

These activities can be used as a stand-alone unit on character or as a follow on from story structure. If using as a stand-alone activity, students will not have read the 'Broken Homes' extract from the previous lesson so will need time to do this.

Screen 1

The completed table should look like this:

Their actions/behaviours	He moved impulsively forward and, holding out his arms, embraced me tightly.
Their internal thoughts	She heard the knocking again. "Who could it possibly be?" she wondered, nervously.
Others' thoughts about them	"I don't want to say too much but that girl is trouble," said Clive, nodding his head knowingly.
Their personality	Wendy was positive it would all be OK. It had to be. And if it wasn't, she'd figure something out. She'd realised years ago that staying positive was her only hope.
Physical appearance	Chocolate brown curls cascaded around her face, hiding eyes that seemed like they had a story or two to tell. Her rouged lips parted slightly as she gazed into his eyes.
What they say & how	"I hate you." She spat the words violently at her mother. "No, I despise you." And with that she stomped out of the room.

Screen 2

The students might have come up with the following but this is not exhaustive

Physical appearance	"I'm eighty seven."
Her actions/ behaviours	She let them in, saying it was very kind of them. She smiled at the girl. She pushed open the door gingerly. [she] stood there watching them, unable to prevent her tears.
Her internal thoughts	The visit from this man had bewildered her from the start. [she] closed the kitchen door...hoping they wouldn't take too long because the noise of the radio was so loud.
Her personality	...her kitchen wasn't in the least in need of decoration. However, she went over in her mind what the man had said about community relations. There was also the fact that the man was trying to do good, helping children from broken homes.
What she says & how	"It's just that I wondered," she said, "if you could possibly have come to the wrong house?" "Oh please, no!" she cried.
Others' thoughts about her	He said, quite softly, what she'd dreaded he might say: that she hadn't understood.

NB: A word version of this table is available

Screen 3

There should be discussion about creating believable characters, maybe relying on people that they know or combining different aspects of a few people's personalities to create one character.

Students should also have an opportunity to discuss how the short piece of creative writing touches on some of the facts from the character profile but in a more interesting way – lead into discussion show don't tell.

Screen 4

Leading in from the previous slide, students now have the opportunity to create their own character profiles.

Screen 5

Students then need to think back to the first task and populate the table using information from their newly created character profiles. As an extension task, you might ask them to create their own short paragraphs that use some of the facts from the profile but in a more creative way.

Screen 7

Consolidate their understanding of the 'show don't tell technique' then allow students to write their own paragraphs where they 'show' the given aspects of a character, as outlined by the randomly generated sentence.