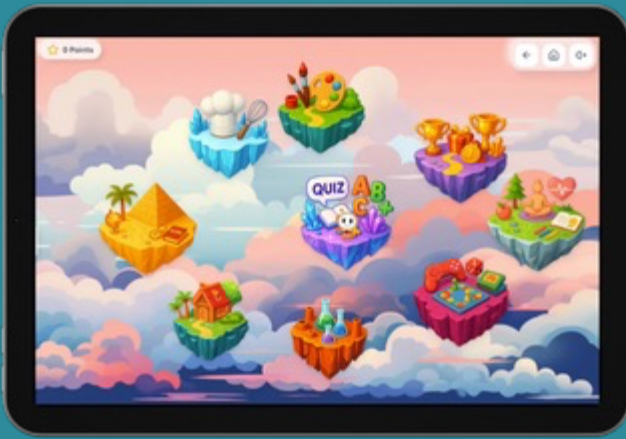


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Wonder: Characterisation – Years 3–6

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CHARACTERISATION COMPASS

1

DIRECT CLUES

The author tells us
a trait.



2

INDIRECT CLUES – STEAL

- Speech
- Thoughts
- Effect on others
- Actions



3

PERSPECTIVE

Who notices?
Who interprets?
What is missing?

4

RELATIONSHIPS

Interactions reveal
motives, values
and change.



5

CHARACTER ARC

Starting point → Pressure →
Choice → Consequence →
New understanding



CHARACTER EVIDENCE SORT – CARD SET A

1

Mina was generous.



2

When the new student arrived, Mina slid her chair aside and shared her notes.



3

Theo was impatient.



4

Theo drummed his fingers and checked the clock twice.



5

Leila whispered, 'Take your time. I can wait.'



6

Arun's shoulders eased when Mei entered the room.



PREVIEW

CHARACTER EVIDENCE SORT – CARD SET B

7.

Sam was loyal.



8.

Sam stayed after practice to help his teammate rehearse.



9.

Nora thought.
'I will prove
I can do this.'



10.

Three students
looked to Kai
before choosing
a plan.



11.

Evie wore a
faded badge
from her first
debate.



12.

Rafi apologised
before anyone
asked him to.



CHARACTER EVIDENCE SORT – RECORDING MAT

Sort the evidence cards. Record each card number, infer a trait and explain your reasoning.

DIRECT CHARACTERISATION

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

INDIRECT CHARACTERISATION

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

TRAIT + EVIDENCE + REASONING

My trait claim: _____

The strongest evidence: _____

This suggests the trait because: _____

STEAL reminder: Speech • Thoughts • Effect on others • Actions • Looks

DEEPERSPECTIVE PATH



RULES

Roll and move.
If you land on a space,
draw a Deeperspective
challenge card.
Give a thoughtful
response to stay.
First to FINISH wins.

PERSPECTIVE CHALLENGE CARDS

1

A lunchbox spills
in a busy corridor.
What does the owner
notice first?



2

A goal is disallowed.
Describe the moment
from the referee's
viewpoint.



3

A new student enters
a silent classroom.
What might the
student
misunderstand?



4

Two friends receive
the same message.
How could their
interpretations
differ?



5

A dog barks at
the gate. Describe
the scene from
the dog's
viewpoint.



6

A group chooses
a leader. What detail
might the person
not chosen
notice?



7

A treasured object
goes missing. Rewrite
the discovery from
the finder's
viewpoint.



8

A character says,
'I'm fine.' What
might another
character
notice?



DIRECT OR INDIRECT?

Write D for direct or I for indirect. Then infer a trait where you can.

1. Asha was determined. (D) (I) Trait: _____
2. Asha tightened her laces and returned to the track after every fall. (D) (I) Trait: _____
3. Noah was a thoughtful neighbour. (D) (I) Trait: _____
4. Noah placed the parcel under cover before the rain began. (D) (I) Trait: _____
5. Luca's hands trembled as he unfolded the results. (D) (I) Trait: _____
6. Priya was relieved. (D) (I) Trait: _____

EXPLAIN ONE

Item number:

Evidence:

This is direct / indirect because:

STEAL reminder: Speech • Thoughts • Effect on others • Actions • Looks

DIRECT OR INDIRECT? ANSWERS

Write D for direct or I for indirect. Then infer a trait where you can.

