

NanoWrimo's
Young Writers Program
Young Novelist Workbook
For High School
Students



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For High School Students

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Magna Carta I Worksheet

For High School Students

What, to you, makes a novel really great?

In the 20 spaces below write as many things as you can think of that you feel make a novel interesting, exciting, and enjoyable to read. You can be as broad or as detailed as you like: this list can include anything from “happy endings” to “radioactive space dolphins.” Anything that floats your fictional boat should go on this list.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Once you have finished this list, keep it with you at all times during November. Why is this list so important? Because the things you like as a reader are going to be things you are best at writing. As you develop your story, refer to this list of ingredients, and add them to your novel!



Magna Carta II Worksheet

For High School Students

What, to you, makes a novel boring or depressing to read?

In the 20 spaces below write as many things as you can think of that you feel make a novel boring, depressing, or just plain bad. You can be as broad or as detailed as you like: this list can include anything from “too many words” to “wimpy ninjas.” Be honest. If you dislike books with happy endings, write it down. We’re not here to judge!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Just like the first Magna Carta, keep this list with you at all times during November. It might seem silly to have to remind yourself to keep things you dislike out of your novel, but be warned: these stealthy entries are sneaky little buggers, and given the slightest opening, they’ll end up in your story without you even knowing it.



Writing Your Own First Lines Worksheet

For High School Students

Every novel has to start somewhere, and invariably that somewhere is the first line. The first line of a novel does many things at once: it acts as a springboard for the action to come, it sets up the story a writer is setting out to tell, it creates the tone of the novel, and it should create curiosity in the reader. The poet Horace suggested that a story should always begin *in media res*—in the middle of things. That is to say, a first line should immediately plunge a reader into the action of the story.

For example, a story might begin "John had been dead for a week." The author is plunging us right into the middle of the conflict. Already, we are wondering who John is, how he died, and how he knew the narrator. We might even be wondering if the narrator had anything to do with his death.

Whether or not a reader realizes it, they are making immediate subconscious connections and assumptions about the story to come, all based on the first line. In some sense, a reader immediately can decide whether or not the ensuing story is interesting to them, and whether it is worth their time. Have you ever picked up a novel, read the first line, and said to yourself, "This is the worst beginning to a book I have ever read. It doesn't interest me at all, whatsoever. I think I'll go ahead and read the whole thing." It's likely that the answer is no.

Writing that first line of your novel isn't easy, but like anything else, practice makes perfect. Below, try writing your own first lines *in media res*!

Write a suspenseful first line

Write a funny first line

Write a tragic first line

Write a surreal first line

Write a first line to a mystery novel

Write a first line in the first person

Write a first line in the third person

Keep writing first lines on a separate sheet of paper until you find one you really love, and once you do, free write for ten minutes off of it. It might end up being the beginning of your NaNoWriMo novel!



young writers program

Protagonist Worksheet For High School Students

1. What is your character? A person? An animal? Something else?

2. Where does your protagonist live? Does he/she like it there?

3. What does your character look like? Hair color? Height? Weight? Any distinguishing features?

4. What is your character's pet peeve?

5. What is your character's fondest memory?

6. What are your character's hobbies?

7. What can your character do better than anyone else?

8. What is your character insecure about?

9. What makes your character angry?

10. What are your character's parents like? How about the rest of their family?

11. What's one secret your character hasn't ever told anyone?

12. Is your character outgoing? Shy? What do people think when they first meet your character?

13. Describe your character in three words:

1. _____
2. _____
3. _____

14. What do you really like about your character?

15. What do you dislike about your character?

16. What is your character's greatest weakness?

17. What is the one thing your main character is afraid of more than anything else?

18. What does your character want more than anything else in the world?

Even More Questions

If you finish answering the questions above, and you want to answer even more questions about your character, give these a try!

1. If your character could change his or her name, what would they change it to?

2. What is your character's favorite band? Song? Type of music?

3. What is your character's favorite book, and why?

4. What is your character's favorite season?

5. What places, other than where they live now, has your character lived in or visited on vacation? Which one was their favorite and why?

