

LEEDS MEETS  
SHAKESPEARE



# THE WINTER'S TALE



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## SYNOPSIS

Pronunciation:

- Lee-on-tees (Leontes)
- Pol-icks-e-nees (Polixenes)
- Her-my-oh-nee (Hermione)
- Ca-mill-oh (Camillo)
- Perr-di-tah (Perdita)
- Flor-riz-ell (Florizel)

The court of Sicilia. **Leontes**, King of Sicilia, talks with his best friend – **Polixenes**, King of Bohemia. Leontes and Polixenes have been best friends since they were young boys. Polixenes has been staying with Leontes and his family for a long time, and has decided that it's time for him to go home to the court of Bohemia. Leontes tries to persuade Polixenes to stay a little longer. Polixenes says no. **Hermione**, Leontes' wife, also tries to persuade Polixenes to stay longer. This time, Polixenes says yes. Leontes becomes very jealous. Why did Polixenes say yes to Hermione but not to him? Leontes begins to imagine that Polixenes and Hermione love each other more than they love him. This makes Leontes very angry. Leontes summons **Camillo** – a Lord at the court – and orders him to poison Polixenes. (\*)

**Polixenes** notices that people at the court of Sicilia have become less friendly towards him. He asks **Camillo** if something has happened. Camillo warns Polixenes that he has been ordered to murder him, and that Polixenes should go back to Bohemia at once. Polixenes does as he is told and leaves the court of Sicilia to sail home to Bohemia. (\*)

**Hermione** is resting with **three of her ladies**. She is pregnant, and is expecting her baby to arrive very soon. **Leontes** enters the chamber and accuses Hermione of becoming too friendly with Polixenes. Hermione is arrested by Leontes' **guards**. They take her away to prison. Leontes sends a message to the Gods, asking them to tell him whether he is right or wrong in imprisoning his wife. The court waits for a response... (\*)

In prison, **Hermione** has given birth to her **baby**. **Paulina** – a trusted servant of the royal family – goes to visit her. Paulina gently takes the baby from Hermione and goes to show it to **Leontes** to try to make the King see sense. Leontes will not look at the baby. Leontes demands that

the baby be sent far, far away. A lord takes the baby away, along with a **box of gold coins**. A **messenger** arrives and tells the King that the Gods have sent him an **oracle** – a very special scroll of paper with the Gods' answer written inside. (\*)

**Leontes** holds a meeting with the entire court to hear the words of the **oracle** and to decide what to do next. **Hermione** is led from the prison to the meeting by the King's **guards**. **Paulina** stands by her side. Hermione tells the court that she has done nothing wrong. The oracle is opened, and an **officer** reads the special words written inside. The Gods also say that Hermione has done nothing wrong. Hermione breathes a sigh of relief. But this is not enough for Leontes – he won't believe anything he hears. Hermione falls to the ground in despair, and is carried away by Paulina. The court believes Hermione is dead. (\*)

Sixteen years later. Hermione's baby has grown up into a young woman named **Perdita**, having been raised by a Shepherd and his son in Bohemia. The local community are preparing to celebrate a sheep-shearing feast. Perdita is dressed as the Queen of the Feast, and is with a young man named **Florizel**. They are in love. Florizel is the son of Polixenes, the King of Bohemia, but is disguised as a countryman. Nobody at the feast knows that Florizel is actually a Prince. The **guests** arrive at the feast, along with the **Shepherd** and his son **Clown**. Two of the guests are also in disguise. They are Polixenes and Camillo, come to spy on Florizel. (\*)

The feast is in full swing with lots of singing and dancing. **Florizel** and **Perdita** announce their love for one another. The **Shepherd** has the happy couple hold hands so they can make promises to each other before all the **guests** at the feast. But all is not well. Before the couple can make their promises, **Polixenes** steps forward and reveals himself to be Florizel's father. Polixenes forbids the couple from becoming bound to one another because he does not think a Shepherd's daughter is the right bride for his royal son. Polixenes leaves the feast. (\*)

**Perdita** and **Florizel** still love each other and want to be together. They make a plan to sail away from Bohemia and marry in a different kingdom. **Camillo** suggests they go to Sicilia, and decides to go with them so that he might see his master – King Leontes – for the first time in sixteen years. Perdita and Florizel disguise themselves and the three quickly set off on their journey to Sicilia. (\*)

The Shepherd and Clown have realised they need to tell Polixenes that Perdita is not really the Shepherd's daughter. They think that Perdita was brought to them by fairies. Clown tells the Shepherd to show the King the box of gold coins that was left beside Perdita when they first saw her as a baby. They are about to leave for Polixenes' palace when they hear that the King has sailed away from Bohemia. They, too, set sail for Sicilia. (\*)>

In Sicilia, **Leontes** is very sad. He has lost his family because of his jealousy sixteen years ago. **Paulina** still wants to help Leontes fix his mistakes. **Perdita** and **Florizel** arrive at the Sicilian court and pretend they are already married. Leontes knows that Florizel is the son of his former best friend, Polixenes, and welcomes the couple warmly. A **messenger** arrives and warns the King that Polixenes' son has run away from Bohemia with a Shepherd's daughter. Leontes asks the couple if they are already married. Florizel admits that they are not. Leontes is sorry that he cannot help the couple. The **Shepherd** and **Clown** arrive and show the court the **box of gold coins**. Everyone recognises the box - they realise Perdita must be the baby that Leontes sent away sixteen years ago. Perdita is a princess! (\*)>

**Paulina** invites **Leontes**, **Polixenes**, **Perdita**, **Florizel**, and **Camillo** to look at a statue of Hermione that she has had made. When Paulina draws back the curtain in front of the statue, everyone is stunned. The statue looks just like Hermione, and it seems so real that it might move. Leontes goes to touch the statue, but Paulina stops him. Paulina plays music and the statue comes to life. Hermione is reunited with her family. Leontes asks for forgiveness, and Perdita for her mother's blessing. (\*)>

When you reach a red asterisk in the synopsis (\*), say 'Whoosh!'. All characters in the centre should return to their original place in the circle.

## KEY THEMES

- Jealousy
- Friendship
- Innocence
- Forgiveness
- Love
- Deception/pretending
- Loss
- Time
- Growing up
- Compassion

## SESSION ONE: TELLING THE STORY

### Workshop aims and objectives:

- Engage with the literacy curriculum by exploring setting and character.
- Introduce the children to a new author.
- Introduce the children to Shakespearean language and names.
- Use drama to bring the story of *The Winter's Tale* to life, and explore beyond the realms of the text.
- Introduce the children to key characters in the story.
- Establish the children's place in the story.
- Begin to explore the following questions:
  - Why is Leontes angry?
  - Can this sad story be given a happy ending?

