

Drama Activity Pack

Merevale Creek Farm · Book 1 · Zoe and the Great Summer Jubilee

*Twelve drama activities mapped to KS1/KS2 Spoken Language statutory requirements. No equipment needed.
Free to reproduce for classroom use.*

Ch 1 • The New Arrival

Hot-Seating

KS1/KS2 Spoken Language — role play and character perspective

One child sits as Zoe on her first morning at the farm. The class asks questions in character as the other animals.

Try asking: How did it feel walking into that farmyard? Why didn't you argue back? What made you decide to help Pip?

 *Has anyone ever felt like the new animal? What did it feel like to be looked at that way?*

Ch 2 • The Lost Lantern

Conscience Alley

KS2 Spoken Language — building argument, speculating, hypothesising

The class forms two lines. Max walks slowly between them. One side whispers reasons to speak up. The other whispers doubts.

Speak-up side: "They'll believe you this time." / Doubt side: "They won't listen — it'll only make it worse."

 *What makes it hard to tell the truth after you've already got something wrong?*

Ch 3 • The Great Race

Freeze Frame

KS1/KS2 Spoken Language — thought tracking, role play

Two children act the moment Oscar turns around the boggy patch while Mayo charges straight in. Freeze. The class asks each: what are you thinking?

Ask Oscar: why did you walk the course this morning? Ask Mayo: did you know about the firm ground to the left?

 *What is the difference between looking slow and being careful?*

Ch 4 • The Stubborn Gate

Paired Role Play

KS2 Spoken Language — presenting a viewpoint, sustaining discussion

In pairs: one plays Mayo, one plays Zoe who must persuade him that patience will work — without arguing. Swap roles.

Challenge: Zoe cannot disagree directly. She can only ask questions or suggest.

💬 *Can you think of a time when being patient worked better than pushing harder?*

Ch 5 • The Clever Solution

Problem-Solving Drama

KS1/KS2 Spoken Language — collaborative discussion, exploring ideas

Groups must solve a stuck problem using the smallest or least expected member — like Calypso. Largest members must try first and fail.

Rule: the largest members of the group must try first — and fail — before the group reconsiders.

💬 *When is being small or different actually an advantage?*

Ch 6 • The Prize Stall

Hot-Seating

KS2 Spoken Language — maintaining character, exploring moral choices

One child sits as Rufus after the feast — rosette propped against his cup, honey long gone. The class questions him about his choice.

Try asking: Do you regret it? What does the rosette give you that the honey couldn't? If you could choose again, what would you pick?

💬 *What is the difference between something that looks good and something that is good?*

Ch 7 • The Sour Berries

Conscience Alley

KS2 Spoken Language — exploring honesty, building argument

Mayo walks between two lines. One side whispers the honest thought. The other whispers the easier story.

Honest: "Just admit you couldn't reach them." / Easier: "Say the lower ones were better. Nobody needs to know."

 *Why is it sometimes hard to admit when we can't do something?*

Ch 8 • The Tug of War

Ensemble Drama

KS1/KS2 Spoken Language — collaborative participation, giving and following instructions

Two rounds of tug of war. Round 1: no coordination. Round 2: appoint a Zoe to position everyone calmly and give one signal. Compare.

The Zoe role: no shouting — must position and instruct calmly before the round begins.

 *What changed when you worked together rather than just harder?*

Ch 9 • The Goose's Warning

Paired Role Play

KS2 Spoken Language — justify, persuade and present a viewpoint

In pairs: June tries to stop Rufus disturbing the wasps; Rufus is determined to act. June must persuade without raising her voice. Rufus must justify without being rude.

Perform for the class. Which pairs made it most convincing?

 *What makes it hard to listen when you've already made up your mind?*

Ch 10 • The False Accusation

Forum Theatre

KS2 Spoken Language — improvisation, exploring how choices affect outcomes

Act out the wreath scene. At any moment a child calls "Freeze!" and steps in as Zoe to try a different response. What happens when she defends herself? When she stays silent?

Try at least three different Zoe responses. Compare what happens each time.

 *Why might saying nothing sometimes be more powerful than explaining yourself?*

Ch 11 • The Great Storm

Freeze Frame + Thought Tracking

KS1/KS2 Spoken Language — thought tracking, exploring character and theme

Three frozen moments: (1) Mayo shouting "Stand firm!" (2) Zoe moving low through the storm. (3) Calypso on the maypole. Class asks each: what are you thinking? Are you scared?

Each character thinks they are doing the right thing. That is the point.

 *What does it really mean to be strong?*

Ch 12 • The Jubilee Parade

Performance

KS2 Spoken Language — performance, intonation, how delivery changes meaning

Groups perform the moment Mayo steps back and says: "I think it should be Zoe." Each group must find a different way — reluctantly, proudly, quietly, with a long pause before.

Same six words. Entirely different meaning depending on how they are said.

 *What made Mayo's step backwards the most important thing he did in the whole story?*
