

CORE PLAYWRITING SCHEME OF WORK

Lesson 2: Stories are Everywhere

PLTS: Creative Thinking; Teamwork;

Self-Management

APP: S&L AF1

1 Prepare for and Connect the Learning

On desks or stuck on walls are pre-prepared photographs/pictures and/or current news stories and pictures. Ensure they are a varied mix and show different images from around the world and different cultures, situations, contexts etc. Students write down any questions that the photos prompt on sticky notes and stick them to the photographs or write in the space around the photos. You could prompt the students by asking them to think about who the people are in the photos and what are they doing.

5 min

2 Agree Learning Objectives

- **Identify** ideas for our plays using different stimuli
- **Synthesise** our partner's ideas and **explain** them to the rest of the group

6 Review – step back and reflect on your learning

Students come up to the front to present their mini introductions to their partner and bring their 'prop' to the front (their partner!).

20 min

5 Apply to Demonstrate your New Understanding

Students work in pairs finding out five key things about their partner's play ideas. They then write a short introduction to their partner beginning with something like, 'Esteemed colleagues, I'd now like to welcome our after-dinner speaker ...' Share level descriptors for S&L AF1 (talking to others) so pupils can identify their target level (see bibliography).

Students spend no longer than 10 minutes writing their mini introduction speeches.

Speeches need only be 2–3 minutes long.

15 min

3 Present New Information Through the Senses

Teacher then instructs students to get up out of their seats and walk around, looking carefully at all the pictures and all the questions and comments.

10 minutes silent Thinking Time – students are then given the time to write any ideas down in their books/journals that the photos have prompted. They should be able to get up out of their seats and look at the photos again at any time during this 10-minute Thinking Time.

Teacher explains how music is very evocative and can be an excellent stimulus to the writing process. Teacher plays pre-selected piece of music (anything that is evocative, preferably without lyrics) and students close their eyes and listen to the music. Alternatively, you could have a carousel of different 'music stations' around the room (mp3 players; computers) where students listen to a number of different tracks. Students write in their book/journal what the music makes them think of – any words, phrases or images.

Discuss ideas as a whole group. Remind students there are no right or wrong answers; it's all about their own ideas.

NB – if you would like to read about further writing strategies and exercises to use with your students, please see Noël Greig's book *Playwriting: A Practical Guide* (reading list)

20 min

4 Construct

Students now reflect on their ideas and choose an idea for their story. It could be taken from any of the ideas from last lesson or from today.

Students write one paragraph about what their play is about and five key events that could happen in the play.

5 min

Explain to the group that we are now going to work in pairs to synthesise (pull together) our partners' ideas and present them to the class.

So it means we are going to have to use our listening skills to listen to our partners very carefully, and also our skills of self-management to be organised and work to time.

Explain that they are going to introduce their partner to the rest of the group as a famed playwright who will be an after-dinner speaker. Their task is to find out five fascinating facts about their partner's play and turn it into an introduction to their partner for the rest of the group, pretending their partner is a famed, award-winning playwright. You might want to show the group a clip of a similar introduction to after-dinner speakers etc. (see YouTube for ideas).

5 min

Additionally, students could research some of the playwrights on the reading list for further ideas and inspiration: Fin Kennedy, Roy Williams and Benjamin Zephaniah are all award-winning playwrights.

The TEEP Learning Cycle