



**Theatre Games, Movement and Imagination Exercises for
Pre-K, Kindergarten, First and Second Grade**

**Development: Literacy, Language, Communication, Confidence,
Movement and Imagination through Dramatic Play Activities**

Aligns with: Common Core and NAEYC Standards

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CURRICULUM INSTRUCTIONS

Move with Me Activities

Purpose: Move with Me activities help teachers explore children’s motor skills on an individual level while enhancing their listening skills. These types of activities help provide the building blocks children need to understand and embrace the world around them through exploration and imagination. Move with Me activities encourage balance, enhance agility and support muscle control which can lead to a lifetime of positive health and fitness for children.

Instructions: Move with Me exercises focus on movement. No vocal skills will be used with this exercise. The easiest way to teach this activity is just to read it aloud and perform it. You may memorize the “idea” for example, “a polar bear wakes up, is hungry, fishes for food, loses a fish, eats berries instead, goes back to sleep,” and add in any extras you want like, “he stretches his paws in the air, he walks with a slow limp,” etc, so that you do not have to hold a piece of paper and can be free to act out the scene as well.

Please Note: Children will be using their “sensory imaging” a great deal with this exercise. Sensory imaging is created by what you already know to be true. For example, if children are asked to “waddle like a penguin” they must rely on what they already know about how a penguin looks and acts and how it waddles before they can perform this exercise. Because of this, a teacher may want to show children a picture of what it is they will be performing that day, or participate in the activity right along with the children, giving them an example of how to act. However, with that said, because young children tend to mimic others instead of using their imaginations to explore, sometimes it’s best to read the exercise to them and see what happens – the choice is yours and will depend on your classroom capabilities.

Imagine with Me Exercises

Purpose: To provide children with the opportunity to be creative, to grow their imaginations, to aid in inspired confidence and self-expression skills and to enhance cognitive growth.

Instructions: Imagine with Me exercises are designed to focus on verbal skills through the use of imagination. With this exercise, children are encouraged to answer questions by using their own thoughts and ideas to get there.

At the beginning of this exercise, teachers are encouraged to “set up the scene” so that children can really imagine where they are. Children should find their own space around the room to act out this scene individually. This activity should make them feel like they are performing in their own play. Teachers may read the text directly from the exercise or provide any additional details to set up the scene they deem necessary based on classroom capabilities. Teachers may also show the children images to help build their “sensory images” before they begin this activity.

The rest is simple, the teacher should walk around the space and ask the children the suggested questions individually, letting them use their own imaginations to create their own stories. The children should be acting out their scenes the entire time the teacher walks around the space and creating their own stories. If a child copies another child’s story be sure to ask them more questions so they can create a story that comes from their own imagination!

Theatre Games

Purpose: Theatre Games provide children with a way to have fun without even knowing they are learning and building skills that aid them in the growth of self-esteem, self-confidence, kinesthetic skills, social and emotional skills, communication skills and cognitive learning processes.

Instructions: With Theatre Games you will simply read the short instruction provided for each game and help the children play that game or perform it accordingly. Be sure to have fun with these activities, the desired skill-sets will be met by simply playing the game and allowing the children to have fun with it!

DEVELOPMENTAL SKILL SET DEFINITIONS

Educational communities use varying definitions and descriptions to identify skill sets. In addition, national standards like *Common Core* and *NAEYC* exist to hold schools to standards for the benefit of children. Many drama exercises fit into multiple skill set requirements. It is only natural then, that we provide a list of these gained skills so that you can be sure your children meet standards *and* provide parents with a list of what their children learn at your school. The following is a list of the skill sets we generalize within our exercises. In addition, you will find a skill set box within each exercise that will tell you which skills are predominate for that particular exercise.

Appreciation for the Arts

An awareness and fondness for the arts through art activities such as acting, dancing, singing and crafting allowing for stimulating exploration and positive self-expression.

Cognitive Development

The mental process of acquiring intelligence through increasingly advanced thought and development of the following cognitive skills: focusing, recognizing, observing, seeking, familiarizing, memorizing, reasoning, perceiving and problem-solving.

