**STATION 1**

**Discovery**

**LEADER: A**

The purpose of this station is to work on the “threshold of verbalization.” One at a time, each student will perform **both** monologues and will focus on trying to make it seem like this is the first time they have ever said it. They should discover each of their lines before they say it. To help with this, before each line is said, the student should say one of three things:

1. “Oh my gosh.”
2. “Wow.”
3. Gasp: breathe in deep.

Student B will be first to perform.

**STATION 2**

**Opposites**

**LEADER: B**

Each student will perform **one** of their monologues. They will then perform it again trying to make it completely different. If they yelled a line the first time, they should now whisper the line. If they laughed at a certain part, they should scream or cry. If they are happy, they should now be sad. No line should be said the same way.

This is not how you should necessarily perform your monologue, but it will give you options and will make your monologue fresh.

Student C will be first to perform.

**STATION 3**

**Stop/Go Questioning**

**LEADER: C**

During this stations each student will perform **one** of their monologues. The leader, or the other students, can stop the performer at any time and ask the performer questions. This is not giving advice directly but if there is something that you (as the audience member) don’t understand, or if there is something unclear in the performance, ask the performer questions to make it more clear.

Student D will be first to perform.

**STATION 4**

**Critiques**

**LEADER: D**

Each student will perform **both** of their monologues as they would for the audition. Afterwards, the leader will lead a discussion on specific things that the performer can work on. You are giving each other notes.

Student E will be first to perform.

**STATION 5**

**Inner monologue**

**LEADER: E**

Each student will perform **both** of their monologues. This time instead of saying the words of the text, they will say what their character is thinking while saying those specific lines. Your monologue may not make sense as you jump from thought to thought.

Student A will be the first to perform.