Twenty worked contexts

All are original invented teaching examples, not actual child records. Use after fresh first evidence has been saved. Change the setting with the child; do not copy a complete answer into their response.

81-A · Pretend café

The child calls a paper circle “Toast” and makes it arrive carrying an imaginary cup. Adult exact dictation records “Toast brings cups.” This is the child's character/job and actual puppet action; the cup is fictional. No real drink or service is implied. Ask what Toast will do if the pretend customer wants a different cup.

81-B · Toy repair desk

A child chooses a plain block as Fixer and directs a helper: “Wait by the broken spaceship.” The helper places it; the child adds a waiting line using AAC. Credit the chosen role and direction. Name the helper as the operator; do not record the child as moving the block. Invite the child to choose what happens when a visitor arrives.

82-A · Garden gate

A child animates a paper gardener waiting at a drawn gate in version one, then knocking through a chosen tap in version two. The tap is the child's performed cue, not a universal signal. The child chooses the waiting version for the story. Invite them to decide what could make the gardener leave.

82-B · Pretend station

A child directs an adult puppet operator to pause at the station until the child selects a “ready” symbol. The adult moves it after that selection. Record the child's actual cue and adult animation. A watcher says they noticed the pause; no emotion is inferred. Ask whether the cue should stay for the next scene.

83-A · Library of silly sounds

A child invents a librarian puppet who lends pretend sounds. A visitor wants a quiet sound. The child plays the librarian offering an imagined rustle through sign and a paper cue. This is original fiction, not a claim about a real library's service. Ask what the visitor could choose next.

83-B · Moon repair bay

The child builds a place card for a moon repair bay and says the robot needs a new door. The scene has not yet been played. Record a place/situation plan only. Invite one short robot moment, or retain the card as a plan without lowering a drama score for declining public performance.

84-A · Puppet parcel desk

The first maker plays a courier arriving with an invented parcel. A willing second maker agrees to add the desk worker's action and chooses to ask where it goes. Both contributions happen. The first maker keeps the courier. Note actual reply and agreed use; no claim of sharing a personal possession is needed.

84-B · A quiet museum

A child leaves a card saying “My puppet found a tiny door. What is behind it?” No recipient has seen or answered it. Credit an open invented continuation offer only. Keep it for a possible later maker; do not mark accepted collaboration, sharing with an audience or an understood intended effect.

85-A · Fresh G before teaching

The teacher opens only G first and its own unfilled blank. A child identifies the given puppet action but leaves a possible continuation unknown. The first is saved unchanged. Afterwards the teacher uses a different garden puppet to practise inventing one continuation. Record this actual teaching separately; later G remains unopened.

85-B · Previously seen first source

The child says a sibling showed G first with answers. The teacher records exposure, chooses an unused reserve-first source/own blank, and keeps G out of a freshness comparison. If no unseen source remains, use supported practice and label the limit. No first/later gain is claimed from spoiled exposure.

86-A · Story to use again

After all twelve units are read, the child says the play could help a group imagine different ways to solve a pretend problem. This is an own how/why contribution linked to the source, not a proven benefit to a real group. The child then makes a different scene about a pretend windy hat. Record encounter and new creation separately.

86-B · Favourite cloud only

A child points to the cloud after a complete faithful puppet presentation. Record an actual source-linked observation. No how/why reason has yet been offered. Invite a suitable later conversation or another way to respond; do not turn the adult's reason into the child's FE01 evidence.

87-A · Garden stage

The child makes a large paper sign for a pretend garden stage, then animates a seed courier arriving at it. Their place cue and actual puppet action are separate original contributions. The published Brisbane space fact is background, not a claim this real garden has a programme. Ask what the next visitor needs to know.

87-B · Plans in a collection

After the teacher gives the exact guide fact, a child notices that scripts/plans and puppets can be kept. They choose to keep their own scene card. This is a source-linked observation and a storage choice. It does not prove a real historical script was performed, or that the child has shared an arts work with an audience.

88-A · One willing parent

The child asks a parent if they want a short show; the parent agrees. The child animates their own repair robot and the parent says they noticed its pause. Record actual sharing and the parent's reported observation. This single encounter does not prove a wider community effect or every Arts standard component.

88-B · No answer yet

A child makes an invitation card and puts it aside for a friend. The friend has not received it. Record an invitation plan and the child's private rehearsal only. Keep FP01 audience evidence unavailable. Ask whether they want to keep the version or choose a different recipient later.

89-A · Lunch-box puppet

A child's pretend lunch-box puppet used to give food immediately. The child adds a question and a wait, then actually plays the new moment. Credit their revision and actual cue. It is a fictional invitation, not evidence of real food handling, nutrition advice or a classmate's consent.

89-B · Repair kiosk kept

A child chooses to keep their repair robot's long pause because it gives the next maker space to choose. That is their own explanation. They do not try a new performance today; record a choice about the existing work only. Later sharing or operator action remains unavailable.

90-A · Eligible G later

G first was saved on Day85. On Days86 and89 the child actually practised an open handover with different characters; target and support were recorded. G later stayed unseen until today. The teacher saves G later and compares only the sampled source/action/handover/attribution criteria. Improvement, if present, is bounded to the observed samples, not guaranteed by attendance.

90-B · Teaching did not happen

The teacher offered target practice, but the child passed. G later learning eligibility is unavailable. The child chooses an unused H first or ordinary scene instead. Record the actual offer and pass without inventing teaching exposure. Keep later G closed for a suitable future opportunity.