

✕ Refers to links on www.crossref-it.info

- ❖ **Lesson focus:** To explore the extent to which Alan's actions can be attributed to the influence of his parents.
 - ❖ **Opening exercise:** Briefly explain (or get a Sociology student to explain) the nature/nurture debate.
 - To demonstrate, ask students to secretly write down (or even just think of) their best skill and their worst flaw
 - Ask them to consider how much of this they attribute to their parents, or how much of the credit/blame they take for themselves
 - Ask volunteers to share what they think.
 - ❖ **Textual examination:** Explain that we are investigating how much the play encourages us to blame Frank and Dora for Alan's problems.
 - ✕ ([Equus: Characterisation > Alan Strang's parents](#))
 - Allocate the following topics/scenes to small groups of students. The students are to find evidence and quotations that their topic contributes to Alan's problems:
 - Dora's religious beliefs
 - ✕ ([Equus: Synopses and commentary > Act One, Scene Seven; Act One, Scene Eleven; Act One, Scene Fourteen](#))
 - The parents' attitudes to horse-riding
 - ✕ ([Equus: Synopses and commentary > Act One, Scene Ten](#))
 - Frank's relationship with and criticism of Alan
 - ✕ ([Equus: Synopses and commentary > Act One, Scene Six; Act Two, Scene Thirty](#))
 - Dora's relationship with Alan
 - ✕ ([Equus: Synopses and commentary > Act Two, Scene Twenty Two; Act Two, Scene Twenty Three](#))
 - The parents' strained marital relationship
- ✕ ([Equus: Synopses and commentary > Act One, Scene Seven; Act Two, Scene Thirty](#))
- ❖ **Discussion ideas:** Enlarge **Worksheet b)i** to A3 size and feedback arguments from the textual examination onto it.
 - Discuss which are most convincing.
 - Draw a pie chart on the board and ask a volunteer to use the pie chart to show how much s/he holds responsible different factors for Alan's crime such as:
 - Alan himself
 - Dora
 - Frank
 - Jill
 - modern society.
 - Debate, with students moving the lines/percentages or adding/removing factors as they see it.
 - Students then each create and justify with notes their own pie charts for their folders.
- ❖ **Recreative task:** In groups of three, improvise a 'missing' scene from the play, in which Dysart confronts Frank and Dora with how they have contributed to Alan's problems.
 - Ask volunteers to perform for the class.
 - ✕ ([Equus: Characterisation > Alan Strang's parents](#))
- ❖ **Critical task:** 'Shaffer suggests Alan is not to blame for his crime: his parents are.'
 - To what extent do you agree?
- ❖ **Extension task:** To what extent does Schaffer suggest that Jill is affected by her upbringing?
 - ✕ ([Equus: Synopses and commentary > Act Two, Scene Twenty Eight](#))
 - ✕ ([Equus: Characterisation > Other characters > Jill](#))