

SCHOOL DAZE

Character Analysis

(Lesson 3, Pre-Show)

Experiences & Outcomes (Curriculum for Excellence)

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions.

LIT 3-09a

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.

LIT 3-29a

Benchmarks

Literacy

- Communicates in a clear expressive way in a variety of contexts
- Presents ideas, information or points of view including appropriate detail or evidence.

Learning Intentions	Success Criteria
<ul style="list-style-type: none"> • Examine a text. • Critically analyse characters from a text. 	<ul style="list-style-type: none"> • Make predictions about School Daze based on title and extracts. • Write an analysis of different characters in the play. • Evidence analysis with word choice and language, stage directions or punctuation.

Resources

- School Daze transcript extracts

Introduction (5-10 mins)

The teacher delivering this lesson should have read the School Daze script to have an understanding of the story and characters. They should take extracts out of the script that will allow for pupils to analyse the characters from the play. Pupils should not be given the entire script.

This lesson will focus on the characters from the play and how we can analyse them through reading some extracts of the School Daze script.

Show pupils an image of a well-known character (Harry Potter, Spider-Man...) and ask them how they would describe them. Ask them to back up their descriptions with evidence. Answers may include that Harry Potter is brave...because he always challenges evil, Spider-Man is crazy...because he swings from skyscraper to skyscraper.

Explain that character analysis in literature is when you evaluate the role of a character and their traits. You must analyse by thinking critically, asking questions and drawing conclusions. This will be based on the evidence presented in the text.

Main (30 mins)

Write the title of the play on a whiteboard – ‘School Daze’.

Ask pupils to examine the title and answer these questions through discussion:

- Why is the choice School Daze and not School Days?
- What is the difference?
- What would this title suggest about the content of the play?

Pupils should begin predicting and discussing with each other what they think will happen in the play based on the title.

After this, teacher should choose a scene and ask some pupils to adopt the roles of the character by reading their lines.

When you finish reading ask pupils to share their thoughts on the characters. They may say things like:

- “Laura seems moody”
- “Goodwin tries to be cool”
- “Emma is a goody-two-shoes”
- “Robbie is a bit silly”

Ask pupils to back their analysis up with evidence from the script. This may be things like word choice and language, stage directions or punctuation used by the playwright.

After this whole-class input, pupils will now work individually to analyse the characters from extracts of the play. Explain that the extracts are only a snapshot of the play.

In a table they should write the headings ANALYSIS and EVIDENCE.

In the first column they should write the analysis of the characters in their extract, and in the second column the evidence that gives the reader this understanding.

Pupils should take some time to read through the extracts before writing their character analysis.

Teacher should circulate the room to give support.

Plenary (5-10 mins)

Ask some pupils to share their analysis of the characters in School Daze. Do pupils have a similar analysis of the same characters? Do they think that they may analyse them differently when they see the play?

Extension

Write a blurb for your own play, movie, podcast, song, etc. (give the format freedom) which teaches S1 pupils how to be safe on the roads, either to and from school or outside of the school context.

These should be shared.