

**STARTER:**

Pupils will watch the Time-Out drama.

NB: Pupils should not watch the 4 one minute shorts at this point.

**DISCUSSION:**

A brief discussion to allow pupils to air their initial views about the drama and the issues it has raised.

**TASK:**

Introduce the task. In groups, pupils should prepare a monologue from the point of view of one of the main characters expressing what has happened to them since the 'accident' and how their life has changed. It is up to you how you organise the groups, although it works best if each group has one character to focus on. Pupils with better empathetic skills may find it more challenging to concentrate on a character they have the least in common with e.g. Martin's Dad.

**POINTS TO CONSIDER:**

Pupils will need some instruction as to what constitutes a monologue and will need plenty of ideas as to what to 'talk about' These can include:

- *Reactions at the time of the incident*
- *Possible emotions at the time of the incident*
- *The impact the incident has had on their life (how has their life changed?)*
- *How others perceive them now?*
- *Have their attitudes changed? (What do they do differently now, if anything?)*
- *Pupils will be able to add their own suggestions*

This section can take some time and you may want to spend the rest of the lesson discussing these and other points the pupils have made and use the next lesson to construct and present the monologues. Points raised can be fed back onto the board and groups can use this as a point of reference for their work.

**DIFFERENTIATION:**

This can be quite a difficult exercise in the beginning but with plenty of input and reassurance pupils can really blossom in the details they begin to reason and discover. However, if you hit a brick wall, or have a lower ability group, use the drama shorts for inspiration. It is really these that we are asking the pupils to produce their own versions of, so they should provide them with plenty of information that can be discussed further. Select groups that work for you and allow maximum opportunity for all pupils to contribute. Of course if you prefer this can be done as an individual task.

**PRESENTATIONS:**

Pupils can present their monologues to the class. Again this may take some time (and organising) but gives each group a sense of purpose and a deadline to work to!

**PLENARY:**

Pupils can watch the 4 drama shorts to see what the real characters had to say. This may well spark further debate, about issues raised and not raised by each character. This is fine and can be carried on into future lessons. If the 'shorts' have already been used as inspiration for the pupils, use the presentations and subsequent feedback from the pupils as a plenary.

**POSSIBLE EXTENSIONS:**

Pupils could film monologues or develop them in drama. They could present them to a wider school audience in assembly.

**DISPLAY IDEAS:**

You may well want to produce a display that reflects the pupils' work throughout all the lessons. Pupils could be encouraged to type out their monologues for future displays. Alternatively a web-based interactive display could be initiated with the pupils' presentation films as part of it!