6. What does your character's house look like? What is hanging on your character's bedroom walls?

7. What is the best thing that ever happened to your character?

8. What is the worst thing that ever happened to your character?

9. Does your character have siblings? What are they like?

10. What makes your character most uncomfortable?

11. If a song played every time your character walked into a room, what song would it be?

Author's name _____ Character's name _____



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Supporting Character Worksheet

For High School Students

1. What is your character? A person? An animal?

2. How does this character know the protagonist? Are they a friend? Family member?
How did they first meet?

3. What does this character look like? Hair color? Height? Weight? Any distinguishing features?

4. What is this character's favorite thing about the protagonist?

5. What are this character's hobbies?

6. What can this character do better than anyone else?

7. What makes this character happy after they've had a bad day?

8. What makes this character angry?

9. What are this character's parents like? How about the rest of his or her family?

10. What's one secret this character hasn't ever told anyone?

11. Is this character outgoing? Shy? What do people think when they first meet your character? Are they different than the protagonist?

12. Describe this character in three words:

1. _____
2. _____
3. _____

13. What do you really like about this character?

14. What do you dislike about this character?

15. What is this character's greatest weakness?

16. What is the one thing this character is afraid of more than anything else?

17. What does this character want more than anything else in the world?

Even More Questions

If you finish with the questions above, and you want to answer even more questions about your character, give these a try!

1. If this character could change his or her name, what would he or she change it to?

2. What is this character's favorite band? Song? Type of music?

3. What is this character's favorite book, and why?

4. What is this character's favorite season?

5. What places, other than where he or she lives now, has this character lived in or visited on vacation? Which one was his or her favorite and why?

6. What does this character's house look like? What is hanging on this character's bedroom walls?

7. What is the best thing that ever happened to this character?

8. What is the worst thing that ever happened to this character?

9. What is this character's biggest pet peeve?

10. What makes this character most uncomfortable?

11. If a song played every time this character walked into a room, what song would it be?

Author's name _____ Character's name _____



Antagonist Questionnaire
For High School Students

1. What is your antagonist? A person? An animal? Something else?

2. Where does your antagonist live? Does he/she like it there?

3. What does your antagonist look like? Hair color? Height? Weight? Any distinguishing features?

4. What is your antagonist's biggest pet peeve?

5. What is your antagonist's fondest memory?

6. What does your antagonist do in their spare time?

7. What can your antagonist do better than anyone else?

8. What is your antagonist insecure about?

9. What makes your antagonist angry?

10. What are your antagonist's parents like? How about their rest of their family?

11. What's one secret your antagonist hasn't ever told anyone?

12. What do people think when they first meet your antagonist?

13. Describe your antagonist in three words:

1. _____
2. _____
3. _____

14. Is there anything likeable about your antagonist? Do they have a soft spot or a good side?

15. What do you dislike most about your antagonist?

16. What is your antagonist's greatest weakness?

17. What is the one thing your antagonist is afraid of more than anything else? Is it your main character? Or is it something unexpected like being alone?

18. What does your antagonist want more than anything else in the world?

19. Now, look back and see what your protagonist wants more than anything in the world. How is the antagonist preventing your protagonist from getting what he or she wants and why?

Even More Questions

If you finish with all the questions above, and you want to answer even more questions about your character, give these a try!

1. If your antagonist could change his or her name, what would they change it to?

2. What is your antagonist's favorite band? Song? Type of music?

3. What is your antagonist's favorite book, and why?

4. What is your antagonist's favorite season?

5. What places, other than where they live now, has your antagonist lived in or visited on vacation? Which one was their favorite and why?

6. What does your antagonist's house look like? What is hanging on your antagonist's bedroom walls?

7. What is the best thing that ever happened to your antagonist?

8. What is the worst thing that ever happened to your antagonist?

9. Is your antagonist superstitious? If so, how?

10. What makes your antagonist most uncomfortable?

11. If a song played every time your antagonist walked into a room, what song would it be?



Plot Worksheet

For High School Students

Section One

If you have already answered the questions on your “Protagonist Questionnaire” and “Antagonist Questionnaire,” you already have some great conflict to start your plot off with a bang! Look back at your “Protagonist Questionnaire” and rewrite the answers to the following questions in the spaces below. We encourage you to add more detail when you do.

What is the one thing your protagonist is afraid of more than anything else?

What does your protagonist want more than anything else in the world?

Now, take out your “Antagonist Questionnaire” and rewrite the answer to this question:

Look back and see what your protagonist wants more than anything in the world. How is the antagonist preventing your protagonist from getting what he or she wants and why?

