



EM35



10-15 minutes

## BROKEN DOLL



To protect muscles from strain by warming up  
To develop imagination and creativity  
To develop relaxation skills



- ❖ Your stiff, wooden or plastic doll from EM34
- ❖ Music, or a percussion instrument of your choice, to accompany the warm up (match the mood and rhythm to the movements) or just clap



### Warm Up to Music or a Beat (as in previous sessions):

Do the following warm-up routine with your child to music/clapping/the beat of a percussion instrument, to help set the rhythm and mood of the warm up. Encourage them to follow your words and copy your actions:

Walk slowly around the room, moving arms freely.

Run around the room on tiptoes.

Stop, hands on hips, sway from side to side.

Repeat, this time with feet hip width apart, bending your left leg as you sway to the left and your right leg as you sway to the right.

Swing your arms from side to side, then up and down, and then make big circles with your arms.

Squat, then spring up; repeat.

Jump up and down on legs, arms swinging backwards and forwards.

### Play 'Stiff Doll is Broken':

Talk about Stiff Doll from the last session. Show your child the doll, and ask if they remember how she danced. Then say: *One day Stiff Doll was dancing and suddenly stopped because she broke!* Ask your child to pretend to be Stiff Doll. They need to dance and then, suddenly, break and stand still.

Talk about different poses that they could use to show the position of Stiff Doll's body when it breaks. Show them how to stand in a variety of 'broken' positions, for example, legs turned inwards at knees and toes, body bent to the side and head bent forward, arms half bent in unnatural positions. To help your child decide on the position that they will use to show that Stiff Doll has broken, ask them to decide which bit of the doll broke.

Dance with your child like Stiff Dolls. When you give the signal, freeze in your 'broken' positions. Talk about how 'broken' you both look and, if the positions are effective in showing that you are both broken, why they work.

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Your child can perform movements of Stiff Doll and act out it being broken and then mended.  
Your child can practise warming up and relaxing.  
Your child can work co-operatively in a pair.



KEY TO LEARNING  
@HOME



## BROKEN DOLLS – continued



### Play 'Let's Mend Stiff Doll':

With your child still in their 'broken' position, explain that you will be a helper for them as the broken doll and later they will help to mend you. If you have more than one child doing this, have them start working together in a pair, with one as the broken doll and one as the helper.

Tell your child that they must let you, as the doll's helper, move their limbs. However, as soon as you let go, they must let the limb drop back into its 'broken' position – they should let their limb relax completely.

Talk together about how you can 'mend' the doll – first find what is broken, and then try to mend it. For example, lift and drop one of the doll's arms; bend and straighten one arm then another; straighten a bent body or head. Let your child suggest ways of 'mending' the doll (glue, oil, string, hammer, nails and so on).

Act out 'mending' the 'broken doll'. Swap roles and repeat the game.

### Relaxation exercise:

Ask your child to find a space and follow the instructions:

*Sink slowly and gently to the floor and sit down.*

*Still moving slowly, gently lie down with your back on the floor.*

*Lie with your arms comfortably at your sides, legs comfortably straight.*

*Lie still and breathe in and out calmly and evenly.*