Day 87 · Puppets have places and plans

Tiny goal: Make a useful place for your own tiny show.

Flexible suggested 25-minute start: split, shorten, extend or stop for this group. No measured lesson duration or child outcome is supplied.

Welcome and set up · suggested 3 min

Teacher reads the two dated, bounded State Library facts in LOCAL-FACTS.md; child does not need web access or a library visit. Offer a plain place card and the child's puppet. Do not copy museum puppets, scripts, photographs or the library's set design.

Say: “Make a useful place for your own tiny show. You can choose, ask for help or pass.”

Model or preserve the fresh attempt · suggested 4 min

“A State Library guide lists puppets as well as scripts and planning documents. A plan and a puppet are different things. Let's make our own.” Make your own plain “rain repair corner” place card and try an entrance. A second published fact describes a Brisbane puppet/storytime space; it is not a current booking or outing invitation.

Choose a way in · suggested 5 min

1. Tabletop place cue. Make a large plain place word or drawing beside a puppet. Try an entrance and one action. No elaborate set needed. The cue supports the scene; its creation alone is not a played event.

2. Imaginary venue. Describe a useful invented show place through usual communication and direct a willing helper to represent it simply. Try the scene if wanted; distinguish child place choices, helper set-up and actual animation.

3. Local fact, new fiction. Encounter the teacher's dated public library facts, then invent your own fictional puppet place without copying collection works. Make or direct a short event; say which information was factual and which idea was invented.

Make, try and respond · suggested 7 min

Choose a fictional show place, make a simple representation and try a scene there. Change one useful feature because of the dramatic event: a waiting place, a doorway, a place for a surprising arrival. Compare what was planned and what happened. A willing watcher can describe their actual observation; no claim about the real collection or a real venue's current programme follows.

Ask: “Where could your little show happen in our pretend world? What does that place let your character do?”

If the child needs a next move: If a child draws a beautiful set but no dramatic event, acknowledge the set and ask for one character event. Keep design work, story planning and actual played drama distinct. If they want a real showing place, apply the local school review separately; a card cannot approve a space.

Notice what happened · suggested 4 min

“Which part was a plan? What did you actually try?” Ask how the place helped communicate the idea, if it did. The child can say it did not help.

Keep and finish · suggested 2 min

Keep a plain place cue the child can use again; original facts stay with the teacher source notice.

Next teaching move: Next time decide what a willing audience or maker needs before accepting an invitation. For a child still exploring sets, offer a one-puppet event in their chosen place.

Teacher evidence note: Record actual actor/action/support, the child's own idea, any source units encountered and any actual willing maker/audience. Label plan, helper action, source reasoning, rehearsal and unavailable evidence. A paper plan is not performed puppetry. Direction is a child contribution; name the actual operator separately. Do not infer emotion or understanding from gaze, pose, silence or an intended effect.

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