



Lesson: Imaginary Squares

Ages: 1st and 2nd grade

Supplies needed: No supplies needed.

Project Intro: This lesson teaches children about movement and embodying different objects/things, animals, characters and actions.

Materials Reference: Ruhi Institute, Teaching Children's Classes, Grade 2

Project steps:

Set-Up:

- Ask the children and other family members participating to stand about two meters apart from one another.
- Each participant should imagine that he or she is standing in a corner of a square measuring about one and a half meters by one and a half meters.
- Ask them to draw with their eyes the boundaries of their imaginary squares. Then have each of them walk along the border of his or her own square.

Warm-Up Activities:

- Tell the children to imagine that there is a rope about a half meter above the ground stretching across the middle of each of their squares. Ask them to jump over it, crawl under it, walk along it, hop along it, and go around it without leaving their squares.

- Ask the children to make their bodies as tiny as possible, as large as possible, as low as possible, as high as possible, as stiff as possible, and as wrinkled as possible.
- Ask the children to raise up their arms and, stretching from the tips of their toes to the tips of their fingers, reach towards the sky. Now tell them to relax and let their arms and head hang freely. Repeat this exercise three or four times.
- Now tell the children to stretch their arms out at shoulder length and rotate them slowly, making small circles. Gradually the circles should become bigger and bigger. As they do this exercise, their arms will feel heavier and heavier. Tell the children that when their arms feel very heavy, they should let them drop and shake them out.

Drama Activities:

- **Candles Burning**
 - Next ask the children to stand as tall as they can and raise their arms over their heads, pressing the palms of their hands together. They are candles burning brightly. Explain to them that you will slowly count backwards from ten. As you do so, they should pretend they are melting. By the time you reach zero, they should be like a pool of wax on the ground. The children should remain in that position until you give them the signal to move again.
- **Objects and Things**
 - Ask the children to pretend to be: a teardrop, a cloud, an umbrella in the wind, a boiling egg, a frying egg, a spinning top, an airplane, a car, a rocking chair.
- **Animals**
 - Ask the children to pretend to be: a grasshopper jumping, a butterfly fluttering, a rabbit hopping, a cat walking, a bird gliding, a horse galloping, a frog lurching, a duck waddling

- Ask the children to pretend to change from: an elephant into a mouse, a snake into a lion, a frog into a horse, a fish into a whale, a ballet dancer into a football player, an old man or lady into a young boy or girl.
- **Activities**
 - Ask the children to pretend they are doing the following: washing dishes, washing a dog, feeding chickens, carrying wood, planting seeds, picking a crop, pouring and drinking a glass of water. Call the actions out one at a time, giving the children a minute or so to improvise each.
 - Ask the children to pretend to do the following, first with a sad look on their faces: sweeping the floor, building a table, helping someone to find something he or she has lost on the floor, climbing a ladder to pick some fruit from a tree, making soup. Next, ask them to go through the same movements, but this time with happy expressions.

Drama Vocabulary:

Character – who the actor is pretending to be

Expressions – a look on someone's face that conveys a particular emotion.

Improvise - perform spontaneously without preparation, using whatever is available.