

# PUPPETS

## WHAT IS A PUPPET?

A puppet is a toy that can be used as a character - a person or an animal - in games or theatrical representations to entertain and educate at the same time. You can move a puppet with strings or by putting your hand inside it and use your creative potential to give life to this new being.

The puppet is a visual metaphor representing 'reality'. Students who make use of this tool become more receptive to learning, ask more questions, perform required tasks, participate and contribute their ideas easily and more naturally. Puppets involve and attract volunteers and affect class productivity as a whole.

Puppets can be used as a means to read a text, clarify a problem or situation and even encourage shy students to participate.

When assessing the use of puppets in education, we can highlight three main functions: they are entertaining, educational and therapeutic.

## HOW CAN WE USE A PUPPET?

Regardless of the material with which they are made - fabric, paper, clay, etc. - puppets will eventually turn into characters. The 'puppeteer' is the person who creates movement and gives voice to puppets.

The puppet comes to life, moves and talks and instead of tissue, paper and clay, we see a hero, a villain or a figure that makes us laugh.

Puppets can be used by the teacher to:

- greet children and ask their names;
- gain the attention of the class;
- praise and encourage students;
- teach a curriculum component;
- introduce vocabulary and dialogues;
- recite a verse or sing a song;
- create sound effects;

- provide an interactive experience;
- stimulate verbal response;
- encourage sharing of thoughts and ideas;
- tell stories;
- project emotions and feelings (joy, sadness, anger, etc.);
- build an environment of harmony.

## WARM-UPS

Teachers may introduce a new unit by using puppets. At this stage, depending on the subject, they may probably ask questions such as:

**Puppet:** *Who loves animals?*

**Students:** ...

**Puppet:** *Have you got have a pet?*

**Students:** ...

**Puppet:** *Do you take care of it?*

**Students:** ...

## DIALOGUES

Puppets can read and display the sample dialogues that appear in the Student's Book:

**Puppet 1:** *Where is Teddy Bear, Mr Frog?*

**Puppet 2:** *He is in the garden.*

## VOCABULARY

Puppets may be used to teach vocabulary, introduce new lexical items, make jokes, etc.:

**Puppet:** *Julia, where is your pencil?*

*This is an orange. Can you repeat, Ana?  
Carla, show me your book, please. Thank you.*

*Leo, touch your ear, please!*

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## STORY TELLING

A story may be told with the help of puppets.

- Do not use puppets just to tell the story; they should talk and do things, otherwise, they may become tiring or boring. Use them in situations that require the solution of a problem or to ask questions about the story.
- Set the scene; get acquainted with the story.
- Create the character's personality.
- Start by reading the text (poem, song, narration).
- Clarify the vocabulary.

## EDUCATIONAL OBJECTIVES

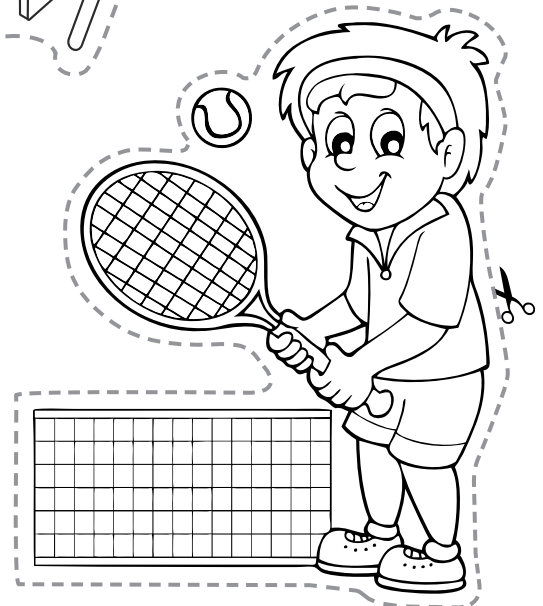
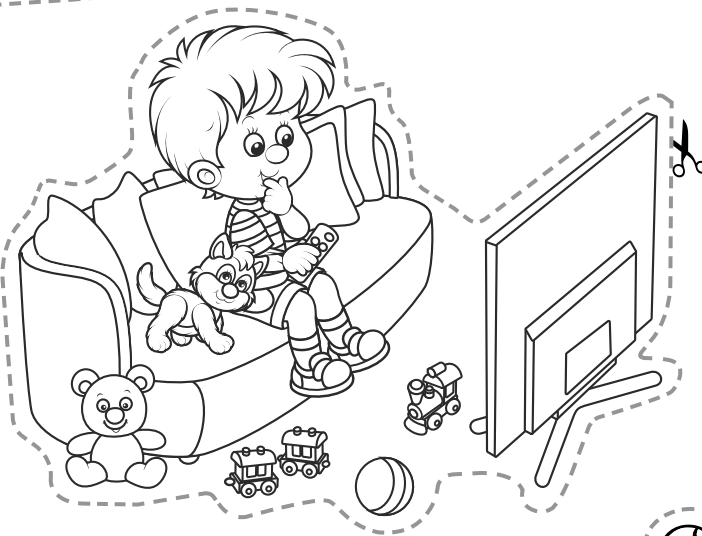
Puppets give students the opportunity to:

