



Script Writing Lesson Pack

Introduction

Build students' writing skills and confidence collaboratively and creatively with this Script Writing Lesson Pack. Broken up into 5 parts, this lesson pack has everything you need to enhance students' knowledge of a script as a text type and guide them on how to write and execute the perfect play, develop literacy skills, and keep them engaged in the classroom.

What's included?

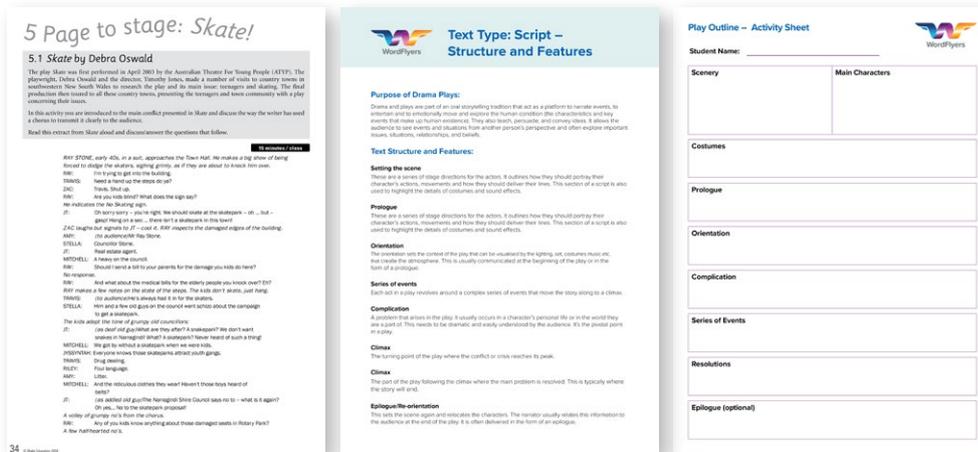
- 5 x lesson plans
- Page to stage: skate! – Activity Sheet
- Text type: Script – Structure and Features
- Play Outline – Activity Sheet
- Language Features Glossary – Activity Sheet
- Script Template – Activity Sheet
- Reflection Template – Activity Sheet

Learning outcomes

The learning outcomes will depend on the year levels you are teaching and how you plan to use the resource with your students. When these variables are known, fill in the box with your class's specific learning outcomes.

Resources needed

- [Page to stage: skate! – Activity Sheet](#)
- [Text type: Script – Structure and Features](#)
- [Play Outline – Activity Sheet](#)



Lesson outline

1 As a class read the script *Skate by Debra Oswald* from *Page to stage: skate! Activity Sheet*. Discuss the storyline and work through the activity sheet discussion questions.

2 Use the script to identify the structure of a drama text. Discuss how a play script differs to a narrative text (or another text type your students are familiar with) by comparing the text structure and features of both texts.

Note: Refer to *Text type: Script – Structure and Features* for a list of key script text features.

3 Split students into groups of 2-3. Provide them with the *Text Type: Script – Structure and Features* and ask them to see which ones they can identify in the sample script.

4 Regroup as a whole class and create a complete list of terms using what students compiled during the small group activity.

Homework: Students individually record a summary of the script using the *Play Outline – Activity Sheet*.

Resources needed

- [Page to stage: skate! – Activity Sheet](#)
- [Language Features Glossary – Activity Sheet](#)





Lesson outline

- 1 Split students into pairs. Ask students to re-read the script from **Lesson One**, this time making them focus on the language features. Provide students with the *Language Features Glossary – Activity Sheet* and ask them to see what features they can identify in the sample script.
- 2 Come together as a class and discuss the language features identified during the small group activity. Build on students’ language feature knowledge by introducing/refreshing their memory on features that haven’t been mentioned. You might also like to discuss the practical requirements including layout, use and punctuation of dialogue, the language of the narrator etc.

Note: Below is a list of some of the key language features.

Action verbs	Directional notes/stage directions	Monologue
Adverbial phrases	Emotive/dramatic language	Narration
Adverbs	Evaluative language	Parody
Atmosphere	Exaggeration	Poetic language
Alliteration	Humour	Realistic language
Characterisation	Imagery	Repetition
Dialogue	Innuendo	Rhetorical question
Direct Address	Irony	Wordplay

3

As an individual task, ask students to write the newly learnt language features in the blank spaces on their *Language Features Glossary – Activity Sheet*.

4

As a class, construct a basic script template that consists of only 2 characters to demonstrate key language features and layout.

