**The Story About the Puppet Who Wanted To See the World**

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| **CEFR Level and Skill(s):** | A1 Writing (also relevant for practicing speaking and listening) |
| **CEFR Competence(s) Aimed at:** | Text production using simple sentence connectors such as “and” “but” “then”.  Written communication into action (dialogues, text messages and chat). |
| **Art form(s) Exploited:** | Drama and Visual arts and crafts. |
| **Duration of the Activity:** | 3 modules of 45 minutes (2 hours and 15 minutes in total)  Options for extending modules are described. |
| **Materials and Equipment Needed:** | Materials for making puppets, the theatre and the background for the theatre play:   * Paper and cardboard (Printouts if necessary. * Paint/colouring pencils * Pencils * Scissors * Glue * Sticks for the puppets   Digital tools:   * Phones, tablets or video cameras. * Computer and projector to show videos in class. * Tablet applications: My Talking Pet, Puppet Pals, Stop Motion Studio.   Examples of fairy tales to use: (See link to short versions in the bottom of the description)   * Hansel and Gretel * The little Red Riding Hood * Goldilocks And The Three Bears * Clumsy Hans (H.C. Andersen) * Pinocchio |
| **PROCEDURE**  **Introduction**  The activity is about introducing fairy tales and producing own puppet theatres based on these, where the children get to make their own stories where the puppets from the fairy tales “break out of the story” and go on an adventure to see the world.  The activity is divided in 3 modules with the option of expanding it to 6 modules.  **Preparation**  Module 1: The teacher prepares which fairy tale to work with and prepares which phrases and key words to work with in the target language. Materials for making the dolls are prepared. The teacher can prepare cut-outs for the dolls if there is not time for the children to draw their own.  Module 2: The teacher prepares a little introduction about how the characters in the fairy tale get bored about always telling the same story and about how they want to go out and make their own story.  Module 3: Materials for making stages are prepared.  **Module 1: Introduction to the fairy tale and making their own puppets**  The teacher tells a fairy-tale to the class and they talk about the meaning of it. This can be either in mother tongue with key words and phrases or completely in the target language depending on the language level of the children.  The teacher gives an introduction to the genre of fairy tales and talks about its elements such as journeys, character development and the different character tropes (hero, witch/monster, king/queen, knight, animals etc). The important key words are explained in the target language.  The children work in groups, who will decide which characters they want to make into puppets from the fairy tale. The groups will make their own story in the next modules. If they want to add new characters this is also ok. They can work with key words in the target language about their characters and write it down (evil, good, brave, scared, king, night etc.). The children make puppets inspired by the fairy-tale (either from printouts or using different materials to make their own).  **Module 2: Making their own stories**  The teacher introduces the task of the module, which is that the children in groups will make their own stories about their characters and write down the story and lines for the puppets to say in the story. Based on the previous module the teachers talk with the children about their puppets and what story they want to make. The teacher tells them that the puppets in the fairy tale are bored because the fairy tale is always the same. So what would happen if the puppets left the fairy tale and went to see the world?  The teacher can provide a shared beginning of the story that all groups have to continue from, such as “The puppet xxxx felt bored about always playing the same story and wanted to try something else. So one day xxxx decided to go for a walk and….”  The class have a shared discussion about what the puppets would do and what the children want to put in the story. The teacher can ask the children about what motivation the puppets have for leaving, where do they want to go, what will happen etc. Based on the discussions the teacher write keywords and sentences on the board that the children can use in their stories. The teacher can also prepare keywords and smaller sentences or lines in advance to give to the children to use in their stories such as “and”, “but”, “then”.  The teacher walks around in the groups and helps the children finish the stories and lines.  The stories should be short enough so that the children can finish them in the module. The teacher collects the stories from the groups and brings them for the next module.  **Module 3: Making a theatre stage and acting out the stories**  The children make small stages in groups. Either they build them using drawings, pictures of photos and materials like cardboard or sticks, or they make it digitally using an application for tablets such as puppet pals (see details under materials).  Then they act out their stories and show them to the other groups in turns. If the stories are digitalized, they are shown on a big screen.  **Options for extending modules:**   * The class can go outside and act out the stories in a nearby forest or in the local area. The stories made by the children can take place in the local area and the children can make small videos where they act out the story in these places, where the children with the puppets or as actors. * Make a follow up module about “coming home” to the fairy tale. What happens when the puppet comes back from his adventure? The children can make small stories about this scenario. * If the stories are filmed you can finalize the process with a “movie premiere” where the children see each other’s movies and talk about the stories and what they learned. * The children can make stop-motion movies about the story or the making of the story using the app “Stop Motion Studio” * The children can make digital puppet shows using the app “puppet pals”. They can also make small movies where the puppets talk using the app “my talking pet”. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | Activity can be made with a whole class, but group work would be appropriate. Each group could consist of approx. 3-6 children, who make a play together.  The activity can be done inside or outside. A space suitable for crafts would be good for producing the puppets and theatre stages.  Safety precautions if the class go outside. |
| **Prerequisites for the teacher :** | Not applicable |
| **Source(s) / Useful links:** | **Link to prefabricated dolls and backgrounds:**  <https://www.sparklebox.co.uk/literacy/fairytales/other.html>  <http://learncreatelove.com/printable-storytime-craft-jack-and-the-beanstalk/>  <https://picklebums.com/category/printables-2/>  <https://www.getawaytoday.com/travel-blog/disney-shadow-puppet-theater-and-printables>  **Link to short versions of fairytales:**  <https://parenting.firstcry.com/articles/10-popular-fairy-tale-stories-for-kids/>  **Link to resources for working with fairy tales in class:**  <https://www.earlylearninghq.org.uk/earlylearninghq-blog/tell-a-fairy-tale-day/>  **Apps:**  **Puppet Pals**  <https://itunes.apple.com/us/app/puppet-pals-hd/id342076546?mt=8>  **Stop Motion**  <https://itunes.apple.com/dk/app/stop-motion-studio/id441651297?mt=8>  <https://play.google.com/store/apps/details?id=com.cateater.stopmotionstudio&hl=en>  **My Talking Pet**  <https://itunes.apple.com/us/app/my-talking-pet/id1427290424>  <https://play.google.com/store/apps/details?id=info.wobamedia.mytalkingpet.free&hl=en> |



 