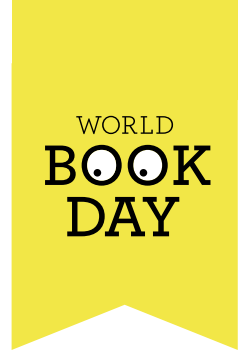




IMAGINE 2



IN ASSOCIATION WITH



ACTIVITY SUMMARY:

Freeze-frame & role-play a scene from a book

INGREDIENTS:

A favourite book or traditional tale

Thought and speech bubble – paper templates

Writing materials

TIME:

An afternoon to create then time to play and make stories.

METHOD:

1. Read aloud the book to the children.
2. Look at the illustrations again and choose a key scene from the story to focus on.
3. Ask pairs or small groups to re-enact it, then FREEZE the scene as they visualise it in a particular part of the book.
4. Tell the children that you are going to tap a few of them on the shoulder and ask them to vocalise what their character is feeling at that point of the story.
5. The children could then go on to record their characters' feelings on thought bubbles.
6. To extend this into a writing activity, you may go on to imagine and role play a scene of dialogue and make this into a playscript.
7. They could also compose questions to ask their character to extend their awareness of their reaction to the story at that time.

EYFS / NATIONAL CURRICULUM 2014:

- **EYFS:** Children develop their own narratives and explanations by connecting ideas or events.
- **NC Key Stage 1 and 2:** Children should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama.

SUGGESTED RESOURCES:

Digital camera to record freeze-frames

EYFS

- *What the Ladybird Heard* by Julia Donaldson (MACMILLAN)
- *On Sudden Hill* by Linda Sarah and Benji Davies (SIMON AND SCHUSTER)

YEAR 1/2:

- *Traction Man* by Mini Grey (RED FOX)
- *The Brave Beast* by Chris Judge (ANDERSEN)

YEAR 3/4:

- *Leon and the Place Between* by Graham Baker Smith (TEMPLAR)
- *Varjak Paw* by S.F. Said (CORGI)

YEAR 5 /6

- *The Arrival* by Shaun Tan (HODDER)
- *Wolf Brother* by Michelle Paver (ORION)

CASE STUDY

1. Children in Year 1 freeze-framed an action scene from *Traction Man* by Mini Grey. It helped them to put themselves into the story and to think what each character would be saying to help them write speech bubbles for the comic strips they wrote afterwards.
2. These Y4 children freeze-framed scenes from *Varjak Paw*. They had wipe-clean thought bubbles to record what they thought the characters would be thinking at a crucial scene in the story.

