collage, a photo, a print out, etc).
- Inside the memory box, place objects that you associate with the setting in your food memory. There could be a greetings card, found objects from nature, etc.
- For example, the box has a picture of fish and chips on the front. Inside are some seashells, a postcard of the seaside, a stone, some sand, a plastic spade. The memory is of eating fish and chips by the sea.

## Plenary Pudding

- Students share their food memory boxes with the rest of the class and tell the story of their food memory. Are there any similar memories, or does everyone have their own approach? Link to the theme of identity.
- Link memory boxes also to the work on the 5 senses *See Resource 2d*

<sup>11</sup> Enid Blyton, *Five Go Off in a Caravan*, 1946.

# Lesson 5: Narrative Sequencing

KS2

*After nourishment, shelter and companionship, stories are the thing we need most in the world.<sup>12</sup>*

**Learning Objective:** To explore how the concept of time can be represented in stories

**Learning Outcome:** Create a piece of writing about a memory associated with food

**Key Words:** flashback, timeslip, frame narrative, past, present, memory

## Starter

- In groups, freeze-frame a favourite moment from the story, and show to the rest of the class.
- Learn the keyword 'Frame Narrative'.
- Recap the main events of the story by using the sequencing cards *Resource 5b*.
- Lay out the cards and stick them into exercise books in order. Then:
- Colour in one colour the events of the present
- Colour in another colour the events of the past
- Colour in another colour the moments which frame the flashback.

## Main

- Try to remember a time you ate some food that was memorable. Share it with a partner.
- Make a mindmap of the memory. What was the food? Where were you? Who were you with? What were you doing? What was the weather like? What time of year was it? What were people saying? How were you feeling? How old were you?
- Write a story about your memory, using these prompts:
- Introduce times when you eat the food, and what it is about the food that takes you back to the memory (The packaging? The smell? The taste? The sound it makes?)
- The setting that you remember, using sensory description and figurative language
- What happened;
- How you felt, using emotive language.

## Plenary Pudding

- Share your pieces of writing with the rest of the class.

## Extension

- **Literacy/History:** Research some famous writers of the past who have been influenced by their memories of food. See *Resource 5c*.
- **Philosophy for Children:** Gather in a circle, and discuss how our past can help us with our future. How can we learn from our mistakes? Can good things come from bad things? Share ideas from fiction or from real experiences.

<sup>12</sup> Pullman, cited in Scholastic, 2008-18, [https://clubs-kids.scholastic.co.uk/clubs\\_content/7922](https://clubs-kids.scholastic.co.uk/clubs_content/7922)

# Lesson 6: Personification, characterisation and narrative sequencing

KS2

*After a good dinner, one can forgive anybody, even one's own relations.<sup>13</sup>*

**Learning Objective:** To explore characterisation through personification

**Learning Outcome:** Write a story from the point of view of another 'meal' personified

**Key Words:** personification, characterisation, narrative sequence, memory

## Starter

- In *Table Mates*, each character is a personification of a part of a three course meal –Starter, Main and Pudding.
- As a class, mindmap other types of meal or situations in which we eat a particular type of food. This could include: Breakfast, Morning Break, Elevenses, Dinner, Midnight Feast, Takeaway, Healthy Snack, Cinema Snacks, Birthday Tea, Cat Food, Runner's Gel, Medicine

## Main

- In pairs or groups, choose one of the food types suggested above.
- Discuss ways to personify the food type, using these questions to help:
  - What clothes does s/he wear?
  - What words describe his/her typical mood?
  - How does s/he walk?
  - What does s/he talk about?
  - What is his/her favourite hobby?
  - What family and friends does s/he have?
  - Where did s/he grow up?
  - What job does s/he have now?

EITHER

- Draw a picture of your character's cupboard, using *Resource 6a* and *Resource 6b*.

OR

- Write a description of your person, using *Resource 6c*.

## Main

- Write a story from the point of view of your new character, using *Resource 6d* to help structure it. Using your prompt, write the first draft of your story.
- Share drafts, peer assess, and prepare for a second draft.

## Plenary Pudding

- Perform your story to the rest of the class.
- Record students telling their stories through film or audio;
- Make costumes and props to accompany the stories;
- Perform the stories to other classes, at assembly or a special event with an invited audience.

<sup>13</sup> Oscar Wilde, *A Woman of No Importance*, 1893.



# Resource 1a

## TEACHER INSTRUCTION SHEET

**Try these warm-up drama activities exploring our responses to food, sensory description and emotive language.**

### Angry Chef

**KS1**

**KS2**

- Ask the students to suggest examples of actions involved in cooking, such as chopping carrots, pouring water, icing a cake, stirring stew, cracking eggs, rolling dough, tossing pancakes, frying chips.
- Choose one of the actions and the students start to make the action continuously.
- Then call out different adverbs, such as wildly – sadly – happily – excitedly – angrily – fearfully and the students respond accordingly.
- Change the action and repeat the activity. Repeat for several actions.
- Following the activity, reflect and discuss: were there any actions particularly suited to certain adverbs? Which ones?
- As an extension, groups can also choose their own adverb and act it out using some of the actions. The rest of the class have to guess the adverb.

### Mystery Ingredient

**KS1**

**KS2**

- The whole class sits in a circle.
- Hold a plate, and tell the class there is a cake on it, which has been cut into a number of slices (enough for one slice per person in the class). It has a mysterious ingredient in it, which is also magic and can change at will.
- The students pass the plate around the circle, and mime taking their slice and eating it. Just before they taste the cake, tell them what the 'mystery ingredient' is. This can include; courgettes, dark chocolate, Marmite, marshmallows, raisins, white chocolate, grasshoppers, tomato ketchup, bananas, vinegar, peas, grapes, oil, lemon (NB: There are cake recipes in existence using these ingredients!)
- The student must react accordingly then pass the cake on to the next person. Change the mystery ingredient around every third person, to see if there are different reactions to the same ingredient.
- Following the activity, students can talk to a partner about the ingredients. What is the most unusual thing you have ever eaten? When and where were you? Draw out any associated stories associated to share with the group.

# Resource 1b

## TEACHER INSTRUCTION SHEET

Try these warm-up drama activities exploring our responses to food, sensory description and emotive language.

### Alphabet Soup

KS2

Students work in pairs and are given a scenario from the lists on the next page. In character, they must invent a conversation in which each new sentence in the dialogue starts with the next letter of the alphabet. There are more developed scenarios to follow on as a possible extension.

For example:

Person 1 : **A**re you OK?

Person 2: **B**e serious – we are about to be cooked!

Person 1: **C**ooked?!

Person 2: **D**idn't you know?...

Person 1: **E**nough!



## Simple scenarios

*Cut these up and give one to each partner*

.....  
 You are cream being whisked  
 .....  
 You are cherries on a cake  
 .....  
 You are gazelles being chased by hungry lions  
 .....  
 You are two lions on a hunt.  
 .....  
 You are pieces of cheese on a cracker  
 .....  
 You are lemons being squeezed  
 .....  
 You are sugar cubes in sugar pot  
 .....  
 You are two grains of rice that have fallen to the floor  
 .....  
 You are potatoes about to be mashed  
 .....  
 You are a tomato and a piece of cucumber in a salad  
 .....  
 You are two crisps in a crisp packet  
 .....  
 You are two chips being fried  
 .....  
 You are aubergines in a moussaka  
 .....  
 You are two eggs being scrambled  
 .....  
 You are a mouse being chased by a hungry cat  
 .....  
 You are two apples on a branch  
 .....

