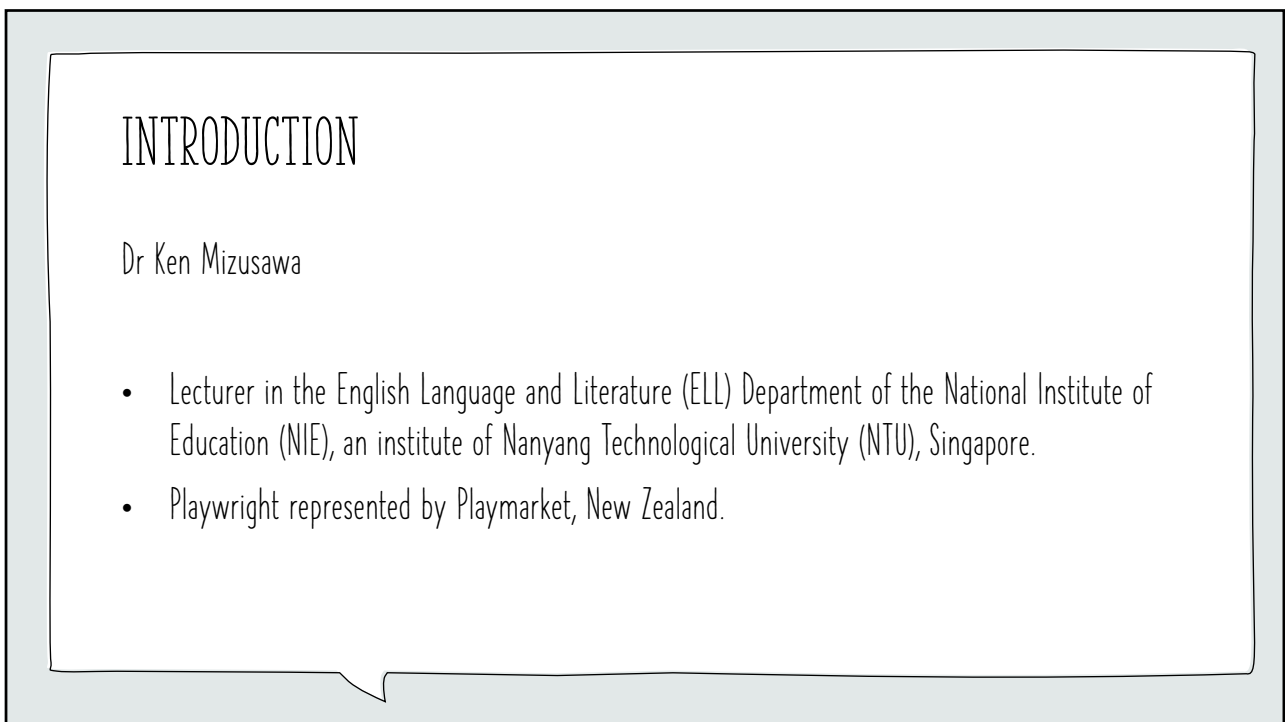


1



2

INTRODUCTION

- An online event supported by online workshops on writing and performing dramatic monologues organised by the English Language and Literature (ELL) Department.
- Designed to be both a cultural and artistic exchange and friendly competition for young people from different institutions (both secondary and tertiary).
- It will culminate in live online performances and the exchange of monologues and ideas on Zoom.

3

RATIONALE

- To create a dramatic and creative space for young people to dialogue with each other through the performance of monologues.
- It will be a dynamic and live mash-up of different and varied cross-cultural voices.
- It will allow participants to learn from each other about monologues, drama, and their key concerns about life which may be similar or different to their own.

4

EVENT SCHEDULE

- Online workshop on writing monologues (approx. two hours)
- Online workshop on performing monologues (approx. two hours)
- Final Performance or Performances (approx. two hours)
- The competition could be conducted in the space of two to three months.

5

COMPETITION FORMAT

- Two institutions will take part in the competition/preliminary round of the competition.
- The ten best monologues from each institution will be staged as a kind of dialogic exchange.
- The students from one institution will select the top three monologues from the partner institution and vice versa.

