



Go-Givers Puppets



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Introduction

The Go-Givers puppets are the embodiment of the eight characters who appear in some of the Go-Givers stories, lessons and interactive activities. The characters represent normal, lively children, and have a variety of backgrounds and experience that enable children to identify with them.

We hope that use of the Go-Givers puppets in Foundation, KS1 and KS2 classrooms will help the children begin to think of themselves as Go-Givers – caring, concerned citizens who can make a positive difference to their communities. They have the potential to inspire children’s imagination, make lessons active and lively, and more fun for teachers, in addition to many other benefits.

Why use puppets?



Puppets can...

- Provide an excellent way for children to work through their fears and vocalise their feelings
- Allow children to learn experientially by becoming visually, aurally and kinaesthetically involved in a subject. Puppets are colourful, tactile and manipulable
- Help children to settle into a new school
- Act as powerful communication tools. Talking about their ideas helps children clarify their thinking and develops their reasoning skills
- Access a world of imagination and fun for children

'Sometimes anger can happen Teefa. To calm yourself down you can count to 10.'



- Model behaviours that teachers want to promote
- Bring more reticent children out of their shells, and help everyone become more expressive
- Become 'ambassadors' as well as friends, introducing children to new topics
- Become a confidant for younger children – they may respond directly to the puppet when they are unwilling to converse with the teacher directly.

'Digby, I am sometimes scared of water like you, but it's best to have a go!'



- Encourage children who are learning English as a second language to 'have a go' if they feel hesitant because they are unsure of certain pronunciations or of exactly how to express themselves
- Support children with special needs, including those with attention deficits and visual and hearing impairments
- Role play strategies for resolving conflict
- Boost self esteem and to bring a sense of unity to the classroom.

Introducing a new puppet to the class

Puppets are most successful when they are introduced slowly to the class and time is taken to **develop their identity**.

It's very important that your class feels comfortable with the puppet. Even the most charming puppet may seem a little frightening to children on first

sight. Try placing the puppet in a box, and say 'I've a special friend that I'm hoping you might help me take care of. He's a little shy, so you'll need to let him know that you'll all be his friends. Can you whisper to him, "It's alright, you can come out now."' "

Once a link is established between the class and the puppet, it can take on a life of its own. You can encourage children to help you show it things, and engage the puppet as though it is a pupil in the school. For instance the children might take the puppet on a tour of the classroom.

To help make the puppet seem more 'real', tell the children what you know about it. **Mini-biographies** of each Go-Giver character/puppet are available in [appendix 1](#) and on the left hand side of their blog pages (in the Kids' Zone) http://www.gogivers.org/kids_blogs.cfm You will glean more information from the blogs themselves – both current and previous posts.

Feel free to make up information that is unknown, and to build up a range of props, as you feel fit.

'Mitali just ignore the bullies and be yourself.'

'You're not chubby. Hindus are like elephants and everyone knows elephants aren't right without largeness! Don't worry and don't feel bad!'



Take care to **retain the puppet's character even when it is not being used**, for example it could be given to a child to be looked after, or assigned a special seat to sit on, to watch the children at work.

Use a digital camera to take pictures of the puppet doing everyday things, or to show what the puppet did when it went on holiday last year.

Handling the puppets

Try holding the puppet with your left and right hand. See which suits you best.

Think about the puppet as a person, and look at it when you're talking to it. Likewise, make sure the puppet looks at both you and the children – whoever's talking. If the puppet is addressing the whole class, make sure that the puppet looks from one child to another, as you would if you were talking to them.

However, don't feel that the puppet needs to be constantly moving. Keep its movements natural. **Make gentle movements**, rather than jerky ones. If the puppet is too animated, the children will get over excited and start copying the puppet's antics!

Think about how the puppet might **show simple emotions**. This helps to reinforce the idea that the puppet is alive, and helps to retain the children's interest. Here are some tips:

- Rocking the puppet's head gently from side to side can suggest a **carefree mood**
- Moving the puppet's head so that it is facing downwards can suggest **sadness**. Move its arms if you want to make it look as if it's crying
- To suggest **shyness**, move the puppet's head so that it looks at you slowly, and then looks away again slowly. By repeating this a few times you can make it look as if the puppet wants to engage in a conversation, but is embarrassed to do so
- Making the puppet glance quickly back and forth suggests that the puppet is **worried** about something
- There are a couple of ways to express **anger**. You can make the puppet's head tilt to one side (looking away from you if it's you the puppet is cross with) or keep the head upright and still, so that the puppet appears to be looking fixedly away from you
- The obvious way to show **tiredness** is to make the puppet yawn, but slow movements can also be a good way to show the puppet is ready to go back to bed
- Lack of eye contact e.g. looking at the floor or the ceiling, can be used to suggest that the puppet is trying to **ignore** you, or **avoiding answering a question**.

Speaking

Puppets don't always speak! If you're not confident about making a puppet speak, tell the children that the puppet has lost his voice, or that he's too shy to talk, and he'll have to whisper to you.

If you decide to speak, talk slowly to give yourself thinking time.

Puppets **don't need a special voice or distinctive accent.**

Ideas for using puppets in the classroom



When used frequently and well, the puppets will become part of the class. Here are some ideas of how the Go-Givers puppets can be used to **enhance the learning experience:**

On the **first day of a new school year**, introduce the children to a shy puppet that is also new to school! The children can introduce themselves to it and show it around the new classroom.