Communication Skills

An exchange of thoughts, opinions or information through speech, signs or body language.

Counting

See mathematics.

Creative Expression

Using the processes of drama, music and art to create elevated self-confidence and increased amounts of free self-expression.

Early Literacy

The development of letters and sounds to aid in the further advancement of proficiencies such as: asking and answering questions, listening, paying attention and following directions.

Emotional Development

Closely connected to social development, activities focusing on emotional development teach children how to safely express their emotions, how to gain empathy and caring for others and how to increase self-awareness skills.

Fine Motor Skills

Coordination between the brain and the small muscles – hands and fingers. Development of hand-eye coordination skills and speech. Some examples of fine motor skills are: pointing, grasping, drawing, buttoning, using utensils, etc.

Gross Motor Skills

Coordination between the brain and the large muscles – arms, legs, hips and back. Some examples of gross motor skills are: walking, sitting, catching, climbing, kicking, throwing, crawling, jumping, etc.

Kinesthetic Skills

Please look for specific skill-sets needs under physical, gross motor and/or fine motor skills as we define kinesthetic learning as a *style* of learning as opposed to, a specific skill set. Kinesthetic learning takes place by a child carrying out a physical activity rather than just listening to it. It's tactile learning, learning by doing and having realizations and discoveries through doing.

Language Development

The development of letters, words and speech in children leading to the enhancement of the following skills: communication, listening, comprehension, attentiveness, following directions, storytelling and imagination.

Life Skills

Life skills are the ability to cope with the challenges of daily life, from communication and literacy to problem solving and decision making. The use of sign language and ad lib are great examples of life skills embedded within the curriculum.

Mathematics

The use of numbers and shapes to teach basic counting, comparing, classifying and sequencing skills.

Movement

The actions or activity of moving one's body. Often times, the behavior that accompanies musical activities.

Nature and Animal Studies

The study of plants and animals.

Physical Development

The development of body coordination through the physical movement of the body. For more defined development in specific areas, see gross and/or fine motor skills.

Self-Help

The ability to provide for or assist oneself in activities without assistance from others. Examples include: brushing teeth, tying shoes, dressing self, washing self, zipping zippers, putting on coat, feeding self, throwing trash away, soothing self, etc.

Social Development

Closely related to emotional development, activities focusing on social development teach children how to cooperate with others, take responsibility for actions, make and keep friends, start and finish activities and make successful activity transitions. Activities that promote a desire to connect with others motivate children to learn.

Social Science

The study of social behavior – a science or field of study dealing with an aspect of society or form of social activity such as global awareness or cultural tolerance.

Spanish

A type of language by a cultural group, and as viewed within this curriculum – a foreign language.

MOVE WITH ME EXERCISES

MOVE WITH ME

Instructions:

- The teacher will use verbal cues throughout the scene and will demonstrate movements for the children to follow.
- There are no speaking lines for the children. The children should use only their bodies to tell their story.

Recycle Paper

Scene summary for teachers: Children take paper through the recycling process. They pretend to drive recycling trucks and loaders and sort recycling. It would be a good idea for teacher to have pictures of recycling trucks, a loader and a conveyor belt.

Teacher leads with verbal and physical cues as the children follow:

1. Drive your recycling truck around the neighborhood.
2. Stop your truck, walk to a recycling bin and toss the contents into the back of the truck.
3. Put the recycling bin back on the ground and hop back into your truck again.
4. Drive to the next bin. Good. Now stop.
5. Get out of the truck and pour the contents of the recycling bin into the back of the truck again.
6. Only two more houses to go. Let's do this quickly! (Teacher leads children through drive, stop, walk, pour, put the bin back, drive again).
7. Great job! Now, drive your truck to the sorting facility.
8. Stop. You're at the sorting facility. Dump your load.
9. Good. Now go into the sorting place, hop up into a big loader and drive over to your load. Pick it up in your big scoop on the front of your loader.
10. Drive your load to the conveyor belt. Put the items on the belt.
11. Walk up to the belt and sort the items. Put plastic in one bin and glass in another. Let the paper go to the end of the belt, like I am doing! (Teacher demonstrates). Go faster. Sort faster the belt is speeding up.
12. Sort quickly. Faster and faster. Go faster. You're doing a great job! Whew! You sorted all the recycling!
13. All of the paper has landed in a giant pot and water has been added to it. This will be recycled and made into new paper products.
14. You did it! You recycled paper and other goods! Way to go!