Congratulations! You’ve got conflict: your protagonist has a dream, but their fears and their antagonist are in the way of them getting it. In just a moment, you will have plot, which is your conflict in action, or *how* your protagonist makes their dreams come true by overcoming their fears and defeating their antagonist. A lot of things will happen to your protagonist along the way. Sometimes they will do things you never expected—like when they finally get what they want, they don’t really want it anymore. Those protagonists can sometimes be pretty unwieldy!

To help you create your super exciting and sometimes surprising plot, we have created a “Plot Handout” with all you need to know before you take your characters on their journey. Read it before you move on to “Section Two” of this worksheet.



Section Two

Done reading the “Plot Handout”? Great! Now it’s your turn to try your hand at creating your plot. This worksheet will come in really handy during NaNoWriMo when you’re writing your story. Basically, in November you will be using this worksheet as an outline for your novel! This means you don’t have to write everything that will happen in your story now. This is just to help you get an idea of how your story will go. On a separate sheet of lined notebook paper write the following (try to write two paragraphs for each question):

1. **The Beginning.** (You can start with one of the first lines you wrote in the “Beginnings Worksheet.”)
2. **Inciting Incident.** (What event or other person motivates your character to begin to face their fears, battle their antagonist, and set of on their adventure to go after their dreams?)
3. **Rising Action.** (You don’t have to write everything now, just write down some of the events that build up to the climax. Don’t forget to include some supporting characters!)
4. **The Climax.** (This does not need to be long, but it does need to be really exciting!)
5. **Falling Action.** (What happens after the climax? How does your main character defeat their villain and overcome their fears to finally get what they want?)
6. **Resolution.** (What happens *after* your protagonist’s dreams come true? Did they find that they didn’t want it after all? Does the antagonist end up being a really nice person deep down inside? How does everything work out in the end?)

As you probably know, not all plots follow this outline. Sometimes they begin with the inciting incident, and in some cases, a story might actually begin with the climax. Stories are filled with flash backs, flash forwards, and unexpected plot twists. And novels don’t have to have happy endings either. Just like life, sometimes things don’t work out exactly the way you planned them to. So in November, experiment with the plot you just created. Rearrange events, add some twists, and flip that resolution on its head. You might be surprised at what twists and turns your story will take.



Plot Handout

For High School Students

Now that you have your characters, it is time for you to get them off those worksheets and into action. They need to face their fears and make their dreams come true without letting their antagonists stop them. You may be wondering how you get from the beginning of your novel to the end. Well, it is not as hard as you think once you have a plan of action. Most stories follow the same outline, and we have mapped it out for you in this handout. Once you understand the elements that make up a story, it will be a lot easier to map out your own.



1. The Beginning: Though some authors begin with the Inciting Incident—which you will read about below—many of them start by giving the reader a little bit of background about the characters, setting, and conflict before jumping right into the plot.

Here is an example of a story's beginning:

Mark had been a football fan all his life. Ever since he was a kid, he had watched the games every season. His bedroom walls were covered in posters of his favorite football stars. He had a collection of signed footballs on his bookshelf, and he owned four signed helmets that he had bought over the years with his allowance and the money he made delivering papers. The one thing Mark wanted more than anything in the world was to play for the high school football team.

But it wasn't that easy. His dad seemed to encourage Mark by playing catch with him in the yard most days after school, but Mark's mom felt differently. She would say things like "Nothing will ever come out of it," and "You're wasting your time." When Mark told her he was going to try out, she refused to let him.

"It's too dangerous," she said, and that was that.

It bothered Mark, but he figured it didn't really matter. He was too scared to try out for the team anyway.

2. **The Inciting Incident:** This is the event that starts the novel on the road to the action packed part of the plot. It forces the main character to face his or her fears and finally start following his or her dreams. Without an inciting incident, Mark would probably never try out for the team, and would just spend his days dreaming about a missed opportunity.

Here is an example of an inciting incident:

One Saturday afternoon, Mark was out on the field playing catch with his friend Ryan. Ryan and Mark had been friends since they were kids. Ryan played for the team, and was always up for practicing.

Suddenly, a truck pulled into the parking lot. It was Mr. Jacobs, the coach of the varsity team. He had forgotten something in his office, but before heading over to it, he came onto the field.

Mr. Jacobs said hello to Ryan, then turned to Mark. "That's quite an arm you got there, son. What's your name?" he asked.

"My name is Mark, sir," he said, a little embarrassed that someone had been watching.

