

**LEVEL** ▶ Pre-K

## TRAIL TO CREATIVITY

**PROJECT** ▶ **CREATE AND PRETEND**

**PURPOSE** ▶ Children explore and express themselves through a variety of musical, dramatic and artistic experiences.

**MEETING PLANS** ▶

Strike up the Band  
Puppet Friends  
Let's Pretend  
Just Clowning Around  
Finger Plays

**YOUTH OUTCOMES** ▶

- Demonstrates artistic skills in the media of visual and/or performing arts.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM** ▶

When children complete each meeting plan, they each receive sticker #D00024 from the project to place on their recognition charts.

**TIPS FOR GROUP LEADERS** ▶

- Try to develop an atmosphere of creative freedom. Let the children feel free to use their imaginations in new ways.
- Avoid the idea that there is a right way of creating something. Patterns or models limit creativity and should be used only to stimulate ideas. Suggest options, but allow the children to make final decisions.
- Encourage the children to share ideas with each other while working on their projects. Ask the children to tell you what their artwork is as opposed to guessing what they have created.
- Never compare artwork. Each child progresses at his or her own pace.
- Before leaving the meeting site, be sure to obtain proper permission from parents and the child-care center.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

*Distribute this project overview to each activity leader who will be involved in this project.*

CREATE AND...



**MEETING PLAN** ▶ **STRIKE UP THE BAND**

**PROJECT** ▶ **CREATE AND PRETEND**

**LEVEL** ▶ Pre-K

**PURPOSE** ▶ Children stimulate and improve listening skills and rhythm.

**OPENING** ▶ Choose from the suggestions on page 129 or develop one of your own.

**MATERIALS** ▶ CD player, empty oatmeal carton (one per drum), masking tape, markers, scissors, cardboard tubes (from toilet paper, paper towels or wrapping paper), cellophane, rubber bands, paper plates (two per tambourine), stapler, beans or rice, rectangular tissue boxes (one per guitar), glue, jingle bells, yarn, mittens (does not have to be a pair), sand paper, blocks of wood (two each per block instrument).

**PREPARATION** ▶ Record different sounds that have rhythms, such as walking, bouncing ball, clapping, finger snapping, clicking of tongue, etc.

Remove plastic from oval portion of a rectangular tissue box.

**ACTIVITIES** ▶

**Sounds**

Have the children identify the sounds you pre-recorded, one at a time. Ask the children to repeat the sounds.

**Rhythm Band**

Help each child make a different musical instrument:

- **Drums:** Decorate an empty oatmeal carton with the lid taped on. Then beat it like a bongo drum.
- **Trumpets:** Place cellophane over one end of an empty cardboard tube and secure it with a rubber band. To play, place your mouth over the open end and make tooting sounds. **Be**

*sure the cellophane remains attached to the tube, otherwise it may pose a suffocation hazard.*

- **Tambourines:** Decorate two paper plates and staple the edges together leaving a small opening. Have the children put beans, rice or bells inside. Staple the opening shut. Hit the tambourine against your hip or hand to play it.
- **Guitars:** Decorate a rectangular tissue box and cardboard tubes. Allow plenty of time for paint and glue to dry before proceeding. To make the guitar, cut a hole in one of the shorter sides of the tissue box and insert the cardboard tube. Make the strings by placing rubber bands lengthwise around the box so that they pass over the oval opening. Strum to play.
- **Jingle-its:** String jingle bells onto a piece of yarn and tie the ends together to form bracelets or anklets. Shake your hands and stomp your feet to make music.
- **Sand Paper Blocks:** Cut two pieces of sandpaper each a little larger than the side of a block of wood. Glue sandpaper to the blocks. Rub blocks together.

When the instruments have been created, let everyone take turns playing them. Talk about what each instrument sounds like. Divide the group in half. Give one group instruments. Lead the group without instruments in some kind of rhythmic pattern of clapping while the other group plays the instruments, keeping time with the clapping. Switch sides.

**PLAYBACK: POINTS TO REINFORCE** ▶

- How did the instruments in the band sound to you when they were played one at a time?
- How did they sound when played together?
- What was your favorite instrument?

**CLOSING** ▶ Choose one from the suggestions on page 129 or develop one of your own.

STRIKE UP THE BAND

**MEETING PLAN ▶ PUPPET FRIENDS****PROJECT ▶ CREATE AND PRETEND****LEVEL ▶** Pre-K**PURPOSE ▶** Children make puppets for dramatic play.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Markers, yarn, fabric scraps, scissors, stapler, old socks, needles, thread, glue, buttons or wiggle eyes. Optional: Music player, music for puppet show, a table.**ACTIVITIES ▶****Sock Puppets**

The children can bring an old sock from home, or you can provide one. Sew on buttons or glue on wiggle eyes and other fabric scraps for facial features, hair and clothes. When the puppets are finished, let the children play with the puppets. Use the edge of a table as a puppet stage. Let the puppets dance and perform to the music. Present some situations and have two or three children at a time act out a situation with their puppets.