## Scenarios which develop character further

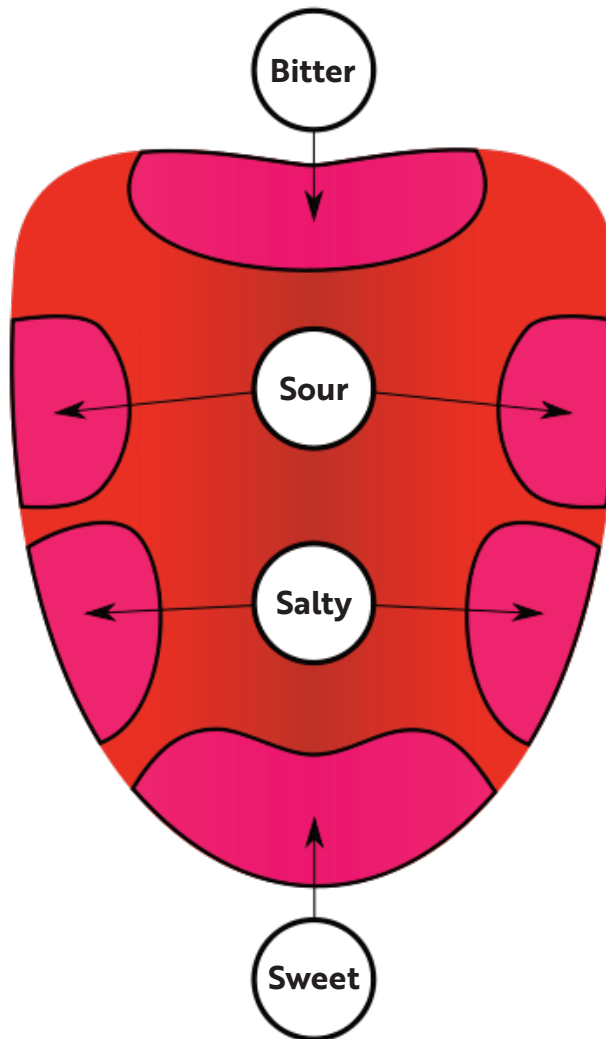
*Cut these up and give one to each partner*

.....  
 You are cream being whisked: *one of you is excited, the other sleepy*  
 .....  
 You are cherries on a cake: *one is perfectly spherical, the other a bit squashed*  
 .....  
 You are gazelles being chased by hungry lions: *one is calm, the other petrified*  
 .....  
 You are two lions on a hunt: *one is hungry and alert, the other tired and not hungry*  
 .....  
 You are pieces of cheese on a cracker: *one is stinky, the other has a very light flavour*  
 .....  
 You are lemons being squeezed: *one is sweet-natured, the other very sour*  
 .....  
 You are sugar cubes in sugar pot: *one is free, the other being set upon by ants*  
 .....  
 You are two grains of rice that have fallen to the floor: *one is adventurous, the other shy*  
 .....  
 You are potatoes about to be mashed: *one is ready to give in, the other determined to fight*  
 .....  
 You are a smug healthy salad and a resentful packet of crisps  
 .....  
 You are two crisps in a crisp packet: *one is trying to escape, the other trying to hide*  
 .....  
 You are two chips being fried: *one is having fun, the other trying to jump out of the pan*  
 .....  
 You are aubergines in a moussaka: *one is having fun, the other trying to escape*  
 .....  
 You are two eggs being scrambled: *one is having fun, the other trying to escape*  
 .....  
 You are a mouse being chased by a hungry cat; *one has a cunning plan, the other is terrified*  
 .....  
 You are two apples on a branch: *one is young and weak; the other old and about to fall*  
 .....

## How we taste

We have 4 basic types of taste, and these are on taste buds on different parts of the tongue!

Write the words listed at the bottom of the page beside the correct part of the tongue for where you would taste these foods.



**Crisps Honey Milk Chocolate Coffee Plain Yogurt Lemon  
Cheese Dark Chocolate Cake Peach Olives Vinegar**

**Question: Which character do you think would live on which part of the tongue?  
Draw/write Starter, Main and Pudding in there too!**



# Onomatopoeias

Match the sound word (onomatopoeia) with the object!

smash  
crash  
splash  
smash  
slurp  
luck  
trickle  
crunch  
crackle  
fizz  
rustle  
gulp  
pop  
snap  
rattle  
sizzle  
ting  
swish  
tick-tock  
drip-drop  
spit  
clink  
clash  
hiss  
bubble  
suck  
crinkle  
gurgle  
crash  
purr



















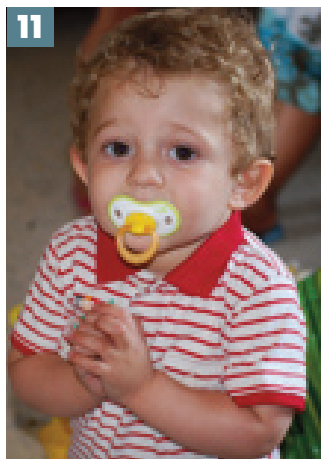


## Onomatopoeias

Match the sound word (onomatopoeia) with the object!

smash  
 crash  
 splash  
 smash  
 slurp  
 luck  
 trickle  
 crunch  
 crackle  
 fizz  
 rustle  
 gulp  
 pop  
 snap  
 rattle  
 sizzle  
 ting  
 swish  
 tick-tock  
 drip-drop  
 spit  
 clink  
 clash  
 hiss  
 bubble  
 suck  
 crinkle  
 gurgle  
 crash  
 purr



















## Resource 2a answers

### TEACHER INSTRUCTION SHEET

- 1 Drip-drop, trickle
- 2 Rattle
- 3 Tick-tock
- 4 Bubble, hiss
- 5 Clash, clink, ting
- 6 Crunch, crinkle
- 7 Rustle, purr
- 8 Cluck
- 9 Splash
- 10 Slurp, gurgle
- 11 Suck
- 12 Crunch, snap
- 13 Pop, snap
- 14 Crash, smash
- 15 Sizzle
- 16 Ting
- 17 Hiss, spit
- 18 Fizz, gulp



## Write your own poem

*Table Mates* includes a fun song which uses **onomatopoeia** and **wordplay**. Here is an extract:

### This Lovely Taste

Chapple, cheeple, apple-eeese,  
Papple, people, cheeple-peese.  
Chapple, cheeple, apple-peese  
Papple, people, cheeple-peese.  
Please.

Cheese, apple, crunch.  
Cheese, apple, crunch.  
Cheese, apple, crunch.

● Make your own **onomatopoeia poem**!

- 1 Choose 2 ingredients that go together.
- 2 Write them down with the onomatopoeia sound that goes with it.
- 3 This is the first line of your poem.
- 4 Now, mindmap the vowels and phonics that form the words. Explore some different ways to make nonsense words!

Ingredient 1	
Ingredient 2	
Onomatopoeia	
First line	

Mind Map



## Resource 2c

### TEACHER INSTRUCTION SHEET

**KS1** **KS2**

Divide the class into groups, and give each group one of the scenarios on the next page:

- Groups create a freeze frame of the scene. Each character then speaks their thoughts aloud in turn, using sensory description to give a feeling of the temptation of the food.
- Afterwards, as a class, take each scenario and make a conscience alley. A volunteer walks down the alley in role trying to decide whether or not to eat the tempting food. On one side, students say a sentence each to persuade the character to eat the food; on the other, students warn the character not to.
- Afterwards, discuss: how do the characters become tempted by food? What are the strongest senses linked to hunger? What words can we use to develop our descriptions of the food?



Copy and cut up these scenarios to give to each group



### A gingerbread house

You are two children lost in the woods. You are desperately hungry as well as confused as you cannot find your way home. Suddenly you see a white dove which leads you to a most delicious gingerbread house. It has sugar for windows and jellies for flowers. You start to eat immediately. But some one is waiting behind the door...



### A poisoned apple

An evil lady poisons an apple and puts on a disguise. She sets off to see Snow White, who is her step-daughter but does not recognise her. Snow White sees the apple and it looks delicious. The evil step-mother tries to tempt Snow White to eat the apple, and Snow White begins to be taken in...

