

CORE PLAYWRITING SCHEME OF WORK

Lesson 4: Character and speech

PLTS: *Creative Thinking; Reflective Learning*

APP: *RAF7; RAF5*

1 Prepare for and Connect the Learning

Image on interactive whiteboard of a suitcase or bag. Or, ideally, have a suitcase or large bag at the front. Students write questions in their books/journals that they have about the suitcase, e.g. what's in it, who does it belong to etc. Reveal next image on board as a PowerPoint or take an object out of the suitcase. Explain it's an object belonging to a character – a character who owns the suitcase. In pairs, students discuss what this might tell them about the character who owns the suitcase.

Do this again with two or three more objects. Give students Thinking Time to discuss in their groups/pairs.

Whole-class discussion.

10 min

Write ideas on flipchart.

2 Agree Learning Objectives

- **Create** our own character histories
- **Analyse** speech patterns and **apply** these ideas to our own characters

3 Present New Information Through the Senses

Explain that the activity we have just worked through has enabled us to build up a picture of the person, or character, that owns the suitcase. We have started to build our characters and their wants. Think of your main character based on your ideas so far, and draw the objects that he/she would carry in their suitcase and write next to them what it reveals about them and where and how their character acquired these objects. Students begin to build up the stories and events of their characters' journeys.

Students complete character histories (see resources).

15 min

4 Construct

One of the questions on your character history sheet was asking you to think about the way your main character speaks – his or her idiolect that is unique to them. Link this to the work they have done on characters and social media – Facebook status updates and Tweets – and the way people speak and what we learn about them and can infer. Introduce students to a range of extracts from different plays (see suggested extracts below).

Each group could be given an extract or alternatively the extracts could be enlarged and stuck on walls around the room and pupils move around the space reading and analysing them. For each extract, ask the students to identify and analyse the different speech patterns of the characters.

How do the characters speak? Why? Does the social, cultural or historical context of the play or social or cultural backgrounds of the characters affect this? Does the location of the play affect this? Do other characters affect this? What do we learn about the characters from the way they speak? What facts? What presumptions? What do we find out about their relationships? What's going on in their homes? What's going on in their towns? Analysing the extracts, focus on the teaching of RAF7 (relate texts to their social, cultural and historical traditions) and RAF5 (explain and comment on writer's use of language, including grammatical and literary features at word and sentence level). You can use the work the students produce here to assess against these AFs.

Suggested extracts:

Listen to Your Parents

Fugee

The Mother Ship

20–25 min

6 Review – step back and reflect on your learning

Hand out sticky notes. As students leave, they write down one word or phrase that typifies the way their main character speaks; a word or phrase that their main character might use all the time. Stick on board as they leave the room.

5 min

5 Apply to Demonstrate your New Understanding

Reference second learning objective. Explain how we have analysed speech patterns and also thought about our main character's life history in detail, including how they speak. Students now revisit the first scene they were working on. They will need to reference their ideas from earlier lessons for ideas. Students make amendments and changes based on their characters' idiolects.

15 min

The TEEP
Learning
Cycle