**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

**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.

**Time:**
An afternoon to create then time to play and make stories.

**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 Year 4 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.