Still Images/Freeze Frames/Tableau[[1]](#footnote-0)

Tags: movement, short exercise

Type: small groups, partners

Time: 10-15 minutes

## **Why are we doing this?**

We are doing this exercise to delve deeper into the scene and to use non-linguistic signs, such as poses and expressions to convey what is going on in a scene.

## **What materials/set-up do I need to prepare?**

You will need to use a part of the classroom as a stage for the students to showcase their still image. Having a story in mind before going into this exercise is useful. However, scenes that the students come up with themselves during other improvisational exercises can also be used for this exercise.

## **How do we do this?**

Describe a scene or a part of a story. You can also have the students do a short improvisational exercise centered around a prompt and have them freeze in what they consider a crucial point in the story they have made so far.

In small groups, have the students make a still image/freeze frame where they arrange themselves in poses or a series of poses representing a particular moment in a play or improvised drama. They must remain immobile for the rest of the students to be able to observe the still image. Their poses must be dynamic and clear enough so that the other students are able to guess what is going on in the scene.

Give the groups approximately five minutes to discuss and practice how they want their still images to look before showing the poses to the other groups. They must be conscious of **who** they are portraying, **what** is happening in the scene, **how** their character feels about the events, and **why** the scene is happening.

If working with a particular story or play in mind, you can make the students transition between three still images to show an overarching plot.

## **Alternative methods:**

You can participate in this exercise by jumping into the still image, poking one of the students that is posing, and asking them who they are supposed to be and what is going on in the image. You can then poke them again to re-freeze them before going to another student to ask them about their character.

1. **Source:** Anderson, M., et al. (Eds.). (2008). *Drama and English Teaching: Imagination, Action and Engagement*. Oxford Univ. Press. [↑](#footnote-ref-0)