### Key NCOS covered by this workshop:

- Listen and respond appropriately to adults and their peers. (Spoken Language)
- Use relevant strategies to build their vocabulary. (Spoken Language)
- Participate in discussion about what is read to them, taking turns and listening to what others say. (Reading - Comprehension)
- Understand both the books they can already read accurately and fluently, and those they only listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher. (Reading - Comprehension)
  - listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently. (Reading -Comprehension)

### Activity 1.1: Introducing the Rope

⌚ 0-5 mins

This activity brings the group together with an opening ritual that will be repeated at the beginning of each session. It also marks out a space in which the story and the activities will unfold.

- Pass a rope around the circle until everyone is holding it at the same time. Lower the rope onto the floor to mark out a circular space in the centre.
- Rearrange the rope into the shape of a heart.

## Activity 1.2: Introducing the Story

⌚ 5 mins

The following activities begin to introduce the story of *The Winter's Tale* to the children, and encourage them to participate in the story to help the leader tell it.

- Point at the heart shape made in rope on the floor. Ask the children:
  - "Do you know what this is? Sometimes people send them to each other to say..." (Ask the children for suggestions of what people use a heart to say.) "Can you show me what people's faces look like when they are in love?" (Invite the children to make facial expressions that show love.) "What happens to the heart when people are in love?" (Wait for responses.) "The heart skips and dances for joy. Do you think our hearts can live without love?" (Wait for responses.) "There is love in this story. I'm going to make another shape now."
- Rearrange the rope into the shape of a head (like a profile on a coin). Ask the children:
  - "Do you know what it is? Inside here is your brain where you do all your thinking. Can you show me what people look like when they are using their brain to think?" (Invite the children to make facial expressions that show thinking.) "Can you show me what people look like when their brains are so full of thoughts it looks like they are going to explode?" (Wait for the children to show you.) "That reminds me of a King called Leontes. King of Sicilia."
- Tell the children:
  - "Our story begins in a land called Sicilia, and the land of Sicilia looked like this - the shape of a head. And I want you to meet Paulina, who lives there. When I turn around I will be Paulina."

## Activity 1.3: Meeting Paulina

⌚ 5 mins

- Go **into role** as Paulina by turning around (or leaving the circle) and picking up a handbag. Tell the children:
  - "I'm so glad you're here. I hope nobody in the Palace saw you come to my house? It's so good to have some help. I am used to sorting everything out myself round here, which is why I have a bag for emergencies. If the Queen is crying - boo hoo (pretend to cry) - then you can be sure Paulina will be there with a tissue." (Reach into your bag and pretend to produce a tissue. Bow a little and hold out your hand as if offering the tissue.) "Your majesty." (Change your voice slightly to indicate that you are responding as the Queen.) "Thank you, Paulina." (Return to being Paulina.) "If King Leontes is drinking a cup of tea and - yuck! - there's no sugar in it! Then you can be sure Paulina will have some." (Reach into your bag and pretend to produce some sugar. Bow a little and hold out your hand as if offering the sugar.) "Your majesty." (Change your voice slightly to indicate that you are responding as the King.) "Thank you, Paulina." (Return to being Paulina.) "My job is trusted servant to the Royal Family with special duties to Hermione the Queen - a bit like her closest friend. The reason you're here is because I've heard you are used to dealing with difficult stories." (If you previously followed the first half of this resource pack with the same group of children:) "You are the ones who spent time on the island with Prospero in the Tempest?" (Continue as before:) "Well, the story I am in is called The Winter's Tale and it is a very, very, very, very sad tale, and I need your help to make it more cheerful. I need your help to find a happy end because I've got nothing in my handbag that will do. If you are going to help me, then you need to listen to the sad part of the story. Just look me in the eyes if you are ready to listen. Good, because what I have got in my bag is something to help me tell it."

## Activity 1.4: Using Puppets to Introduce the Characters

⌚ 5 mins

➤ Have a set of puppets (or any objects) ready to represent the characters in *The Winter's Tale*. Tell the children:

➤ "Here is King Leontes..." (set the puppet/object representing Leontes down so that the children can see it) "...and his wife Queen Hermione, and she is expecting a baby." (Set down a puppet/object for each character. Attach the baby to Hermione, if possible.) "Here is King Polixenes. King Leontes and King Polixenes have been best friends since they were this high." (Hold your hand out a couple of feet from the ground to indicate that they were very young when they met.) "They would run around together as little boys having adventures, and now they are older and married and have their own countries to rule. You wouldn't think they would have time to enjoy themselves, but..." (Use the puppets/objects representing Leontes and Polixenes and pretend that they are galloping around on horses.) "Are you ready, Poll Head? Are you steady Leo Toe? Go! Gee up!"

## Activity 1.5: Persuading Polixenes to Stay

⌚ 5 mins

➤ Using the puppets/objects representing Leontes and Polixenes, have the two characters have the following conversation:

Polixenes: My dear friend, Leontes. I have had such a good time, but I need to go home.

Leontes: What?! Come on, don't be a spoil sport. We're having such a good time!

Polixenes: No, I really need to go home. I've been here for nine months and I need to get back to my Kingdom of Bohemia.

Leontes: Oh, we're having such a good time, though.

Polixenes: My wife is missing me.

Leontes: Just a few more days.

Polixenes: And I'm missing my little boy.

Leontes: Please – just a week!

Polixenes: Sorry.

➤ Tell the children (still in role as Paulina):

➤ "Leontes did not want Polixenes to go. When Leontes gets something into his head, he doesn't let go. I've been with this family for a very long time and I know them inside out. Leontes wouldn't let it go. He asked Hermione to persuade Polixenes to stay. She spoke to Polixenes. I don't know what she said, but - whatever those words were - Polixenes said..."

(Using the puppets/objects:)

Polixenes: Oh, all right. I'll stay just a bit longer.

Hermione: Thank you! My husband will be so pleased.

Polixenes: My pleasure.

## Activity 1.6: Leontes Becomes Angry and Jealous

⌚ 5 mins

- Still in role as Paulina, tell the children:
  - "You think that Leontes would have been happy about this, but oh no... Have a listen to the thoughts in his head..."
- Using the puppet/object representing Leontes:
  - "My best friend said no to me, but when she asked him to stay he said yes. My best friend said no to me, but when she asked him to stay he said yes. He loves her more than me, she loves him more than me."
- Ask the children:
  - "What is happening in his brain/head? What is happening in his heart?" (Wait for responses and discuss their thoughts.)