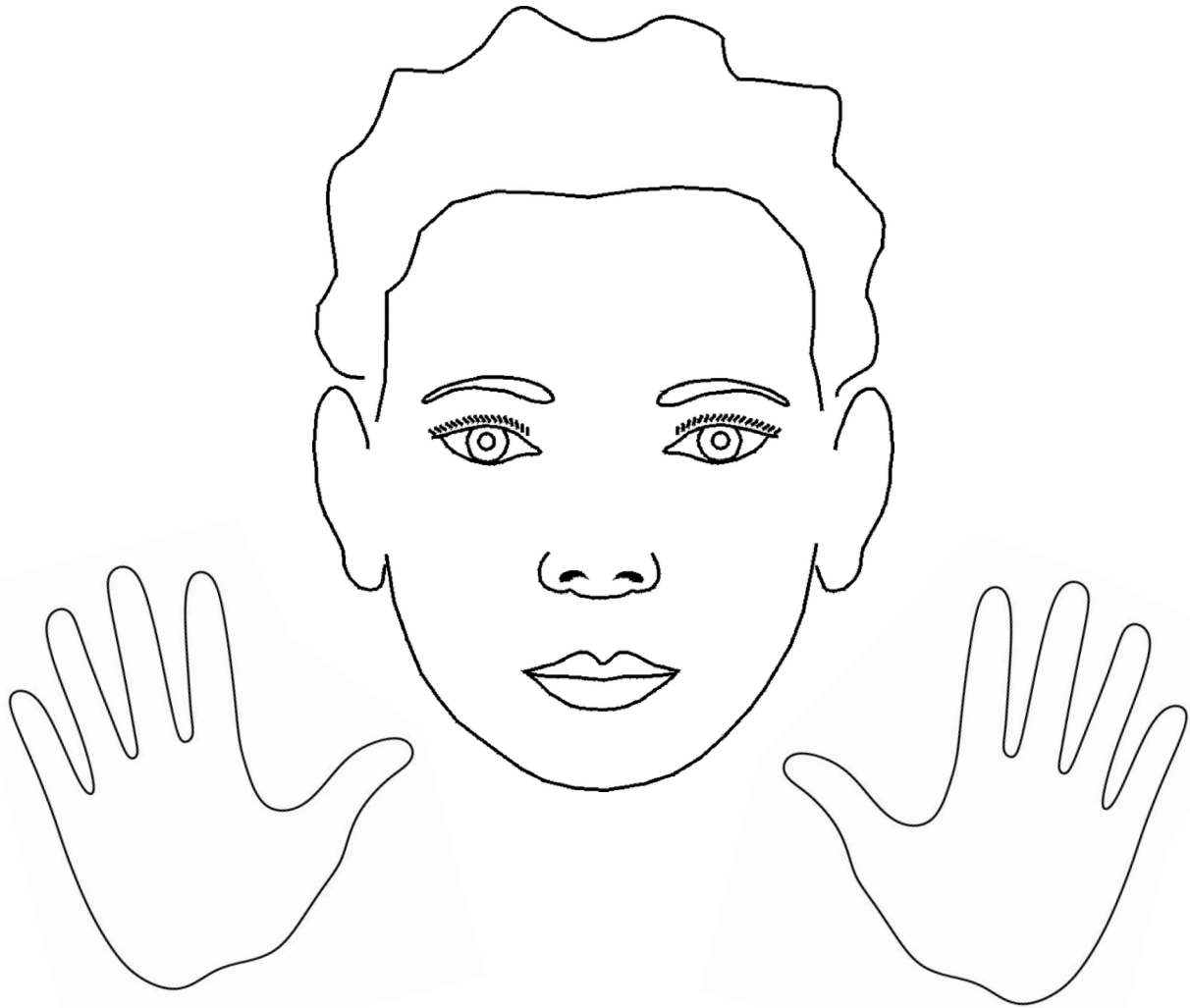


### Three bowls of porridge

Three bears make some glorious porridge, which they pour into three bowls. It is too hot, so they go for a walk to give it time to cool. Shortly afterwards a girl comes by and smells the gorgeous sensation. She looks, and sees the bowls of porridge, still hot and bubbling...

## The five senses

We have 5 senses, each linked to a different part of the body



Write each word next to the right part of the body:

**SEE – SMELL – TASTE – TOUCH – HEAR**

Write down the following words on a part of the face, depending on how you would sense them. Would you write any in more than one place?

**apples cheese knife, fork and spoon oven timer cake fish oven gloves**

Now add some of your own.



## Fun with idioms

Idioms are sayings that use similes. They vary from culture to culture. In English, there are lots of idioms about eating habits comparing people to animals, because animals have not learned table manners!

In pairs, read each idiom and act them out. How do you imagine each animal would eat?

**Eat like a bird**



**Eat like a pig**



**Eat like a horse**



**Drink like a fish**



**Hungry as a bear**



**Wolf it down**



**Eat at a snail's pace**



**Watch like a hawk**



Now match the idiom with the meaning

Eat like a bird	Watch very closely
Eat like a pig	To drink lots and lots and lots
Eat like a horse	To eat everything, very fast and very messily
Drink like a fish	To be enormously hungry
Hungry as a bear	Eat your food in one gulp, very quickly before the next predator comes along
Wolf it down	Eat very slowly
Eat at a snail's pace	Just pick at your food, little nibbles
Watch like a hawk	To have a healthy appetite

### Discuss

Do you know any other idioms about eating?

# Cook up your own verse!

Make up your own version of the song used in *Table Mates*

## Stage 1

*Exchange the adjective 'lovely' for your own*

What do you call this taste?

Salty, sweet, crunchy paste?

What do you call this thing?

Makes me feel I want to sing

## Stage 2

*Change the onomatopoeia in the second line:*

What do you call this lovely taste?

, , paste?

What do you call this lovely thing?

Makes me feel I want to sing.

## Stage 3

*Change the last line so that it rhymes with 'thing' using the options below or thinking up your own*

What do you call this lovely taste?

Salty, sweet, crunchy paste?

What do you call this lovely thing?

Makes me

feel like I'm a King

want to dance and sing

laugh at everything

feel like shouting PING!

fly on silver wings

**Stage 4**

*Change the last word of the 3RD line and write a new last line*

What do you call this lovely taste?

Salty, sweet, crunchy paste?

What do you call this lovely ?

?

**For example**

*What do you call this lovely bite,*

*Makes the day so warm and bright?*

**Stage 5**

*Rewrite the verse using this structure:*

What do you call this lovely

?

What do you call this lovely

?

**Stage 6**

*Write your poem using a structure of your own!*

## Vertumnus

Vertumnus appears in the Roman myths. He is the god of seasons, gardens, fruit trees, growth and change. He has the power to shapeshift into anything he wants, at any time! He has a festival on 13 August, called 'Vertumnalia.' This picture is now at Skoklosters Castle in Sweden.

**Write the names of the fruit, vegetables and flowers that you can identify**



### Giuseppe Arcimboldo

Arcimboldo was an Italian who lived from 1527-1593. He painted this picture of Vertumnus in 1590.

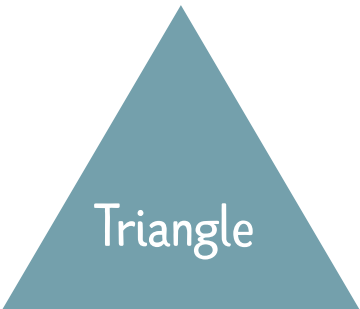
He also painted many other paintings that were similar to these, showing people with faces of fruits and vegetables.

Can you find Italy and Sweden on this map of Europe?

