

LITERACY SUPPLEMENT FOR FELT PUPPETS (IN SPACE) ADST LESSON

# PUPPETS FOR PERSONAL AWARENESS!

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**“Education is all a matter of building bridges.” ~ Ralph Ellison**

This unit is designed to supplement the Felt Puppets *in Space!* section of the 9 Applied Design, Skills and Technology (ADST) Lessons found at <https://digmore.prn.bc.ca/helpful-resources/adst/>. ADST support exists for SD60 teachers, including materials, tools and training. Please contact your administrator if you’d like to access this support.

LESSON TITLE	LITERACY/ NUMERACY TASKS	BRIEF OVERVIEW OF LESSON
Puppets for Personal & Social Awareness  Supports “ <a href="#">Felt Puppets</a> (in space!)”    Grades 5 and 6	Literacy Task: Write and perform a puppet play about overcoming a fear or navigating a tricky school situation <u>Curricular Competency (Gr 5/6):</u> Use <a href="#">oral storytelling processes</a> Synthesize ideas from a variety of sources to build understanding	After creating felt puppets, students will write and perform a puppet play that addresses fear and overcoming obstacles.

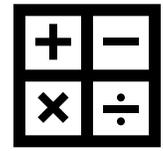
**TARGET AUDIENCE:** Grade 5/6 students (oral storytelling processes).

**PREP WORK:**

- Teach kids to make 1 **puppet** per student, as per [Moneca Conway’s Makerspace video](#).
- Create a **Puppet Stage** if you can’t borrow one from the Kindergarten room. [Here’s a simple design that makes use of old science fair tri-fold boards](#).
- Ensure students have **access to a video recording device** (such as an iPad/iPhone).
- Photocopy planning worksheets
- Print Topic Cards
  - These are based on Social Stories® but kids could create their topics

**MATERIALS LIST:**

- “[The Darkest Dark](#),” by Chris Hadfield)
- Planning Worksheets (1 per student)



- Topic Cards
- Art Supplies
- Pencil/Pen for writing

### QUESTION:

How can we use our puppets and our oral storytelling skills to teach younger students (and ourselves) strategies for being successful (and overcoming challenges) at school?

### GRADE # CURRICULUM:

- **Big Ideas:**
  - Language and text can be a source of creativity and joy.
  - Exploring stories and other texts helps us understand ourselves and make connections to others and the world.
- **Curricular Competency:**
  - Respond to text in personal, creative, and critical ways
- **Content:**
  - Use and experiment with oral storytelling processes

### VOCABULARY:

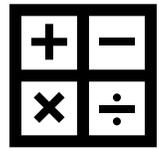
- **Social Script:** A social script is a short narrative written in the first person that discusses one problem situation. So, they come in especially handy for really any situation that comes up. Sometimes a teacher might use a social script to prepare a child for a scenario or situation, such as: riding the bus, beginning morning work, washing hands after using the bathroom, or working with partners.
- **Narrative:** a spoken or written account of connected events; a story.
- **First Person:** In first-person narration, a narrator is **a person in the story, telling the story from their point of view**. The narration usually utilizes the pronoun I.
- **Oral:** Spoken rather than written

### INTRODUCE THE LESSON:

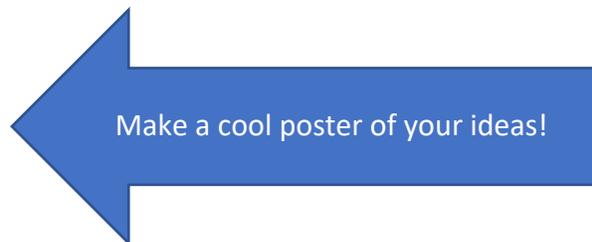
Prompt: “Our challenge is to make plays/videos that help younger learners know what to do at school. We’re going to make plays based on “Social Scripts”. Social Scripts help everyone understand how to be successful and safe in school!

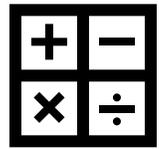
### TEACH THE LESSON:

1. Prompt: “Sometimes we face pressures, stresses and fears in our lives that are hard to cope with. Sometimes we can’t tell the difference between fear and danger.” [Watch this YouTube \(or read this story\)](#) - The Darkest Dark - written by Canadian Astronaut Chris Hadfield and Kate Fillion. <https://www.youtube.com/watch?v=-wKcsyHIsOQ>  
Discussion:
  - What are some things Chris was afraid of?
  - What are you are afraid of?
  - What’s the difference between danger and fear?
  - How do you cope with your fears?
2. Watch [this TED Talk](#) by Chris Hadfield ([What I Learned from Going Blind in Space](#)) and discuss his final point: “Why does he say, ‘No Fear?’” <https://youtu.be/Zo62S0ulqhA>