## Activity 1.7: Introducing Camillo

⌚ 5 mins

- Still in role as Paulina, tell the children:
  - "Oh dear, Leontes is getting an idea stuck in his head which could be very dangerous for everyone. In fact, this is what he did. He went straight to the other trusted servant of the royal family - there are just the two of us. The other one is a man called Camillo who has special responsibilities for the King, a bit like his close friend. He has a bag for emergencies, too. His is not like mine, it doesn't have flowers. Camillo's bag is a black briefcase and opens up like this." (**Mime** a briefcase opening.)
- Using puppets/objects to represent Camillo and Leontes, have the following conversation:
 

Leontes: Camillo, you have seen them together, haven't you?

Camillo: Err...

Leontes: You have seen Polixenes and Hermione together, haven't you?

Camillo: Yes.

Leontes: They love each other more than they love me. They hold hands and...

Camillo: I think you are wrong, your majesty.

Leontes: Don't tell me I'm wrong!

Camillo: But your majesty...

Leontes: No buts. I want you to put poison into a glass of wine and give it to Polixenes. The poison must be strong enough to kill him. If you do this, you will have one half of my heart, but if you don't I will split your heart in two. Will you do your duty?

- Tell the children (as Paulina):
  - "Oh dear. What does Camillo do? Well, he didn't believe the King, but he could not tell the King he was wrong. So he told Polixenes that Leontes wanted to poison him..."
- Using puppets/objects to represent Camillo and Polixenes, have the following conversation:
 

Polixenes: ...kill me?

Camillo: Yes, yes.
- Interject as Paulina:
  - "...and he opened his briefcase and gave him a ticket to sail back to his home in Bohemia."
- Go back to using the puppets/objects:
 

Polixenes: But what about you, Camillo?

Camillo: Oh, I'll survive somehow.

Polixenes: But Leontes said he would split your heart in two if you did not poison me. You'd better come with me.
- As Paulina:
  - "So they made their escape on a ship to the safety of Bohemia."

### Activity 1.8: Leontes Reacts

⌚ 5 mins

- Tell the children (in role as Paulina):
  - "If you ever go to Bohemia then you'll recognise it by its shape. This is the shape of Bohemia..." (Make a heart shape with your hands.) "When Leontes found out that Polixenes was still alive and he had escaped with Camillo to Bohemia well..." (Look so angry that you might explode.)
- Ask the children:
  - "Give me some words to tell me what's going on here..." (point to your head) "...and what's going on in here." (point to your heart)
  - Discuss their thoughts as a group.
- Tell the children:
  - "Leontes sent his wife Queen Hermione to prison. She was not going to run away like Camillo, like Polixenes. It was terrible in prison." (If possible, use a chair or stool as the bars on a prison door.) "The door was locked and there were metal bars on the window, which was so high up she could not see out of it."

## Activity 1.9: The Baby is Born

⌚ 5 mins

- Tell the children (in role as Paulina):
  - "In Sicilia there is a palace, and in the palace there is a prison, and in the prison there is Queen Hermione, and inside Queen Hermione there is a..." (Change your voice slightly to indicate that you are going into role as Hermione. Use the puppet/object representing Hermione.) "...baby with toes and fingers and a heart and head with eyes, ears and a little round nose. What sounds can the baby hear from the world outside?" (Wait for responses.) "Ow, Paulina! Baby is ready - ready to be born. (Separate the object representing the baby from the object representing Hermione.) "It's a girl! And her name is Perdita, which means 'lost'."
- Put down the puppets/objects, and turn away from the children to pick up a cloak. Hold the cloak as a bundle and pretend that it is a baby. In role as Paulina:
  - "Oh, your majesty - let me hold the baby for you. I think I know what we can do, your majesty, to make things better. Oh, what a lovely name - Perdita. When the King sees you, you beautiful little baby, then surely it will do something to his heart... Oh, don't cry - here, look what Paulina's got for you in her bag... Yes, when Leontes sees you he will let go of all those stupid thoughts in his head. Because your mummy Hermione has done nothing wrong and you have done nothing wrong."
- Tell the children:
  - "So that was my plan. I would show her to King Leontes and his heart would surely melt and he would say sorry to everyone."

## Activity 1.10: Leontes Meets the Baby

⌚ 5 mins

- Tell the children (in role as Paulina):
  - "I took the baby to King Leontes and told him to stop all this raging and accusing and hurting and to let Hermione out of prison and to look at his baby daughter. He shouted at me to get out. Oh, I didn't mind that - I just wanted all this nonsense to stop. Which is why I left the baby. Because, when you see that smile, you can't help but smile back..." (To 'Leontes':) "Yes, your majesty - I'm going."
  - "But this is how he looked at the baby..." (Look very angry.) "...and he said... What do you think he is going to say?" (Wait for responses.) "He said 'Get rid of this brat!' and he ordered a servant to take the baby and get it away from him out of the palace, out of Sicilia. And the servant said 'Come on, poor babe' and carried her away from the angry King."
  - "Well, that plan didn't work - did it? I thought the King would see sense once he saw his newborn daughter. But he was so angry. He just sees what he wants to see and he won't even look at his daughter. How could anyone do that to a baby? But there was nothing else I could do for the poor little thing. I needed to look after Queen Hermione."

## Activity 1.11: The Trial

⌚ 5 mins

- Tell the children (in role as Paulina):
  - "King Leontes dragged Hermione out of prison and – in front of everyone – accused her of being in love with Polixenes – which is rubbish – and accused all of them of plotting to kill him! Which is rubbish. Most people I know would have burst into tears, but not Queen Hermione. Oh, no. She stood there proud and said she was innocent and she would let the Gods be her judge. I was so proud of her. Oh yes, well, King Leontes had sent a messenger to go to the Temple of the God Apollo to find out what the Gods said about Hermione and the others. We believe that the Gods see everything and what they see is written down in an oracle – like this." (Show the children a scroll – a rolled up piece of paper.) "King Leontes ordered the oracle to be opened." (Unroll the scroll and pretend to read from the paper:) "Hermione is innocent; Polixenes blameless; Camillo a true subject; Leontes a jealous tyrant: and the King shall live without an heir if that which is lost be not found."
  - "Everyone in Sicilia was smiling. This was good news indeed! Hermione looked so relieved! I thought – well, now we can begin to repair the damage that has been done. But oh no. Leontes looks at the oracle and says 'this cannot be true, even the oracle is against me' and then he did this..." (Tear up the oracle.) "At that point I heard thunder in the sky. It was too much for Hermione's heart. She hit the floor and I looked at Leontes and shouted at him 'Look down and see what death is doing!' He said 'Take her away, she will recover!' No, no, no – it's not that easy. It's not that quick. You can't recover from this just like that. I went back to the King and told him his Queen was dead and I cursed his wild tyranny! I lost my temper and shouted at the King – for that I should have been put in prison at least, if not killed."