5

In the same pair, students work together to write their own lines to record a familiar scenario e.g. making an excuse for being late, justifying a silly purchase etc. Each student will take on the role of one character and write those specific lines.

6

Pairs swap scripts with another pair to make sure the script can be followed and performed.

Homework: Students to complete the ‘*Definition/Explanation*’ column in the *Language Features Glossary – Activity Sheet* for all the words listed.

Resources needed

- [Script Template – Activity sheet](#)



The form is titled "Script Template – Activity Sheet" and includes the WordFlyers logo. It contains several sections for student input:

- Group Name:** A text box for the group's name.
- Students in this group:** A list with three numbered boxes (1, 2, 3) for student names.
- Characters Costumes:** A table with two columns: "Character Name" and "Costume Description".
- Describe the setting of your scene:** A large text box for scene details.
- Prologue:** A text box for the beginning of the script.

Lesson outline

1

Before the lesson, select a few picture books.

Tip: You might like to use some of the titles listed in your curriculum's suggested texts document.

2

Begin the lesson by choosing one or two of the stories to read aloud to the class or task students with exploring the books themselves (if there are enough books available).

Split students into groups of three (a narrator and two characters). Ask them to select their favourite story from the picture books presented to them and to begin creating a drama script that re-enacts the story.

Tip: Hand out a *Script Template – Activity Sheet* for students to write their script on or use a platform like Google docs for easy collaboration.



Lesson Four

Polish and practice

Lesson outline

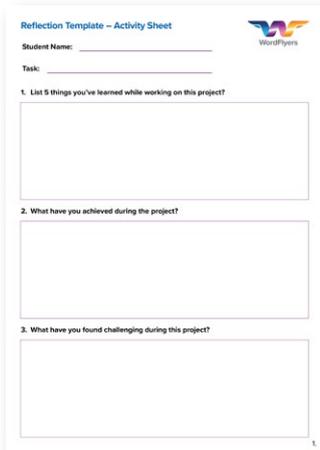
Students use this lesson to polish their scripts and spend time preparing for the performance.

Tip: Give students the option of performing their play live in front of the class or prerecording their play and showing the video during class time.

Homework: Students to collect costumes, props etc. for their performance in the next lesson.

Resources needed

- [Reflection Template – Student Worksheet](#)



Reflection Template – Activity Sheet

Student Name: _____

Task: _____

1. List 5 things you've learned while working on this project?

2. What have you achieved during the project?

3. What have you found challenging during this project?

Lesson outline

In this lesson, students will take turns to perform their plays in front of the class and hand in the final copy of their script. Prepare feedback for each group on their performance and written script.

Homework: Hand out the *Reflection Template - Activity Sheet* and have students complete a self and peer reflection on the plays and performance.

5 Page to stage: *Skate!*

5.1 *Skate* by Debra Oswald

The play *Skate* was first performed in April 2003 by the Australian Theatre For Young People (ATYP). The playwright, Debra Oswald and the director, Timothy Jones, made a number of visits to country towns in southwestern New South Wales to research the play and its main issue: teenagers and skating. The final production then toured to all these country towns, presenting the teenagers and town community with a play concerning their issues.

In this activity you are introduced to the main conflict presented in *Skate* and discuss the way the writer has used a chorus to transmit it clearly to the audience.

Read this extract from *Skate* aloud and discuss/answer the questions that follow.

15 minutes / class

RAY STONE, early 40s, in a suit, approaches the Town Hall. He makes a big show of being forced to dodge the skaters, sighing grimly, as if they are about to knock him over.

RAY: I'm trying to get into the building.

TRAVIS: Need a hand up the steps do ya?

ZAC: Travis. Shut up.

RAY: Are you kids blind? What does the sign say?

He indicates the No Skating sign.

JT: Oh sorry sorry – you're right. We should skate at the skatepark – oh ... but – gasp! Hang on a sec ... there isn't a skatepark in this town!

ZAC laughs but signals to JT – cool it. RAY inspects the damaged edges of the building.

AMY: *(to audience)* Mr Ray Stone.

STELLA: Councillor Stone.

JT: Real estate agent.

MITCHELL: A heavy on the council.

RAY: Should I send a bill to your parents for the damage you kids do here?

No response.

RAY: And what about the medical bills for the elderly people you knock over? Eh?

RAY makes a few notes on the state of the steps. The kids don't skate, just hang.

TRAVIS: *(to audience)* He's always had it in for the skaters.

STELLA: Him and a few old guys on the council went schizo about the campaign to get a skatepark.

