



CLASSROOM PACK

Teacher's notes

1. Vocabulary exercises
2. Multiple choice exercises
3. Written expression
4. Oral expression
5. Cultural
6. Intertextual

Vocabulary exercises

A. Complete the lines from the play with the appropriate word:

1. I don't want to **COUNT** my chickens.
2. **FANCY** running into you.
3. We can't **STICK** around here.
4. You're the new tea boy aren't you? The new **SUCKER**.
5. **MIND** your own business. It would be better for everyone.
6. I don't want to abuse your **HOSPITALITY**. I'll leave early tomorrow morning?

B. Unscramble the letters to find the word corresponding to the definition

1. An advocate for a cause.
2. Someone who deceives another.
3. A senseless pursuit of something unattainable.
4. The advocacy for the protection of natural resources.
5. In disarray.
6. An ignorant, silly or foolish person.

A C T I V I S T

14 3 10 16
VICTASTI

F R A U D

4
DRUAF

W I L D - G O O S E

15 8
LIWD OOGES

C H A S E

1
SEACH

E C O L O G Y

6 5 12
GLOOCEY

M E S S E D

7 2
GSEMEDS

U P

UP

S I M P L E T O N

11 13 9
NOTPIMLES

Then copy the letters in the numbered cells to other cells with the same number and discover what Maxine means when she describes: "This underwater cable is madness, ecologically speaking. We can't let it be built."

C E L T I C

6 8 5 16 10 1

I N T E R C O N N E C T O R

11 9 13 2 4 14 15 9 9 7 1 3 12 4

Vocabulary exercises

C. Kahoot!

For extra exercises, log on www.kahoot.it and register and play the game.

Five extra vocabulary questions have been added to the multiple choice quiz available on www.kahoot.com.

The point is to choose the word matching the image appearing on the screen. This exercise (10 multiple choice questions -same questions as those of the classroom pack + 5 words of vocabulary) can be done online in class for an interactive experience or can be assigned if you use a digital platform.

Visit www.kahoot.com and log in. If you don't have an account yet, create a profile for free and in less than 2 minutes.

Click on "discover" and write in the "Find me a kahoot about..." search bar: "Pickles company: Crossroads Senior show 2022-2023".

You can duplicate the quiz in order to add questions or adapt the time chosen to answer each question. Then click to "Play", then "teach". Your students can play individually or in teams.

Select the "classic" or "team" mode. A Game pin appears on the screen. Your students will need their smartphone to connect on www.kahoot.it and enter the pin and their name. When all the players are ready, click on start.

An app is also available.



<https://create.kahoot.it/share/pickles-company-crossroads-senior-show-2022-2023/1e7ec8de-e55d-49cf-a5c6-5186d3014645>



Multiple Choice

Your students have read the summary and the presentation of the main protagonists of Crossroads. The multiple choice exercise can be done before or after attending the play. Here are the answers. To encourage oral or written expression, students could be asked to correct the false allegations or justify their answers.

1. Mel's grandmother has ...

1. Dementia
2. **Alzheimer**
3. A bad back

2. Sinead's real name is ...

1. Lucy
2. Maxine
3. **Skye**

3. Sinead moves from where to Dublin?

1. **Cork**
2. London
3. Belfast

4. Mel has an interview for what job?

1. Working in a retirement home.
2. As a barista.
3. **Programming job.**

5. Sinead and Mel meet because ...

1. **Mel drops his interview invitation and runs into Sinead.**
2. they are both drinking coffee in the pub.
3. Sinead thinks Mel is cute and gives him her cell phone number.

6. Why is Mel's mum super stressed?

1. Mel crashed her car and now she has to walk to work.
2. **Mel got the days of his interview wrong and there is no one to look after his grandmother.**
3. There are too many people living in her house.

7. Where do Sinead and Mel go with his grandmother?

1. The pub.
2. The old folks home.
3. **The park.**

8. Mel becomes tied up because ...

1. **Maxine ties him up to get to Sinead.**
2. he thinks it's a fun thing to do.
3. Sinead ties him up because he is going to tell the police on her.

9. What do Bow and Maxine want from Sinead?

1. To have a friendly chat.
2. **A computer.**
3. Some passwords.

10. Maxine ...

1. is an extreme activist for an environmental group.
2. **betrays an environmental activist group for money.**
3. forgot her computer password.



Written Expression

After engaging with the articles/issues currently facing our planet, students select an issue of their own – a table has been provided of possible problems.

Students should be enabled to engage in an issue they feel drawn to – maybe one that has not been provided on the document.

Task

Choose an issue from the list below, or pick your own (run it past your teacher first).

- **Deforestation**
- **Overfishing**
- **Fast fashion**
- **Farming**
- **Rising sea levels**
- **Water pollution**
- **Fossil fuels**
- **Endangered species**
- **Ozone layer**
- **Recycling and waste management**
- **Drought**

Do some research: Use the table to help format your ideas. You can use some of the links provided in the "Cultural" part to help you with your research.

Write a newspaper article or a report using the research you have done as a starting point.

1. What is the issue?
2. What are some of the main causes of this issue?
3. When did the issue start becoming a problem?
4. Why is it an issue? Who or what is impacted?
5. How can we help? On a small scale on a large scale?