## Activity 1.12: Paulina Enlists the Help of the Story Fixers (the Children)

⌚ 5 mins

- Tell the children (in role as Paulina):
  - "He looked like a broken man with a broken heart. His anger had cost him his family. He said that he deserved everything that I had shouted at him. I have forgiven him, but I don't know whether he will ever forgive himself. My work has just begun, and so has yours. We need to turn this sad tale into a happy tale. It's going to be hard work and it will take time. Will you help me? You will need to leave Sicilia and find out what happens to baby Perdita, and then maybe we can meet again back here and I'll tell you more about my plan. I won't say anything else except 'Mum's the word'!"
  - "You need to make sure you leave my house without being seen or heard. You will have to go around the outside of the palace. If anybody sees you, then freeze and pretend you're a statue. Oh, that's just given me an idea... And when the danger has gone, make your escape."

## Activity 1.13: Closing Ritual

⌚ 0-5 mins

This activity brings the session to a close with a ritual that will be repeated at the end of each workshop.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

## SESSION TWO: FINDING THE BABY

### Workshop aims and objectives:

- To introduce the children to the Shepherd.
- To establish that the children have an important role in the telling of the story.
- To explore the following questions:
  - What happened to Perdita after Leontes sent her away?
  - Is it right to keep Perdita's story a secret from her?

### Key NCOS covered by this workshop:

- speak audibly and fluently with an increasing command of Standard English. (Spoken Language)
- give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings. (Spoken language)
- develop pleasure in reading, motivation to read, vocabulary, and understanding by:
  - recognising and joining in with predictable phrases.
  - being encouraged to link what they read or hear to their own experiences. (Reading – Comprehension)

The Story Fixers (the Children) have been asked by Paulina to find out what has happened to baby Perdita. They will need to follow Perdita's progress and adventures in Bohemia, and report back to Paulina, who is in Sicilia hiding Hermione from the court.

### Activity 2.1: Story Whoosh

⌚ 10-15 mins

This activity reminds the group of the story and characters of the play that they have heard about so far. It engages the children by having them act out the scenes themselves.

Using the synopsis on page 3:

- Ask the children to form a circle.
- Begin to read the synopsis aloud. Whenever a character or important object is named (highlighted in the synopsis in **bold text**), indicate that the next person to the left go into the centre of the circle and perform an action or pose that represents the named person/object. The characters represented in the centre of the circle should interact with each other and alter their action/pose (where relevant) as new characters join the scene, and as new events are described by the leader.

When you reach a red asterisk (\*), say 'Whoosh!'. All characters in the centre should return to their original place in the circle.

- Continue to read the synopsis, and invite the next person to the left to go into the centre of the circle when another character/object is named.
- Continue this process until you reach the end of the paragraph that reads: 'The court believes Hermione is dead'.

## Activity 2.2: Introducing the Rope

⌚ 0-5 mins

This activity brings the group together with the opening ritual that is repeated at the beginning of each session. It also marks out a space in which the story and the activities will unfold.

- Pass a rope around the circle until everyone is holding it at the same time. Lower the rope onto the floor to mark out a circular space in the centre.
- Rearrange the rope into the shape of a heart. This shape represents Bohemia – the country in which Sessions Two, Three, and Four are all set.

## Activity 2.3: Call and Response

⌚ 0-5 mins

This activity adds to the opening ritual by teaching the children some words from Shakespeare's text.

- Teach the children the following lines. Lead the exchange as **a call and response** exercise:
 

Teacher: Come now, pray sit you by us, And tell's a tale.  
   Children: Merry or sad shall't be?  
   Teacher: As merry as you will.  
   Children: A sad tale's best for winter.  
   Teacher: Let's have that.

## Activity 2.4: In Role as the Shepherd Finding the Baby

⌚ 10-15 mins

This activity begins to show the children the power they have in determining how the story of *The Winter's Tale* will unfold. They relay the story of the play so far to the Shepherd and help him decide what to do next.

- Show the children a cloak and tell them that Perdita has been wrapped up in it, taken away from Sicilia, and left in Bohemia with a box of gold coins. Place the bundled cloak in the centre of the circle.
- Tell the children:
  - "*Here is baby Perdita in Bohemia with a box of gold coins. Now I'm going to show you the person who found the baby. He is a poor shepherd who is counting his sheep.*"
- Leave the circle and stand at the side of the room. Put on a hat to represent the Shepherd (with a flower or piece of corn attached, if possible). Walk back into the centre of the room **in role** as the Shepherd:
  - "*I have lost one of my sheep. I need to look for it.*" (Look for a sheep in the room. Spot the 'baby' in the centre of the circle.) "*What is this? There's gold here, too. This baby must belong to very rich people, but I don't know anything about her or why she has been left here.*"
- Invite the children to speak directly to you as the Shepherd. Encourage them to tell you the story of what has happened to the baby:
  - "*Can you tell me anything about this baby?*" (As you hear their story, decide as the Shepherd that you can't take the baby back and that you will need to bring her up yourself.)

- ▶ Ask the children for advice about how to care for the baby:
  - ▶ "Oooh, the baby is crying! What do I do to calm her down?" (Put the 'baby' in the hands of the children. Watch what they do and pretend to learn from them.)
  - ▶ "Well, I've got all this gold - what does the baby need?" (You could suggest that your house is small and cold and have the children think about the right environment for a baby.)
- ▶ Tell the children:
  - ▶ "I'll keep who the baby is a secret. I won't tell anyone where she comes from - nobody needs to know. I'll look after her as my own. She'll have a fresh start. Will you help keep Perdita's past a secret?" (Wait for a response.)
  - ▶ "Where would be a good place to hide the cloak?" (Listen to the children's suggestions and hide the cloak.)

