THEATRE CENTRE

Overview / Course of Study

Lesson 1: Understanding Monologue: Watch & Identify   (1hour)

Objective: To identify the key components of a monologue and to understand the story of the #SpeakYourPeace monologue

- Resources: Event Flowchart

Lesson 2: Language and Structure Analysis   (1hour)

Objective: To analyse and identify the language features and character voice used by the writer to inform a class Success Criteria for our own monologues

- Resources: Understanding Impact Table and Character Profile

Lesson 3: Analysis and Innovation   (1hour)

Objective: To innovate new ideas and themes within a successful #SpeakYourPeace monologue structure

- Resources: Understanding Impact Table, whiteboard or flipchart paper, Event Flowchart

Lesson 4: Plan Your Own / Invention   (1hour)

Objective: To develop a coherent and effective character voice to write a robust event-driven monologue plan in line with the class Success Criteria

- Resources: Event Flowchart and Character Development Social Page.

Lesson 5: Finish, Polish, Perform   (1hour)

Objective: To write and edit our monologues in line with the class Success Criteria before performing our writing to an audience

- Resources: Paper, coloured pens for peer assessment

Lesson 1: Understanding Monologue: Watch & Identify

Objective: To identify the key components of a monologue and to understand the story of the #SpeakYourPeace monologue

Step 1: Before starting the topic ask your class the following questions (10mins)

- What is a monologue?
- What monologues we've read or heard?
    - Record examples on the board
- What do we know about monologues- what are the characteristics of a monologue? i.e. first person, one person's thoughts, not a conversation, used in drama
    - Record the answers on the board
- What makes a good monologue? i.e. Action packed, has a turning point, strong character voice, exciting language, rhythm
    - Record answers on the board
    - These answers will help to form the basis of the Success Criteria in Lesson 2

Step 2: Watch one of the #SpeakYourPeace monologues as a group (10mins)

- Ask the class to make short notes on what happens in the monologue while they watch
- Have the class report back as a group

Step 3: Develop Event Flowchart (20mins)

- In pairs ask the students to create an **Event Flowchart** to track the monologue story journey
    - Students only need to record key events in the flowchart i.e. 'Deon is playing GTA on his playstation while home alone'
- Ask pairs to share their Event Flowcharts and see if there is a class consensus

Step 4: Beginning, Middle, End (20mins)

Explain to the class that monologues can be treated like stories- with a beginning, middle and end.

- Ask the class to look over their Event Flowcharts and establish what needs to happen in each section: example below-
Beginning
    - Hook the audience
    - Explain the situation the character is in
    - Introduce the audience to the character

    Middle
    - The character comes to a revelation and the plot is changed as a result
    - The middle features a turning point or climax

    End
    - Draws the monologue to a close
    - Leads into what will happen next

Lesson 2: Language and Structure Analysis

Objective: To analyse and identify the language features and character voice used by the writer to inform a class Success Criteria for our own monologues

Step 1: Give the class a copy of the chosen #SpeakYourPeace monologue(s) text   (10mins)

- Play the #SpeakYourPeace monologue and ask the class to analyse the language features in the monologue by underlining or annotating the text
- In pairs ask students to share their analysis of the text- what language features did you find?

Step 2: Understanding Impact   (20mins)

- Have students work in small groups to complete the **Understanding Impact Table**
    1. Identify a language feature
    2. What does it tell us about the character (speaker)?
    3. What impact/affect does it have on the audience (listener)?
- Ask groups to share their findings to the whole class

This exercise helps students to understand the purpose of different language features and the impact it can have on an audience.

Step 3: Exploring Character   (15mins)

Ask your students to complete the **Character Profile** resource to develop a greater understanding of the importance of character. This activity will help students better understand the monologue speaker and how much information we can draw out from a monologue character.

- Have students' share their completed **Character Profile** in small groups. Discuss the differences in answers

Step 4: Developing our Success Criteria   (15mins)

As a class establish a Success Criteria to use when writing your own monologues, drawing upon the successful features of the example monologues

- 'Our monologues need to include…'
  Examples below-
    o Powerful verbs
    o Short sentences
    o Alliteration
    o Interesting characters

Lesson 3: Analysis and Innovation

Objective: To innovate new ideas and themes within a successful #SpeakYourPeace monologue structure

Step 1: Go over the Understanding Impact Table to refresh how we assess impact (10mins)

In pairs read the first 3 lines of the chosen monologue and answer the following questions-

- What is happening in these first 3 lines?
- Do they hook the audience in- if yes, how?
- What language devices has the writer used?

