



LESSON PLAN: Character Sketch & Monologue

Topic: Character development for a monologue

Subjects| Stream:

Arts

Creative Writing

Drama

Grade Level: Intermediate (7-10) | Senior (11 &12)

Objective(s)

- To develop a character who is either a person diagnosed with a brain tumour, a caregiver, a doctor, or a friend.
- To practice creating a character's personality, backstory, motives, messages etc.
- To create a 5 to 7-minute monologue

Brief Summary

Students will create a character based on the information learned about brain tumours and the personal stories of hope on the Brain Tumour Foundation of Canada website, and will create a monologue of their own character. Students are encouraged to portray various emotions and feelings they are experiencing.

Background Information

Drama is a way of expressing and telling stories and personal experiences and there aren't many opportunities to see performances or characters living with a brain tumour. This activity will help raise awareness about brain tumours and provide insight into someone diagnosed with a brain tumour.

Resources | Materials Required per Pair:

- Access to www.braintumour.ca/category/stories
- Handout: Character Sketch Outline



**Activity Instructions:**

Note: Depending on the class, teachers may need to review the parameters of the monologue, what a monologue is, and review the Character Sketch handout.

Step 1: Encourage students to read through some personal stories of hope www.braintumour.ca/category/stories to learn more about brain tumours and how a diagnosis affects people differently based on the type of brain tumour diagnosed with.

Step 2: Advise students to use the Handout: Character Sketch outline to jot down their notes for the character they are building for their monologue.

Step 3: Place students into small groups to share ideas from their character sketch template and to gather suggestions from peers.

Step 4: Students to brainstorm ideas for their monologue with their small groups (i.e.) brain tumour diagnosis, treatment, receiving the news of a brain tumour, giving the news of a brain tumour diagnosis etc.

Step 5: Once students have their topics locked down; they can start writing their monologues.

Step 6: Students to prepare monologue and present at a later date determined by the teacher.