# Preparing for my food self-portrait

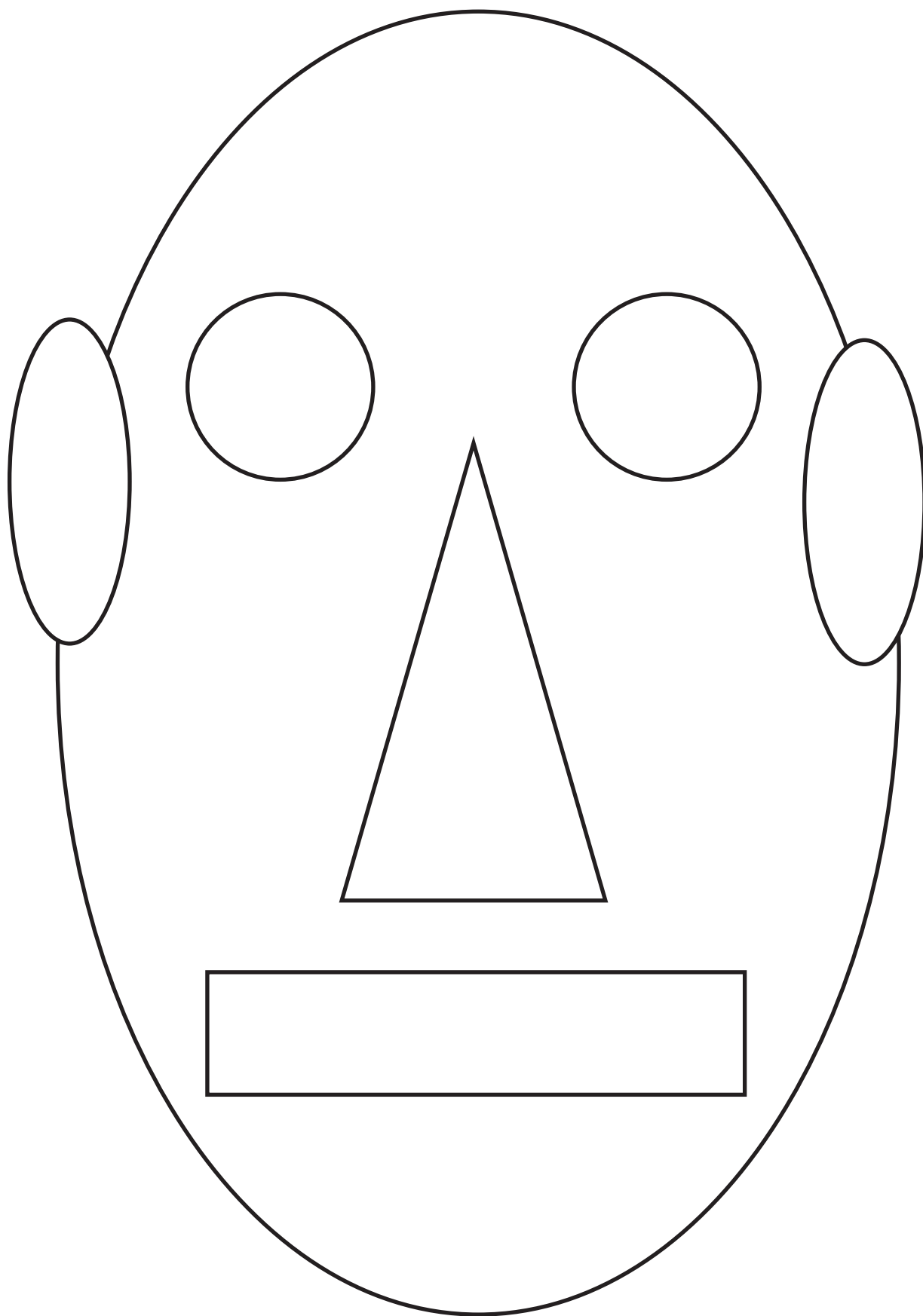
Shape

My favourite food of this shape    Why I like it



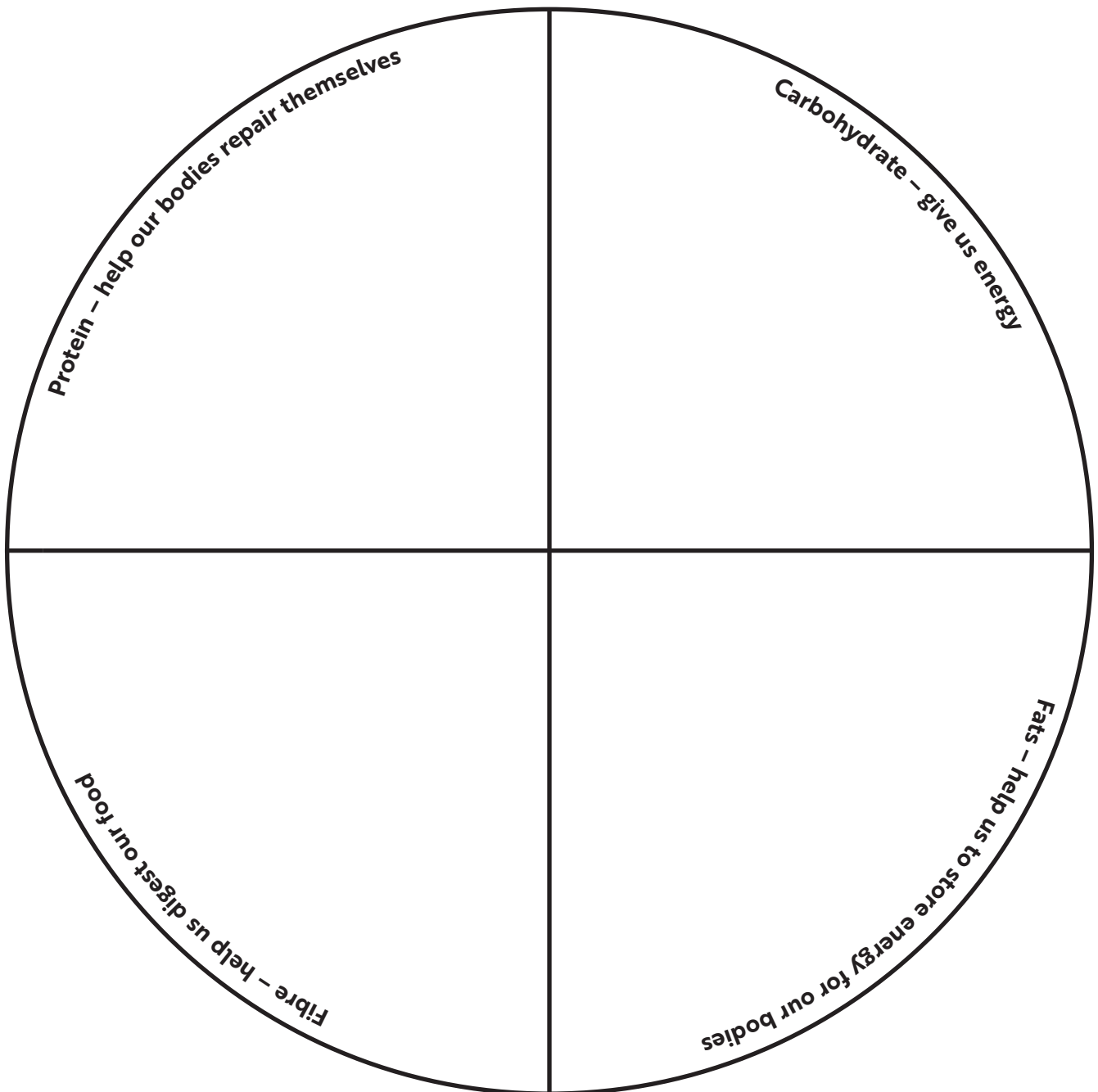


## My food self-portrait



# My dinner plate

Draw your favourite food in each section



*Cut up and give one slip of paper to each group*

- 1 Starter, Main and Pudding come home from work and start to prepare their meals in the kitchen.
- 2 Starter serves a delicious starter. Pudding takes out a magnifying glass to inspect it. Main starts to cry.
- 3 Main remembers her mother in France, whom she used to help in the kitchen when she was not busy learning to dance.
- 4 Main starts to serve Pudding. Pudding eats it very quickly and greedily. Starter decides to help him slow down by feeding him like a baby.
- 5 Main serves the fish. Starter eats it and starts to feel sick.
- 6 Starter is in boarding school at dinner. His Headmaster is making the boys force-feed him fish.
- 7 Pudding brings in the pudding.
- 8 Pudding remembers when he was poor and had no food to feed his five brothers and sisters.
- 9 Starter and Main make Pudding a new pudding to cheer him up.
- 10 Starter, Main and Pudding do the washing up together.