"Nice to meet you, Mark. My name is Mr. Jacobs." Mark didn't tell him that he already knew who he was. "Did you ever think about trying out for the team? We could use an arm like yours."

"Well, sir," Mark cleared his throat and looked down at his shoes. He thought about what to say. He certainly wasn't going to tell Mr. Jacobs that he was too scared to try out, or that his mom wouldn't let him. Finally, he just said, "Naw. I haven't really thought about it."

Mr. Jacobs didn't say anything for a minute. "Well, like I said, we could use an arm like yours. Think about it," he said. He turned away to go.

After Mr. Jacobs had gone, Ryan turned to Mark. "I just don't get it. Why don't you just try out? You love football"

"I don't know. I just don't want to." Mark said, and then he was quiet again. He thought about telling Ryan he wasn't allowed, but then decided not to.

3. **The Rising Action:** This will be the longest section of your novel. Characters are developed in great detail, conflicts are shown between them, and friendships and relationships are revealed. It might be helpful to think of your novel as a rollercoaster—the higher you go, the more suspenseful things get. Imagine you are climbing the biggest hill on a rollercoaster; the rising action is just like this. It is made up of many events (some of them unexpected), each of them building and building to the most exciting part of your novel, the climax.

Here are some examples of rising action:

1. Mark spent the next week thinking about what Mr. Jacobs and Ryan had said. He had always wanted to play for the team, and it felt really good to hear them both say he should try out. But he knew that if he even mentioned it, his mom would flip out. And he was sure his dad would back her up. But still, it was his dream. Did he want to live his whole life avoiding his dream because he was scared? Or because his mom said he wasn't allowed?

2. Mark decided that Ryan and Mr. Jacobs were right. The next week, he added his name to the tryout sign-up sheet in the gym, but he didn't say a word about it to his parents.

3. Tryouts were three weeks away. Mark spent every day after school on the field, practicing with some of the other guys who were trying out. He woke up early every morning, delivered the paper, went to school, spent two or three hours practicing after school, and did his homework at night. When his dad or Mom asked what he had been doing after school, he said he was in a math study group. He felt bad for lying, but didn't know what else to do.

4. The day of tryouts came. Before he got on the field, Mr. Jacobs pulled Mark aside and told him, "I've been noticing all your hard work these past few weeks. Good luck today." Mark felt really happy. Though his dad sometimes played catch with him, no one ever seemed to really believe that he could play before Mr. Jacobs and Ryan had said something.

Tryouts went great. After they were over, Andrew Suthern, the star senior quarterback, clapped Mark on the shoulder and said "Hey, man, where you been all these years? We coulda been playin' state finals every fall!" Mark felt really proud of himself, and for the first time felt like he had done something really right. He was pretty confident that he would make the team. Nothing could possibly ruin his happiness now.

4. The Climax: This is the moment where things get really exciting. The protagonist appears from out of the blue, the lottery is won, fortunes are lost, and readers gasp. This is the moment at the very top of the rollercoaster, right before your high-speed drop! This moment doesn't last long, and neither should the climax in your novel—it should last just long enough to make your reader ask "What's going to happen next!?"

Here is an example of a climax:

The afternoon of the tryouts, Mark's mom was folding laundry in the living room. When she was done, she took the big basket of clean laundry to Mark's room. She was going to put his folded clothes on his bed like she did every week, but just as she was setting down the clothes, she noticed something bright green on his desk.

It was a flyer. Across the top, in giant, bold letters, it read: "Football Try-Outs!" That was all she had to read.

5. The Falling Action: The falling action is where you find out what happens after the climax. The conflicts and challenges in the previous scenes are worked through and resolved, and you are finally speeding down the tracks with your hands in the air. Does your antagonist get defeated? Do your protagonist's dreams come true? If so, how?

Here is an example of falling action:

When Mark got home from tryouts later that afternoon, his dad and Mom were waiting for him at the kitchen table. They did not look pleased.

"What in the world is this?" His mom said, her voice angry. She was waving the flyer in the air. "Did you try out for the team?"

Mark didn't say anything. He hoped his dad would save him, but he was wrong. "Mark, answer your mother." His face was all red, his voice louder than normal.

Mark knew this was it. He couldn't go on lying any more.

"Yes. I did." He paused, finally looking into mom's face. He had never stood up to her before, and he wasn't sure how it was going to come out. "But I didn't do it to deceive you. I did it because playing on the team is the only thing I really want in the whole world. To play on the team."