Example: The puppet friends are going to a circus.

Ask questions such as:

- What things will you see?
- What will you eat?
- The clowns are funny. What did they do to make you laugh?

Come up with other situations to act out such as riding in a rocket, going to the zoo, going to school, etc.

**Pretend Through Movement**

Suggest the children pretend to be sawdust people, with a hole in their toes and sawdust slowly running out until they've collapsed on the floor. Have them pretend to be a toaster toasting bread. Then suggest that they pretend to be the following:

- Bacon frying in a pan.
- An orange being peeled.
- Trapped inside a bubble and trying to get out.
- A space creature walking on the moon.
- A dog climbing up a fence.
- A bicycle.

Have the children come up with other scenarios of their own.

**PLAYBACK: POINTS TO REINFORCE ▶**

- What was fun about making your puppet talk?
- What kind of puppets can you make with members of your family?
- What do you like best about play acting or pretending?
- Was it more fun to move the puppets or watch them from the audience?

**CLOSING ▶** Choose one from the suggestions on page 129 or develop one of your own.

**MEETING PLAN ▶ LET'S PRETEND**

**PROJECT ▶ CREATE AND PRETEND**

**LEVEL ▶** Pre-K

**PURPOSE ▶** Children use creativity to make costumes and perform skits.

**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.

**MATERIALS ▶** Construction paper, poster boards, markers, glue, transparent tape, scissors, children stories. Optional: Glitter, sequins, curling ribbon, yarn, hats, shoes, purses, canes, glasses with the lenses removed, etc.

**ACTIVITIES ▶**

**Hats and Headdresses**

Hats and headdresses are often enough to suggest an entire costume. Hats are made in two pieces, the crown and the brim. Use construction paper or poster board to create hats and headdresses. For the crown, roll a cylinder or cone that fits around the child's head. Tape it closed. For the brim, trace around the end that fits on the head on another piece of poster board and cut out the circle. Cut tabs in the crown, fit the brim over the crown and spread out the tabs. Glue the tabs to the brim in the shape the child wants. The easiest headpieces are made with a paper headband. You can cut animal ears (rabbit, dog, etc.) and glue them on, or make a wig by gluing on curled ribbon or yarn.

**Props**

Props can stimulate creativity and identify characters. Use pipe cleaners to make glasses and antennas. Also use scarves, jewelry, wigs, canes and shoes for costumes and props.

**Lights, Camera, Action!**

Read one or two stories together and talk about what the children could perform in a skit. If the story is familiar to everyone, the children should be able to ad lib. Be sure no one has too much to say except you, as the narrator. Make sure everyone has a part. The time limit for the skit should be five to 10 minutes. If there are enough children, divide the group into two smaller groups and have each group perform for the other.

**PLAYBACK: POINTS TO REINFORCE ▶**

- How did it feel to act in front of a group?
- What can you use as a costume?
- What are some things we can pretend to be?

**CLOSING ▶** Choose one from the suggestions on page 129 or develop one of your own.

## MEETING PLAN ▶ JUST CLOWNING AROUND

### PROJECT ▶ CREATE AND PRETEND

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn to use their imaginations.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Clown make-up or face paints, cardboard box about 12" deep, bean bags, music, masking tape, something to weigh down the box, one balloon per child.

PREPARATION ▶ Draw a clown face on the box and cut a hole where the mouth is.

Get permission slips signed by the parents for the children to visit a nursing home.

### ACTIVITIES ▶

#### Clowning Around

Buy clown make-up or face paints and paint the children's faces to look like clowns. Children can also decorate the clown on the cardboard box.

#### Circus Games

##### Beanbag Toss:

Place the cardboard box in the area you designate for the game and put an item inside the box to weigh it down. Mark at least three lines in varying lengths from the box with masking tape. Have the children stand behind the "easy" line and toss beanbags into the clown's mouth. Let them work their ways back to the "challenge" line as they toss the ball into the mouth.

#### Musical Balloons:

You will need one balloon per child, less one (as in musical chairs). Have the children form a circle and tap the inflated balloons gently in the air to the music. If a balloon falls to the floor, have a child pick it up and get it started again. When the music stops, each child must grab a balloon. The child remaining without a balloon is out, but can be consoled by popping a balloon.