THE END

MOVE WITH ME

Instructions:

- The teacher will use verbal cues throughout the scene and will demonstrate movements for the children to follow.
- There are no speaking lines for the children. The children should use only their bodies to tell their story.

Leaving for a Trip

Scene summary for teachers: In this scene, children are leaving with their family on vacation. They help prepare by conserving energy while they're gone.

Teacher leads with physical cues as the children follow:

1. There are many things you can do everyday around the house to conserve energy and help prevent global warming. Today, you will be doing things around the house to help prepare for a family vacation.
2. First, walk around the house and turn off any lights that have been left on. There are ten lights on. Walk around and turn them off with me while I count them. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10! Great work!
3. Now, turn off all the TV's and make sure they're not in "sleep" mode. They must be shut off! There are six TV's to turn off. Walk around the house and turn them off with me. 1, 2, 3, 4, 5, 6. Great job!
4. Now, walk over to the computer on the desk and turn it completely off. Wait! There's another computer in the kitchen. Turn that one off, too.
5. Walk over to the thermostat. That's the item on the wall with numbers on it that your parents use to turn the heat and air in your house on and off. Its winter now so we'll leave the heat on, but no one will be home so let's turn the number button down a few degrees so the furnace doesn't run all the time. Push the button down four times with me. 1, 2, 3, 4. That's great!
6. Now, put the recycling bins out so the recycling truck can pick it up for us while we're gone. Carry your recycling bins out to the curb with me. Your neighbor will bring the bins in for you later.
7. Oh, Mom is turning off the water to the washing machine. Let's help her. Turn the handle. Turn, turn, turn! Great job. Now if the line breaks we won't waste lots of water or flood the house!
8. Look around the house. All the electricity is off. Now, not only will you help save the environment, but Mom and Dad's bills will be saved as well. Great job, everyone. You did it!

THE END

MOVE WITH ME

Instructions:

- The teacher will use verbal cues throughout the scene and will demonstrate movements for the children to follow.
- There are no speaking lines for the children. The children should use only their bodies to tell their story.

Sand it, Paint it, Make it New!

Scene summary for teachers: In this scene, the children will sand and paint furniture and sell it at a garage sale. Then, ride on a boat their parent's buy with the money from the sale.

Teacher leads with verbal and physical cues as the children follow:

1. You are going to help your family sand, paint and sell some old furniture so you can buy a new boat and have some fun on the lake.
2. You're going to sand a dresser. Pick up a piece of sandpaper. Feel the sandpaper, it's rough.
3. Put the sandpaper on the dresser and move it around and around, nice and slow, like me.
4. It's working. You're taking off the old paint, but we need to work faster. Sand faster with me.
5. Sand the top of the dresser. Sand the bottom. Faster and faster.
6. Sand the left side. Sand the right side.
7. Now put the sandpaper in your other hand. Sand the top again. And the bottom.
8. Sand the left side. Sand the right side. Faster and faster. You did it!
9. Wow! Take a break. Good job.
10. But now we have to paint the dresser. Grab a paint brush.
11. Dip it in the paint.
12. Now brush that dresser. Brush the top. Brush the bottom.
13. Dip it in the paint again and brush, brush, brush! Brush, brush, brush!
14. Move around the entire dresser and paint it all. You did it!
15. Put down your brush and look at the dresser. It's beautiful, but now you have to sell it.
16. You need to help sell it at the garage sale. Let's wave to all the cars driving by. Wave your arms.
17. It's working. Jump up and down to help people notice your beautiful dresser. Jump, jump, jump and wave, wave, wave! Jump and wave. It worked! You sold everything!
18. Time to drive your new boat around the lake.
19. Grab your boat's steering wheel and drive it all around the lake. Follow me! (Teacher leads children around the room to represent moving around the lake).
20. You did it! You made it back home. Great job, everyone!

