

# IMAGINATION GAMES

AGES 2 AND UP

## EXPLORERS

Tell your child you are going to be imaginary explorers. You can use this narrative as an example/guide or create your own variations. Do movements together that reflect the narrative—for example, using your hands to create make-believe binoculars as you “look ahead” and moving as if you are climbing a steep incline as you go up the “mountain.” This can be played as a walk and movement exercise around the room or outside. Indoors, stairs may be the “big mountain” or the mountain may be totally imaginary. You can also play this when you are seated, using non-locomotor movements only. Imagining movement and adventure together shows your child how powerful imagining can be.

### Narrative:

We’re going on a walk in the woods. Can you see the path? Let’s stay on the path and walk along. Look, up ahead! Do you see the tree in the middle of the path? Should we climb up it or go around it? Okay, let’s climb up it. Oh, you can see all around! Do you see the river?



Do you see the grassy field? Do you see the mountain? What else do you see? We’re going to climb all the way up to the top of the mountain and take a helicopter home again.

Here we are at the base of the mountain. Let’s stop for a snack before we climb it. Now, let’s go up the mountain. It’s getting harder as we go higher. Keep going. We can do it. Yay! We did it. Let’s hop in the helicopter and go home. We can see everything from here. Can you see the grassy field where we ran? Can you see the forest? There’s the tall tree we climbed. Well, our trip is almost over. Hop out of the helicopter and let’s take a rest.

Once children play this, they may want to be the expedition leader imagining different adventures on different terrain. You could take an adventure underwater, into space, riding on a boat, etc. As children’s language and cognitive abilities expand, this is a good vehicle in which to introduce different types of geography and you can increase the descriptive language and detail. When the child leads, you can ask questions.



## BIRTHDAY PARTY FOR A FAVORITE TOY

Does your child have a favorite stuffed animal or doll? Have an impromptu birthday party for it. Involve your child in the planning. Plan an imaginary menu. The child can make a present for the animal or doll using items from around the house. The barn for Benny the Horse made out of old boxes or the paper-towel dress for Abigail the doll will be a source of accomplishment for your child and may become a favorite item. Sing “Happy Birthday” or another song the guest of honor would like. And read the animal/doll a favorite story.

## PANTOMIME

Take turns with your child pantomiming characters from books you read and guess which character is being pantomimed.

Pantomime everyday activities—like sweeping the floor, walking the dog, or eating a sandwich.

Pantomime movements made by objects—cars, bicycles, the vacuum cleaner, etc.—and by animals.

# ARTS FUN

FROM ART TO HEART



## THE ZOO

Children enjoy pretending to take a trip to the zoo. Work with your child to set up animal exhibits; place stuffed animals in their habitats around the room. You can create habitats for the animals with paper and crayons. Check out books on animals from the library and use information from the books to describe the animals and their habitats as you travel around.

In a classroom setting, each student could prepare a simple costume and act out mannerisms of their favorite zoo animal. Students can research animals and prepare costumes with their families. Alternate half the class being zoo animals while the rest of the students are zoo visitors.

If you have a video of animals, watch the video before or after your “zoo trip.” Observe each animal. Pause the tape and mimic the animals as you watch.