

CORE PLAYWRITING SCHEME OF WORK

Lesson 6: Location and Environment

PLTS: *Creative Thinking; Reflective Learning*

APP: *WAF1*

1 Prepare for and Connect the Learning

Big Question on board as students enter:

What's the difference between location and environment?
Think on your own, pair your ideas with a partner, share with the rest of the group.

Discuss.

5 min

2 Agree Learning Objectives

- **Explain** how the location and environment affects our characters
- **Analyse** how location affects characters in a different extract
- **Create** a scene in a specific location

3 Present New Information Through the Senses

Around the room have various pictures and photos of different locations – e.g. train station, library, hospital ward, car park, shopping centre, airport, park, school corridor, the moon etc. Students walk around the room 'reading' the pictures/photos etc. For each location they need to explain how it might affect their main character and why. How might their main character react or behave in that location? Write on sticky note and attach to picture.

10 min

The TEEP Learning Cycle

6 Review – step back and reflect on your learning

Thinking Time: students reflect on the writing they have created so far today and what further ideas they have about their plays.

5 min

5 Apply to Demonstrate your New Understanding

Students choose a location from the ideas on the walls or think of their own.
Students write the next scene for their play in a specific location. They must think about how their character would react and behave in that specific location.
How might it affect how they speak or behave?

20 min

4 Construct

Ref second learning objective. Students imagine their main character is trapped at the top of a large building (e.g. a tower block), looking down at the world carrying on beneath them. Students consider how location and environment become characters too and make people behave in certain ways – main character's world inside; other characters outside. More able pupils should be encouraged to explore this idea in further depth.

Ask students to imagine they are writing as their main character, in role. Students continue to explore their main character, trapped at the top of a tower block or another large building. What do they see? How do they feel? Students write a monologue in role. Alternatively, using the same location this could be adapted (depending on the class) from a monologue to:

Main character's Facebook status updates

Main character's series of Tweets over a time period

Main character's text messages to different characters in the play

NB – these ideas or the monologue can be incorporated into the students' plays if they so wish, or can be used as a stand-alone exercise to explore character and location.

25–30 min