

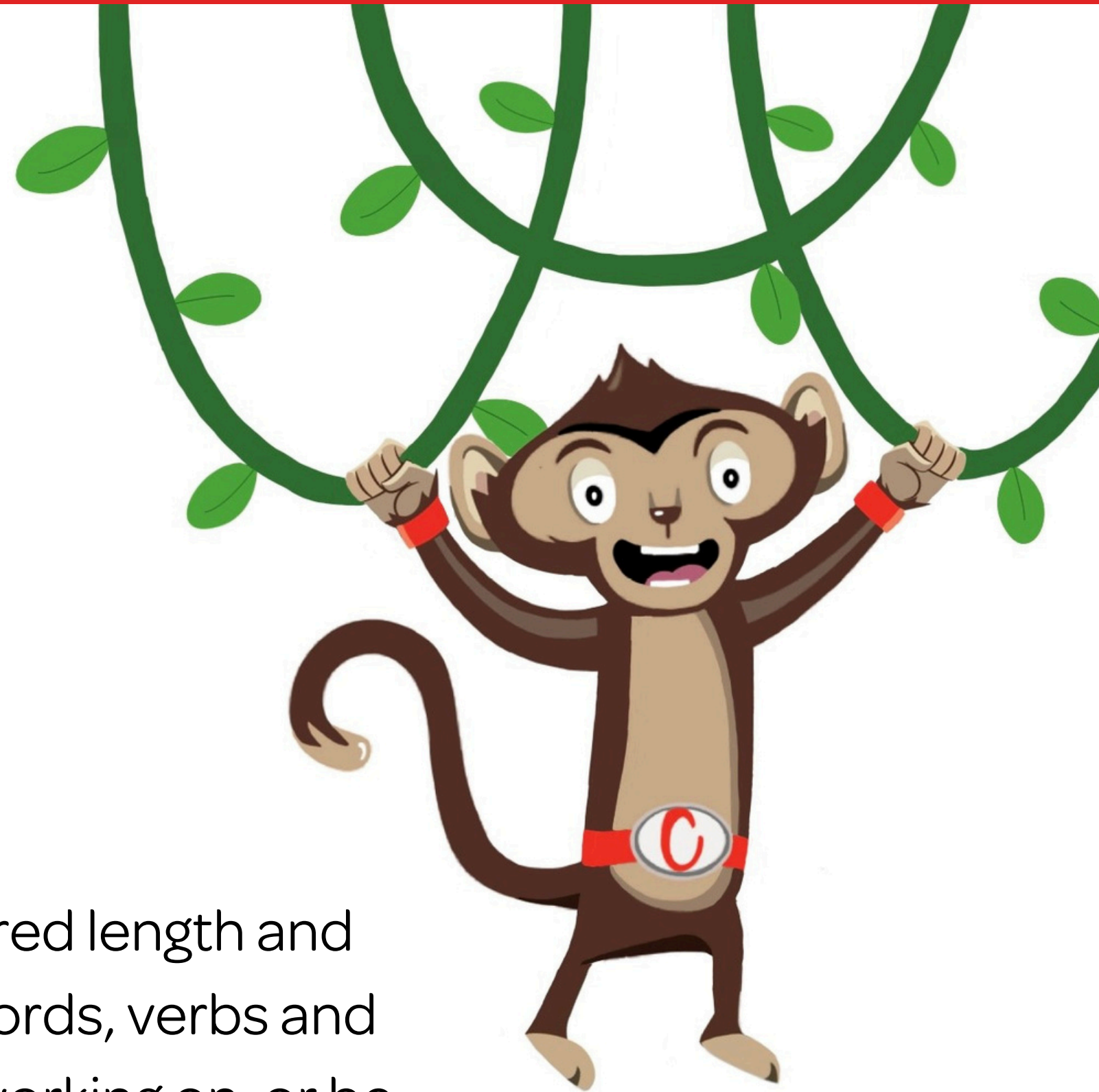
Mime Story



Lively Lesson



5-10 minutes +



Instructions

Read out a story or a chapter of a desired length and the pupils have to actively act along words, verbs and phrases. Can be a story the class are working on, or be a new story suitable to the activity.

Health & Safety

- Ensure floors are clear of trip hazards before taking part in any activity
- Ensure pupils leave stationary on the table
- Remind pupils of their own spatial awareness
- Give clear instructions.

Teacher Tips

This activity is suited to all ages.

Foundation : Can use nurse rhymes to create active stories

Key Stage 1: Can act out stories they are familiar with or working with. May be carried out as a whole class activity or in reading groups.

Key Stage 2: Pupils could potentially work in groups and perform their short mime to the class, where the pupils could make up their own stories or anecdotes relative to a topic. Length of session will be longer.



Mime Story

Turn your nursesey rhymes or stories into active stories, while reading out loud, think of different actions pupils can do to mimic the story. This can be a section of a book the whole class are reading or a new story suitable to the activity. Below are a few examples you could try. Ask pupils to remain standing for this activity and encourage them to use their imaginations.

