

CORE PLAYWRITING SCHEME OF WORK

Lesson 3: Character

PLTS: Creative Thinking; Reflective Learning

APP: RAF2; RAF3

1 Prepare for and Connect the Learning

Sticky notes are given to everyone in the group – one each. Write down something you want (this can be anonymous). The want must be something that would change things for you if you had it, and also something that you don't mind sharing with the group, e.g. if I had my own bedroom I could write a bestselling book as I wouldn't be distracted by my little brother. I could then buy my family a bigger house with all the money. Try to pre-empt any silly suggestions!
Everyone stick their sticky note up on the wall around the room.

5 min

2 Agree Learning Objectives

- **Identify** quotations from a play to back up what you think about the characters
- **Infer** what the characters' wants are in an extract from the play
- **Create** our own character histories considering what our characters want

6 Review – step back and reflect on your learning

Students now spend some time researching publicly-viewable Facebook status updates and Tweets (this may need to be a homework activity, depending on your access to social networking sites in school), or alternatively share some status updates/Tweets that you have already researched for them. Students share some of the status updates and Tweets they have found or ones provided. Question class: what sort of character could this be? What can we infer from this status update/Tweet about this person? Use them as a starting point for generating ideas about characters. They could even become the first line of the students' plays, e.g. 'Some heifer has got my man.'; 'I say my dad's unhelpful ... but he still puts credit on my phone for me.' How does this person speak? What do we learn about them from the way they speak? This also introduces some of the ideas about character and speech that the students will explore next lesson. Thinking Time. Refocus group to begin to think about their own characters in their own plays. What are their characters' wants? How will they speak? Can you use any of these ideas from social media as a starting point for your play?

15 min

5 Apply to Demonstrate your New Understanding

As a whole group, focus on information retrieval and using quotations (RAF2). Focus on one character from one of the extracts you have read as a class. Draw a Role on the Wall on the board (either an outline of a person or the outline of a head). The class may have done this before in English or drama. Explain to them that the inside represents how the character is feeling and the outside of the figure/head represents what other people think of that character. Group suggest ideas about how character is feeling. Write the suggestion in the figure/head on the board (or get a volunteer to). Now, crucially, ask the group to find a quotation to back that up. Students write that under the suggested adjective. Do the same with what other people think about the character but on the outside of the figure/head. Having modelled two or three ideas the class should be able to do it themselves in their books and could move on to inferring and deducing information about another character from the extract.

Develop further. What can we infer or deduce about this character (or other characters) from what they say or do? Students add ideas to the character ideas in their books.

20–25 min

3 Present New Information Through the Senses

Students move around the room reading everyone's wants. In pairs, discuss the following questions:

What things might you have wanted to know more about?
How are people to achieve this?
What stands in the way?
Does it conceal something else?
Why is that want so important?

Share some of the ideas as a class.

10 min

4 Construct

Teacher links this activity to the journey of a character in a play. For characters to be believable and for plays to drive forward, the character(s) in the play need a WANT (an objective). All characters in a play have an over-arching want – a super-objective. All the smaller 'wants' (objectives) in each scene build towards this big want. Think of something a character might do in a scene to get something they want – e.g. money, true love, peace of mind etc. Discuss ideas as a class.

Read one (or more if you have time) of the following extracts (ref reading list):

School Journey to the Centre of the Earth
'Not a Girl' from *Stolen Secrets*

15 min

The TEEP
Learning
Cycle