1. Asha was determined. ☒ D ☐ I Trait: determined.
2. Asha tightened her laces and returned to the track after every fall. ☐ D ☒ I Trait: determined / resilient.
3. Noah was a thoughtful neighbour. ☒ D ☐ I Trait: thoughtful.
4. Noah placed the parcel under cover before the rain began. ☐ D ☒ I Trait: thoughtful / considerate.
5. Luca's hands trembled as he unfolded the results. ☐ D ☒ I Trait: nervous / anxious.
6. Priya was relieved. ☒ D ☐ I Trait: relieved.

EXPLAIN ONE

Item number: 2

Evidence: Asha returned to the track after every fall.

This is indirect because the action shows determination instead of naming the trait.

STEAL reminder: Speech • Thoughts • Effect on others • Actions • Looks

≡ CHARACTER CLUES ≡

Read each mini-scenario. Circle the strongest STEAL clue, infer a trait and explain.

1 SPEECH — “Mara said, ‘You can have the last turn. I’ll go tomorrow.’”

Trait: _____

Clue: _____

Reasoning: _____

2 THOUGHTS — Eli wondered whether the new student had anyone to sit with.

Trait: _____

Clue: _____

Reasoning: _____

3 ACTIONS — Before anyone asked, Jun collected the scattered papers.

Trait: _____

Clue: _____

Reasoning: _____

4 EFFECT ON OTHERS — When Talia joined the group, the argument softened into a plan.

Trait: _____

Clue: _____

Reasoning: _____

CHARACTER CLUES

ANSWERS

Read each mini-scenario. Circle the strongest STEAL clue, infer a trait and explain.

1 SPEECH — “Mara said, ‘You can have the last turn. I’ll go tomorrow.’”

Trait: considerate / generous

Clue: “You can have the last turn.”

Reasoning: Mara gives up a turn for someone else.

2 THOUGHTS — Eli wondered whether the new student had anyone to sit with.

Trait: empathetic / thoughtful

Clue: Eli wonders whether the new student is alone.

Reasoning: His thoughts show concern for another person.

3 ACTIONS — Before anyone asked, Jun collected the scattered papers.

Trait: helpful / responsible

Clue: Jun collects the papers without being asked.

Reasoning: The action shows initiative and care.

4 EFFECT ON OTHERS — When Talia joined the group, the argument softened into a plan.

Trait: calming / diplomatic

Clue: The argument softens when Talia joins.

Reasoning: Her effect on others suggests she helps groups cooperate.

FIRST IMPRESSIONS TO FINAL JUDGEMENT



notice



infer



revise

PANEL 1

FIRST IMPRESSION

Evidence: At the group table, Rowan crossed their arms and answered with one-word replies.

My first claim about Rowan:

Evidence that shaped my claim:

PANEL 2

NEW EVIDENCE

Evidence: Later, Rowan stayed behind to repair the class model and quietly left clear instructions for the group.

What new trait or motive could this suggest?

Which detail changed my thinking?

PANEL 3

REVISED JUDGEMENT

My revised claim about Rowan:

Explain why a careful reader updates a judgement when new evidence appears:

FIRST IMPRESSIONS TO FINAL JUDGEMENT ANSWERS



notice



infer



revise

PANEL 1

FIRST IMPRESSION

Evidence: At the group table, Rowan crossed their arms and answered with one-word replies.

My first claim about Rowan:

Rowan may seem guarded or unwilling to cooperate.

Evidence that shaped my claim:

Crossed arms and one-word replies.

PANEL 2

NEW EVIDENCE

Evidence: Later, Rowan stayed behind to repair the class model and quietly left clear instructions for the group.

What trait or motive could this suggest?

Rowan may be reserved but responsible and committed to the group.

Which detail changed my thinking?

Stayed behind, repaired the model and left clear instructions.

PANEL 3

REVISED JUDGEMENT

My revised claim about Rowan:

Rowan is reserved, yet quietly helpful and responsible.

Explain why a careful reader updates a judgement when new evidence appears:

A careful reader revises a claim because later evidence can reveal motives and traits that an early moment hides.