A long silence filled the room. Mark expected his mom to start shouting, to send him to his room, to ground him for life. And he expected his dad to agree.

But she didn't shout. She just looked at him. He noticed there were tears in her eyes. "I didn't know you felt that way, Mark." She wiped at her nose with a napkin. "I was just worried that you would get injured. My brother played football in high school. He got injured during his junior year. He was in a coma." She paused and took a deep breath. "We didn't think he was ever going to wake up." She was quiet again, wiping her tears. "It was months before he did. The worst months of my life."

Mark had no idea. She had never said anything about it, and neither had his dad. He didn't even know that Uncle Gary had ever played football.

"I'm sorry," Mark said. "I had no idea." He walked to where His mom was sitting and put his arm around her shoulder. "I'm sorry for lying."

Suddenly, his dad stood up to hug him. Mark was surprised.

“We love you, son, and we worry about you.” Mark hugged his dad back. “But no more lying, understand?” his dad said. “Or you really will be grounded for life.”

His mom sniffed and smiled. “Listen. I know I’m just being a worry wart. I know not everyone gets injured. I know that.” She paused for a minute.

“Just be careful, okay? Promise you’ll be careful?”

Mark nodded. “I promise. I will.” He looked at his dad. “And no more lying. I swear.” He held up his hand like a Boy Scout and they all laughed.

6. The Resolution: This is how things work out in the end. This is after your character realizes they’ve gotten what they’ve wanted.

An example of a resolution:

When the tryout results were posted on the gym walls Mark’s name was on the list. He couldn’t even believe it. Just then, Mr. Jacobs came out of his office. When he saw Mark, a big smile spread across his face.

“Congratulations, Mark! You really deserve it,” Mr. Jacobs said.

“Thanks, Mr. Jacobs,” Mark said, and smiled.

His heart surged in his chest and for a moment, just one moment, he felt like he might cry. His dreams had finally come true.



That, as they say, is how the story goes. Now you have the know-how to complete “Section Two” of your “Plot Worksheet.”



Setting Worksheet

For High School Students

The setting is where your novel takes place. Some novels have more than one setting, ranging from the macro (a city, country, or world) to the micro (a character's house or room). What's great about setting is that you can use it to mirror or reinforce your characters. For example, if you are writing about a scary and mysterious person, you might place them in a dark, creepy mansion on a hill outside of town. Or, if one of your characters is feeling trapped in their life, they might live in a small, cramped town in the middle of nowhere.

For each of the following characters, try to come up with a setting that will reflect or reinforce what you imagine about them. As you write, try to be as detailed as possible. Don't forget detail: colors, sounds, and even smells!

1. A creative teenage girl.

2. A lonely old man.

3. A frazzled young mother.

4. An angry businessman.

5. And overworked mailman.

Now, try to work backwards! For each of the settings below, write a few lines of description about the character that you think inhabits it.

1. A dirty, overcrowded industrial town.

2. A bedroom painted bright pink, with pink curtains and flowers on the table.

3. A room filled with old books and taxidermied animals—a stuffed boars' head, a rattlesnake on the shelf, a bearskin rug.