## My Table Mates Menu

### Starter

Description of the character:

Draw a picture

### Main

Description of the character:

Draw a picture

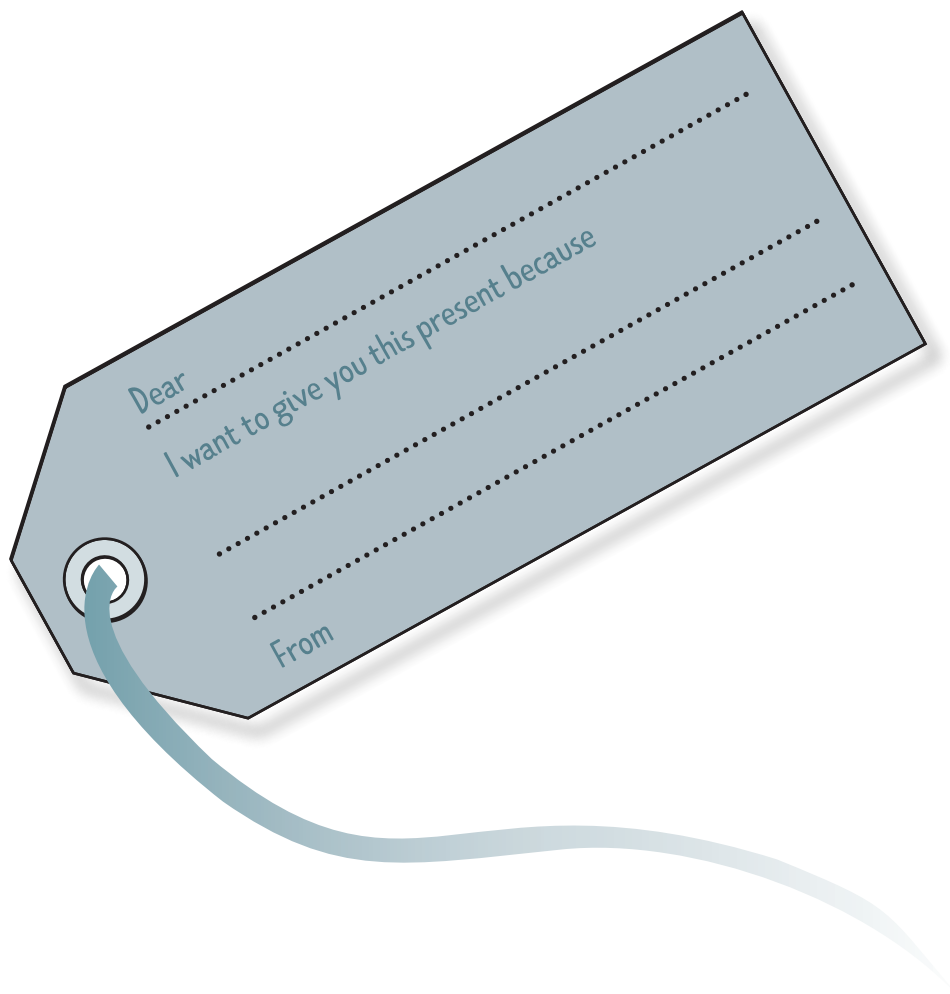
### Pudding

Description of the character:

Draw a picture

# My gift for a *Table Mates* character

Draw your gift





# Resource 4d

## TEACHER INSTRUCTION SHEET

KS1

KS2

### **Starter needs our help for this activity!**

Starter is a sensitive character, who has extreme likes and dislikes when it comes to food. His mother and father weren't interested in him, but he had a good friend in his Nanny Sheila, who took notice of his needs and helped him to find foods that he could eat. He was sent to boarding school where sadly he was lonely and suffered bullying. Due to his experiences, Starter is quite shy and timid and doesn't eat much. Starter feels empathy for his friends and supports them when they are feeling down.

### **Invent a trick for Starter!**

When Starter was at school, he used to hate eating fish, but his teachers MADE him eat it. Soon two older boys, who were not his friends but tried to help him, made up a trick to keep Starter out of trouble. They have been commanded by the teacher to 'force-feed' Starter, and soon find a way to trick the teachers.

Read aloud this extract from the original draft of the script for *Table Mates*:

*How Starter hated Patton and Burke. They shovelled fish into his mouth mercilessly, then set about their own portions like a pair of bulldozers. They were clearly always ravenous and completely indifferent to the taste. It could have been dog food for all they cared, so long as it filled them up.*

*However, this was the unlikely cause of Starter's salvation. One day, as a particularly pungent forkful approached his lips, he was puzzled to notice Burke wink at Patton. He began to squeal as ever, but just as it got close, it veered past his left ear... and into Patton's mouth! Before the small boy on guard could say a word, Patton and Burke both turned to him and shook their heads, then mimed cutting his throat. He gulped and kept his mouth tight shut. Then Patton whispered in Starter's ear, "You better make them stupid noises..." So Starter performed a convincing pantomime of his usual squawks and groans, while Patton and Burke fed each other all his fish. That night, Starter slept soundly for the first time since he'd arrived.*

In groups, invent another way for Starter to pretend to eat fish and get away with it!

Use these prompts to help: Who helps him? Does he need any objects for his trick? Do Starter and/or his helpers need to use clever speech to help the trick to work?

Act it out in groups and present to the rest of the class.

<sup>16</sup> Daniel Jamieson *Table Mates* original draft, 2018

# Resource 4e

## TEACHER INSTRUCTION SHEET

KS1

KS2

### Main wants us to try this physical (dance) activity!

Main is a very strong character, with speed and control in the kitchen. Just like the others, she is a loyal and empathetic friend, but she can also be on the bossy side sometimes. She grew up on a farm in France, and her two loves have always been eating and dancing. When she was still a girl, she was picked to go to a famous dance school in England and had to leave her family and her home. To this day she still feels homesickness, especially for the food she used to love at home.

### Dance the food!

Students work in groups, and choose a type of food, or else cut out the suggestions on the next page and give one to each group.

First, students discuss the qualities of the food:

- 1 Shape? (sphere, round, flat, long, thin, wide, etc)
- 2 Texture? (smooth, rough, hard, sticky, soft, prickly, etc)
- 3 Taste? (salty, bitter, sour, sweet)
- 4 Feelings or mood when you eat it (healthy? languid? Energetic?)
- 5 If it was a person, how would it dance? (quickly, slowly, jumpily, sedately, etc)

Students then devise a dance to show the food.

The rest of the class try to guess the food.



Cut up and give one picture to each group

**The Dance  
of the Tomato**



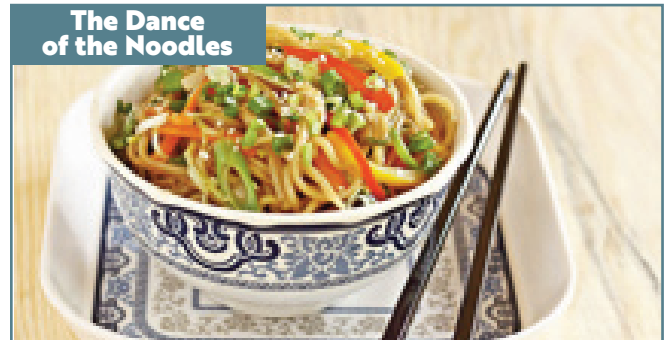
**The Dance  
of the Pizza**



**The Dance  
of the Pakora**



**The Dance  
of the Noodles**



**The Dance  
of Cheese**



**The Dance  
of Salt and Pepper**



**The Dance  
of the Cauliflower**



**The Dance  
of Ice cream**



**The Dance  
of Scrambled Eggs**



**The Dance  
of the Cucumber**



# Sharing with Pudding

## Pudding wants our help with this activity!

### Pudding

Pudding seems to be a quick and greedy eater. However, his friends understand that his behaviour is due to his childhood experiences. He was the oldest child of five, and his parents struggled to provide for them. In fact, Pudding took care of his siblings after his father lost his well-paid job and both his parents had to start working long hours for low pay. As well as looking after his brothers and sisters, Pudding got a job helping to deliver milk and contributed his pay to help feed everyone. One day he surprised his family by making them a big bread and butter pudding to cheer everyone up. He is a good friend to the others, and feels moved when they become sad, but perhaps he needs their comfort the most, especially when he remembers his childhood.