### Activity 2.5: Reflection Out of Role

⌚ 5-10 mins

This activity gives the children an opportunity to think carefully about what they are doing, and to share their thoughts with the rest of the group.

- ▶ Remove your hat to indicate that you are no longer in character as the Shepherd. Out of role, ask the children:
  - ▶ "Do you think it's right to keep all this a secret from Perdita?" (Listen to the children's responses and discuss their thoughts as a group.)

### Activity 2.6: Message from Paulina to the Story Fixers

⌚ 0-5 mins

This activity provides a summary for the session by having Paulina and the Story Fixers tell each other about their progress.

- ▶ Go **into role** as Paulina by picking up the handbag introduced in Session One. Ask the children:
  - ▶ "Have you found Perdita? How is she?"
- ▶ Tell the children:
  - ▶ "I am keeping Hermione hidden in my house. The king nearly saw her yesterday but luckily she was able to distract him."

### Activity 2.7: Closing Ritual

⌚ 0-5 mins

This activity brings the session to a close with the ritual that is repeated at the end of each workshop.

- ▶ Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

## SESSION THREE: GROWING UP

### Workshop aims and objectives:

- To introduce the children to Perdita.
- To further underline that the children play an important role in the telling of the story.
- To explore the following questions:
  - What does it feel like to attend the May Fayre in Bohemia?
  - What has happened to Perdita since we last saw her as a baby?
  - Should Perdita listen to her heart or her head?

### Key NCOS covered by this workshop:

- consider and evaluate different viewpoints, attending to, and building on the contributions of others. (Spoken Language)
- use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. (Spoken Language)
- develop pleasure in reading, motivation to read, vocabulary, and understanding by:
  - being encouraged to link what they read or hear read to their own experiences. (Reading - Comprehension)

### Activity 3.1: Story Whoosh

⌚ 10-15 mins

This activity introduces the group to the story and characters of the play, and engages the children by having them act out the scenes themselves.

Using the synopsis on page 3:

- Ask the children to form a circle.
- Begin to read the synopsis aloud. Whenever a character or important object is named (highlighted in the synopsis in **bold text**), indicate that the next person to the left go into the centre of the circle and perform an action or pose that represents the named person/object. The characters represented in the centre of the circle should interact with each other and alter their action/pose (where relevant) as new characters join the scene, and as new events are described by the leader.
- When you reach a red asterisk (\*) in the synopsis (\*), say 'Whoosh!'. All characters in the centre should return to their original place in the circle.
- Continue to read the synopsis, and invite the next person to the left to go into the centre of the circle when another character/object is named.
- Continue this process until you reach the sentence that ends: "...having been raised by a Shepherd and his son in Bohemia."

### Activity 3.2: Passing the Rope

⌚ 0-5 mins

This activity brings the group together with the opening ritual that is repeated at the beginning of each session. It also marks out a space in which the story and the activities will unfold.

- Pass a rope around the circle until everyone is holding it at the same time. Lower the rope onto the floor to mark out a circular space in the centre.
- Rearrange the rope into the shape of a heart. This shape represents Bohemia – the country in which Sessions Two, Three, and Four are all set.

## Activity 3.3: Call and Response

⌚ 0-5 mins

This activity adds to the opening ritual by having the children speak some words from Shakespeare's text.

- Lead the following exchange as a **call and response** exercise:

Teacher: Come now, pray sit you by us, And tell's a tale.

Children: Merry or sad shall't be?

Teacher: As merry as you will.

Children: A sad tale's best for winter.

Teacher: Let's have that.

- Tell the children:

- *"We are the keepers of the Shepherd's secret; we must not tell anyone about Perdita until the Shepherd thinks it is the right time."*

## Activity 3.4: Time Passing

⌚ 0-5 mins

In this activity, the children are encouraged to link their own experiences of growing up to those of Perdita.

- Tell the children:

*"Perdita has grown up thinking that the Shepherd is her father and knowing nothing of her past. She is now sixteen years old."*

- Talk to the children about Perdita growing up and link it to the passing of the seasons so that we get a sense of the outdoor life which she would be leading as the daughter of the shepherd. (Bohemia is a much more rural setting than Sicilia.)
- Have the children communicate their own memories of growing up through **freeze frames**.
- Draw the "seasons passing" on the outside of the cloak in preparation for Perdita to wear for the May Fayre.

## Activity 3.5: Meeting Perdita as the May Queen

⌚ 10-15 mins

This activity involves the children enacting the May Fayre and having their first encounter with Perdita as a young woman.

- Have the children create the May Fayre around the edge of the circle using **mime**. Some children could be running stalls selling food, ribbons, or colourful accessories for the festivities. There might also be a sheep-shearing competition and a May dance.
- While the children **mime** the various parts of the fayre, leave the circle and go to the edge of the room. Put on Perdita's cloak and go into role as Perdita.
- Walk around the 'fayre'. Talk to the people at the fayre (the children running the stalls), and welcome them to the festivities.

➤ Tell the children:

➤ "I feel like a Queen, but this is just for one day... There's a man I have fallen in love with and he loves me. He is called Florizel. In fact, today he asked me to marry him and I said I needed to get my father's permission. My father, the dear old Shepherd, said yes. But my father doesn't know who Florizel really is. If I told you, would you keep it a secret?" (Wait for a response.) "How do I know I can trust you?" (Wait for a response.) "Florizel is rich - very rich. His father is the richest man in the land. His father is the King of Bohemia. King Polixenes! I keep telling Florizel this is a stupid idea because a prince cannot marry the daughter of a shepherd. But Florizel says it will be all right. I don't know though. Would my father say yes if he knew who Florizel was? And what would the King say? Florizel is not going to tell him. But surely he will find out one day? My heart is saying one thing but my head is saying another."

### Activity 3.6: Reflection Out of Role

⌚ 5-10 mins

This activity gives the children an opportunity to think carefully about what they are doing, and to share their thoughts with the rest of the group.

➤ Remove your cloak to communicate that you are no longer in character as Perdita. Out of role, ask the children:

➤ "Should Perdita listen to her heart or her head?" (Listen to the children's responses and discuss their thoughts as a group.)

### Activity 3.7: Letter From Paulina to the Story Fixers

⌚ 0-5 mins

This activity brings the session to a close by having the Story Fixers reflect on their progress and think about what might happen next.

➤ Pick up a piece of paper (with writing on) and show it to the children. Tell them:

➤ "Story Fixers - Paulina has sent you a letter!"