The kids adopt the tone of grumpy old councillors:

JT: *(as deaf old guy)* What are they after? A snakepark? We don't want snakes in Narragindi! What? A skatepark? Never heard of such a thing!

MITCHELL: We got by without a skatepark when we were kids.

JYSSYNTAH: Everyone knows those skateparks attract youth gangs.

TRAVIS: Drug dealing.

RILEY: Foul language.

AMY: Litter.

MITCHELL: And the ridiculous clothes they wear! Haven't those boys heard of belts?

JT: *(as addled old guy)* The Narragindi Shire Council says no to – what is it again? Oh yes... No to the skatepark proposal!

A volley of grumpy no's from the chorus.

RAY: Any of you kids know anything about those damaged seats in Rotary Park?

A few half-hearted no's.

JT: *(aside to audience)* Anything happens within a one k radius of the skaters, it's automatically our fault.

TRAVIS: Dickhead.

RAY: *(challenging TRAVIS)* Something you wanted to say?

TRAVIS glares at RAY. ZAC steps forward to block the eyeline.

ZAC: He didn't say anything.

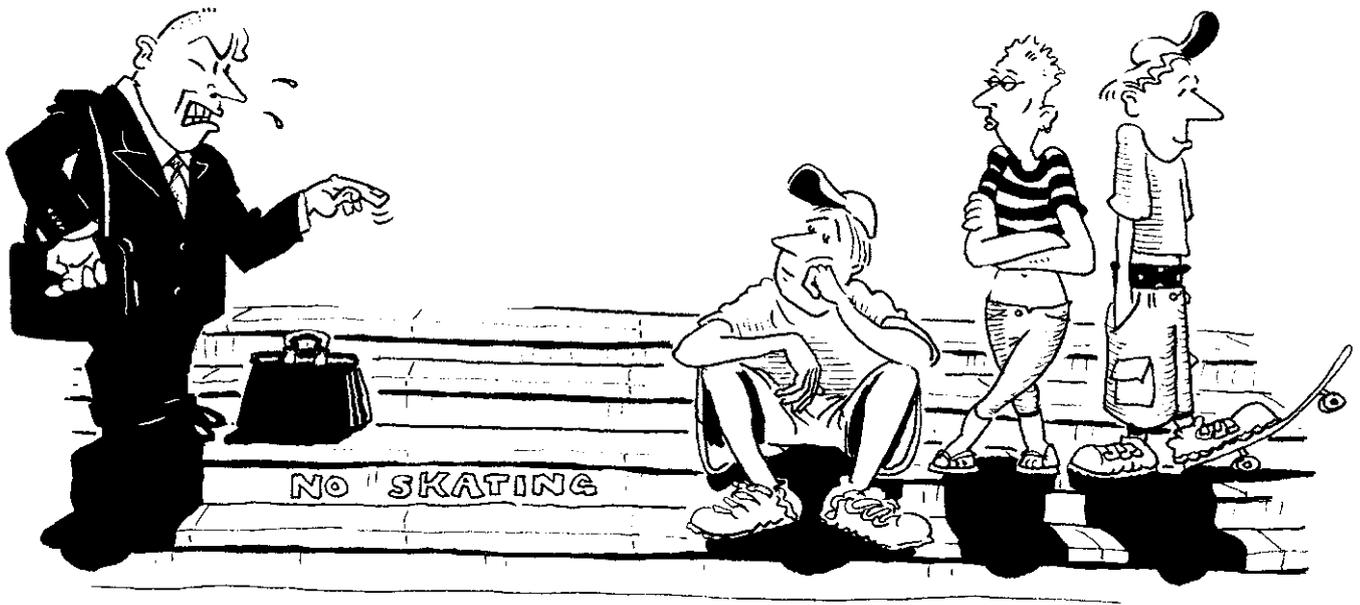
RAY: You can't skate here. Simple as that. Clear off.

RAY goes inside.

ZAC: *(to TRAVIS)* You can't win against guys like him. So don't take him on.

JT: Yeah but Zac- come- on-

ZAC zooms straight down the curve on his board. He'd rather skate than talk about it. The older kids resume skating but the younger ones are apprehensive.



