

# 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

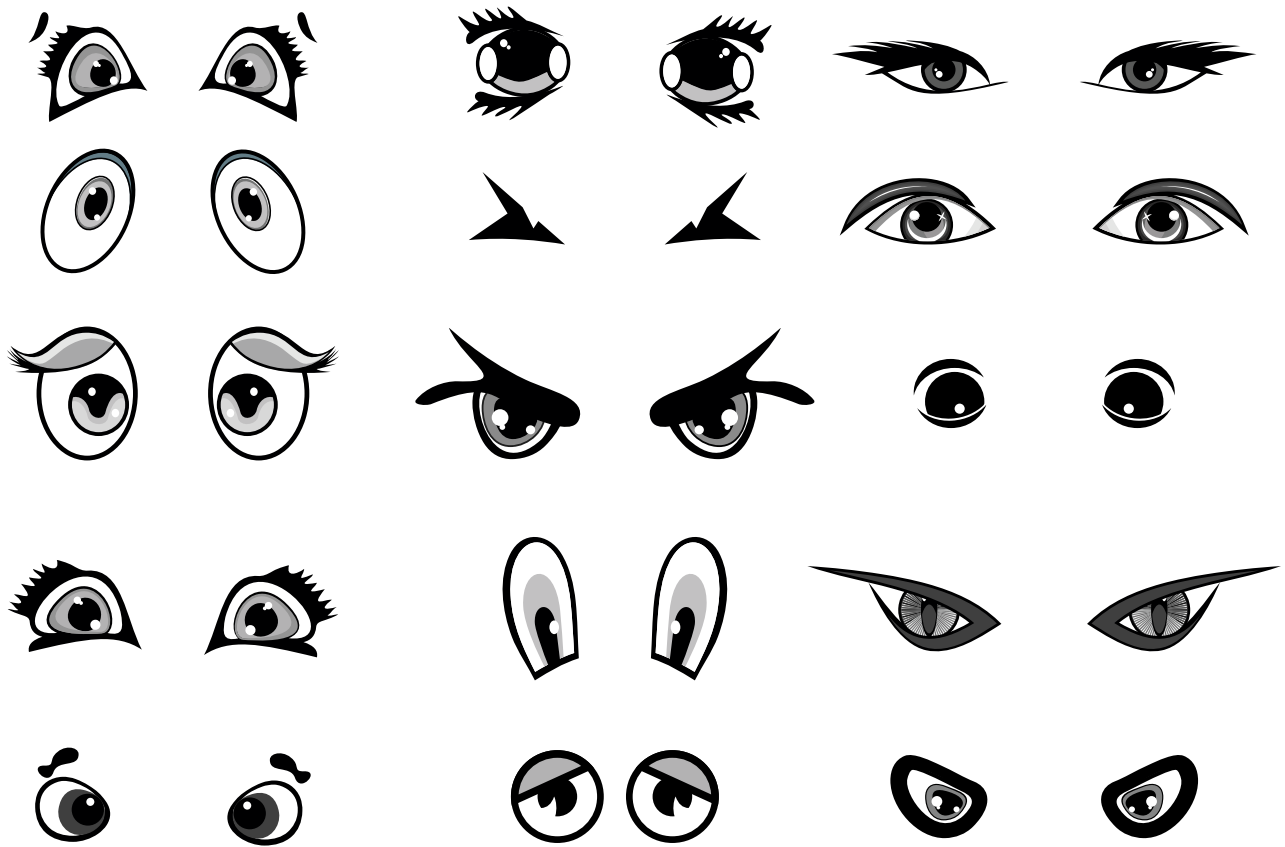
Puppets give students the opportunity to:

- develop visual, auditory and tactile perception;
- develop perception of facts and sequences spatiotemporal notions.
- 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.

