Lesson focus: To explore Shakespeare’s use of imagery in *The Winter’s Tale*, and how images convey the themes of the play.

Opening exercise: Ask students to each find an image in I.ii. (another suitable scene can be used, if preferred)
- They should draw the image, including suggesting its meaning / significance, in the form of a cartoon
  - Encourage creative thinking in this pictorial representation.
- Students could hold up their efforts for inspection or brief comment
- Ensure that students are clear about the significance of imagery in a Shakespeare play. (See Synopses > Act I scene ii)

Textual examination: Allocate sections of the whole play to pairs or small groups
- There are five acts, of course, and 15 scenes in the play
- Divide the whiteboard into seven sections (or have seven pieces of large paper) and head them as follows:
  - Disease and cure
  - Sleep and dreams
  - Nature
  - Weather
  - Time
  - The arts
  - Youth and old age.
- Students find references relating to those headings from ‘their’ scene and come out to write them up with board pens as they find examples
  - They should see the headings as broad (ie: if in doubt, include it).
    (See Themes and significant ideas in *The Winter’s Tale* > especially Ideas of nature, Nature)

Discussion ideas: Discuss the imagery found:
- What ideas and impressions are given of the play and its concerns?
- Are particular themes found in clusters in specific parts of the play?
  - Why?
- What opposite pairings can you find?
- Students could discuss these ideas in groups before reporting back.

Recreative task: Find or create a picture (or collage of pictures) which would represent *The Winter’s Tale*, as might be used on a book cover or a poster for a stage production.

Critical task: *The Winter’s Tale* is rich with imagery, often appearing in pairs of opposites:
- Choose one such pairing
  - Explore its role and significance in the play.

Extension task: Write a series of pieces of advice to a prospective director of this play:
- Explain how you think some of the significant imagery could be utilised in performance
  - This could be written in a question and answer format

If students are able to see a production of *The Winter’s Tale*, they could review this aspect of what they saw and heard.
(See Resources and further reading)