THROUGH THEIR EYES

SHARED EVENT (EVIDENCE)

During lunch, a football struck the class garden sign.
The sign tilted, soil scattered and several students stopped to look.



VIEWPOINT A — THE STUDENT WHO KICKED THE BALL

What do they notice first?

What do they feel or fear?

Rewrite the event in first person:



VIEWPOINT B — A GARDEN CLUB MEMBER

What do they notice first?

What do they feel or fear?

Rewrite the event in first person:

One event, two perspectives — which details changed, and why?

THROUGH THEIR EYES ANSWERS

SHARED EVENT (EVIDENCE)

During lunch, a football struck the class garden sign.
The sign tilted, soil scattered and several students stopped to look.



VIEWPOINT A — THE STUDENT WHO KICKED THE BALL

What do they notice first?

The ball's path and the tilted sign.

What do they feel or fear?

Embarrassed; afraid others will blame them.

Rewrite the event in first person:

My foot connected too hard. The ball flew towards the garden sign, and my stomach dropped when it tilted. I hurried over, hoping the plants were safe.



VIEWPOINT B — A GARDEN CLUB MEMBER

What do they notice first?

The scattered soil and the fragile plants.

What do they feel or fear?

Protective; worried the garden is damaged.

Rewrite the event in first person:

Soil sprayed across the path as the sign tipped. I checked the seedlings first, then looked for whoever could help repair the bed. The garden mattered more to me than the game.

One event, two perspectives — which details changed, and why?

The student focuses on responsibility and blame; the club member focuses on damage and care. Their roles shape what each notices.

RELATIONSHIP WEB



ALLY

Name: _____

How this person influences the character:

A revealing interaction:

What the interaction shows:



RIVAL

Name: _____

How this person influences the character:

A revealing interaction:

What the interaction shows:

CENTRAL CHARACTER:



MENTOR

Name: _____

How this person influences the character:

A revealing interaction:

What the interaction shows:



FAMILY MEMBER

Name: _____

How this person influences the character:

A revealing interaction:

What the interaction shows:

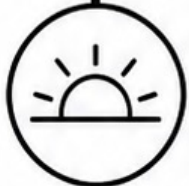


Which relationship reveals the most about the character? Explain with evidence.

CHARACTER CHANGE TRACKER

EVIDENCE (MINI-SCENARIO)

At first, Amir avoids speaking during group decisions. When the team's bridge begins to collapse, he notices the missing support and must choose whether to stay silent or share his idea.



1. BEGINNING — What is Amir like at first?



2. PRESSURE — What challenge forces a response?



3. CHOICE — What decision could Amir make?



4. CONSEQUENCE — What happens because of the choice?



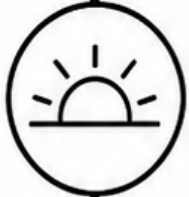
5. ENDING INSIGHT — How could Amir's understanding change?

CLAIM — Amir changes from _____ to _____ because _____.

CHARACTER CHANGE TRACKER **ANSWERS**

EVIDENCE (MINI-SCENARIO)

At first, Amir avoids speaking during group decisions. When the team's bridge begins to collapse, he notices the missing support and must choose whether to stay silent or share his idea.



1. **BEGINNING** — What is Amir like at first?

Quiet and hesitant to share his thinking.



2. **PRESSURE** — What challenge forces a response?

The bridge is collapsing and the group needs a solution.



3. **CHOICE** — What decision could Amir make?

Amir speaks up and explains the missing support.



4. **CONSEQUENCE** — What happens because of the choice?

The team adds the support; the bridge stands and the group values his idea.



5. **ENDING INSIGHT** — How could Amir's understanding change?

His observations can help others, and speaking up can be an act of courage.

CLAIM — Amir changes from hesitant to confident because he uses his observation to help the team.



WRITING WITH HEART



Replace the named emotion with details that let the reader infer it.
Use body language, sensory detail, action, thought or dialogue.

1. "Sienna was angry when her design was ignored."

Show it without naming it:

2. "Leo felt nervous before the speech."

Show it without naming it:

3. "Mei was relieved when the dog returned."

Show it without naming it:

4. "Niko was lonely at the crowded celebration."