4. A messy office.

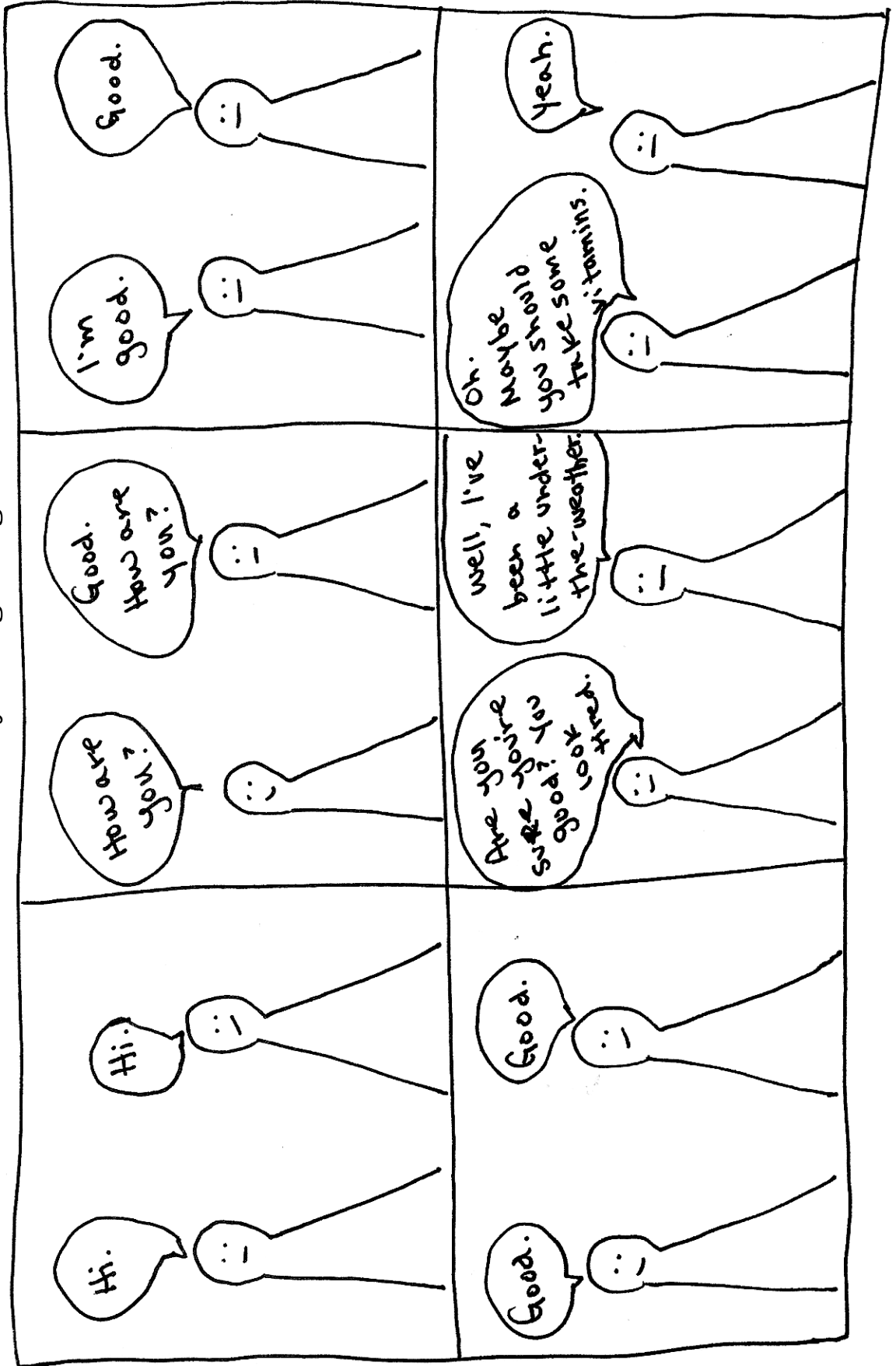
5. A log cabin in the middle of the woods.



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Boring Dialogue Handout

This is really boring dialogue!





Vertical Dialogue Handout

For High School Students

In fiction, dialogue should move vertically—that is, each time a character says something, tension should build, the plot should move forward, and/or something should be revealed about the characters and how they relate to one another. In following dialogue, how does each line of dialogue build upon the last? How are the stakes being raised? How is conflict being created or enhanced? How does body language reinforce the dialogue? What are the characters' relationships to one another?

Example of vertical dialogue:

John came into the house late. He threw his letterman's jacket across the chair and headed straight to the fridge.

“Where have you been?” Susan was standing by the kitchen sink, her arms crossed across her chest.

“Out. What do you care?” He opened the refrigerator door without looking at her.

“I wouldn't say that I *care* necessarily,” Susan said, leaning back against the counter. “It's just that someone called while you were out.”

John closed the refrigerator door and looked at Susan for the first time. “Who?” Something in his voice had changed.

“What do you care?” Susan said. There was a malicious gleam in her eyes.

“Come on, Sue,” John said. He was starting to plead now, but he didn't care. “Was it Karen?”

“I don't know. Maybe.” Sue was being vicious, and she knew it.

“Maybe you should tell me before...” But John stopped.

“Before what? Before you tell on me?” Susan snorted through her nose. “Go ahead. See if I care.” She was about to leave the room, but John started to speak.

“Oh, I almost forgot,” his tone had changed again, and something in his voice caught her attention. She stopped in the doorway, frozen. “Someone called earlier for you too. Now, if I could only remember his name...”

Now it's your turn to try your hand at writing vertical dialogue by filling out the “Dialogue Worksheet.” Have fun!



