

Framework for Designing Instruction Around the Monomyth

People: Establish Your Hero

Leveraging the monomyth in the creation of learning experiences begins with establishing the roles of the various stakeholders involved in the journey. Beyond establishing your hero, who are the other characters you'd like to include in the experience?

Instructions: Fill in the boxes for the archetypes that you would like to use.

Cast Your Epic		
Based on some of the established character archetypes in the hero's journey, which of the following roles will you use? Note: Not all roles must be filled by people.		
Hero	<ul style="list-style-type: none"> • Driver of the narrative and leader of the story • Accepts the call to action 	Who will play this role? What will they do?
Wise Elder	<ul style="list-style-type: none"> • Assists the hero in their journey (usually prior) • Provides key knowledge integral to the hero's success 	Who will play this role? What will they do?
Ally	<ul style="list-style-type: none"> • Assists the hero in their journey • May be a hero on their own personal quest 	Who will play this role? What will they do?

<p>Herald</p>	<ul style="list-style-type: none"> ● Announce the journey and set the epic into motion ● Can oftentimes be a thing (such as an invitation or announcement) as opposed to a person 	<p><i>Who will play this role? What will they do?</i></p>
<p>Trickster</p>	<ul style="list-style-type: none"> ● Creator of drama or complexity on the journey ● Often has good intentions that create a challenge 	<p><i>Who will play this role? What will they do?</i></p>
<p>Shapeshifter</p>	<ul style="list-style-type: none"> ● A character of often unclear motivations ● Can blur the line between ally and enemy 	<p><i>Who will play this role? What will they do?</i></p>
<p>Threshold Guardian</p>	<ul style="list-style-type: none"> ● Tests the hero before progressing through their challenge ● Often harken to trials ahead 	<p><i>Who will play this role? What will they do?</i></p>
<p>Shadow</p>	<ul style="list-style-type: none"> ● The villain the hero must conquer or eradicate ● Provide the hero with a conflict and highlight the hero's struggle 	<p><i>Who will play this role? What will they do?</i></p>
<p>Other Roles</p>	<p>Feel free to adapt and tweak these archetypes as you see fit or add additional roles. For instance, if the concept of an Antihero (a hero who progresses through the journey but does NOT initially accept the call to adventure) makes sense, then think about how you might integrate that role into your cast of characters.</p>	<p><i>Who will play these roles? What will they do?</i></p>

Paths: Create a Lesson Plan

This lesson plan template was inspired by Christopher Vogler's adaptation of Joseph Campbell's monomyth, as well as the Backwards Design Lesson Plan of [Jay McTighe & Associates](#). It will help you to map a unit of instruction to the twelve stages of The Hero's Journey, establishing students as the drivers of their own unique process through the module or unit of instruction.

Instructions: Fill in each box, considering how the learning content, assignments and intended learning outcomes might be woven into a narrative structure that establishes the student as an epic hero completing a journey through the course content.

Define Your Module/Unit Outcomes	
<i>Upon completion of this module or unit of instruction, what would you like students to be able to independently use their learning to do?</i>	
Identify the Evidence and Evaluative Criteria	
<i>What assessment evidence and evaluative criteria will you use to measure whether students have met the intended learning outcomes?</i>	
PERFORMANCE TASK(S):	EVIDENCE AND EVALUATIVE CRITERIA:

Outline the Learning Plan

How can you build the key learning events and instruction around the 12 stages of the hero's journey?

1	Hero in the Ordinary World Student moves from the known to the unknown	<i>How might you activate prior knowledge and prime the students for the learning content?</i>
2	The Call to Adventure Instructor provides the student with a task or challenge	<i>How will you introduce the module or unit that students will be asked to complete?</i>
3	Reluctance to Accept the Call Student poses questions related to the challenge	<i>How will you encourage the student to articulate concerns or solicit clarifications of the assignment?</i>
4	Encouraged by a Mentor Instructor provides guidance, resources, context and encouragement	<i>What key elements or resources will you provide to students to prime them for success in completing the activity?</i>
5	Commitment to Leave for the Journey Student commits to complete the assigned challenge	<i>What types of proposals or plans might students create to show their commitment to completion of the assignment?</i>
6	Exploration, Trials and	<i>What guidance will you offer as students collect information in order to</i>

	<p>Allies/Enemies Student researches, collaborates and collects knowledge</p>	<p><i>successfully complete the assignment? Will there be requirements for their research?</i></p>
7	<p>Approach Student prepares to answer the question</p>	<p><i>Will you give students specific criteria that they must use in conjunction with the completion of the assignment?</i></p>
8	<p>Ordeal Student takes part in a series of academically rigorous tasks</p>	<p><i>What tasks must students accomplish in order to successfully complete the assignment? Draw from the performance tasks that you listed in Step 2 in the table above.</i></p>
9	<p>Reward Student receives new knowledge</p>	<p><i>How will students know that they have successfully completed the assignment? Refer to the evidence and evaluative criteria that you listed in Step 2 in the table above.</i></p>
10	<p>The Road Back Student prepares to present new knowledge</p>	<p><i>How will students be asked to present their newly acquired knowledge?</i></p>
11	<p>The Resurrection Student becomes aware of the</p>	<p><i>How will students be asked to share how their work is impactful both</i></p>

	importance and implications of the new knowledge	<i>within and beyond the scope of the class?</i>
12	The Return Student shares knowledge as a means of improving the experience of others	<i>How will students be asked to share their findings with their peers?</i>

Methods: Integrate Effective Practices

The monomyth, when used within the design and creation of online learning environments, supports a wide variety of effective practices for constructivist, experiential learning. Consider which of the following approaches might help to support your learners.

Instructions: Check off all boxes for practices you'd like to include in the design of your learning environment. Write brief notes under each checked item for how you'd like to incorporate that practice.

- | | |
|--|---|
| <input type="checkbox"/> Adaptive Learning | <input type="checkbox"/> Digital Storytelling |
| <input type="checkbox"/> Gameful Learning Principles | <input type="checkbox"/> Inquiry Based Models |
| <input type="checkbox"/> Microcredentialing/Badging | <input type="checkbox"/> Problem Based Learning |
| <input type="checkbox"/> Scenario Based Learning | <input type="checkbox"/> Service Learning |
| <input type="checkbox"/> | <input type="checkbox"/> |



Additional Resources

McTighe & Associates - Educational Consulting. (n.d.). <http://jaymctighe.com/resources/downloads/>

Russell, C., Gunder, A., & Knott, J. L. (2017, March 23). Leveraging Narrative In Online Course Design: Storytelling, Ethnography, and The Hero's Journey. <http://bit.ly/olcinnovate17narrative>

References

Campbell, J., 1904-1987. (1968). *The hero with a thousand faces* (2d ed.). Princeton, N.J.: Princeton University Press.

Vogler, C. (1992). *The Writer's Journal: Mythic Structure for Storytellers & Screenwriters*.

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