



The English-Speaking Union
National Shakespeare Competition
MONOLOGUE LESSON PLANS



Week 5: Workshopping the Monologues

Note: 1-2 x 50 minute class periods (depending on the number of students in the class).

• **What's On for Week 5 and Why?**

This week you hold a monologue workshop, where the students recite their complete monologues in front of each other and offer feedback to their peers. This type of activity allows the students to: assess their progress, benefit from seeing their classmates' work and set personal goals for their formal presentations at the school competition rehearsal next week.

- Students will:
 - Present their complete monologues to each other;
 - Actively observe each other's presentations;
 - Provide constructive feedback to their peers;
 - Write goal-setting notes to themselves about what they want to work on before the formal presentation next week.

• **Which Standards Are Highlighted?**

Common Core English Language Arts:

- CCSS.ELA-Literacy.RL.9-12.4
- CCSS.ELA-Literacy.L.9-12.5

NCCAS National Theatre Education:

- NCCAS.NSTE.9-12.2 & 7

• **What Will You Need?**

- An open workshop (that can comfortably accommodate the whole class)
- *Monologue Feedback Handout* (enough copies so that every student can complete one form for themselves and one form for each of their classmates)
- *Monologue Goals Handout* (a copy for each student)
- A set of numbered cards (enough for every student in the class to choose one)

• **What Will You and Your Students Do?**

1. Gather the students in a circle. Remind them that the purpose of this class is to provide each other with feedback on their monologue presentations, which will help them take their work to the next level. This feedback session also helps prepare them for next week's school competition dress rehearsal.
2. Pass out copies of the *Monologue Feedback Handout* (enough so that each student has one sheet for each of their classmates). Review the directions on the handout. Remind them to provide two pieces of feedback for each classmate:
 - a. one specific comment about a strength of the performance;
 - b. one specific and constructively worded suggestion for a way to improve the performance.Encourage the students to address areas that are identified on the *Monologue Scoring Rubric*.
3. Play a few warm-up games with the students (those which ideally warm-up up their bodies and voices and allow them to relax). Note: Check online for theatre games and tongue twisters you can use.
4. Students sit back down and randomly draw the numbered cards to determine students' order of presentation.



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5. Each student introduces and performs their complete monologue for the class. (If the class is large, break it down into two or more smaller groups.) While the student performs, the others each fill out a *Monologue Feedback Handout* on this presentation.
 6. Allow the audience a minute or two between presentations to complete their feedback sheets.
 7. Students share their feedback on the presentations with each other.
 - a. If time permits, have the students share **some** of the feedback aloud (both strengths and suggestions) at the conclusion of each presentation. It is helpful for everyone to hear the comments, as the students learn from each other's feedback. Then have the students give each other the written feedback at the **end** of class.
 - b. If time does not permit the spoken feedback, simply have the students give each other the written feedback at the end of the session.
 8. Pass out the *Monologue Goals Handout*.
- **How Did It Go?**
To assess this lesson plan in your classroom, ask yourself:
 1. Did each student present their complete monologue for their peers?
 2. Was growth evident in each student's presentation?
 3. Did each student provide positive, constructive feedback for their classmates?
 - **What's for Homework?**
Ask each student to complete the following assignments for next week:
 1. Review all peers' written feedback.
 2. Complete the *Monologue Goals Handout*.
 3. Incorporate constructive peer feedback into their monologue presentation.
 4. Prepare for the school competition rehearsal next week.