THE END

MOVE WITH ME

Instructions:

- The teacher will use verbal cues throughout the scene and will demonstrate movements for the children to follow.
- There are no speaking lines for the children. The children should use only their bodies to tell their story.

The Old Fashioned Way

Scene summary for teachers: In this scene, the children follow teacher's cues and do things the "old fashioned way" to help conserve the environment. Teacher may show children pictures of hanging laundry or compost bins as visual aids.

Teacher leads with verbal and physical cues as the children follow:

1. Today, you're going to do some things the way your grandparents used to do things. It's a great way to conserve energy and help protect the environment.
2. Let's walk, instead of drive, to the market. Walk there with me.
3. Pick out some yummy fruits and vegetables different than the ones in your own garden and put them in our basket to take home with you.
4. Walk home with me.
5. Put your basket down. You're thirsty. Grab a glass and walk over to the kitchen sink. Turn on the water and fill up your glass. Now drink your cool tap water.
6. There are a lot of dishes here to wash. You don't have a dishwasher, so fill one side of the sink with warm soapy water and the other with rinsing water and wash your dishes.
7. Wash, rinse, set to dry. Wash, rinse, set to dry. Continue five more times until all the dishes are clean. I'll count. 1, 2, 3, 4, 5. Great job!
8. Now take your clean, wet laundry in your basket out to the clothesline.
9. Hang your clothes to dry. The wind will dry them and we don't have to use electricity to do it! Hang them with clothespins like this. Great job, everyone!
10. In another place in your yard you spot the compost pile. The place where you put old food to decompose into the ground instead of filling up landfills.
11. Go into the house and gather up your old food scraps. They may be sticky and smelly so watch out!
12. Bring them out to the compost pile and dump them in. Great! This will be great fertilizer for your garden. Great job doing things the old fashioned way, everyone!

THE END

MOVE WITH ME

Instructions:

- The teacher will use verbal cues throughout the scene and will demonstrate movements for the children to follow.
- There are no speaking lines for the children. The children should use only their bodies to tell their story.

The Animal Shelter

Scene summary for teachers: In this scene, children volunteer at an animal shelter.

Teacher leads with physical cues as the children follow:

1. You are volunteering at the animal shelter today.
2. First task is to feed all the animals.
3. Grab a food bowl. Carry it to the food bin and fill it with food.
4. Great. Take the bowl back to the animal.
5. Grab another animal's bowl, fill it with food and take it back to the animal.
6. There are four more to go (teacher counts down the four remaining animals to feed).
7. Now you need to walk a very big dog.
8. Grab the leash and walk the dog around the block.
9. What a nice dog, but his paws got dirty. You need to give him a bath.
10. Spray some water on him gently with a hose. Make sure you get him wet all over.
11. Now grab your scrub brush and brush him down with soap. Brush some more, not forgetting to scrub his belly. Get all four of his paws too.
12. Now spray some more water on him and make him clean. Look out, he's going to shake.
13. He's shaking water all over you! Jump around and get all the water off of you.
14. Put the dog back in his kennel and take out the cat next to him.
15. The cat needs to be brushed. Pull out a brush and brush the cat's fur.
16. Oh no! The cat jumped out of your lap and is running away.
17. Carefully go after the cat and bring her back to her kennel.
18. Great job. That's all the time you have to work at the shelter today.
19. You did an amazing job! Wave "bye" to all the animals.

THE END

MOVE WITH ME

Instructions:

- The teacher will use verbal cues throughout the scene and will demonstrate movements for the children to follow.
- There are no speaking lines for the children. The children should use only their bodies to tell their story.

Helping George

Scene summary for teachers: In this scene, children help an elderly neighbor shop for groceries.