6

CALL FOR PARTICIPANTS

- Write a bite-sized monologue and perform it online.
- The monologue should only be one- or two-minutes in length.
- A one-minute monologue is approximately 150 words or less.
- This could be done individually or collaboratively but the performance should be delivered by one individual.

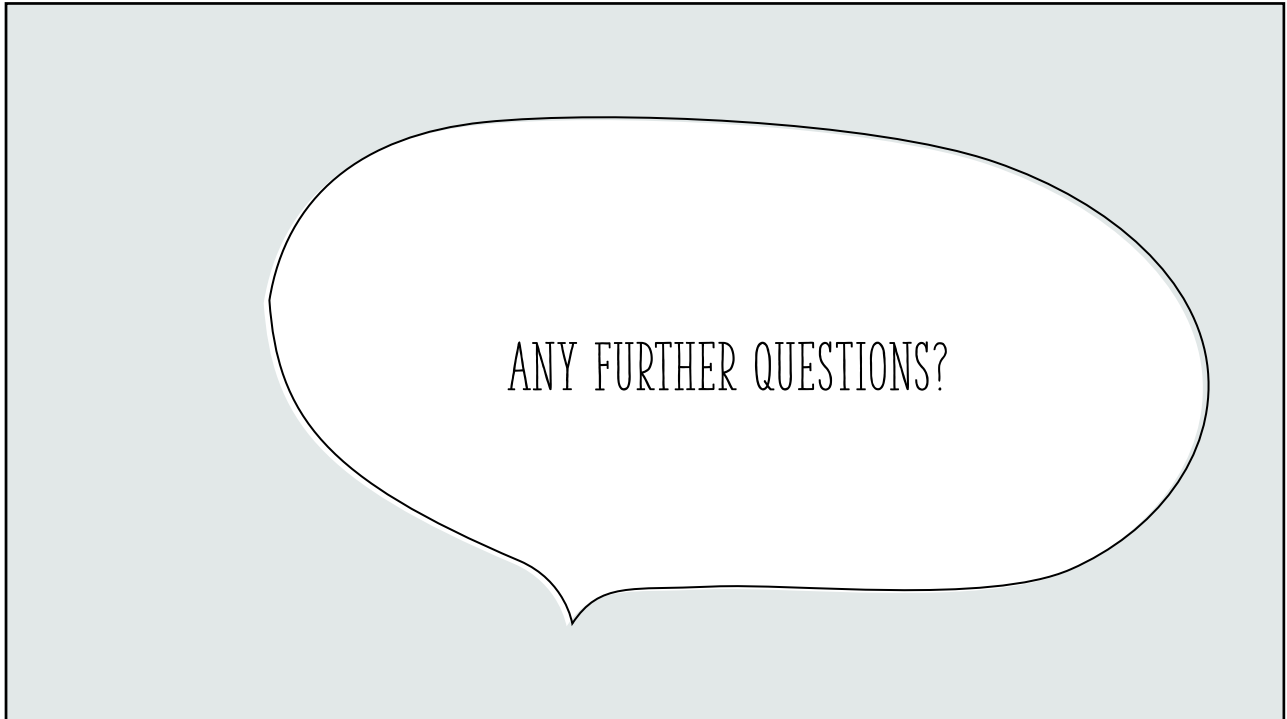
7

CALL FOR VOLUNTEERS

We are looking for volunteers who can help to do the following:

- Act as the emcee for the event for the final performance event.
- Help to recruit participants and collate contact details.
- Help facilitate the online workshop and final performances.

8



9



10



11

WHAT IS A MONOLOGUE?

- A staple of dramatic writing through which a character steps outside of their world to tell us their story in their own unique voice.
- A monologue can expose a character's innermost thoughts.
- It could elaborate on critical events, incidents and characters and their importance.
- It could even be presented as a speech, announcement or one side of a conversation.
- The possibilities are endless - so be creative and have fun with it!

12

POSSIBLE SOURCES OF INSPIRATION

- A recent local or overseas news story that captured your attention.
- An event that has happened to you or someone you know.
- An absurd or awkward situation that you find entertaining/humorous.
- A character from another world and their problems - a science fiction or fantasy world perhaps.
- A character who finds themselves in a completely unfamiliar world.

13

HOW DO I WRITE A MONOLOGUE?

