



## Lesson: **Mime**

Ages: 1<sup>st</sup> and 2<sup>nd</sup> grade

Supplies needed: No supplies needed.

Project Intro: This lesson gives children an opportunity to practice expressing themselves through gestures and exaggerated movement.

Project steps:

### **Warm-Up Activity:**

- Chew & Spit
  - Ask the children to pick a partner (can be a sibling or other family member) and choose who will be A and who will be B. Each partner will stand approximately 10 feet away from the other.
  - Partner A will mime chewing a piece of gum. Encourage the child to really expand their mouth and over-exaggerate their chewing, pretending to roll the “gum” they are chewing around in their mouth.
  - Next they will mime spitting the “gum” into their partners mouth. Encourage them to put their whole body into the motion of the spitting (putting one foot back, leaning back, leaping forward and forcefully pretending to spit the “gum” out). This also loosens up their jaw and jaw muscles.
  - Partner B will then need to catch the “gum” midair and start to chew it. Also encourage them to put their whole body into it (leap forward, open their mouth up wide and grab the “gum” with their teeth and lips and then

over-exaggerate their chewing, pretending to roll the “gum” they are chewing around in their mouth).

- Partner B then repeats by spitting the gum back out to Partner A who will then catch it.

### **Drama Activity:**

- 3 Speeds Walking
  - Tell the children to walk around the room and they will practice walking at three different speeds: slow motion walking, normal paced walking and fast paced walking.
  - Demonstrate each speed for them and then call out each one to give them an opportunity to practice.
- Terrain Walking
  - Tell the children that the floor has magical powers and can change to become different types of terrains. Call out each terrain and have them walk across the room based on the following exploration:
    1. Talk about each terrain - Ask the children what the texture of the terrain is. Is it Cold or Hot? Wet or Dry? Soft or Hard? Slippery or Sticky?
    2. Ask the children how they would need to move their legs and feet in order to walk through the terrain and get from one end of the room to the other without falling. How might they need to use their arms and hands as well to try and keep their balance?

*Sample Terrains:* mud, nail infested pavement, cotton candy, yogurt, clouds, heavy wind storms, space, glue, snow, river of snakes, flying through air.
  - Incorporate 3 speed walking by calling out one of the three speeds as they are walking over each type of terrain.

Drama Vocabulary:

**Character** – who the actor is pretending to be

**Exaggerated Movements** - excessively heightened, inflated, or overstated, enlarged or increased beyond the normal

**Gesture** – a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of speech or together and in parallel with spoken words. Gestures include movement of the hands, face, or other parts of the body.

**Mime** - the theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.

**Terrain** - the physical features of a piece of land

**Walking in Slow-Motion:** Moving your feet and body so slow, you are barely moving

**Walking Fast Paced:** Moving so fast you are practically running