

WHAT MAKES YOU TICK?

IDENTIFYING THE INNER FEELINGS OF YOUR STUDENTS

AIM: Help students identify what truly matters to them to create a solo play or monologue/rant

Sequence of Activities:

I. Safety Exercise

- A. Give everyone post-it notes as they enter the room.
- B. Prompt them to each complete the following sentence “I feel safe when _____” by writing write down one thing that makes them feel safe.
- C. As a full group (standing to increase energy) have 5-8 participants volunteer to share out one of their sentences in the room using the framing.
- D. Reference that this can be the beginning of a group contract or to create rules for the group in order to create a safe and creative space.

III. Warm Up –

10...20...Rant Game

- A. Facilitator shares excerpt of exercise.
- B. In small groups, participants stand in the circle and one by one share about what “pisses them off”, being able to expound as their time is elongated with each round of the game from 10-30 seconds.

IV. Writing exercise

- A. In a few words, make a list of:
 1. Four (4) things that “piss you off”. Feel free to start from the first 1-2 you shared in the group. Your list can include, people, places and things.
 2. Three (3) things that inspire you.
 3. Three (3) that break your heart.
 4. Three (3) social issues that you think about. Also piss you off? Concern you? Make you hopeful?

V. Circle Your Topic

- A. Look over your list and identify the one thing that you feel strongly about, right now, that you cannot shake, and about which you would want to write.

Note: This gives students the space, time, and permission to investigate what is going on inside.

VI. Writing Exercise

- A. On chart paper, write down in the middle of the page what your topic/issue is.
- B. Next, write down everything that comes to mind around the topic you chose. It could be a word, person, a lyric to a song, a drawn picture, a color, a thought. ANYTHING that feels connected to your topic. (This is brainstorming and should not be judged. The purpose of this is to get the artist out of self-judgment and using other parts of the senses like - impressions, sound, sensations, images, etc.)
- C. Think of a specific character that would be struggling and/or in conflict with your chosen topic. It could be you, a neighbor, someone from your imagination, the news, and “give them” the topic of which you 11 just spoke. This character gets to express whatever they have been withholding around this topic.
- D. Briefly answer the basic W's -Who? What? Where? Why? When?
- E. Create a monologue or a story that incorporates the basic W's you noted.
- F. After the group has finished writing their individual monologues, volunteers will be asked to share out or perform what they have started. Volunteers can also share the type of character they envisioned.

VII. Reflection

- A. Express in a few words what it was like to generate a monologue around a topic that you feel strongly about?
- B. Share in a few words why it matters that students embrace what matters to them.
- C. SHARE NOTE: Our outcome for the day was to have a kernel, a start to the monologue and know the basic outline of your story.

Adapted from Solo Artist, Marilyn Torres, 2018