

# Talk about it

SECTION

5

## Leave me alone

**Objective:** To comment on events, characters and ideas, making imaginative links to their own experiences.

**You will need:** *Five Minutes' Peace*, copies of photocopiable page 22, writing materials.

### What to do

- Read the story opening together. Encourage the children to describe the chaotic scene at the breakfast table. Ask: *Why do you think Mrs Large doesn't want to sit at the table with the children to eat her breakfast? Why doesn't she want the children to follow her upstairs? Why does she want to be left alone? How is she feeling?*
- Encourage each child to tell the group about an occasion when they wanted to be left alone. Ask them to describe why they wanted to be left alone, how they felt and where they went. (For example: 'One day at school some big children

were teasing me in the playground. I felt upset and so I went to sit on the bench.')

- After each child has recounted their experience, invite the rest of the group to ask relevant questions to find out more detail about the experiences that they have heard.
- Hand out copies of photocopiable page 22 for each child to complete. Instruct the children to draw an appropriate picture in each box and then complete the sentences below.
- Ask each child to share their completed piece of work with a partner.

### Differentiation

**For older/more confident children:** Ask the children to write a detailed recount of an occasion when they wanted to be left alone.

**For younger/less confident children:** In a shared writing activity, ask the children to fill in photocopiable page 22 from Mrs Large's perspective.

## Role plays

**Objective:** To explore familiar themes and characters through role play.

**You will need:** *Five Minutes' Peace*, a set of plot cards from photocopiable page 23.

**Cross-curricular links:** Drama

### What to do

- Re-read the story with the class. Discuss why Mrs Large wanted to be left alone. Ask the children to suggest other reasons why a person might wish to be left alone. (For example: if they are feeling sad, embarrassed, tired, angry, annoyed, upset.)
- Organise the children to work in groups of three or four. Explain that you would like each group to plan and perform a simple role play about someone who wants to be left alone. Give each group one of the cards from photocopiable page 23. Ask them to devise a short role play based on the information on the card.

- For example, Card 1 requires the children to act out a simple scenario set within the home environment in which something happens to make the main character feel angry and want to be alone. (For example: James is naughty. His Mum tells him that he is not allowed to watch his favourite television programme and so he goes up to his room in a bad mood.) Allow sufficient time for the children to prepare and rehearse their performances.

- Let each group perform their role play. Invite the rest of the class to say what they like about each performance and to make suggestions for improvement.

### Differentiation

**For older/more confident children:** Ask the children to write a simple playscript based on the role play they have presented to the group.

**For younger/less confident children:** Support the children in the role-play activity.

PAGE  
19