Step 2: Innovate a Beginning   (20mins)

Ask students to individually innovate their own first 3 sentences using the structure of the original monologue- use the same language devices i.e. short punchy sentences and alliteration but encourage students to pick their own theme or topic for the monologue.

Here students are innovating from the safety of a trusted, understood and successful structure.

- Have some of the students read their 3 new monologue sentences to the group

Step 3: Topic & Theme Innovation   (10mins)

Following on from hearing and discussing some of the innovated 3 sentences, create a mindmap on the board of potential topics and themes for your students to explore in their own monologues.

Use the original monologue's theme as a jumping point and use the following questions as stimulus for the discussion/mindmap-

- Where is the monologue set?
- Who is speaking in the monologue?
- Do we like the main character?
- What happens in the monologue- what is the turning point?

Step 4: Innovate within a Structure   (20mins)

Expand the innovation out to cover the larger structure of the whole monologue. Ask students to create their own **Event Flowchart** for their own monologue theme

- Students only need to record the key monologue events in the flowchart

Lesson 4: Plan Your Own / Invention

Objective: To develop a coherent and effective character voice to write a robust event-driven monologue plan in line with the class Success Criteria

Step 1: Recap on original monologue Event Flowcharts from Lesson 3   (15mins)

- In pairs ask students to take their partner on a monologue journey by walking them through the **Event Flowchart**. This is important to encourage students to speak about their monologue out loud before they begin writing.
- Remember the **Event Flowchart** should include a monologue turning point or climax
- Have some students share their **Event Flowchart** to the class

Step 2: Character Development (10mins)

Once students have completed their **Event Flowchart** ask them to fill in the **Character Development Social Page**. This will help students to flesh out their understanding of the character talking in their monologue and help to refine the monologue voice.

Step 3: Plan Your Own (20mins)

Students should use the **Event Flowchart** as guidance to build a more robust plan for the monologue. They have the structure tools from the original monologue to use as a template and should draw upon the class Success Criteria to inform what to include in the monologue

- Drawing on the **Event Flowchart** students need to include the 3 key sections of a monologue: Beginning, Middle and End
- Use the **Event Flowchart** to build each event into a series of mini-events. Example below-
  - Event 1: 'Deon is playing GTA on his playstation while home alone'
    - Mini-Event i: 'Dion hears the front door opens'
    - Mini-Event ii: 'Dion knows he shouldn't be playing GTA and quickly turns the TV channel'
    - Mini-Event iii: 'Dion hears footsteps coming up the stairs'
- Student should have a comprehensive monologue plan built from the **Event Flowchart** including 5 mains events and a series of adjoining mini-events. This plan, with the events, will direct and guide the student's writing.

Step 4: Hot Seating (15mins)

One student plays the role of their monologue character (the one speaking in the monologue) and is asked questions by other students about the character's behaviour, beliefs, desires, fears etc. The student playing the character must answer the questions as if they were the character.

- Ask for a volunteer and lead the class in a Hot Seating exercise where you host questions and ensure each student understand how the activity works
- Now put the class in groups of 4 or 5 to run their own Hot Seating exercises. Give students a 2min timeslot to Hot Seat. Everyone should have a go at being asked questions.
- Students in the 'Hot Seat' should use their monologue plan as guidance for their answers

Lesson 5: Finish, Polish, Perform

Objective: To write and edit our monologues in line with the class Success Criteria before performing our writing to an audience

Step 1: Write (25mins)

Using their detailed monologue plan, students should write their monologue. Encourage students to stick to the Events and Mini-Events to guide the journey of the monologue.

Students should be using the Success Criteria, developed in Lesson 2, to guide their monologue content.

Step 2: Peer Assessment (10mins)

Once students have finished writing their monologues ask them to get into pairs and swap monologues. Individually, the pairs read each other's monologues and mark them against the establish Success Criteria.

- Student should use the success criteria as a checklist and tick off the areas that their partner has included in their writing
- Pairs should feedback to each other on their monologues and key areas of development

Step 3: Polish (10mins)

Individually, students should read over their own monologue and edit according to the Success Criteria areas of development highlighted by their partner.

- This is the last edit students will make before performing to the class

Step 4: Perform (15mins)

Invite students to perform their monologue to the class and receive feedback and depending on how much time you have encourage each student to share their monologue with the class. As the teacher you can also check that the Success Criteria has been met and offer guidance on areas that still may have not been achieved.

- To delve deeper into the performance aspect of monologues, encourage students to think about their character voice- are they young/old, friendly/mean, scared/angry, is the audience a friend or a foe?
- Film the student monologues ready to submit to the Theatre Centre #SpeakYourPeace competition.