Step One:

- Imagine a character you can care about and write about.
- The character could be similar to you or very different from you.

14

HOW TO WRITE A MONOLOGUE?

Step Two:

- Identify something powerful to write about.
- It could be life-altering or life-threatening for your character.

15

HOW DO I WRITE A MONOLOGUE?

Step Three:

- Find a voice for your character that reflects their identity.
- How do they speak? What words and phrases does they like to use?

16

A BASIC TEMPLATE

Elements of a Monologue	Explanation
Hook	<ul style="list-style-type: none"> • Begin your monologue with a powerful statement. • This could come in the form of a rhetorical question, an intriguing observation or a challenging problem.
Body	<ul style="list-style-type: none"> • Delve into the story you would tell through your character. • Reveal why your character wants to tell this story through personal and emotional ways.
Conclusion	<ul style="list-style-type: none"> • End your monologue with a powerful statement designed to give closure and/or point to unresolved tensions. • Think of something memorable for the character to say.

17

MONOLOGUE EXAMPLE:

ADAPTED FROM A WORK DEVISED WITH CHIJ ST. NICHOLAS GIRLS' SCHOOL

Way, way back in primary school, my friends and I, we were really, really into this online game that became really, really massive at our school. It was called: Temple Run!

It was simple. There wasn't much to it really. But it had us hooked. We played it every chance we got.

In the game, you were this little explorer. Who was running. Always running. Running endlessly. You couldn't stop. The game wouldn't let you. Because if you did, the demon skullmonkeys would get you! You don't see them - the demon skullmonkeys - except very briefly right at the very beginning or at the very end. But they were always there. Just outside the frame. There. Out to grab you!

18

MONOLOGUE EXAMPLE:

ADAPTED FROM A WORK DEVISED WITH CHIJ ST. NICHOLAS GIRLS' SCHOOL

So, you had to keep running. Running down one path or another. You had to swipe left or swipe right. Collect coins. Avoid the obstacles. Outrun the demon skullmonkeys.

And that's kind of the way it's been ever since, really. You know, with my so-called student life. As a good girl in a good school. I'm always running. Running to be the best of the best. Running because everyone expects me to keep running. I choose a path to collect the most coins - the most valuable coins - but I don't know why. Why it even matters. But all I've ever done in my life - is run.

19

MONOLOGUE EXAMPLE:

ADAPTED FROM A WORK DEVISED WITH CHIJ ST. NICHOLAS GIRLS' SCHOOL

Way, way back in primary school, my friends and I, we were really, really into this online game that became really, really massive at our school. It was called: Temple Run!

This is the hook. A childhood obsession that the character could use to explain the situation she finds herself in now. Temple Run becomes an extended metaphor for her life.

It was simple. There wasn't much to it really. But it had us hooked. We played it every chance we got.

In the game, you were this little explorer. Who was running. Always running. Running endlessly. You couldn't stop. The game wouldn't let you. Because if you did, the demon skullmonkeys would get you! You don't see them - the demon skullmonkeys - except very briefly right at the very beginning or at the very end. But they were always there. Just outside the frame. There. Out to grab you!

The character elaborates on the game to make us understand what the game is like and also to highlight the key aspects of the game she can relate back to her life.

20

MONOLOGUE EXAMPLE:

ADAPTED FROM A WORK DEVISED WITH CHIJ ST. NICHOLAS GIRLS' SCHOOL

So, you had to keep running. Running down one path or another. You had to swipe left or swipe right. Collect coins. Avoid the obstacles. Outrun the demon skullmonkeys.

And that's kind of the way it's been ever since, really. You know, with my so-called student life. As a good girl in a good school. I'm always running. Running to be the best of the best. Running because everyone expects me to keep running. I choose a path to collect the most coins - the most valuable coins - but I don't know why. Why it even matters. **But all I've ever done in my life - is run.**

This is the conclusion. Her life is like the game as she is expected to keep running and running without end. It makes us ponder what meaning her life can have.

21

ANY FURTHER QUESTIONS?

22

ELL / NIE STAFF-IN-CHARGE

Dr Ken Mizusawa

ken.mizusawa@nie.edu.sg

Dr Richard Angus Whitehead

richard.whitehead@nie.edu.sg