Day 88 · Want a tiny show?

Tiny goal: Offer your show in a way someone can say yes or no.

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

Offer a private rehearsal route and a possible willing recipient. Teacher checks current school permissions for any actual showing; no recordings or online publication required. Explain operator, maker, recipient and helper roles in ordinary words. Keep favourite possessions under their owner's control.

Say: “Offer your show in a way someone can say yes or no. You can choose, ask for help or pass.”

Model or preserve the fresh attempt · suggested 4 min

“Would you like to see my short puppet scene now, another time, or not today?” Wait for an actual reply. With consent, show it; after a decline, keep it privately. “I meant to show a surprise. What did you notice?” Accept a different or absent response without making them agree with your intention.

Choose a way in · suggested 5 min

1. Agreed live show. Ask a real willing recipient, wait for a reply and share a short actual work if agreed locally. Record child contribution, operator, audience encounter and support. An intended effect remains separate from the recipient's actual response.

2. Private rehearsal. Play your own scene privately and choose whether to keep or change it. No audience claim. You may make an invitation for another day; writing it is a plan until an actual recipient and reply exist.

3. Directed sharing. With a willing audience and helper, direct how your own scene is shared, using your chosen communication. Name the child's direction and helper performance. Do not call an adult-chosen script the child's independent creation.

Make, try and respond · suggested 7 min

Child chooses a short scene and an optional recipient. Offer an invitation with an easy decline. If accepted under local conditions, share the actual work in the agreed mode; child can animate, contribute usual communication or direct an attributed helper. Record actual audience encounter and maker contribution. Otherwise rehearse privately or keep the offer for later.

Ask: “What would your invitation say? What does the person need to know?”

If the child needs a next move: If the child writes a message only, credit an invitation plan. If it is sent and unanswered, record that status. FP01 evidence here needs actual sharing of the child's arts work to an actual audience, with the mode and child contribution named; a pretend audience or a planned invitation is not enough.

Notice what happened · suggested 4 min

“What did you mean to share? What did they actually notice?” Record unavailable response as unavailable. A recipient's own words belong to them; do not treat a nod or silence as a prescribed feeling.

Keep and finish · suggested 2 min

Keep the chosen version and an invitation/status note if useful; no public evidence upload.

Next teaching move: Use what the maker wants to change in an own next version. If no audience is available, retain creation/rehearsal evidence and offer a future suitable sharing opportunity.

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.

Ordinary choices (../../source/PARTICIPATION-ROUTES.md) · Optional home offer (../../source/FAMILY-OPTIONAL.md) · Sources and item rights (../../source/SOURCE-AND-RIGHTS.md).