Teacher leads with verbal and physical cues as the children follow:

1. Your neighbor, named George, is a bit older and has trouble carrying things so your mommy and daddy said it was okay for you to help him.
2. Walk over to George's house and knock on the door.
3. Take George by the arm and help him walk down the front steps.
4. Help him walk down the street to the grocery store. There's the store. Grab a shopping cart.
5. Push the shopping cart over to the fruit and vegetables.
6. Grab some bananas and put them in the cart. Grab some strawberries, grapes, cucumbers and tomatoes. Put them all in your cart.
7. George says he wants some broccoli. Look around for broccoli. Look to your left. Look to your right. You can't find it. Where could it be? There it is, straight ahead. Grab the broccoli, put it in the cart.
8. Now push the cart to the cereal section. Grab three boxes of cereal and put them in your cart.
9. Go to the dairy section. Grab a heavy jug of milk for George and put it in your cart. Whew!
10. Grab some yummy yogurt and cheese and put that in your cart too.
11. George says there's one more thing on his list. Ice cream!
12. Push the cart to the frozen food cooler with George.
13. Burr, it's cold over here. Open a freezer door and reach in and grab the ice cream. Burr, you're cold!
14. Put the ice cream in the cart and give yourself a big hug with your arms to warm up.
15. Now, push the cart to the checkout counter.
16. Place all the items from your cart onto the counter. Grab the ice cream and put it on the counter. Now grab the yogurt, cheese, milk, a box of cereal, a second box, a third box, broccoli, tomatoes, cucumbers, grapes, strawberries and bananas. You did it! The cart is empty.
17. George has paid for his groceries. George says he can carry a small bag but you have to carry another bag in one hand and the milk in the other. Grab the milk handle and the heavy bag.
18. Walk home with George.
19. Carry the groceries into the house and hand them to George as he puts them away. There are 13 items. I'll count as you hand them to George, 1, 2, 3...13!
20. Great work! George has all the groceries he needs.
21. Now George is handing you an ice cream cone. Eat your ice cream and walk home!

THE END

IMAGINE WITH ME EXERCISES

IMAGINE WITH ME

Instructions:

- Children should find their own space around the room to act out this scene individually as if they are performing their very own play.
- Teachers are encouraged to “set up the scene” so that children can imagine where they are.
- Teachers should follow the instructions shown in the shaded areas to set up the scene.
- Teacher should walk around the space asking each child questions (*as shown in italic*) promoting individual ad lib reactions from the children about their scene. Teacher may feel free to add additional ad lib lines as necessary.
- As you work through the short scene, acknowledge each child, sighting specific accomplishments as they contribute to the scene.

Fishy Tires

Oh no! Someone has thrown car tires into the local pond. Teacher leads children in fishing for tires. Teacher demonstrates how the children should move. i.e. Pull back the fishing pole, then cast it and reel it in to retrieve a tire.

Teacher may promote ad lib by asking:

“How many tires do you think are in the pond?”

“Have you ever gone fishing before?”

Once tires are retrieved, teacher encourages children to stomp on the tires and smash them into small pieces in order to recycle them and use them for padding on the playground. Teacher shows them how to jump and smash tires.

Once tires are smashed into pieces, teacher demonstrates to children how to put the pieces into buckets and carry them to the playground, then dump them on the ground to use as padding on the playground.

Teacher may promote ad lib by asking:

“Are there recycled tires on your neighborhood playground?”

“What’s your favorite thing to do at the playground?”

IMAGINE WITH ME

Instructions:

- Children should find their own space around the room to act out this scene individually as if they are performing their very own play.
- Teachers are encouraged to “set up the scene” so that children can imagine where they are.
- Teachers should follow the instructions shown in the shaded areas to set up the scene.
- Teacher should walk around the space asking each child questions (*as shown in italic*) promoting individual ad lib reactions from the children about their scene. Teacher may feel free to add additional ad lib lines as necessary.
- As you work through the short scene, acknowledge each child, sighting specific accomplishments as they contribute to the scene.

A Hunt for Recyclables

Teacher and children enjoy a scavenger hunt looking for recyclable items pre-hidden around the room (i.e. plastic water bottles, newspapers, toilet paper rolls, soda cans, etc.). Teacher may want to set out recyclable display items so the children are reminded of the type of items they are looking for. As a child finds one of the recyclables, they may hand it to the teacher and have a seat in a designated area until all children have had a chance to find one item.