1 DISCUSSION QUESTIONS

25 minutes / class, individual

- 1 Discuss the given circumstance of this scene, that is, WHERE does it take place? WHO are the main characters? WHAT is the central conflict or cause of tension between the characters? HOW do they express themselves in different ways about the issue – from what they do as well as what they say?
- 2 The playwright, Debra Oswald, chose to have teenage skaters form a chorus at various points in the scene. To whom does the chorus speak? Why? What other roles/characters does the chorus enact in the scene? Why?
- 3 Staging the scene: How do you think a director would move the teenage characters into, out of and during these chorus units? How would they be positioned onstage? In formation? How far from the audience?
- 4 When the chorus speaks what would Ray and any other remaining characters do?
- 5 How could the tone, mannerism of the actors and the blocking (stage movement) in this scene clearly establish the tension between teenagers and adults over the skatepark issue?
- 6 How much skating occurs in this scene? At which points and by whom?

Understanding the terms

Chorus a point in the text where actors speak or move together at the same time, in unison. They may act as a group rather than as distinct individuals.

Purpose of Drama Plays:

Drama and plays are part of an oral storytelling tradition that act as a platform to narrate events, to entertain and to emotionally move and explore the human condition (the characteristics and key events that make up human existence). They also teach, persuade, and convey ideas. It allows the audience to see events and situations from another person's perspective and often explore important issues, situations, relationships, and beliefs.

Text Structure and Features:

Setting the scene

These are a series of stage directions for the actors. It outlines how they should portray their character's actions, movements and how they should deliver their lines. This section of a script is also used to highlight the details of costumes and sound effects.

Prologue

These are a series of stage directions for the actors. It outlines how they should portray their character's actions, movements and how they should deliver their lines. This section of a script is also used to highlight the details of costumes and sound effects.

Orientation

The orientation sets the context of the play that can be visualised by the lighting, set, costumes music etc. that create the atmosphere. This is usually communicated at the beginning of the play or in the form of a prologue.

Series of events

Each act in a play revolves around a complex series of events that move the story along to a climax.

Complication

A problem that arises in the play. It usually occurs in a character's personal life or in the world they are a part of. This needs to be dramatic and easily understood by the audience. It's the pivotal point in a play.

Climax

The turning point of the play where the conflict or crisis reaches its peak.

Climax

The part of the play following the climax where the main problem is resolved. This is typically where the story will end.

Epilogue/Re-orientation

This sets the scene again and relocates the characters. The narrator usually relates this information to the audience at the end of the play. It is often delivered in the form of an epilogue.

Play Outline – Activity Sheet



Student Name: _____

Scenery	Main Characters
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Costumes

Prologue

Orientation

Complication

Series of Events

Resolutions

Epilogue (optional)

Language Features Glossary – Activity Sheet



Student Name: _____

Feature	Definition/Explanation
Characterisation	
Action verbs	
Evaluative language	
Emotive/dramatic language	
Realistic language	
Poetic language	
Atmosphere	
Adverbs	

Adverbial phrases	
Imagery	
Dialogue	
Narration	
Repetition	
Alliteration	

Script Template – Activity Sheet



Group Name:	Students in this group: 1. 2. 3.
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Make a list of your stage props below	Characters Costumes	
	Character Name	Costume Description

Describe the setting of your scene

Prologue

Script Template – Activity Sheet



Script

Use this space to write the script for your scene.

Remember to include clear setting and stage directions.