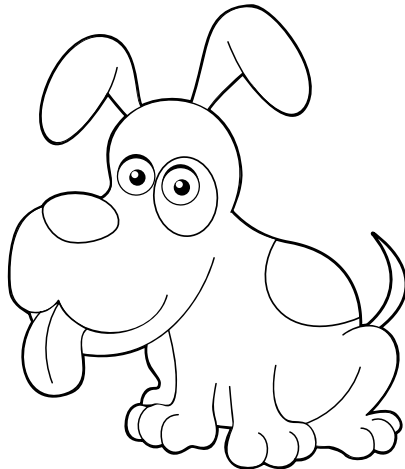
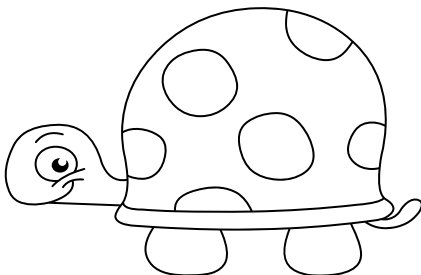
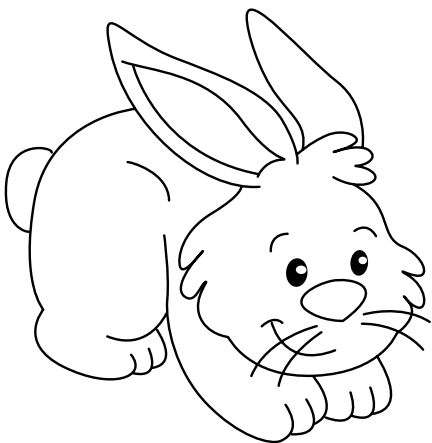
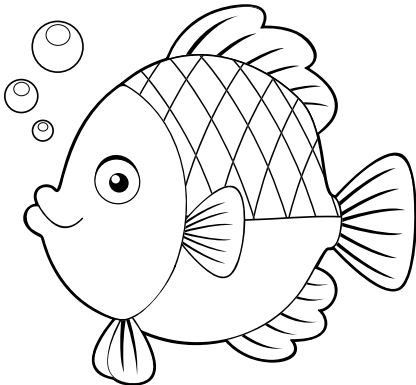
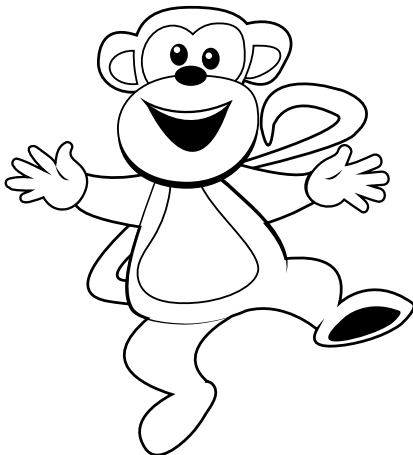
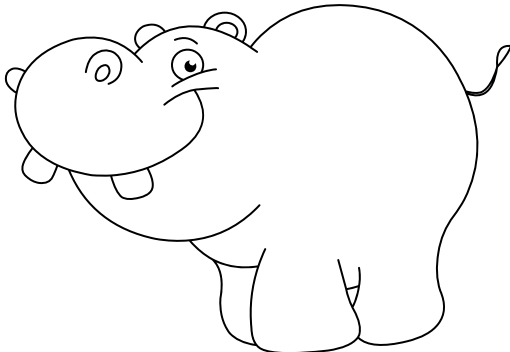
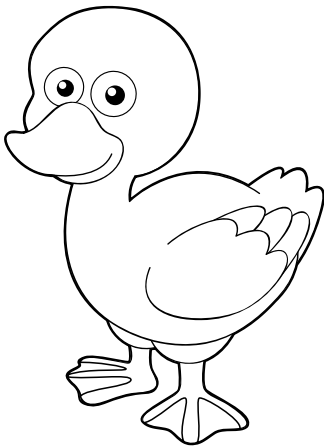
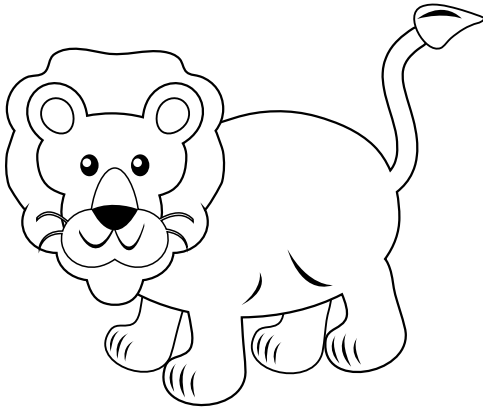
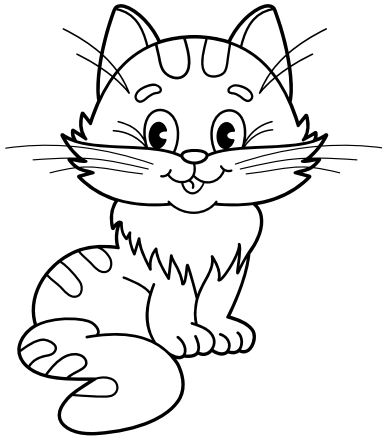
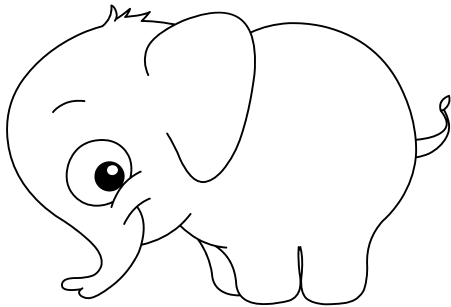
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## FAMILY MARIONETTES



### Materials:

- Printable paper
- Cardboard
- String
- Scissors
- Glue
- Cellotape (optional)

### Steps:

- Stick the printable page - with Teddy Bear's family - on cardboard.
- Cut out the figures.
- Cut two pieces of string into equal lengths of 20 cm.
- Stick or tape the two pieces of string at the back of each figure's head.
- Wait until the glue has dried up.
- Hold the string ends in each hand.
- Pull the strings and move your marionette.