**Help Pudding divide his puddings between himself and his 5 brothers and sisters**

### 12 jam doughnuts

12 / 6 people =  
\_\_\_\_\_ each



### 24 laddoos

24 / 6 people =  
\_\_\_\_\_ laddoos  
each



### \_\_\_\_\_ pieces of chocolate

= \_\_\_\_\_ / 6 people  
= 4 pieces each



### 42 strawberries

42 / 6 people =  
\_\_\_\_\_ strawberries  
each



### \_\_\_\_\_ pots of yogurt

= \_\_\_\_\_ / 6 people  
= 43 pots of  
yogurt each



### 48 pieces of pierogi

= 48 / 6 people =  
\_\_\_\_\_ pieces  
each



### \_\_\_\_\_ churros

\_\_\_\_\_ / 6 = 1 and a  
half churros each



### 3 cakes

3 / 6 people  
= \_\_\_\_\_ cakes  
each



## Character motivation

Who helps whom?

Fill in other ways that the characters help each other

# STARTER

Starter helps Pudding  
calm down by feeding  
him food like a baby

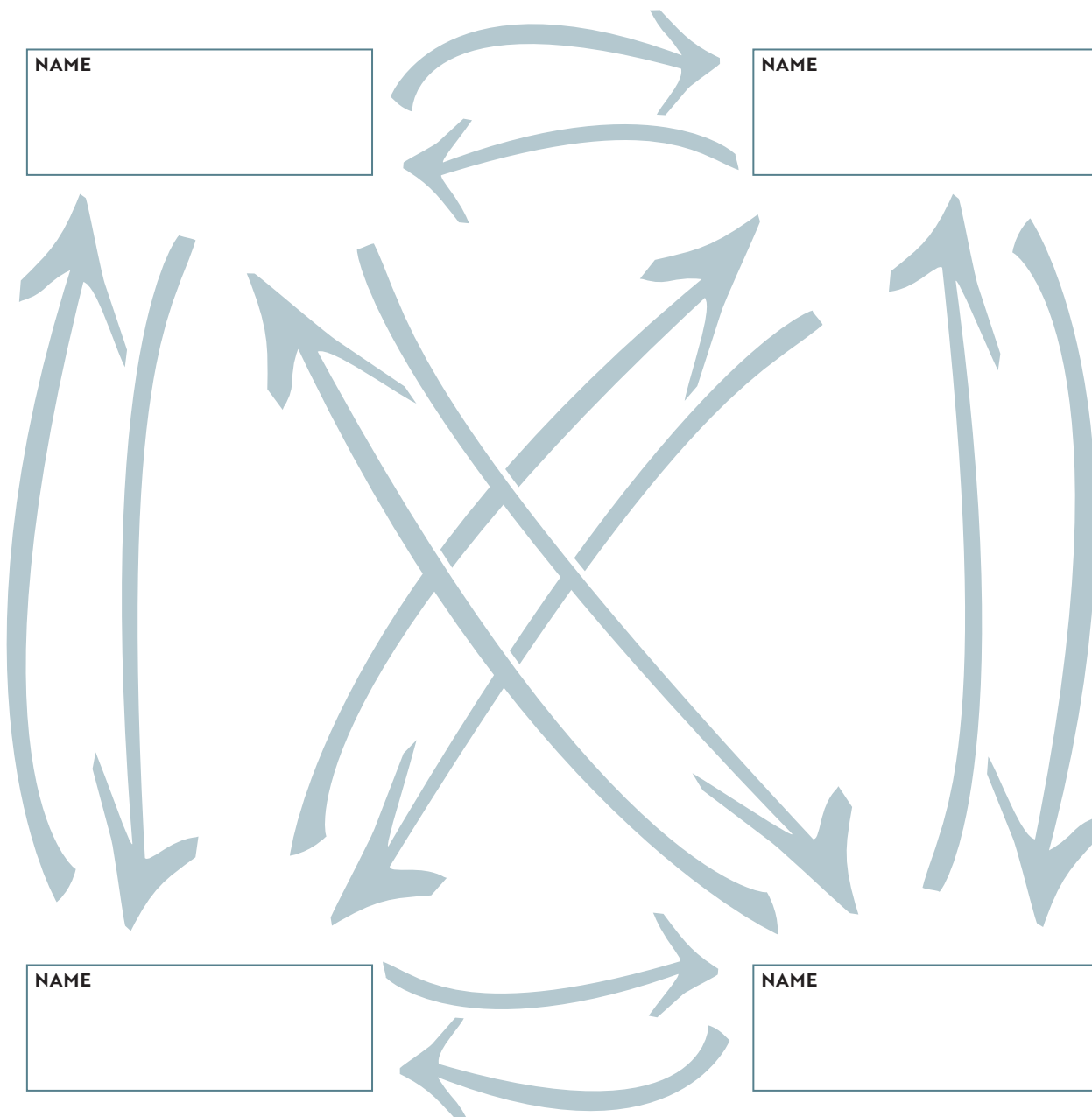
# MAIN

# PUDDING



## How can you help each other?

Write the name of each person in your group in each box.  
Then, along each arrow, describe how you can help each other.



*Cut up the following unseen scenes, and give one to each group to improvise*

.....

Starter is a child. His father has just gone to work in Burkina Faso. Starter's mean uncle arrives and tells Starter that he must go away to boarding school.

.....

Starter is at boarding school at dinner. The Headmaster is making all the boys eat fish. Starter can't eat fish. He tries to explain to the Headmaster who is very angry and makes the boys force feed him the fish.

.....

Sheila, Starter's cook from his childhood home, comes to Starter's boarding school at midnight and rescues Starter from his horrible situation.

.....

Main is a child and is helping her mother cook in the kitchen in France. However, she is also trying out her dancing steps in the kitchen.

.....

Main is a teenager and is talent-spotted as a great dancer, even though all she is doing is imitating a new-born calf trying to walk.

.....

Main comes home for Christmas, but hasn't got time to help her mother in the kitchen, because she needs to practise her dance moves.

.....

Pudding is trying to feed his five brothers and sisters with a tiny piece of bread. His mum is upstairs unwell.

.....

Pudding has a job as a milkman! Something funny happens on one of his milk rounds.

.....

Pudding looks after his mum, and they finally have enough to eat, because his brothers and sisters have just left home!

.....

# Magic Cake

**Read this section from the original draft of *Table Mates*, in which Starter and Main create their own recipe to cheer Pudding up.**

They eat, stood in the kitchen and the pudding is now exquisite! Its own qualities have been brought to life by the cream. They all nod unconsciously as they munch. Main leans against Pudding, and yes, all is forgiven and soon will be forgotten. But Starter eats faster and faster, more than Pudding and Main have ever seen him eat before. Because this is quite simply the best thing he's ever eaten. And he doesn't even normally really like pudding. Finally he licks the bowl. Pudding and Main give him a round of applause.<sup>15</sup>

The friends work in a team. Each element is needed to make the team great. Just like ingredients to make a cake!

**In your teams, invent a MAGIC CAKE!**

**Together you will need to decide:**

- Ingredients in the cake
- Who it is for
- What happens when you eat it
- Who will make the different ingredients

**Together try acting out:**

- How you will make the cake
- Giving it to the person you have made it for
- Everyone eating the cake including the magic that happens



<sup>15</sup> Daniel Jamieson, *Table Mates* original draft, 2018

## The settings in *Table Mates*

Each box describes a different setting mentioned in *Table Mates*.

Draw emoticons or write words that tell us how the characters feel about each place.

**Starter, Pudding and Main's kitchen**

**The kitchen table**

**Starter's boarding school dining hall**

**Pudding on his milk round**

**Main's home in France**

**Pudding's kitchen in his childhood home**

## Sequencing cards

**These moments are in the story. Cut each out and stick them in your book in the right order. Then:**

- Colour in the events of the **present** in one colour
- Colour in the events of **the past** in another colour
- Colour in the moments that **frame the flashback** in a third colour

.....  
Starter, Main and Pudding do the washing-up and then go to bed.  
.....