Reflection Template – Activity Sheet



Student Name: _____

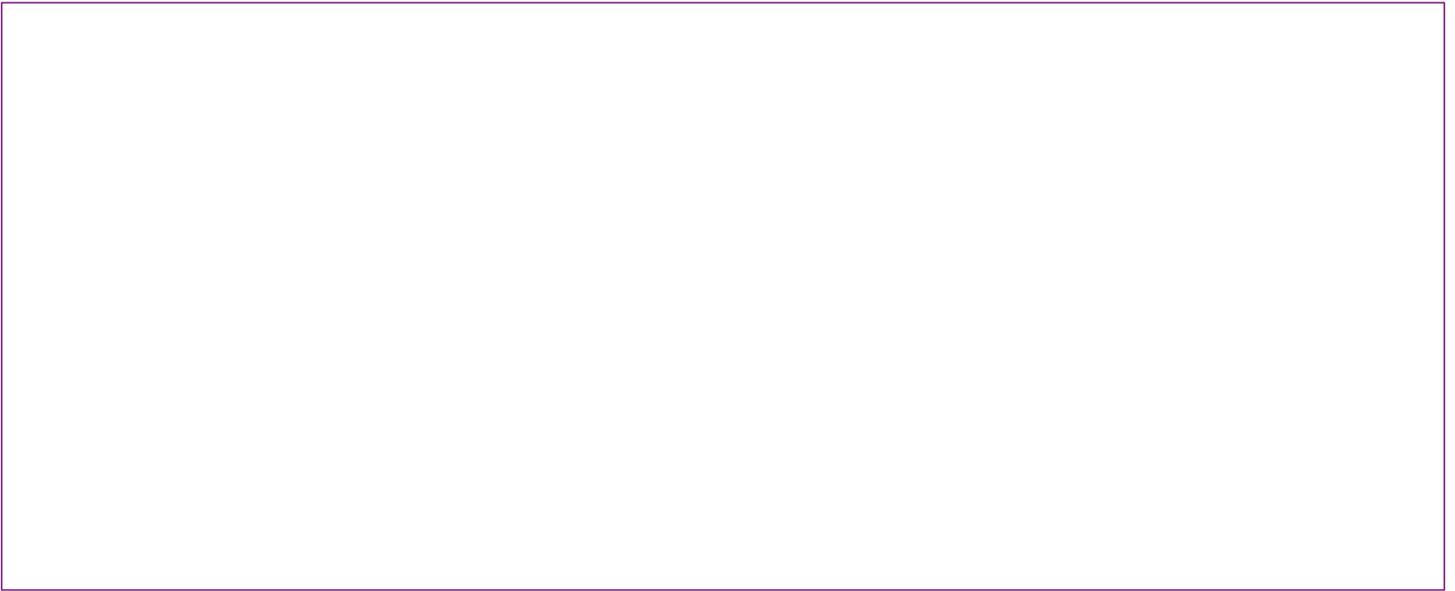
Task: _____

1. List 5 things you've learned while working on this project?

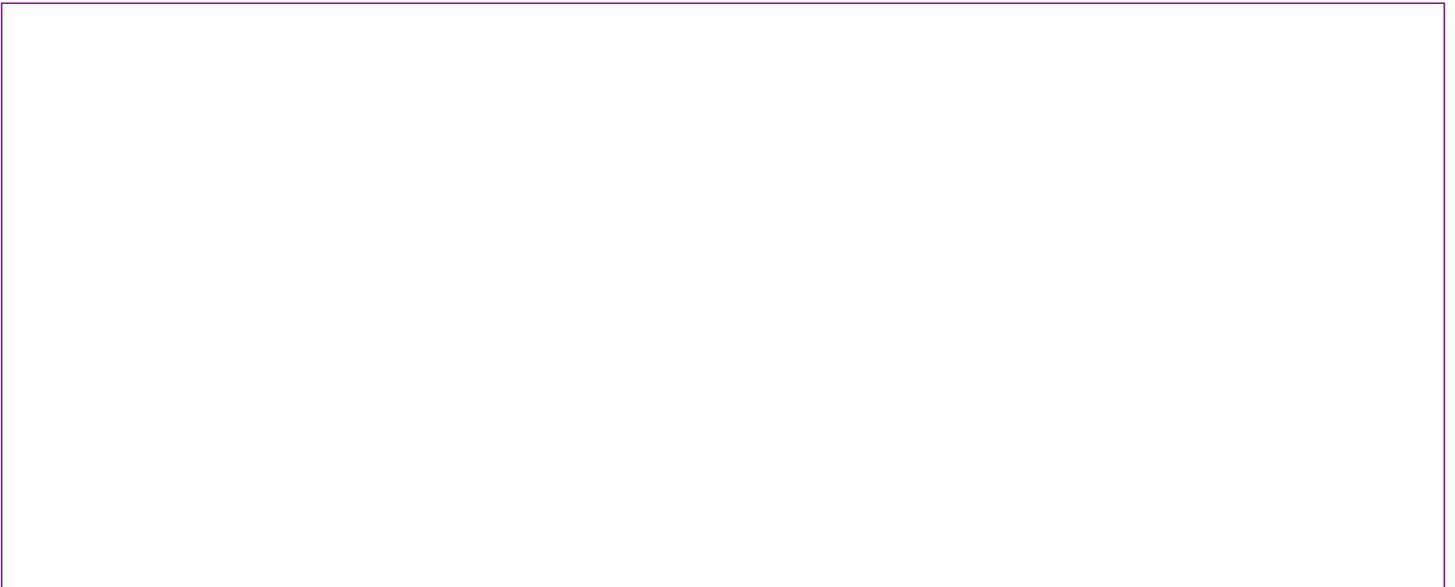
2. What have you achieved during the project?

3. What have you found challenging during this project?

4. How do you feel about this project?



5. How do you feel your group went working as a team?



6. If you could do this project again, what would you do differently?