## SUGGESTED ACTIVITIES:

### Activity 1

- Students hold their marionettes in their hands.
- In pairs, students give life to their marionettes by making them speak and move.
- Student 1: *Hi! I'm Teddy Bear's father!*
- Student 2: *Hi! I'm Teddy Bear's sister!*
- When students have finished, they change partners and have new exchanges with other learners.

### Activity 2

- Students walk around the classroom holding their marionettes.
- As they walk past other members of the family, they greet them.
- Student 1 (Teddy Bear) goes past Student 2 (mother): *Good morning, Mum!*
- Student 2: *Hello, Teddy!*
- Student 1: *Good bye, Dad!*
- Student 3: *Good bye, Teddy!*
- Students go on until all the learners have participated and all the members of the family have been greeted.

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## EMOTIONAL HAND PUPPETS



### Materials:

- Printable paper
- Cardboard
- A sock
- Two buttons (optional)
- Wool
- Thread (optional)
- A needle (optional)
- Scissors
- Glue

### Steps:

- Stick the printable page on cardboard.
- Cut out the eyes sets.
- Use a sock –one you don't use anymore- to create a hand puppet.
- Stick wool on the puppet's head to make its hair.

- Stick a set of eyes or sew two buttons on the puppet's face to make its eyes.
- Make sure all the puppets express different emotions.
- Wait until the glue has dried up.
- 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: *How are you today?*
- Student 2: *I'm happy! How are you?*
- Student 1: *I'm tired.*
- When students have finished, they change partners and have new exchanges with other learners.

#### Activity 2

- Students hold their puppets.
- Students make their puppets introduce themselves and say how they feel.
- Student 1: *Hi! I'm Emma. I'm sad.*
- Student 2: *Hello! I'm Sam. I'm fine.*
- Students go on until all the learners have participated.



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## ANIMAL STICK PUPPETS



### Materials:

- Printable paper
- Cardboard
- Scissors
- Coloured pencils, markers or crayons
- Craft sticks
- Glue or cellotape

### Steps:

- Print out the animals page.
- Colour the animals.
- Stick the page on cardboard.
- Cut out the paper animals.
- Glue or tape a stick at the back of each paper animal.
- Use your animal stick puppets.

## SUGGESTED ACTIVITIES:

### Activity 1

- Students hold a stick animal puppet in their hands.
- Teacher: *Where are the dogs?*
- Students who are holding a dog: *Here! Bow, wow!*
- Teacher: *Where are the cats?*
- Students who are holding a cat: *Here! Meow, meow!*
- Students and teacher repeat the procedure with the rest of the animal puppets.

### Activity 2

- Students hold a stick animal puppet in their hands.
- The teacher points at an animal stick puppet and asks questions.
- Teacher: *What's that?*
- Student 1: *It's a duck.*
- Teacher: *What colour is it?*
- Student 2: *It's yellow.*
- Students and teacher repeat the procedure with the rest of the animal puppets.

# PUPPETS

## YETI PUPPETS



### Materials:

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

### Steps:

- Print out the yeti parts.
- Cut out the paper yetis and the rest of the body parts.
- Create your own yeti puppet by sticking its body and body parts on a piece of white cardboard.
- Wait until the glue has dried up.
- Colour your yeti puppet.
- Cut it out.
- Create a suitable voice for your yeti.
- Give your yeti a name.

## SUGGESTED ACTIVITIES:

### Activity 1

- Students hold their yeti puppets in their hands.
- Teacher: *Ana, what's your yeti's name?*
- Student: *Britney.*
- Teacher: *Can you spell it, please?*
- Student: *Yes, B-R-I-T-N-E-Y.*
- Teacher: *What colour is Britney?*
- Student: *She's pink and green.*
- Teacher: *How many arms has it got?*
- Student: *It has got two arms.*
- Teacher: *How many eyes has it got?*
- Student: *It has got two eyes.*
- Teacher and students repeat the procedure with the rest of the yetis.

### Activity 2

- Student's work in pairs.
- Students give life to their puppets. Remind them to produce the yeti's voice.
- Student 1: *Hi, my name's Britney!*
- Student 2: *Hello! I 'm Tini.*
- Student 1: *Can you spell your name?*
- Student 2: *Yes, I can. T - I - N - I.*
- Student 1: *Can you describe yourself?*
- Student 2: *Yes. I am small. I am brown. I have got blue eyes, a red nose, an orange mouth, two arms and two legs. And you?*
- Student 1: *I have got...*
- When they finish the conversation, students present their partner's puppet to the rest of the class.
- Student 1: *This is Tini. She's small and brown. She has got ...*