#### Visiting Clowns

Arrange ahead of time for the group to visit a nursing home. Take the "clowns" to an area nursing home to help cheer up the residents there. Make sure to explain ahead of time what the children might see, hear and smell while there. Have children visit with the residents. They may also prepare a skit or song to be performed.

### PLAYBACK: POINTS TO REINFORCE ▶

- Have you ever been to a circus?
- What might you see at a circus?
- How are some ways clowns help cheer people up?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

**MEETING PLAN ▶ FINGER PLAYS**

**PROJECT ▶ CREATE AND PRETEND**

**LEVEL ▶** Pre-K

**PURPOSE ▶** Children practice fine motor skills through play.

**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.

**PREPARATION ▶** Learn the actions with the words so the children can model you.

**ACTIVITIES ▶**

**Clap Your Hands**

This activity helps get out the wiggles.

Clap, clap and clap your hands as slowly as you can.

Clap, clap and clap your hands as fast as you can.

Shake...

Roll...

Wiggle your fingers...

Pound your fists...

**Animal Finger Plays**

**Here Is the Beehive:**

Here is the beehive, where are the bees?

(Make a fist with thumb inside to make the hive.)

Hidden where nobody sees. (Place other hand over the hive.)

Watch and you will see them come out of the hive. (Closely watch hive.)

One, Two, Three, Four, Five.

(Slowly, beginning with thumb, fingers come out of hive one by one.)

BZZZ all fly away.

**Three Little Monkeys**

Three little monkeys jumping on a bed, (Tap three fingers on the palm of other hand.)

One fell off and bumped his head. (One finger falls off, then hold head.)

Mama called the doctor and the doctor said, (Hold phone by ear and dial in the air.)

“No more monkeys jumping on the bed.” (Shake finger in the air.)

(Repeat, going down in numbers.)

**Bear Hunt**

Say a line and have the children repeat it. (You may need to break up some of the longer lines to make it easier for children repeat.)

Would you like to go on a bear hunt?

Okay, all right. Let's go!

Open the gate; close the gate. (Clap hands.)

Coming to a tree, can't go over it, can't go under it, guess I gotta climb it. (Pretend to climb.)

Coming to a bridge, can't go over it, can't go under it, let's cross it. (Thump chest with fist.)

Coming to a field, can't go over it, can't go under it, so let's go through it. (Rub palms together for swishing sounds.)

Coming to a river, can't go over it, can't go under it, so let's swim it. (Pretend to swim.)

Oh! I see a cave, it's dark in here. (Cover eyes.)

I feel something furry. (Reach out hand.)

It's a bear! Let's go home! (Run in place, pretend to swim, run through field, cross bridge, climb tree, slam the gate.)

Whew, we made it!

**Grandma's Glasses**

Discuss what the children call their grandparents.

Here are grandma's glasses. (Make circles with fingers around eyes.)

Here is grandmas hat. (Hold hands on head.)

Here is the way she folds her hands. (Fold hands.)

And lays them in her lap. (Lay folded hands in lap.)

Here are grandpa's glasses. (Make larger circles.)

Here is grandpa's hat. (Make larger hat.)

This is the way he folds his arms. (Fold arms across chest.)

Just like that. (Repeat with emphasis.)

**Five Little Fishes**

Five little fishes swimming in a pool.

(Wiggle five fingers.)

First one says, "This pool is cool." (Hold one finger, then wrap arm around body.)

Second one says, "This pool is deep." (Hold two fingers, then hands measure deep.)

Third one says, "I want to sleep." (Hold three fingers then rest head on hand.)

Fourth one says, "Let's dive and dip." (Hold four fingers, then hand dives and dips.)

Fifth one says, "I see a ship." (Hold five fingers, peer out under hand.)

Line goes ker-splash. (Imitate fishing rod.)

Away five little fishes dash. (Wiggle fingers away.)

**PLAYBACK: POINTS TO REINFORCE**

- What other rhymes do you know?

**CLOSING**

▶ Choose one from the suggestions on page 129 or develop one of your own.



## FAMILY TAKE-HOME PAGE

“Create and Pretend” is a project on the Trail to Creativity that allows children to explore themselves through a variety of musical, dramatic and artistic experiences. As a result of the project, Camp Fire hopes that your child:

- Demonstrates artistic skills in the media of visual and/or performing arts.
- Works and plays cooperatively.

### AT HOME ▶

#### Recital

If anyone in your family sings or plays an instrument, have that person put on a recital. If he or she plays a musical instrument, have him or her talk about the instrument and how it is played.

#### Family Puppet Show

Have each person in your family make a puppet out of a paper sack or old sock. Create a puppet show about your family and present it to neighbors, other relatives or friends.