3. OPTIONAL: [This song by Chris Hadfield](#) further reinforces the message that our fears (the dark) can be scary when we don't understand them. Planning for tricky situations, having coping strategies and relying on your friends can help you see that the dark has a beauty all its own. <https://youtu.be/nGg30p1UNVI>
4. Prompt: "We're going to help the youngest members of our school community face their fears and stay safe in school. We're making a Social Script Puppet Show using the puppets we made!"
5. Prompt: "Making a Social Script is just like writing a walking story (Refer to Adrienne Gear's Lessons on Walking Stories). Instead of writing a story for kids to read, however, we're going to write a script for a puppet show. Our puppets can act it out. We can record our puppets so that little ones in the Primary Grades can watch them year after year. Your voices and your puppets can help our youngest students stay safe and make safe choices."
6. Prompt: "Here's an example of a Social Script that teaches kids about [taking turns](#). Let's try to think of expected school behaviours that are easy for big kids to do, but tough for the little ones."
7. *Brainstorm a list of things big kids can teach little kids. Here are some suggestions with links to social scripts embedded. There are so many more! If you generate new topics, just search for "TOPIC Social Story" on YouTube, or visit your friendly LAT/Resource Teacher for paper copies of Social Stories.*
  - i. [Keeping Hands & Feet to Self](#)
  - ii. [Hitting](#)
  - iii. [Making Friends](#)
  - iv. [Talking to others](#)
  - v. [Washing My Hands](#)
  - vi. [Taking A break](#)
  - vii. [Lining Up](#)
  - viii. [Walking in the Hallway](#)
  - ix. [Outside Recess](#)
  - x. [Tattling](#)
  - xi. [Wearing A Mask](#)
  - xii. [Going to the Dentist](#)
  - xiii. [First Time Going to the Principal's Office](#)
  - xiv. [Clean-Up Time](#)
8. Put kids into pairs or trios (or let them choose their working group).
9. Prompt: "You've helped me make a list of different things we can teach other students. I've put all the ideas into a hat. We'll draw to see what puppet show you and your partner will create!" (You could also let the kids choose their topics). *Jot ideas from the brainstormed list onto scraps of paper or Post It Notes. Allow students to draw from the hat.*
10. Designate one student to record topics and student names on the Record Sheet (below).
11. Students then research/view at least three versions of the Social Script they've been assigned. They may watch YouTubes of social scripts, as listed above or access the Learning Assistance Teacher or School Librarian for books (Such as the "Hands are Not for Hitting" series by Martine Agassi).
12. Next, students write the script for their own Social Script play (1-3 minutes long) based on what they've viewed and read. Use the Planning Tool below to help organize the ideas for your play. Because Social Scripts are – you know – scripted, it's ok to borrow phrases from





the YouTubes you watch and the books you read, as long as the end product is uniquely yours!

13. Students then write their scripts and rehearse in front of small and large group classroom audiences. When peer and self-assessment indicate they are ready for the big stage, allow students to record their masterpiece!
14. The next day, ensure recording equipment & puppet stage are set up. Set a schedule for recording student presentations.
15. You may wish to publish your videos to the School YouTube Channel or share with Primary classrooms during your Big buddy time.

*N.B. These videos aren't meant to be teaching tools for students with autism. However, because Social Scripts work well for our most complex learners, it's a neat tool to use as inspiration for this project.*

### **END THE LESSON:**

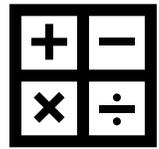
- Exit Slips: At the end of each class, students should reflect on and journal their response to one exit slip (project one from the handout below onto your whiteboard).

### **ASSESSMENT**

- Students should complete at least one of the core competency self-assessments at the end of the project. See below for Core Competency self-assessments that are connected to this task.

### **WORKSHEET**

- See PUPPET SHOW PLANNING TOOL (below)



# PUPPET SHOW PLANNING TOOL

NAMES:

DATE:

What is the topic/title of your puppet show? *(For example, "Clean Up Time!")*

Who are the Characters in this scene?

**What happens first?** *(For example, "I like to play with the blocks and my friends.")*

**What happens next?** *(For example, "When it's time to do something else, my teacher says, 'Clean up time!'")*

**What's the problem in the story?** *(For example, "I'm having fun. I don't want to clean up!")*



**How does the main character feel?** *(I feel sad! I feel frustrated!)*

**How can the main character solve the problem?** *(It's okay to feel upset. I can try to stay calm. I can take deep breaths. I can count to ten. I can look at the schedule to see what's happening next. I will clean up and move on to the next activity.)*

**Who benefits from expected behaviours?** *(For example, "When I help clean up, my friends are happy that I helped. My teacher is happy that I helped clean up, too! It feels good to be happy. I had fun working and playing with my friends. I can have fun cleaning with them too.")*



Exit Slip: Sometimes we face pressures, fears or situations that are hard to cope with. What's hard for you to cope with?

Exit Slip: What's the difference between danger and fear? How would you explain this to a little one? How would you explain it to a friend?

Exit Slip: Our fears can be scary when we don't understand them. Planning for tricky situations, having coping strategies and relying on your friends can help you see that the dark has a beauty of its own. What are some of your coping strategies?

Exit Slip: How does making a video about dealing with tough situations help you think critically and creatively about your own tough situations?

Exit Slip: You're confronted by a tough situation. You can feel the fear in your throat. What's the first thing you do?

Exit Slip: We've made lots of videos to help little ones cope with new school situations. As you approach middle school, what videos do you wish you had to help you stay safe and successful?

Exit Slip: Sometimes we face pressures, fears or situations that are hard to cope with. Who helps you cope with hard times? Who has your back?

Exit Slip: Compare oral storytelling and written storytelling. Which do you prefer? Why?

Exit Slip: The voice we use when telling Primary-School Social Scripts is different than the storytelling voice we use with our friends. Why do you suppose this is?

Exit Slip: What helps you feel calm and focussed? Are you able to lean on these strategies when times are tough?

Exit Slip: How did you keep the viewer interested in your whole video?

What are three things you like about teaching little ones successful & safe behaviour?

What do you wish could have been done differently?