- develop visual, auditory and tactile perception;
- develop perception of facts sequence - spatiotemporal notion;
- develop coordination of movements;
- develop gestural, oral and artistic expression;
- develop memory and vocabulary;
- develop creative expression and imagination;
- develop oral and spontaneous expression;
- create a character;
- turn information into words;
- gain confidence and personal satisfaction;
- develop sociability and interactivity;
- acquire problem-solving skills;
- improve motor skills;
- improve listening skills;
- recreate the world.

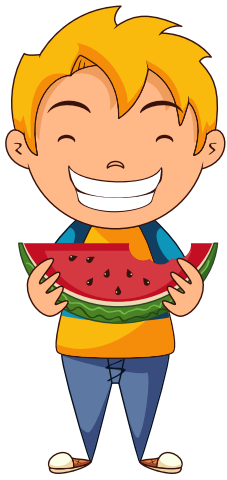
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## NECKLACE HOUSE PUPPETS



### Materials:

- Printable paper
- Cardboard
- String
- Scissors
- Glue or sellotape

### Steps:

- Stick the printable page on cardboard.
- Cut out the figures along the dotted line.
- Cut two pieces of sting into equal lengths of 40 cm.
- Stick -or tape- the two pieces of string at the back of each figure's top ends.
- Wait until the glue has dried up.
- Tie the string ends, creating a puppet necklace.
- Put on the puppet necklace.
- Make sure the puppet necklace is visible on your chest.

## SUGGESTED ACTIVITIES:

### Activity 1

- Learners take part in a memory contest.
- Students walk around the classroom, showing their puppet necklaces as they move along the place.
- Students stop to have small conversations with their partners.
- Students must try to memorise names and places.
- Student 1: *Hi! what's your name?*
- Student 2: *I'm Ricky.*
- Student 1: *Hi, Ricky, I'm Julia!*
- Student 2: *Where are you, Julia?*
- Student 1: *I'm in the living-room. Where are you?*
- Student 2: *I'm in the kitchen.*
- When students have finished, they change partners and have new exchanges with other learners.
- After some minutes, the teacher shouts *Stop!* and students sit down and write –in their notebooks- as many sentences as possible (*Julia is in the living-room, Ricky is in the kitchen, Ana is in the garden...*).
- The student who writes the most correct sentences wins the contest.

### Activity 2

- The teacher hands out some flashcards with different pictures of objects the students already know (*ball, box, shoes, etc.*).
- Each student –with his/her puppet necklace on- holds a flashcard in his/her hand.
- Student 1: *There is a ball in the kitchen.* (Necklace: Kitchen / Flashcard: ball)
- Student 2: *The box is in the bedroom.* (Necklace: Bedroom / Flashcard: box)
- Student 3: *There are two chairs in the kitchen...*
- Once all the learners have participated, they may swap flashcards and start making new sentences.

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## COLOURFUL PUPPETS



### Materials:

- Printable paper
- White cardboard
- Coloured pencils, markers or crayons
- Scissors

### Steps:

- Print out the puppets page.
- Colour the drawings.
- Glue the printable page on cardboard.
- Wait until the glue has dried up.
- Cut out the figures along the dotted line.
- Use your colourful puppets.

## SUGGESTED ACTIVITIES:

### Activity 1

- Students hold a puppet in their hands.
- Teacher: *Peter, what's your puppet's name?*
- Student 1: *Eric.*
- Teacher: *Where is he?*
- Student 1: *He's at the club.*
- Teacher: *Carol, what's are your puppets' names?*
- Student 2: *Norma and John.*
- Teacher: *Where are they?*
- Student 2: *They're at school.*
- Teacher and students repeat the procedure with the rest of the colourful puppets.