Dialogue Worksheet

For High School Students

We've started several scenes of dialogue for you! Fill in the rest of these conversations as you imagine them to happen. Remember that effective dialogue achieves one or all of the following:

1. It moves the story forward.
2. It shows the relationships between characters.
3. It gives the readers information that they didn't know before.

Don't forget the ways in which body language and physical action help in developing characters and their relationships with one another. Remember that good dialogue moves vertically, not horizontally—dialogue should either increase in tension, move the plot forward, or reveal information about each character and their relationships with each other.

1. "Thank goodness you're here!"

“ _____
_____”
_____.

“ _____
_____”
_____.

“ _____
_____”
_____.

“ _____
_____”
_____.

2. "This is none of my business, but I feel like I should mention . . ."

“ _____
_____”
_____.

“ _____
_____”
_____.

“ _____
_____”
_____.

“ _____
_____”
_____.

3. "I can explain everything."

“ _____
_____”
_____.

“ _____
_____”
_____.

“ _____
_____”
_____.

“ _____
_____”
_____.

4. "What are you doing here?"

“ _____
_____”

“ _____
_____”

“ _____
_____”

“ _____
_____”

5. “You are seriously not going to believe this!”

“ _____
_____”

“ _____
_____”

“ _____
_____”

“ _____
_____”



Subplot Handout

For High School Students

Is your plot getting you down? Is there just not enough going on in your novel to fill those pages? Are you feeling like you will never in a million years reach your word-count goal? If so, we have the solution for you: add some subplots.

But first you need to take a break and watch some TV. Don't get too excited though. You're not totally off the hook. The show you choose to watch has to be fictional—meaning no reality TV shows—and it can't be a show you really like. Otherwise, you will get too lost in the episode to pay attention to the assignment. Which is to sit down in front of the boob tube, put your thinking cap on, and write down answers to the following questions:

1. Who is the protagonist?
2. How many supporting characters are there? Who are they? And how are they related to the protagonist?
3. What are the subplots? These are the plots that involve the supporting characters. They may include the main character, but sometimes the protagonist has little to no connection to the subplot.
4. Do the supporting characters have their own antagonists? Or are they also battling the protagonist's antagonist?
5. In what ways do these subplots make the show more exciting to watch?

After you are finished watching the show, take out your “Supporting Character Questionnaires” and revisit the following questions on each one:

1. What is the one thing this character is afraid of more than anything else?
2. What does this character want more than anything else in the world?

Just like your protagonist, your supporting characters have dreams and fears of their own. To make them even more complex, and to help you add subplots, give each of them an antagonist that's standing in the way of getting what they want. Fill out the “Supporting Antagonist Questionnaire” for each of your supporting characters. Or create conflict between your protagonist's antagonist and your supporting characters. Either way, you will be creating subplots you probably didn't know were possible in your novel!

Get out there and pad those word counts!

Author's name _____ Character's name _____



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Supporting Antagonist Questionnaire

For High School Students

1. What is your supporting antagonist? A person? An animal? Something else?

2. Where does your supporting antagonist live? Does he/she like it there?

3. What does your supporting antagonist look like? Hair color? Height? Weight? Any distinguishing features?

4. What is your supporting antagonist's biggest pet peeve?

5. What is your supporting antagonist's fondest memory?

6. What does your supporting antagonist do in their spare time?

7. What can your supporting antagonist do better than anyone else?

8. What is your supporting antagonist insecure about?

9. What makes your supporting antagonist angry?

10. What are your supporting antagonist's parents like? How about their rest of their family?

11. What's one secret your supporting antagonist hasn't ever told anyone?

12. What do people think when they first meet your supporting antagonist?

13. Describe your supporting antagonist in three words:

1. _____
2. _____
3. _____

14. Is there anything likeable about your supporting antagonist? Do they have a soft spot or a good side?

15. What do you dislike most about your supporting antagonist?

16. What is your supporting antagonist's greatest weakness?

17. What is the one thing your supporting antagonist is afraid of more than anything else? Is it a supporting character or the protagonist? Or is it something unexpected like being alone?

18. What does your supporting antagonist want more than anything else in the world?

19. Now, look back and see what your supporting character wants more than anything in the world. How is the supporting antagonist preventing your supporting character from getting what he or she wants and why?

Even More Questions

If you finish with all the questions above, and you want to answer even more questions about your character, give these a try!

