

LEARNING OBJECTIVE

To make finger puppets and use them in a role-play to encourage appropriate speaking and listening.

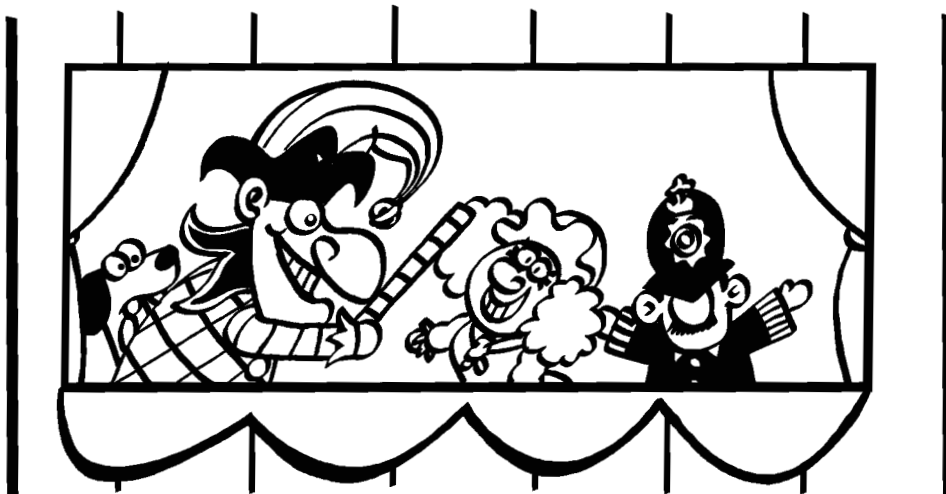
CURRICULUM LINKS

QCA citizenship, Unit 1: Taking part.

Problem puppets

What you need

A board and writing materials; photocopiable page 65, enough for one per group (for more durable finger puppets, plain material or strong paper could be used); felt-tipped pens; material; string or wool; glue.



What to do

- Using whole-class discussion, ask the children to list some of the common problems and issues that they face in their lives. This might include, a friend being nasty in the playground or an argument at home. Record these on the board.
- Agree on one of these problems to form the basis for a puppet show.
- With the children, decide on a short-story scenario that incorporates the chosen problem. Write the scenario on the board and talk about how the problem could be resolved. Encourage the children to think of positive solutions.
- Agree on four characters that will be involved in the puppet show and write these on the board. Talk about the different roles each character may play.
- Put the children into groups of four. Give each group a copy of photocopiable page 63 and a selection of puppet-making materials. Let them make the finger puppets. These should reflect the list of characters involved in the scenario. Encourage the children to add facial features, hair and clothes.
- Tell the children that they are going to use these puppets to act out the scenario. Encourage each group to think about what is happening in the scenario and think of a positive way to resolve the problem or issue. Each child should play a role with a puppet.
- Encourage the children to write down what each character says and does.
- When the groups have had time to practise their role plays, ask them to play their puppet dramas to the rest of the class.

Differentiation

Encourage older, or more able, children to write short-story scenarios that may be used as puppet dramas. For older groups, they could each have a different scenario to perform in front of the class. Allow younger, or less able, children to engage in conversation with the puppets. Encourage them to develop two-way dialogue between themselves and the puppets.