Foundation Example:

Ask pupils to stand and act out each line of “The wheels on the bus”

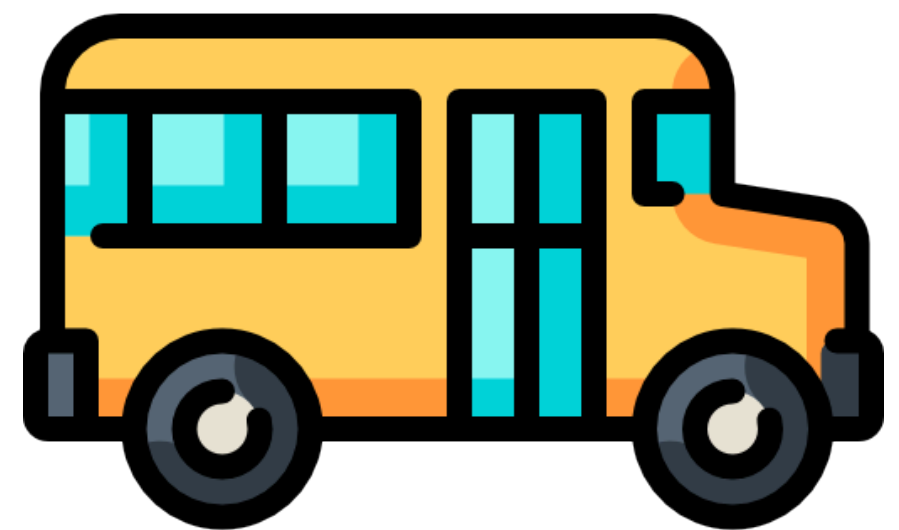
The wheels on the bus go 'Round and 'round (move arms in circular motion) x 5

'Round and 'round

'Round and 'round

The wheels on the bus go 'Round and 'round

All through the town



The doors on the bus go open and shut (arms folded, pressed together, palms facing you, open on arm like a door, bring arm back to shut) x 5

Open and shut

Open and shut

The doors on the bus go open and shut

All through the town

The wipers on the bus go swish, swish, swish (arms beside each other palms facing down, open both like window wipers) x 5

Swish, swish, swish

Swish, swish, swish

The wipers on the bus go swish, swish, swish

All through the town



Mime Story

The signals on the bus go blink, blink, blink (open and close fists with each blink) x 5

Blink, blink, blink

Blink, blink, blink

The signals on the bus go blink, blink, blink

All through the town

The people on the bus go up and down (stand up tall and then squat down) x 5

Up and down

Up and down

The people on the bus go up and down

All through the town

Key Stage 1 Example:

Can act out stories they are familiar with or working with. Can be carried out as a whole class activity or in reading groups. Each reading group could take a different part of the story and have to perform to the class.

Goldilocks and the three bears:

Once upon a time there were three bears, who lived together in a house in the woods. One was a little, small baby bear; one was a middle-sized mummy bear, and the other was a great, huge daddy bear. (Pupils can show the different sizes or use their voices to describe which bear they are)

One day, after they had made porridge for their breakfast, they walked out into the wood (imitate how each bear would walk through the woods) while the porridge was cooling. And while they were walking, a little girl came into the house (tip toe walking into the house) This little girl had golden curls and everyone called her Goldilocks.



Mime Story

Goldilocks went inside. First she tasted the porridge of the great, huge daddy bear, and that was far too hot for her (tasting porridge and acting out too hot) And then she tasted the porridge of the middle mummy bear, and that was too cold for her (tasting porridge and it being gross) And then she went to the porridge of the little, small baby bear, and tasted that. And that was neither too hot nor too cold, but just right; and she liked it so well, that she ate it all up (eating the porridge all up and rubbing your tummy).

Then Goldilocks went upstairs into the bed chamber and first she lay down upon the bed of the great, huge daddy bear, and then she lay down upon the bed of the middle mummy bear and finally she lay down upon the bed of the little, baby bear, and that was just right. So she covered herself up comfortably, and lay there until she fell fast asleep (trying the different beds, showing discomfort until they find the perfect bed and pretend to sleep).

By this time, the three bears thought their porridge would be cool enough, so they came home to breakfast.

“SOMEBODY HAS BEEN EATING MY PORRIDGE!” said daddy bear, in his great huge voice (use their voices, stand tall and look cross).

“Somebody has been at eating porridge!” said mummy bear, in her middle voice (use their voices, looking shocked).

Then the little, small bear looked at his, and there was the spoon in the porridge pot, but the porridge was all gone.

“Somebody has eaten all my porridge!” said the little, baby bear, in his little, soft voice (use their voices, look sad and shocked).



Mime Story

Then the three bears went upstairs into their bedroom.

“SOMEBODY HAS BEEN LYING IN MY BED!” said the great, huge daddy bear, in his great, rough, gruff voice (imitate the big bear, sounding more grumpy).

“Somebody has been lying in my bed!” said mummy bear, in her middle voice (using softer voice, but still sounding cross).

And when the little, small, baby bear came to look at his bed, upon the pillow there was a pool of golden curls, and the face of a little girl snoring away, fast asleep.

“Somebody has been lying in my bed, and here she is!” Said the little, small baby bear, in his little voice (pointing and shouting in a little voice).

Goldilocks jumped off the bed and ran downstairs, out of the door and down the garden path (running on the spot in with panicked expression). She ran and she ran until she reached the house of her grandmama. When she told her grandmama about the house of the three bears who lived in the wood, her granny said: “My my, what a wild imagination you have, child!”

Key Stage 2 Example:

Pupils could work in groups and perform their short mime to the class, where the pupils could make up their own stories or anecdotes relative to a topic and abilities. For example, a page from Charlotte’s Web, Diary of a Wimpy Kid, and Harry Potter. This could also be good for understanding pupils knowledge of important messages such as anti bullying, personal safety, resolving conflict and different culture awareness.