1. If your supporting antagonist could change his or her name, what would they change it to?

2. What is your supporting antagonist's favorite band? Song? Type of music?

3. What is your supporting antagonist's favorite book, and why?

4. What is your supporting antagonist's favorite season?

5. What places, other than where they live now, has your supporting antagonist lived in or visited on vacation? Which one was their favorite and why?

6. What does your supporting antagonist's house look like? What is hanging on your supporting antagonist's bedroom walls?

7. What is the best thing that ever happened to your supporting antagonist?

8. What is the worst thing that ever happened to your supporting antagonist?

9. Is your supporting antagonist superstitious? If so, how?

10. What makes your supporting antagonist most uncomfortable?

11. If a song played every time your supporting antagonist walked into a room, what song would it be?



Sensory Worksheet

For High School Students

The more description you have in your novel, the more detailed and interesting your novel will be. One great way to dive head first into description is to use your five senses: taste, touch, smell, sight, and hearing. The more of the senses that you use when writing, the more your readers will be drawn in to your story. Not to mention that your word count will go up dramatically.

Below, practice writing with your senses by describing the following things with all five of them. Note: there are some strange and challenging items you will be asked to describe with all your senses in the worksheet. Know that there are no right or wrong answers, just write down what comes to your mind first.

1. A rainstorm

Taste:

Touch:

Smell:

Sight:

Hearing:

2. A rock concert

Taste:

Touch:

Smell:

Sight:

Hearing:

3. A hot summer day

Taste:

Touch:

Smell:

Sight:

Hearing:

4. An abandoned house

Taste:

Touch:

Smell:

Sight:

Hearing:

5. A blank white wall

Taste:

Touch:

Smell:

Sight:

Hearing:

6. Embarrassment

Taste:

Touch:

Smell:

Sight:

Hearing:

7. Happiness

Taste:

Touch:

Smell:

Sight:

Hearing:



Instantly increase your word count
by describing scenes using
all five senses

- Sight
- Smell
- Touch
- Hearing
- Taste

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Instantly increase your word count
by describing scenes using
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Interview Worksheet For High School Students

The more that you know about your characters, the easier they will be to write about. A great way to get to know your characters better is by stepping into their shoes. By viewing the world through their eyes you will get a better sense of what actions they may take in the plot. Start by having someone you know interview you as if you were your protagonist, and then have them interview you as each of your supporting characters, and finally as your antagonist. To prepare yourself for the interviews, review your character questionnaires. Here is a list of questions you can give to the person who will be doing the interviewing:

1. Where did you grow up? What was your childhood like?
2. What has been your greatest accomplishment in life so far?
3. When you're not feeling well, what is your favorite meal?
4. Who is your hero? Who do you want to meet?
5. If you won the lottery, what would you do with the money?
6. Would you rather have the ability to fly or to become invisible? Why?
7. What's the most embarrassing thing that has ever happened to you?
8. Which do you like better: the ocean or the mountains? Why?
9. If you had three wishes, what would they be?
10. What is your favorite sport to watch, and why?

You might find that it is pretty hard to pretend to be someone else in an interview. That is totally normal. Remember that practice makes perfect. If you want to have someone ask you even more questions while in your character's shoes, write some of your own questions in the space below:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



NaNoWriMo Reflection Worksheet

For High School Students

It's over! You did it! Congratulations! You wrote like crazy for 30 days, and whether or not you reached your word-count goal doesn't even matter. You should be proud of yourself no matter how many words you were able to bash out—everyone here at NaNoWriMo headquarters sure is.

But before you begin celebrating, and before you forget about all the joys and challenges of writing a novel in a month, be sure to fill out this reflection worksheet. It will help you and your teacher (if you are participating in a group) have an even more triumphant NaNoWriMo next year!

1. What was joyous and awe-inspiring about NaNoWriMo?

2. What made NaNoWriMo challenging?

3. What helped motivate you to write during November? Was it candy? Competition? What else?

4. What hindered your writing process during November? Your inconvenient need for sleep, perhaps?

5. Did NaNoWriMo help improve your writing? If so, how?

6. How do you feel now that you are a novelist?

Keep this worksheet somewhere safe. Next fall take out this sheet to remind yourself all about the triumphs that NaNoWriMo brought you this year. Hopefully, this reflection will motivate you to do it again, and also remind you of what worked for you (candy) and what didn't work for you (sleep) when writing your novels this year. Next year you will have your candy portions and sleep schedule all worked out before hand!