While children are searching, teacher may promote ad lib by asking:

“What kind of item do you hope to find?”

“What do they look like?”

Once all items are located, teacher may promote ad lib by asking:

“Do you recycle at your house?”

“What do you do with the newspapers at your house when your mom or your dad is done reading it?”

“Use your imagination and think of something fun you can do with a toilet paper roll (i.e. telescope or binoculars, make a rain stick, etc.)? Tell your friends what you thought of.”

To exercise grouping and classifying skills, Teacher may ask children to help sort items collected into categories (i.e. plastic, paper, cardboard, aluminum, etc.).

IMAGINE WITH ME

Instructions:

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- Teachers are encouraged to “set up the scene” so that children can imagine where they are.
- Teachers should follow the instructions shown in the shaded areas to set up the scene.
- Teacher should walk around the space asking each child questions (*as shown in italic*) promoting individual ad lib reactions from the children about their scene.
- As you work through the short scene, acknowledge each child, sighting specific accomplishments as they contribute to the scene.

The Soup Kitchen

Teacher helps children think of things they can do when they volunteer at a soup kitchen and food pantry. i.e. Serve food, pour drinks, clean up garbage and throw it away, bag groceries, hand out blankets, pass out stuffed animals to the children, etc.

Children may act out one of these duties in front of the group or they may all perform duties at the same time.

Teacher promotes ad lib by asking:

“Have you ever served food to other people before?”

“Do you clean up your own dishes at home after you eat?”

“Have you ever spilled your drink before?”

Each child gets a turn to perform a task if they are doing it individually in front of the whole group. If no one guesses the answer in the time allotted, the teacher may say, “You’ve stumped us, what task are you doing?” to keep the exercise going at a good pace.

If the teacher lets all children perform at the same time, teacher walks around them guessing what task they are performing.

Or teacher may choose to call out a duty like, “Scoop potatoes to a line of people,” and then call out the next duty, then the next, etc., until all duties are performed. Teacher should promote ad lib dialogue between each segment.

IMAGINE WITH ME

Instructions:

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- Teachers should follow the instructions shown in the shaded areas to set up the scene.
- Teacher should walk around the space asking each child questions (*as shown in italic*) promoting individual ad lib reactions from the children about their scene.
- As you work through the short scene, acknowledge each child, sighting specific accomplishments as they contribute to the scene.

Hospital Help

Children work at the information desk at a hospital. Teacher asks them to pretend they are helping hospital patrons find where they are going. Children may all call out answers to the same questions or teacher may ask them individual questions.

Teacher may promote ad lib by asking:

“Excuse me, where is the gift shop?”

“I’m looking for room 302; can you tell me where to go?”

“Where is the bathroom?”

“Do you like the food at the cafeteria? Should I eat there?”

“My friend just had a baby. Which floor is the baby unit on?”

“Can you tell me how to get to the emergency room?”

“How do I find Dr. Garber?”

“Can you direct me to the nearest phone?”

“Excuse me, where are the elevators?”

IMAGINE WITH ME

Instructions:

- Children should find their own space around the room to act out this scene individually as if they are performing their very own play.
- Teachers are encouraged to “set up the scene” so that children can imagine where they are.
- Teachers should follow the instructions shown in the shaded areas to set up the scene.
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- As you work through the short scene, acknowledge each child, sighting specific accomplishments as they contribute to the scene.

The Wind Farm and Forest

Teacher shows children a picture of a “wind farm” (renewable energy program – large windmills in a field) and tells them that wind farms produce friendly energy and cut our use of fossil fuels.

Teacher asks children to spread out and make sure they have enough room to move their arms without hitting anyone else. Teacher then shows them how to move their arms in circles and asks them to pretend they are all windmills standing in a field together producing energy.

Teacher may promote ad lib by asking:

“What are you producing energy for?”

“Will your energy light the lights in my house?”

“What is making your arms move? Is it the wind?”

“Could the energy you’re making warm up my house?”

Teacher then shows children pictures of forests. Teacher asks children to spread out and pretend they are trees in the forest.