Main is in France, cooking with her mother as a young girl.  
.....

Pudding is sobbing. Main and Starter have an idea, and go to the kitchen to make a new pudding. Pudding loves it, and cheers up!  
.....

Ting! Main goes to kitchen to make the main course.  
.....

Starter serves a delicious starter – apple and cheese on a cracker.  
.....

Starter eats some fish, jolts and shudders and suddenly remembers why he reacts like this.  
.....

Main comes home at Christmas, and practises her dancing while her mum makes food.  
.....

Pudding is sitting in a bare kitchen with his five brothers and sisters, trying to cheer them up.  
.....

Starter and Pudding listen to Main's song and are moved.  
.....

Starter gags on the fish as he remembers, and Pudding and Main hold him to calm down.  
.....

Starter, Main and Pudding come home from work and start to prepare the evening meal.  
.....

Pudding starts singing a sad song, and remembers his childhood.  
.....

Main is in France, and she is talent-spotted at a dance competition  
.....

Main eats the apple and cheese on the cracker, but starts to cry and to remember something.  
.....

They all start eating the pudding.  
.....

They start eating the main course. Pudding eats so fast that Starter feeds him from a spoon to slow him down.  
.....

Main starts to sing a sad song.  
.....

Starter is at boarding school, being force-fed fish by two boys while the Headmaster watches.  
.....

Main goes to dance school in England.  
.....



## Famous Writers and Food

Here are 3 famous writers who have been influenced by their memories of food.

Choose one to research further, or discover your own!

### Roald Dahl and chocolate



Roald Dahl (1916-1990) was growing up during a time when lots of new types of chocolate bars were being invented. The memory inspired him to write *Charlie and the Chocolate Factory* (1964) which is all about new inventions for sweets and chocolates.

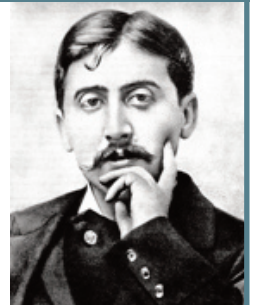
Roald Dahl himself said that students in school shouldn't 'bother with the Kings and Queens of England. All of you should learn these dates instead.'

#### And the dates were

Cadbury's made Dairy Milk in 1905,  
Cadbury's made Bourneville Bar in 1910,  
Cadbury's made Fruit and Nut in 1921...  
1930, the Crunchie,  
the Whole Nut Bar  
'32 Mars,  
'33, Black Magic,  
'33, Tiffin  
'35 Aero  
'36 Maltesers,  
'36 Another great year,  
Kit Kat, Rollo, Smarties...

### Marcel Proust and madeleines

Marcel Proust (1871-1922) was a French novelist. He is best known for his novel *Remembrance of Things Past* (1908), which is autobiographical. In it, he describes how he dips a madeleine, a little cake, into a cup of tea, and tasting it reminds him suddenly of his childhood when he used to go and visit his aunt Leonie. He can remember it perfectly: the old grey house, the garden, the streets he used to run down, the country roads and the parish church!



### Charles Dickens and gruel



Charles Dickens (1812-1870) grew to be a very famous and popular writer in his lifetime, but he had a difficult childhood. He had 7 siblings, and his father went to prison when Charles was a boy. As well as knowing hunger himself, he used to walk around the streets of London and see the terrible poverty. His story, *Oliver Twist* (1837-9) was inspired by these times, about a boy who is born in a workhouse. One of the most famous moments from the story is when the boys in the workhouse make Oliver ask for more gruel, as a way of protesting against their starvation.

"The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind

him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver, while his next neighbors nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

'Please, sir, I want some more.'"<sup>16</sup>

<sup>16</sup><http://www.roalddahl.com/roald-dahl/archive/archive-highlights/roald-dahls-history-of-chocolate>

<sup>17</sup>Charles Dickens, *Oliver Twist*, 1839

# Resource 6a

## TEACHER INSTRUCTION SHEET

KS2

Read this extract from the original draft of *Table Mates*, which describes the cupboards in the kitchen. The cupboards of each character reflect the kind of person they are!

*Each has their own food cupboard. Starter's is sparse, but has posh ingredients, for starters. Main's cupboard is full of colourful and various ingredients....you could make anything with that lot! Pudding's is full of basic ingredients piled high like building materials...*

*Starter's and Main's cupboards have locks. It soon becomes clear why. When their backs are turned, Pudding can't resist eating from them. Like a hungry donkey.<sup>16</sup>*

As a class, brainstorm words to describe the way the cupboard might be arranged. For Example:

- Organised
- Tidy
- Neat
- Stacked
- Sparse
- Nearly empty
- Dirty
- Piled high
- Messy
- Chaotic
- Secret
- Confusing

In pairs students discuss what would be in their character's cupboard.

As a class, brainstorm what adjectives, adverbs and similes they could use to describe the sight.

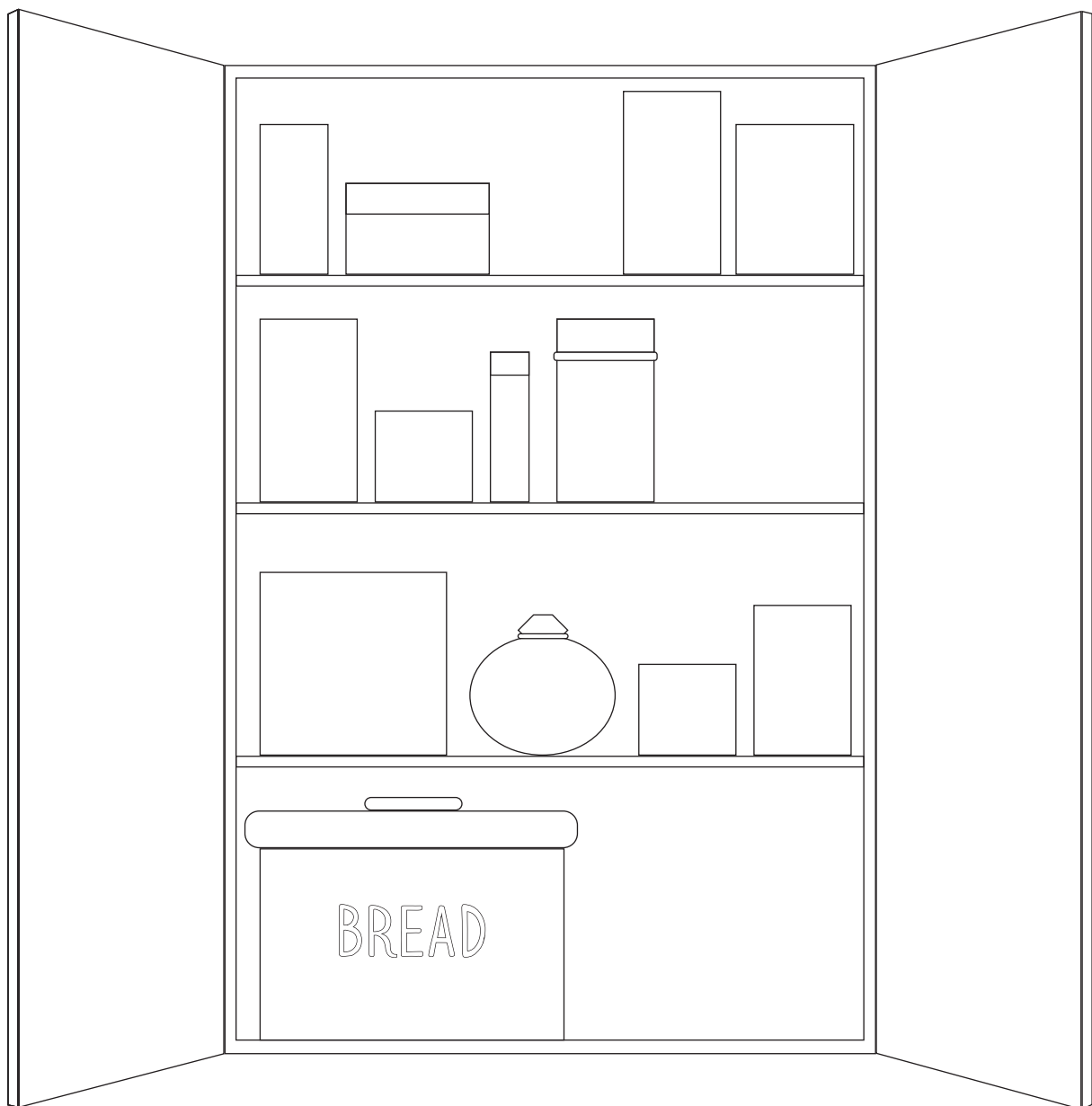
Students can then create the cupboard of their character by making an annotated drawing (see Resource 6b), a description, or even creating the cupboard itself from craft materials or recycled materials.