➤ Tell the children what is written in the letter:

➤ "Paulina is saying that she has not heard from you for a long time - sixteen years - and she wants to know what Perdita is like and any more news about her. Paulina also tells you that she thinks Leontes is ready to meet Hermione because he has never forgotten what he has done to her and refuses to remarry. He longs to see his lost daughter and wonders if she is alive. He would love to make up with Polixenes and see his trusted servant Camillo. He has become a wiser king. She's sent a message to Camillo to contact you - he may need your help as well."

### Activity 3.8: Closing Ritual

⌚ 0-5 mins

This activity brings the session to a close with the ritual that is repeated at the end of each workshop.

➤ Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

## SESSION FOUR: PROTECTION FROM AN EXPLOSIVE TEMPER

### Workshop aims and objectives:

- To introduce the children to Camillo.
- To have the children take on the role of a character to help tell the story.
- To explore the following questions:
  - Why does Camillo need help?
  - Is it time to tell Perdita about her identity?

### Key NCOS covered by this workshop:

- articulate and justify answers, arguments, and opinions. (Spoken Language)
- understand both the books they can already read accurately and fluently and those they listen to by:
  - discussing the significance of the title and events. (Reading – Comprehension)
  - predicting what might happen on the basis of what has been read so far. (Reading – Comprehension)

### Activity 4.1: Story Whoosh

⌚ 10-15 mins

This activity introduces the group to the story and characters of the play, and engages the children by having them act out the scenes themselves.

Using the synopsis on page 3:

- Ask the children to form a circle.
- Begin to read the synopsis aloud. Whenever a character or important object is named (highlighted in the synopsis in **bold text**), indicate that the next person to the left go into the centre of the circle and perform an action or pose that represents the named person/object. The characters represented in the centre of the circle should interact with each other and alter their action/pose (where relevant) as new characters join the scene, and as new events are described by the leader.
- When you reach a red asterisk in the synopsis (\*), say 'Whoosh!'. All characters in the centre should return to their original place in the circle.
- Continue to read the synopsis, and invite the next person to the left to go into the centre of the circle when another character/object is named.
- Continue this process until you reach this sentence: 'Nobody at the feast knows that Florizel is actually a Prince'.

### Activity 4.2: Passing the Rope

⌚ 0-5 mins

This activity brings the group together with the opening ritual that is repeated at the beginning of each session. It also marks out a space in which the story and the activities will unfold.

- Pass a rope around the circle until everyone is holding it at the same time. Lower the rope onto the floor to mark out a circular space in the centre.
- Rearrange the rope into the shape of a heart. This shape represents Bohemia – the country in which Sessions Two, Three, and Four are all set.

## Activity 4.3: Call and Response

⌚ 0-5 mins

This activity adds to the opening ritual by having the children speak some words from Shakespeare's text.

- ▶ Lead the following exchange as a **call and response** exercise:

Teacher: Come now, pray sit you by us, And tell's a tale.

Children: Merry or sad shall't be?

Teacher: As merry as you will.

Children: A sad tale's best for winter.

Teacher: Let's have that.

- ▶ Tell the children:

▶ *"We are the keepers of the Shepherd's secret; we must not tell anyone about Perdita until the Shepherd thinks it is the right time."*

## Activity 4.4: In Role as Camillo

⌚ 5-10 mins

This activity follows directly on from the end of the last session. It introduces the children to Camillo and continues the story.

- ▶ Go **into role** as Camillo by picking up (or **miming**) a briefcase. Tell the children:

*"Oh dear, oh dear. I'm not sure you can help me. I think it may be too late. The King – King Polixenes – is in a rage. He has just heard that his son, Prince Florizel, has fallen in love with a shepherd's daughter and, well, he looked like this..."* (Show the children a very angry face expression.) *"I can see that you know what thoughts are going round in his head. I can see that you would know what is happening to his heart. But it's worse than that. Florizel has actually married this shepherdess Perdita without his father's permission.*

*"King Polixenes is threatening to kill Perdita's father for allowing it to happen. He is only a shepherd. Oh dear, I think the King is boiling up inside. And then Polixenes threatens to send his son away forever. He is probably past boiling point! If I don't do something the King will explode – I've seen it happen before. Not with this King but another one, a long time ago. Oh, it's a long story but it did not end well. I need to protect Prince Florizel and this Perdita from King Polixenes' temper. Tell me – how could I protect them?"* (Have a conversation with the children about how to protect Florizel and Perdita. The children might suggest sending the couple away from Bohemia.)

*"I once protected King Polixenes from his best friend King Leontes, you know. Leontes wanted me to poison Polixenes, but I didn't do it. I warned Polixenes instead and we both escaped on a ship. Maybe I need to tell Florizel and Perdita to sail to Leontes. I've heard he has changed – is that true?"* (Ask the children how they would describe Leontes.) *"I miss my home. I would like to go back there."*

*That's Florizel and Perdita safe from Polixenes at the moment, but I need to protect the poor old Shepherd. Polixenes has said that he would kill him. I need to talk to him."*

**Activity 4.5: Out of Role and Preparing the Children to Go into Role as the Shepherd**

⌚ 0-5 mins

This activity helps the children to go into role as the Shepherd.

- Put down your briefcase to indicate that you are no longer in role as Camillo. Tell the children:
  - *"The Shepherd did not know that Florizel is the son of King Polixenes. He would never have said yes to the marriage if he had known. But it's too late and King Polixenes wants to kill him. Where does he hide?"* (Wait for the children to make suggestions. You might suggest: Under the stairs? In the barn? Among his sheep?) *"Could you all be the shepherd and get into a hiding position. I'll be Camillo who finds you."*

**Activity 4.6: Camillo Confronts the Shepherd**

⌚ 0-5 mins

This activity gives the children the opportunity to participate in the story as a character. It also involves the children recounting the story so far to Camillo.

- Pick up your briefcase to indicate that you are going back **into role** as Camillo. Wait until the children are 'hiding'. **In role**, tell the children:
  - *"Come out, Shepherd, I can hear your teeth chattering with fear, I can hear your heart beating with terror. Don't be afraid - I'm not going to kill you. I want to help you. My name is Camillo. It must have been a real shock to find out that your daughter has married the Prince and I'm sure you would not have given your permission for them to marry had you known. However, I can see that Florizel is in love with your daughter; so I just want to find out more about her. Why is Florizel so in love with her?"* (The children will probably want to tell Perdita's story straight away. Camillo can unpick the story and ask to see the cloak.)
- Ask the children:
  - *"Does your daughter know about her past?"*
  - *"Why did you keep her identity a secret?"*
- Wait for the children to respond to each question. Tell them:
  - *"I think you should tell her now."*

**Activity 4.7: Reflection Out of Role**

⌚ 5-10 mins

This activity gives the children an opportunity to think carefully about what they are doing, and to share their thoughts with the rest of the group.