Teacher may promote ad lib by asking:

“If you are a tree, what to people use you for when they cut you down?”

“If someone cuts you down, should they plant another tree in your place?”

“Does the sun help you grow? Does water help you grow?”

“Do you help protect other plants and animals?”

IMAGINE WITH ME

Instructions:

- Children should find their own space around the room to act out this scene individually as if they are performing their very own play.
- Teachers are encouraged to “set up the scene” so that children can imagine where they are.
- Teachers should follow the instructions shown in the shaded areas to set up the scene.
- Teacher should walk around the space asking each child questions (*as shown in italic*) promoting individual ad lib reactions from the children about their scene.
- As you work through the short scene, acknowledge each child, sighting specific accomplishments as they contribute to the scene.

Replacing Equals Reducing

Teacher shows children a picture of a (or an actual) CFL light bulb and tells them that if everyone in the world replaced just one old bulb in their home with one CFL bulb the amount of CO2 gas saved would be the same as taking 1.3 million cars off the road!

Teacher goes on to tell children that a CFL bulb uses 75% less energy than an old bulb and lasts 10X longer. Teacher may ask 10 children to stand to demonstrate how much longer they are than just one child.

Teacher shows children pictures of Energy Star labels on appliances and windows and tells children that using these items reduces the amount of energy used per household. Teacher asks children to stand and move around the space replacing either appliances, light bulbs or windows in their homes.

Teacher moves around the children and tries to guess what they are changing. Teacher may promote ad lib by asking:

“Is this item going to save water?”

“Is this item going to save on electricity?”

“Is this item small or big?”

“Is this item used to see things?”

“Is this item used to wash things?”

Once the teacher guesses what item children are replacing, the teacher may ask each child to sit down and wait in that spot until the teacher has guessed what all the children’s items are. Then, the teacher may ask children to pick a new item to replace and act that out as time permits.

THEATRE GAME ACTIVITIES

THEATRE GAMES

Instructions:

Because there are a wide variety of Theatre Games with varying instructions, specific instructions for each Theatre Game will be included within the game descriptions below.

Freeze Game (Incorporates Spanish)

1. Children stand up and spread out making sure each has enough space to move freely.
2. Teacher calls out the name of a pet at an animal shelter waiting to be adopted and asks the children to act and sound like that animal.
3. Teacher lets children act for a bit, then calls out, "FREEZE!" Once children are frozen, teacher may guess what each child is doing at the time of the freeze or children may express what they are doing on their own depending on classroom capabilities.
4. Examples of animals are; dogs, cats, birds, hamsters, bunny rabbits, guinea pigs, mice, snakes, lizards, turtles, etc.
5. As an added benefit, teacher can use this game as a way to help increase the children's foreign language capabilities by calling out the animal names in Spanish, then English. For example, teacher calls out, "You are el perro (el PAIR-rroh), a dog." El gato (el GAH-to) a cat, el pajaro (el PAH-Hah-ro) a bird, el hamster (el HAHMS-tair) a hamster, el conejo (el ko-NAY-ho) a rabbit, el conejillo de indias (el ko-nay-Hee-l'yo day IN-de'ahs) a guinea pig, el raton (el rah-TON) a mouse, la serpiente (la sair-PEE'EN-tay) a snake, el lagarto (el lah-GAR-to) a lizard, la tortuga (la tohr-TOO-ga) a turtle.
6. As an added benefit, teacher may have children repeat animal names in Spanish as he/she calls them out and teacher may introduce children the word for "pet" in Spanish, la mascota (la mass-KOH-ta).

Abracadabra You...

1. Teacher holds a magic wand (or something like it) and waves the wand around the children saying, "Abracadabra, you are...scooping rice at a soup kitchen, pouring a glass of lemonade at your lemonade stand, hammering in a board for a sandbox at the playground, carrying groceries for a neighbor, pulling weeds for an elderly neighbor, folding clothes to take to a fire victim, brushing a dog at an animal shelter, painting a room for a child in need, etc." As the teacher calls out a task, children act out that task.