Show it without naming it:

SELF-CHECK: DID I INCLUDE...?

BODY



SENSES



ACTION



THOUGHT



DIALOGUE





WRITING WITH HEART



ANSWERS

Replace the named emotion with details that let the reader infer it.
Use body language, sensory detail, action, thought or dialogue.

1. "Sienna was angry when her design was ignored."

Show it without naming it:

Sienna's jaw tightened. She slid the design back across the table.
'Did anyone actually look at it?'

2. "Leo felt nervous before the speech."

Show it without naming it:

Leo rubbed his palms on his trousers. The note card trembled,
and his first word caught behind his throat.

3. "Mel's relief was obvious when the dog returned."

Show it without naming it:

Mel's breath rushed out. Her knees softened as she wrapped
both arms around the muddy dog.

4. "Niko was lonely at the crowded celebration."

Show it without naming it:

Laughter filled the room, but Niko traced the condensation on
his cup and watched the groups from the edge.

SELF-CHECK: DID I INCLUDE...?

BODY	SENSES	ACTION	THOUGHT	DIALOGUE
 ✓	     ✓	 ✓	 ✓	 ✓

CHARACTER CREATOR



Design a character whose choices reveal who they are.



1. WANT — What does the character want most?

2. OBSTACLE — What stands in the way?

3. STRENGTH — What helps the character?

4. FLAW — What creates trouble?

5. BACKSTORY — Which past event still matters?

6. INTERNAL CONFLICT — Which two wants or values compete?

7. DISTINCTIVE VOICE — Write one line only this character would say.

REVEAL, DON'T LABEL

Choose one trait. Plan an action, thought or line of dialogue that reveals it.

CHARACTER ARC STUDIO — ASSESSMENT PAGE 1

Name: _____

Date: _____

Create an original character and plan a scene in which pressure forces a meaningful choice. Your evidence must reveal traits, perspective and change.

A. CHARACTER PROFILE

Name	Want	Obstacle
Strength	Flaw	Internal Conflict

B. ARC PLAN

Starting point	Pressure	Choice	Consequence / new understanding
----------------	----------	--------	---------------------------------

C. EVIDENCE PLAN

One direct clue I may use:	Three indirect clues I will show: 1. _____ 2. _____ 3. _____
----------------------------	---

D. PERSPECTIVE DECISION

Narrator / viewpoint:
What this viewpoint notices or misunderstands:

CHARACTER ARC STUDIO — ASSESSMENT PAGE 2

Name: _____

Date: _____

A. WRITE THE TURNING-POINT SCENE

Write the moment when pressure forces your character to choose. Reveal character through action, thought, dialogue, relationships and precise emotional detail.

VIEW

B. ANNOTATE YOUR CRAFT

Underline and label one indirect object.

PR

For the turning-point choice.



Star one detail that shows emotion without naming it.



C. REFLECT

How did the chosen viewpoint shape the scene?

What did you revise after feedback, and why?

☐ clear motive ☐ meaningful pressure ☐ revealing choice ☐ visible change ☐ edited carefully

WONDER CHARACTERISATION UNIT RUBRIC

Student: _____

Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCELLENCE
EVIDENCE & INFERENCE	Identifies a basic clue.	Names a trait with general evidence.	Uses precise evidence and explains the link.	Connects multiple clues into a pattern.	Connects nuanced inference and evaluates evidence.
PERSPECTIVE	Identifies a viewpoint.	Shows some different details.	Sustains a clear viewpoint.	Selects details purposefully.	Reveals bias gaps or misperceptions with control.
CHARACTER CHANGE	Identifies events.	Shows a beginning and ending.	Links pressure, choice and consequence.	Builds a convincing character arc.	Creates subtle, layered transformation.
EMOTIONAL DETAIL	Names emotions.	Adds some showing details.	Uses varied action, thought and dialogue.	Crafts precise, effective detail.	Uses controlled, original detail for impact.
CREATION & REVISION	Creates a simple character.	Adds traits and makes some changes.	Develops a narrative, conflict and voice; revises.	Creates a distinctive character and applies feedback.	Refines a complex, cohesive character successfully.

Teacher feedback: _____

Wonder Characterisation



Wonder: Characterisation Quiz