Oral Expression

This exercise is designed to help students develop their oral expression while discussing controversial statements in an open environment. Students are encouraged to listen as well as participate in a meaningful way.

Students sit in a circle with chairs facing inward. There is a smaller circle of 6 seats in the centre, also facing each other. Have five students sit in the middle with one empty chair. Read/write up one statement. The students in the centre must discuss the statement: Do they agree/disagree? Why/why not? Are there exceptions to this rule?

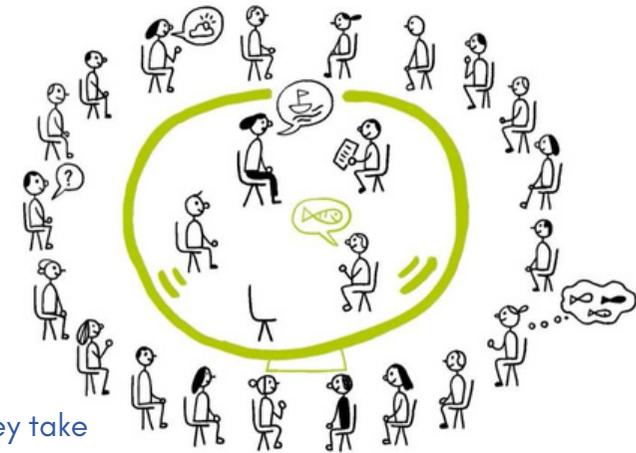
The student on the outside circle must listen, if they wish to contribute to the discussion they take up the free chair in the centre circle and a student from the inside circle must leave. Encourage students to join the conversation!

IMPORTANT: Don't allow a student to leave the centre circle without contributing to the discussion first.

Students on the outside should remain silent and listen carefully to the discussion. After each statement you may wish to change the 5 students sitting in the centre. Each student should have a turn in the centre circle.

ALTERNATIVE: Have students write a few sentences on their opinion of each statement before the fishbowl activity. This may make for a more rich/in depth discussion.

EXTENSION: Have students either reflect on their original view points/whether their opinion shifted after the exercise OR have students select one of the statements and write a persuasive argument agreeing or disagreeing.



Cultural

Students engage with three written articles and a video/audio discussing current climate issues, deforestation, overfishing, fast-fashion and circular economy, facing our planet. Articles focus on both causes and possible solutions for such issues, intended to help students feel empowered to become more aware and make changes in their everyday life.

Students complete a quiz to engage in some facts surrounding the issue.

Extra links and videos have been provided for further research and information.

Key words/phrases have been highlighted. A lexicon is provided of definitions for these terms to help with understanding.



Below are the answers to the quiz - some questions have more than one possible answer.

Possible answers have been provided.



Cultural

DEFORESTATION

1. What percentage of the world's landmass is covered in forests?

30 %

2. Since 1990 how many hectares of forest has been lost?

420 hectares

3. Name three causes of deforestation

- a) livestock
- b) mining and drilling
- c) logging and paper
- d) urbanisation
- e) palm oil

4. Who is affected by deforestation?

- a) the world
- b) endangered species
- c) wildlife

5. What percentage of the world's wildlife and plants live in forests?

80 %



Cultural OVERFISHING



1. Give a definition for overfishing

Overfishing is the process of catching fish at a rate faster than stocks can replenish

2. What fraction of the world's fisheries are being pushed beyond their biological limit?

1/3

3. What is by-catch?

The capture of unwanted sea life while fishing for different species.

4. What is the percentage of shrimp usually caught in large nets?

5%

5. What are two ways we can help sustain fish populations?

a) ban certain fishing technology/boats

b) control when/where fishing is allowed to happen

c) marine reserves

d) boycott companies with dangerous practices

Cultural

FAST FASHION

1. What percentage of all textiles end up in the rubbish tip each year?

85%

2. How many tons of microplastics are released into the waterways each year?

500,000 tons

3. Name three of your own (not named in the article) fast fashion companies.

4. What does 'fast fashion' mean?

Quick production, consumption, retailing, manufacturing of clothing.

5. Name three ways we can help slow 'fast fashion'.

- a) buy second hand
- b) repair/reuse old garments
- c) buy locally
- d) buy non-synthetic clothing
- e) wash our clothes less



Cultural

RECYCLING AND WASTE MANAGEMENT

CIRCULAR ECONOMY



1. What are the three steps in a linear approach to economy?
Take, make and dispose

2. What's one way we can start creating a circular economy
a) compostable packaging
b) reuse the resources from old products
c) licensing products from manufacturers

3. Circular economy requires not just one company but...
Interconnecting companies

4. Circular economy is modelled on?
The natural world

5. What is one of the outcomes of a linear approach to economy?
a) toxic waste
b) using a finite supply of resources
c) excessive waste

Intertextual

Summaries are provided for each of the texts:

- Maddaddam Trilogy – Margaret Atwood (novel),
- Station Eleven – Emily St. John Mandel (novel),
- The Walking Dead – Robert Kirkman & Tony Moore (graphic novel),
- Don't Look Up! – Adam McKay (film),
- Kiss the Ground – Josh Tickell & Rebecca Harrell Tickell (documentary).

Each text deals with ecology, environmentalism or free will and fate – themes related to the play.

For further resources on 'Kiss the Ground' refer to the website – <https://kissthegroundmovie.com/for-schools/>