<sup>16</sup> Daniel Jamieson, *Table Mates* original draft, 2018

# My character's cupboard

Draw what is inside your character's cupboard

- what's on the shelves?
- what's in the packages?
- What colours are the materials?



**Synonyms and Antonyms to describe character**

happy – grumpy

rude – polite

bold – shy

loud – quiet

talkative – silent

kind – mean

fun – boring

open – secretive

always alert – always tired

hardworking – lazy

sneaky – obedient

mischievous – meek

loyal – traitorous

sociable – solitary

enthusiastic – uninterested

generous – selfish

bouncy – sluggish

energetic – lethargic

**Examples of a character description****Character: Midnight Feast**

Midnight Feast is a quiet and secretive person. She doesn't move, she glides, so quickly you barely notice her swishing in and out of crowds. She likes to whisper to people to ask if they will join her secret club! She likes to wear dark colours, such as grey or black, so that she won't be seen in the shadows. She doesn't like obeying rules, but is never openly rude – more like lovably sneaky. If she wants something, she won't ask – she will just do it anyway! When you get to know her well, she is very generous and fun, and loves to play tricks on people!

**Character: Morning Break**

Morning Break is a very good and obedient boy. He is always smart, with a perfect tie, neat uniform and clean shoes. He does all his work and is loyal to his friends. He never really has anything interesting to say, but he always says the right thing, and never gets in trouble. He is like an apple: everyone likes and needs him, even if he is not the quirkiest of people!

Write your character's backstory, as a **monologue** written with a **frame narrative**, beginning in the present and then going into a **flashback**. **X stands for your character**.

<p><b>Setting</b> Where is X? Why is X there, and with whom? Use sight, sound, smell and texture.</p>	
<p><b>X eats something.</b> What does X eat? How is it presented? Use sight, sound, smell and texture.</p>	
<p><b>X starts to eat the food</b> Describe how he or she eats the food. Just a tiny nibble? Or 'going in like a JCB'?</p>	
<p><b>Your character makes a face</b> What is the facial expression? Is it a positive or negative memory?</p>	
<p><b>Your character remembers...</b> What happened?</p>	



# Glossary

**anthropomorphism:** giving human emotions, behaviours and characteristics to objects or animals, such as the power of reason or of speech; for example, The Cheshire Cat or the Mad March Hare in Lewis Carroll's *Alice's Adventures in Wonderland*; Aslan in C. S. Lewis' *The Chronicles of Narnia*; the dragon Smaug in J. R. R. Tolkien's *The Hobbit*.

**atmosphere:** a particular mood, impression, setting, etc.<sup>1</sup>

**audience participation:** involvement of an audience in some aspect of a performance.<sup>2</sup>

**characteristic:** a distinctive mark, trait, or feature that may serve for identification; a distinguishing or essential peculiarity or quality.<sup>3</sup>

**cliché:** something that has been said so many times, it becomes meaningless.

**equality:** the condition of having equal dignity, rank, or privileges with others; the fact of being on an equal footing.<sup>4</sup>

**emotive language:** language that draws an emotional response from the audience.

**empathy:** the ability to understand or share the feelings of another.

**found sound:** music that you can make from everyday objects that weren't intended to be musical instruments

**figurative language:** based on, or involving the use of, figures or metaphors; metaphorical, not literal.

**first person narrative:** using this class of pronouns or verb forms; in Literary Criticism with reference to a narrative form or voice in which the first person pronoun (usually the singular) is used to relate a story.<sup>5</sup>

**flashback:** a scene which is a return to a previous action ...; hence, a revival of the memory of past events.<sup>6</sup>

**frame narrative:** a story in which another story is enclosed or embedded as a 'tale within the tale' / frame story: a story which serves as a framework within which a number of other stories are told<sup>7</sup>

**friendship:** friendly feeling or disposition felt or shown by a person or group of people (for or to another).<sup>8</sup>

**global:** of, relating to, or involving the whole world, worldwide.<sup>9</sup>

**help:** the action of helping; the supplementing of action or resources by what makes them more efficient; aid, assistance, succour.<sup>10</sup>

**home:** the place where one lives or was brought up, with reference to the feelings of belonging, comfort, etc., associated with it.<sup>11</sup>

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<sup>1</sup> "atmosphere, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>2</sup> "audience, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>3</sup> "characteristic, n. and adj." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>4</sup> "equality, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>5</sup> "first person, n. and adj." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>6</sup> "flashback, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>7</sup> "frame, n. and adj.2." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>8</sup> "friendship, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>9</sup> "global, adj." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>10</sup> "help, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>11</sup> "home, n.1 and adj." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

**homeland:** a person's home country or native land; the land of one's ancestors.<sup>12</sup>

**humiliation:** the action of humiliating or condition of being humiliated; humbling, abasement.<sup>13</sup>

**identity:** the sameness of a person or thing at all times or in all circumstances; the condition of being a single individual; the fact that a person or thing is itself and not something else; individuality, personality.<sup>14</sup>

**idiom:** a saying.

**loneliness:** the feeling of being alone; the sense of solitude; dejection arising from want of companionship or society.<sup>15</sup>

**loyalty:** faithful adherence to some one or something.

**memory:** the action of remembering; recollection, remembrance.<sup>16</sup>

**messages:** the broad meaning of something; an expressed or implied central theme or significant point.<sup>17</sup>

**motivation:** the reason or reasons for characters behaving the way they do.

**mother country:** the country of one's birth; one's native land; the country of one's ancestors or of one's ethnic group.<sup>18</sup>

**onomatopoeia:** the use of words that seem to imitate the sounds they refer to (whack, fizz, crackle, hiss).<sup>19</sup>

**personification:** see anthropomorphism

**remembrance:** the memory (or thought) which a person has of a thing or person; the act or fact of remembering a thing or person.

**respect:** a feeling of admiration for some one, and consideration of their feelings.

**rhyme:** the identity of sound between syllables or paired groups of syllables, usually at the ends of verse lines.<sup>20</sup>

**sensory description:** evocation using the five senses: sight, smell, touch, taste and hearing.

**setting:** the place and time at which a play, novel, or film is represented as happening.<sup>21</sup>

**simile:** a comparison of one thing with another.<sup>22</sup>

**story within a story:** see 'frame narrative.'

**welcome:** to receive (a visitor) gladly and hospitably; to accord a friendly reception to; to make welcome.<sup>23</sup>

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<sup>12</sup> "homeland, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>13</sup> "humiliation, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>14</sup> "identity, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>15</sup> "loneliness, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>16</sup> "memory, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>17</sup> "message, n. and adj." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>18</sup> "mother country, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>19</sup> The Oxford Dictionary of Literary Terms (4<sup>th</sup> ed.) Chris Baldick, 2008

<sup>20</sup> The Oxford Dictionary of Literary Terms (4<sup>th</sup> ed.) Chris Baldick, 2008

<sup>21</sup> The Oxford Dictionary of English (3<sup>rd</sup> ed.), Angus Stevenson 2010

<sup>22</sup> "simile, n." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

<sup>23</sup> "welcome, v.1." *OED Online*. Oxford University Press, September 2016. Web. 20 October 2016.

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