

CORE PLAYWRITING SCHEME OF WORK

Lesson 8: Objectives and Obstacles

PLTS: *Creative Thinking; Reflective Learning*

APP: *WAF1; RAF3*

1 Prepare for and Connect the Learning

Big question on board: what is a change in a scene?
Students write ideas on a sticky note and stick on board at front.

Discuss.

5 min

2 Agree Learning Objectives

- **Understand** what a change in a scene can be and how it is linked to objectives or obstacles (or both)
- **Identify** and **explain** the objectives and obstacles in a scene
- **Apply** these ideas to a scene they are currently developing

3 Present New Information Through the Senses

Explain to class that a shift is a change. Every moment in a play is about change. It drives the story forward.

Change in a scene can be internal (within the character) or external, and can be linked to a character's objective (what they want) or an obstacle (something that gets in the way of them getting what they want). Give two examples:

Internal
Change of mood

External
Change of job

In groups, students have 5 min to think of other internal and external changes. Other possibilities are:

Internal
Change of heart
Change of mind
Change of belief
Change of view
Change of affection

External
Change of status
Change of fortune
Change of circumstance
Change of allegiance
Change of role

Groups add new ideas to interactive whiteboard or flipchart and develop the ideas further, linking them to characters' objectives and obstacles (they could refer to their own characters or characters in extracts they have read).

15 mins

The TEEP Learning Cycle

6 Review – step back and reflect on your learning

Read through the scene you have just written.

What is the state of mind of your character at the start of the scene? Happy, angry, depressed etc.

What is the state of mind of your character at the end of the scene?

Draw a symbol in your book/journal to represent how your character is feeling at the start of the scene. Draw a symbol to represent how your character is feeling at the end of the scene.

Are the symbols different? How? Why? Share ideas.

5 min

5 Apply to Demonstrate your New Understanding

Individual work. Students begin another scene for their play and consider the following things:

- What's the main change in the scene?
- Is the change internal or external (or both)?
- Which character changes the most?
- What are the objectives and obstacles in the scene?

20 min

4 Construct

Whole-class reading of extract from *Red Red Shoes*.
After reading the scene, focus on RAF3 (infer and deduce) and give the group 10 minutes' Thinking Time to consider:

- What happens in the scene?
- What's the main change in the scene?
- Is the change internal or external (or both)?
- Which character changes the most?
- What are the objectives and obstacles in the scene?

Students record ideas in their books/journals; class discussion to follow based on the above questions.

25 min