Day 89 · Make it yours, make it useful

Tiny goal: Change one thing you want to improve in your 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

Return the child's own puppet, scene/place cue and any actual response they choose to use. Do not read later check sources. Offer one blank version card. Revisit the child's chosen purpose; a teacher's desired effect must not replace it.

Say: “Change one thing you want to improve in your show. You can choose, ask for help or pass.”

Model or preserve the fresh attempt · suggested 4 min

Use your own scene: “I want the courier to ask before changing the cloud. I'll add a question, then wait.” Try the actual revised moment. Name it as your own decision. Show that a version card alone is still a plan, and ask the child what they want to change.

Choose a way in · suggested 5 min

1. Change and try. Choose one feature of your own scene, revise it and actually play the new moment. Compare what happened with your purpose. A changed picture without a try stays a revision plan.

2. Keep with a reason. Choose to keep the existing version and explain or show one reason. Try the kept scene if desired. No forced edit; the child's reason and actual performance remain separately recorded.

3. Direct a new version. Give a willing helper a changed instruction for your own work. Watch the actual attempt and choose keep/change. Record child decisions and helper execution; an unused instruction is not a completed performance.

Make, try and respond · suggested 7 min

Child chooses one useful change to a role, place cue, action, sequence, open handover or invitation. Try the revised scene or direct an attributed helper. Compare actual versions through the child's own observation. If teaching an identified first-check need, use a new ordinary scene and record target, example, child practice, support and exposure date; leave the later source unseen.

Ask: “What would you keep? What would you change? Want to try it?”

If the child needs a next move: If the child says keep it all, accept a reason or a chosen unchanged version. If an adult suggests the edit, record that support and invite a fresh child choice. A compliant reproduction is not independently chosen revision; the child's actual work still matters.

Notice what happened · suggested 4 min

“Did your change do what you wanted? What is still unknown?” Their evaluation may be provisional. No watcher response, uptake or learning improvement is inferred from a neat finished object.

Keep and finish · suggested 2 min

Keep the version, the original or both. Ask what small thing they would like to make next.

Next teaching move: Select only an eligible unseen later check tomorrow; otherwise use an unused first or supported ordinary practice. Retain actual targeted teaching records before interpreting any later change.

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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