THEATRE GAMES

Instructions:

Because there are a wide variety of Theatre Games with varying instructions, specific instructions for each Theatre Game will be included within the game descriptions below.

What's in the Bag? (Incorporates Spanish)

1. Teacher and children sit in a circle.
2. Teacher pulls out pictures of “recyclable” and “non-recyclable” items. Some recyclable ideas are; paper, plastic bottle, aluminum can, cardboard, plastic jug, glass bottle, etc. Some non-recyclable items are; shoes, hairbrush, lipstick, diapers, clothing items. (Teacher can use this as an opportunity to talk about items that are not necessarily recyclable like shoes and clothing, but that *are* reusable still).
3. The teacher could ask the children what the items are for in a fun and wacky way, i.e. “I know what this bottle is for it’s to clean your ears with, right?” or “This lipstick is used to hang things with, right?” to encourage fun as they tell the teacher what the items are really used for.
4. For added fun, teacher may use another language to describe items and have children repeat words in that language. For example in Spanish: paper (el papel, pron: el pah-PEL), plastic bottle (la botella de plastico, pron: la bo-TAY-l’yah day PLASS-te-ko), aluminum can (la lata de aluminio, pron: la LAH-ta day alum-in-eeyo), cardboard (el carton, pron: el kar-TON), plastic jug (la jarra de plastico, pron: la HAR-rrah day PLASS-te-ko), glass bottle (la botella de vaso, pron: la bo-TAY-l’yah day BAH-so), shoes (los zapatos, pron: los sa-PAH-tos), hairbrush (el cepillo de pelo, pron: el say-PE-l’yo day PAY-lo), lipstick (el lapiz de labios, pron: el LAH-pis day LAH-be’os), diaper (el panal, pron: el PEN-ahl), and clothes (la ropa, pron: la RROH-pah).

The Recycling Truck

1. Teacher is the recycling truck driver and asks children to scatter themselves around the room.
2. The recycling truck driver makes his/her way around the room picking up each child’s recycling as the truck passes by them.
3. The truck driver should stop at a child and ask them to dump their recyclables into the back of the truck. Truck driver may even want to ask what it is he/she is recycling that day if time permits.

THEATRE GAMES

Instructions:

Because there are a wide variety of Theatre Games with varying instructions, specific instructions for each Theatre Game will be included within the game descriptions below.

Freeze Game (Incorporates Spanish)

1. Children stand up and spread out making sure each has enough space to move freely.
2. Teacher calls out the name of an extinct or endangered animal and asks children to act and sound like that animal.
3. Teacher lets children act for a bit, then calls out, "FREEZE." After a moment, teacher calls out a new animal to imitate.
4. Examples are; a polar bear, a golden frog, a white possum, a spiny lizard, a hawksbill turtle, an Apollo butterfly, a trout fish, a dodo bird, a dinosaur, etc.
5. As an added benefit, teacher can use this game as a way to help increase the children's foreign language capabilities by calling out the animal names in Spanish, then English. For example, teacher calls out, "You are el oso polar (el O-so poh-LAR) a polar bear." La rana (la RRAH-na) a frog, el lagarto (el lah-GAR-to) a lizard, la tortuga (la tohr-TOO-ga) a turtle, la mariposa (la mah-re-PO-sah) a butterfly, el pez (el pez) a fish, el pajaro (el PAH-Hah-ro) a bird, el dinosaurio (el dee-noh-SAH'OO-re'oh) a dinosaur.

Protectors of the World Pick a Seat

1. Teacher writes out different types of ways we can protect the world, each on a small piece of paper, and puts them in a bag. Examples are: pick up litter, take recyclables to the recycle bin, ride bikes, walk, smell the fresh air, taste the cool tap water, turn off lights, hang laundry on a clothesline, take a fast shower, pour collected rainwater on your flowers, wash and dry dishes by hand, etc.
2. Children are seated in a circle, either on chairs or on the floor.
3. Teacher pulls a way we can protect the world out of the bag and tells the children the type of activity they need to perform.
4. Children leave their seat and find a new seat, performing that activity the whole way to the new seat.