### Activity 2

- Students hold a coloured puppet in their hands.
- Teacher: *I need to buy oranges.*
- Students who are holding a puppet in the market: *Let's go to the market!*
- Teacher: *I can play football.*
- Students who are holding a puppet in the club: *Let's go to the club!*
- Teacher: *I'm tired.*
- Students who are holding a puppet at home: *Let's go home!*
- Teacher and students repeat the procedure with the rest of the coloured puppets.

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## CONVERSATIONAL HAND PUPPETS



### Materials:

- A sock
- Two buttons
- Wool
- Thread
- A needle
- Scissors
- Glue

### Steps:

- Use a sock –one you don't use anymore- to create a hand puppet.
- Cut short or long pieces of wool and stick them on the puppet's head to make its hair.
- Wait until the glue has dried up.
- Sew two buttons on the puppet's face to make its eyes.
- Put your hand inside the sock and give life to your hand puppet.

## SUGGESTED ACTIVITIES:

### Activity 1

- Students hold their puppets.
- In pairs, students make their puppets speak and move.
- Student 1: *Hi! I'm Lucy. What's your name?*
- Student 2: *Hi! I'm Victor. How old are you?*
- Student 1: *I'm ten. And you?*
- Student 2: *I'm eleven. When is your birthday?*
- Student 1: *It's in January. When is your birthday?*
- Student 2: *It's in May.*
- When students have finished, they change partners and have new exchanges with other learners.

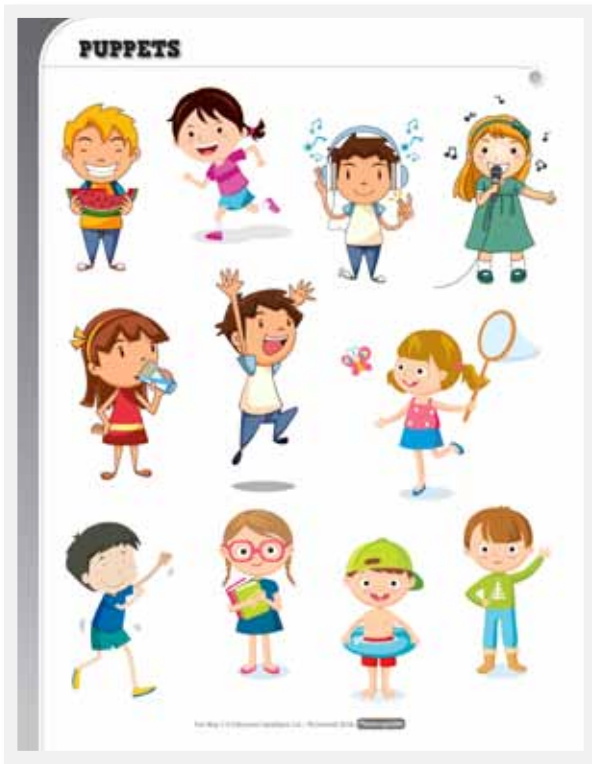
### Activity 2

- The teacher elicit names of food items (*milk, bread, oranges, fish, etc.*) and makes a list on the board.
- In pairs, students make their puppets speak and move.
- Student 1: *Do you like milk?*
- Student 2: *No, I don't like milk. Do you like milk?*
- Student 1: *Yes, I do.*
- Student 2: *Do you like fish?*
- Student 1: *No, I don't...*
- Students go on until they have finished using the food items on the board list. Then, students change partners and have new exchanges with other learners.



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## ABILITY STICK PUPPETS



### Materials:

- Printable paper
- Cardboard
- Scissors
- Craft sticks
- Glue or sellotape

### Steps:

- Stick the printable page on cardboard.
- Cut out the paper puppets.
- Glue or tape a stick at the back of each paper puppet.
- Use your stick puppets.

## SUGGESTED ACTIVITIES:

### Activity 1

- Students hold a puppet in their hands.
- Teacher: *Who can read?*
- Students who are holding a 'reading' puppet: *Here! I can read!*
- Teacher: *Who can jump?*
- Students who are holding a 'jumping' puppet: *Here! I can jump!*
- Students and teacher repeat the procedure with the rest of the 'ability' puppets.

### Activity 2

- Students hold their stick puppets.
- In pairs, students give life to their stick puppets by making them speak and move.
- Student 1: *Hi! what's your name?*
- Student 2: *I'm Yenny.*
- Student 1: *Hi Yenny, I'm Rod!*
- Student 2: *What can you do, Rod?*
- Student 1: *I can run. What can you do, Yenny?*
- Student 2: *I can read.*
- Student 1: *Can you swim?*
- Student 2: *No, I can't...*
- When students have finished, they change partners and have new exchanges with other learners.