- Set down your briefcase to indicate that you are no longer **in role** as Camillo. Out of role, ask the children:
  - *"How do you think Perdita will react?"* (Listen to the children's responses and discuss their thoughts as a group.)
  - Invite the children to show you what Perdita might look like when she finds out the truth (through facial expression, body language, **mime**, etc.).
  - *"She now knows that she is Princess of Sicilia."*

**Activity 4.8: Letter from Paulina to the Story Fixers** 0-5 mins

This activity brings the session to a close by having the Story Fixers reflect on their progress and think about what might happen next.

- Pick up a piece of paper (with writing on) and show it to the children. Tell them:
  - "Story Fixers – Paulina has sent you another letter!"
- Tell the children what is written in the letter:
  - "Paulina wants you Story Fixers to come to her house in Sicilia. Preparations need to be made to show Hermione to Leontes. There are directions for the Story Fixers to get to her house without being seen."

**Activity 4.9: Closing Ritual** 0-5 mins

This activity brings the session to a close with the ritual that is repeated at the end of each workshop.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

## SESSION FIVE: HELPING PAULINA

### Workshop aims and objectives:

- To have the children work closely with Paulina to give the story a happy ending.
- To begin to bring the story to a close.
- To explore the following questions:
  - How have Hermione's and Leontes' lives changed since before the beginning of the story?
  - How might Paulina and the Story Fixers give the story a happy ending?

### Key NCOS covered by this workshop:

- gain, maintain, and monitor the interest of the listener(s). (Spoken Language)
- select and use appropriate registers for effective communication. (Spoken Language)
- understand both the books they can already read accurately and fluently and those they listen to by:
  - explaining clearly their understanding of what is read to them. (Reading - Comprehension)

### Activity 5.1: Story Whoosh

⌚ 10-15 mins

This activity introduces the group to the story and characters of the play, and engages the children by having them act out the scenes themselves.

Using the synopsis on page 3:

- Ask the children to form a circle.
- Begin to read the synopsis aloud. Whenever a character or important object is named (highlighted in the synopsis in **bold text**), indicate that the next person to the left go into the centre of the circle and perform an action or pose that represents the named person/object. The characters represented in the centre of the circle should interact with each other and alter their action/pose (where relevant) as new characters join the scene, and as new events are described by the leader.
- When you reach a red asterisk in the synopsis (\*), say 'Whoosh!'. All characters in the centre should return to their original place in the circle.
- Continue to read the synopsis, and invite the next person to the left to go into the centre of the circle when another character/object is named.
- Continue this process until you reach the sentence: 'The Shepherd and Clown have realised they need to tell Polixenes that Perdita is not really the Shepherd's daughter'.

### Activity 5.2: Passing the Rope

⌚ 0-5 mins

- This activity brings the group together with the opening ritual that is repeated at the beginning of each session. It also marks out a space in which the story and the activities will unfold.
- Pass a rope around the circle until everyone is holding it at the same time. Lower the rope onto the floor to mark out a circular space in the centre.
- Rearrange the rope into the shape of a head. This shape represents Sicilia – the country in which Sessions Five and Six are both set.

## Activity 5.3: Call and Response

⌚ 5-10 mins

This activity adds to the opening ritual by having the children speak some words from Shakespeare's text.

- ▶ Lead the following exchange as a **call and response** exercise:

Teacher: Come now, pray sit you by us, And tell's a tale.

Children: Merry or sad shall't be?

Teacher: As merry as you will.

Children: A sad tale's best for winter.

Teacher: Let's have that.

## Activity 5.4: Remembering Hermione

⌚ 5-10 mins

This activity provides an opportunity for the children to imagine what Hermione and Leontes' life might have been like before the story began.

- ▶ Explain to the children that they are going to help Paulina keep the memory of Hermione alive by making portraits of the Queen in happier times.
- ▶ Invite the children to create pictures with their bodies through **freeze frames**:
  - ▶ Leontes and Hermione getting married
  - ▶ Leontes and Hermione on holiday
  - ▶ Leontes and Hermione entertaining guests at a feast
  - ▶ Leontes dancing with Hermione at a ball
- ▶ You could now go **into role** as Paulina and have the children show these portraits back to you. You (as Paulina) could then tell them what you remember about the occasions shown in the portraits. For example: "*Everyone looked on them as the perfect couple. Who would have thought we would end up here? Which is why I need you, Story Fixers.*"

## Activity 5.5: Confronting the King

⌚ 5-10 mins

This activity provides an opportunity for the children to compare Leontes, and Hermione's former happiness with the sorrow and repentance now felt by Leontes as a result of his behaviour, and it also encourages them to think carefully about Paulina's actions.

- ▶ Still **in role** as Paulina, tell the children:
  - ▶ "*Those portraits remind the King of what he has lost, but there are some other portraits that I show the King to make sure he doesn't forget what he has done. They are very difficult for him to look at, but if he is going to change then he needs to look at them every day.*"
- ▶ Invite the children to make **freeze frames** of the following scenes:
  - ▶ King Leontes shouting at Hermione
  - ▶ King Leontes pointing at his best friend Polixenes and telling Camillo to poison him
  - ▶ King Leontes tearing up the oracle
  - ▶ King Leontes saying horrible things to Hermione in front of everyone.

- You might talk to the children (in role as Paulina) about how King Leontes reacts when he sees himself like this. Alternatively, you could **mime** how the King might react when he sees these pictures (sorry and repentant).
- Indicate the children that you are no longer in role as Paulina (or King Leontes). Ask the children:
  - "What is Paulina trying to teach the King? Why is she doing this?"

### Activity 5.6: Keeping Hermione Hidden

⌚ 5-10 mins

In this activity, the children help Paulina to enact her plan and are given opportunities to make suggestions as to how Hermione might be hidden from Leontes.

- Explain to the children that their next task is to help Paulina keep Hermione hidden away from Leontes. Ask the children:
  - "What could Hermione dress up as so nobody knows it is her?"
  - "If the King calls at her door, where can Hermione hide?"
- Listen to the children's suggestions for disguises and hiding places around the house. Discuss their thoughts.

