

# Student Handout: Unit 4 Lesson 5



## Create a Script

Suggested time: 1 Hour

### What's important in this lesson:

- Application what you have learned about the way people behave and the way they deal with obstacles, especially how conflicts develop between people as a result of different values, motivations and goals.
- Creative writing: create a one-to-two-page script
- Writing process: brainstorming and revising of your first draft
- Understanding of script format from the Drama unit

### Complete these steps:

1. In discussion with your teacher or during completion of “There’s More than One Way” Handout 1, consider that, just as there are different kinds of conflict, there are also different ways to resolve conflict.
2. Study the ideas in “Tips For Script Writing” Handout 2. Use a script from Unit 1 as a reference for how to format.
3. Create your own script using the “Script-Writing Checklist” Handout 3 to guide you through the three stages of this assignment. The script should
  - Be short
  - Be realistic
  - Involve two or three people who have different values, motivations, or goals
  - Be based on personal experience or use a situation from a biographical reading.
4. Use the “Script-Writing Checklist” and “Script Evaluation Rubric” to understand how you will be evaluated and to guide your revision.

### Hand-in the following to your teacher:

1. Completed “There’s More Than One Way”
2. Rough Work: your page of brainstorming for the script and a first rough draft
3. A neat, correctly formatted second draft of a script

# **Student Handout: Unit 4 Lesson 5**



Questions for the teacher:

# Student Handout: Unit 4 Lesson 5



## There's More Than One Way

*"To the man who has only a hammer in the toolkit, every problem looks like a nail"*

--Abraham Maslow

### Part A

Is conflict always a bad thing? Look at the list of words below which all describe a type of conflict. Circle any words which you think might actually identify a *positive* form of conflict. Be prepared to defend your choices.

**fist fight**      **competition**      **boycott**      **protest march**      **debate**  
**war**              **argument**      **labour strike**      **taking someone to court**

### Part B

1. Column I identifies some ways to resolve conflict. In Column II, one example of when that resolution might be most appropriate is provided. Add one example of an appropriate situation for each type of conflict resolution.

<b>I</b> <b>Conflict Resolution</b>	<b>II</b> <b>For example...</b>
1. one party can simply walk away to avoid the problem	a) <i>when one person is too angry to deal with the situation calmly</i> b)
2. one party could distract the other from the real issue	a) <i>when a little brother and sister are fighting over a toy</i> b)
3. the parties can work out a compromise so that both parties get some of what they want	a) <i>when one friend wants to go the movies and one wants to stay in, they rent the movie and make popcorn</i> b)

## Student Handout: Unit 4 Lesson 5



4. one party could apologize and accept the other person's point of view	<i>a) when two people disagree about who won the 1992 Stanley Cup, they then consult a sports trivia book b)</i>
5. both parties could talk things out and reach an understanding to accept each other's point of view	<i>a) when the parties support different candidates during an election b)</i>
6. both parties could seek help from a third party and leave the decision to that person	<i>a) when parents are arguing over child custody, they could take the case to court b)</i>

2. As you create your script today, feel free to resolve the conflict using any one of the six resolutions above – or another that you might think of on your own. Just remember, there is always more than one way to resolve a conflict!

# Student Handout: Unit 4 Lesson 5



## Tips for Script Writing

Keep the following points in mind as begin to write your own script:

- A script is an effective way of showing personality through the words and actions of the characters

*Example:*

Instead of saying a person is selfish and conceited, the writer can describe an occasion when the person refused to give a helping hand when a friend was moving, because the person preferred to go to the mall for the first day of a music store sale. The reader then **infers** that the person is self-centred.

- To create interest and suspense, and turn a mere conversation into a dramatic script, develop conflict in your script to create drama

- Start the conflict situation immediately, rather than begin with a long exchange that has no interesting tension

- Create different values, motivations, or goals for each of the characters in your script

*Example:*

One passenger on a bus is playing loud music. Another passenger is upset because he feels that, because of the music, he cannot concentrate on reading study notes for the exam he must write later that day.

- Create a distinct voice for each character, rather than two speakers who use the same kind of vocabulary and phrasing

- It may help if you choose characters of different ages, or from different economic or cultural backgrounds

- To keep the situation realistic, try to resolve the conflict in a way that surprises the reader, but which is also believable. For example, avoid a resolution in which one character simply pulls out a gun and shoots the other characters.

# Student Handout: Unit 4 Lesson 5



## Script-Writing Checklist

As your end-of-unit assessment, you will write a one to-two-page script. You may choose to draw from your own experiences or from an event in one of your biographical readings, or a combination of both.

**Check off each of the items below as you complete them.**

### Pre-writing

- Brainstorm possible characters and the conflicts those characters might have
- Picture the characters in your head: what do they look like? How do they sound?
- Imagine how the characters behave that shows their values and goals
- Picture a setting where the conflict could occur
- Explore several possible endings before deciding just one
- Work out a general idea of the beginning, middle, and end of the script

### Writing the first draft

- Write fairly quickly without worrying about format or spelling, etc.
- Write an opening line that immediately hints at conflict
- Revise every speech after the opening so that they add to or build on that conflict
- In addition to the dialogue, consider what stage directions or narrator comments you want to add
- Revise so that most of the speeches of each character are very short. You may use partial sentences or one or two sentences--but make sure important speeches are longer
- Picture the script as a scene in a movie so that you get the right pace
- Revise so that the last line is a good “punch line” that signals “The End” for your audience

### After the First Draft

- Review the unique format of a script from your Drama unit; you might ask your teacher to show you an example to make certain your format is correct
- Read the entire script aloud, slowly, adding the natural rise and fall of real-life speech
- Listen for any parts of the script that do not sound natural or do not seem clear and revise if necessary
- Identify the most exciting part of your script: does it appear close to the end as it should?
- Check your spelling, grammar, and punctuation
- Write out a neat, new draft and submit it to your teacher for evaluation