### Activity 5.7: Reporting Back to Paulina on Perdita

⌚ 0-5 mins

This activity summarises the children's findings so far by having them explain what they have learned about Perdita over the past few workshops.

- Go **into role** as Paulina by picking up the handbag. Invite the children to tell you what they found out about Perdita during the time they spent in Bohemia.
  - "What did you find out about Perdita while you were in Bohemia? How is she?" (Keep asking questions until the children reveal that Perdita is Hermione's and Leontes' daughter.)
  - "Now is the time to reveal Hermione. Would you like to meet her? I think Perdita would like to meet Hermione, too."

### Activity 5.8: Closing Ritual

⌚ 0-5 mins

This activity brings the session to a close with the ritual that is repeated at the end of each workshop.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

## SESSION SIX: MEETING HERMIONE

### Workshop aims and objectives:

- To have the children work closely with Paulina to give the story a happy ending.
- To have the children (and Perdita) meet Hermione.
- To bring the story to a close.
- To explore the following questions:
  - How could/should the story end?
  - Does the story have a happy ending?

### Key NCOs covered by this workshop:

- listen and respond appropriately to adults and their peers. (Spoken Language)
- understand both the books they can already read accurately and fluently and those they listen to by:
  - making inferences on the basis of what is being said and done. (Reading – Comprehension)
  - predicting what might happen on the basis of what has been read so far. (Reading – Comprehension)
- explaining clearly their understanding of what is read to them. (Reading – Comprehension)

### Activity 6.1: Story Whoosh

⌚ 10-15 mins

This activity introduces the group to the story and characters of the play, and engages the children by having them act out the scenes themselves.

Using the synopsis on page 3:

- Ask the children to form a circle.
- Begin to read the synopsis aloud. Whenever a character or important object is named (highlighted in the synopsis in **bold text**), indicate that the next person to the left go into the centre of the circle and perform an action or pose that represents the named person/object. The characters represented in the centre of the circle should interact with each other and alter their action/pose (where relevant) as new characters join the scene, and as new events are described by the leader.
- When you reach a red asterisk in the synopsis (\*), say 'Whoosh!'. All characters in the centre should return to their original place in the circle.
- Continue to read the synopsis, and invite the next person to the left to go into the centre of the circle when another character/object is named.
- Continue this process until you reach the sentence: 'Perdita is a princess!'.

### Activity 6.2: Passing the Rope

⌚ 0-5 mins

This activity brings the group together with an opening ritual that is repeated at the beginning of each session. It also marks out a space in which the story and the activities will unfold.

- Pass a rope around the circle until everyone is holding it at the same time. Lower the rope onto the floor to mark out a circular space in the centre.
- Rearrange the rope into the shape of a head. This shape represents Sicilia – the country in which Sessions Five and Six are both set.

## Activity 6.3: Call and Response

⌚ 0-5 mins

This activity adds to the opening ritual by having the children speak some words from Shakespeare's text.

- Lead the following exchange as a **call and response** exercise:

Teacher: Come now, pray sit you by us, And tell's a tale.

Children: Merry or sad shall't be?

Teacher: As merry as you will.

Children: A sad tale's best for winter.

Teacher: Let's have that.

## Activity 6.4: Children Help Hermione be a Statue

⌚ 5-10 mins

This activity ensures that the children feel directly involved in the process of giving the story of *The Winter's Tale* a happy ending.

- Indicate to the children that you are going **into role** as Paulina. Tell the children:

➤ "Story Fixers - your job is nearly at an end! Today we will be carrying out the most delicate part of 'Operation Happy Ending'. I have decided that I need to have Hermione and Leontes in the same room together, but I want to make sure that it will definitely work. I will present Hermione as a statue and see how Leontes reacts. But first, I'm going to need your help..."

- Ask the children:

➤ "How could Hermione pretend to be a statue?" (Wait for the children to respond.) "What's the best position to stand still in? Can you show me?" (Wait for the children to show you.) "How could Hermione breathe without looking like she's breathing? Will she need to keep her eyes still?" (Continue asking questions like these until the group has agreed upon the ideal statue position.)

- Tell the children:

➤ "Wonderful - thanks, Story Fixers! I'll use your advice to instruct Hermione."

## Activity 6.5: Children Help Paulina Create the Ceremony

⌚ 10-15 mins

This activity gives the children an opportunity to plan out the ceremony in which Hermione and Leontes will be reunited, and allows the children to revisit **freeze frames** they created during the previous session.

- **Still in role** as Paulina, tell the children:
  - "Everything is in place for the big reunion. There are just a few more things I need you Story Fixers to help me with. We need to create a gallery of pictures of the happier days of Leontes, and Hermione's past. The King will walk past these pictures with Perdita and Florizel on his way to the ceremony."
- Have the children select some of the **freeze frames** they created in Activity 5.4, and encourage them to plan the route that Leontes, Perdita, and Florizel will take through the 'gallery' (around the classroom) on their way to the ceremony. Have the children position themselves (in their freeze frames) along the route as though they are paintings hanging on the walls of the palace.
- Decide as a group where the statue will be placed, and what will be said to the King when he reaches the statue.

## Activity 6.6: Paulina Tells them about Everybody Reuniting

⌚ 5-10 mins

- This activity brings *The Winter's Tale* to a close, and allows the children to witness the final moments of the story themselves.
- **In role** as Paulina, tell the children:
  - "While we are waiting for King Leontes to arrive, let me tell you about what happened when everyone was brought together at the Sicilian court. Well, the Shepherd and Clown arrived with the box of gold coins they found with Perdita when she was just a baby, and everybody realised that Perdita must be the lost daughter of King Leontes and Queen Hermione! Father was reunited with daughter... It was a wonderful moment. Then Perdita learned of her mother's death, which was -" (Stop speaking suddenly, look behind the children, and gasp.) "The King has arrived! We must all get into place for the unveiling of the statue."
- Encourage the children to form a semicircle. Stand before the children and adopt the position that was agreed on in Activity 6.4. Stand very still and hold the statue position for a few moments. 'Come to life' by slowly moving out of the statue position.
- Discuss the ending of the story with the children:
  - "How might Leontes feel? How might Hermione feel? How might Perdita feel? Did Paulina's plan work? Is it a happy ending?"

## Activity 6.7: Closing Ritual

⌚ 0-5 mins

This activity brings the session to a close with the ritual that has been repeated at the end of each workshop.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.



[york.ac.uk/leeds-meets-shakespeare](http://york.ac.uk/leeds-meets-shakespeare)