Consider naming each group or table in your class after one of the characters.

The puppets will work especially well if they are **involved in Go-Givers stories** where the character has a problem to solve, eg *Please Help Mitali* http://www.gogivers.org/ppts/Please_Help_Mitali.ppt

or *You Can't Do That Here*

http://www.gogivers.org/ppts/You_Cant_Do_That_Here.ppt.

Encourage the children to talk directly to the puppet about how they think they can help solve the problem.

Try using the puppet in the **role of a friend**. This can help you explain difficult concepts to either individual children or groups of children. Will the children be able to help the puppet when it's seen to be making mistakes? For example, the puppet could write its letters or numbers upside down or back to front, and the children could show the puppet how to write them correctly.



Use a puppet to **present a problem** for the children to think about. The children will want to help the puppet by solving the problem

The children could use puppets to retell all or part of a story they have listened to, or to present stories they have written themselves.

Give reticent children an opportunity to operate a puppet. When the focus is on the puppet, rather than on the puppeteer, they will forget to be self-conscious.



Encourage the children to explain to the puppets when they are not sure about things. This will **help you assess their understanding** more effectively. They know you know the answer so there is no point in wasting time explaining. However, the puppet doesn't know, so their explanations will tend to be fuller.

If the puppets become friends that the children can confide in, they can **help when you need to find out why children are upset**. The children may not want to tell you, but may be willing to tell the puppet.

To **help with class management**, a puppet could be asked to look around the class and choose children who are listening attentively.

Use the puppets to **act out familiar classroom conflicts** disguised as imaginary scenarios. This enables the children to distance themselves from actual disputes and reflect on causes of problems without becoming defensive or casting blame. It helps them realise that they have choices in how they react and provides an opportunity to explore options (See the

KS2 lesson *Resolving Conflict*

http://www.gogivers.org/ppts/Resolving_Conflict.ppt.)

Divide the children into groups, and ask each child in the group to represent a different character. Ask them to **write a Go-Givers play** with each 'character' contributing their own lines.



How about a **puppeteer X Factor style competition** for older children?

You could split the class into small groups and ask each group to perform

a short play. Class members could then cast their vote for the play they most enjoyed (using the Go-Givers *Ballot Box*

<http://www.gogivers.org/ballotBox.cfm> tool in Nifty Gear). The winning team get to perform the play in assembly.

One of the best ways to consolidate learning is to teach others. Ask older children to **make up plays or presentations about issues** they have learnt about through the Go-Givers lessons (e.g. keeping safe, anti-bullying or re-cycling) to perform to younger children.

Where can I buy a set of puppets?



Go-Givers puppets are available from the **Go-Givers [shop](#)**, tab on the left hand side of the Teachers Section of the Go-Givers website.





<http://www.gogivers.org/shop/?l=12>

Click on the link above to purchase the beautifully made set of eight puppets. They cost just **£25.00** including postage and packing – now that's a bargain!

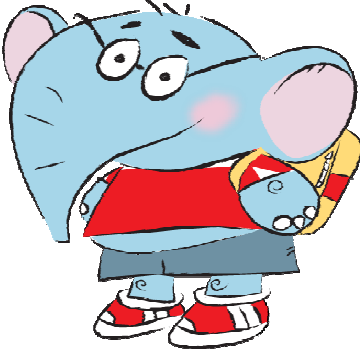

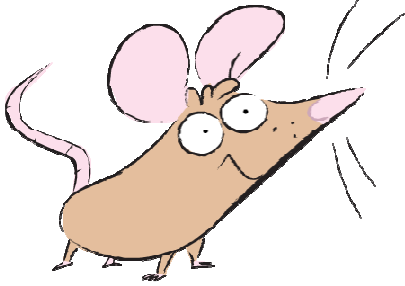

Alternatively, if you become a **Go-Givers Ambassador**, you could earn yourself a FREE set! Click [here](#) to find out more!



Appendix 1

Callum	Ahmeti	Teefa	Pete
			
<p>Age 14</p>	<p>Age 13</p>	<p>Age 10</p>	<p>Age 9</p>
<ul style="list-style-type: none"> • He's into skateboarding and action movies • He loses his temper very easily • He is looked after by his dad, who is often unemployed • He tends to hang around the streets • He's dyslexic • He scares people. 	<ul style="list-style-type: none"> • She fled from Kosovo, and still remembers running through the woods to escape from the soldiers • She is very insecure because of all the changes in her life • She has to translate for her mum • She is a Muslim • She is very bright, but has a lot of catching up to do. 	<ul style="list-style-type: none"> • Her mum is Nigerian • She is a Christian (Baptist) • She has a wide bunch of friends • She is always dressed in the latest fashion • She gets into trouble for being loud and bossy, but she behaves like this to cover up her shyness. 	<ul style="list-style-type: none"> • He is energetic, but wheelchair bound • His mum is Greek • His favourite game is 'IT' • He's into board games and computer games • He hates maths and finds it confusing • He is scared of being teased, and doesn't like being alone.

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Mitali	Anna	Digby	Jun
			
<p>Age 6</p>	<p>Age 6</p>	<p>Age ?</p>	<p>Age 8</p>
<ul style="list-style-type: none"> • He is mostly looked after by his grandmother • He is a Hindu • He is slightly overweight, and doesn't sleep well • He is worried about being bullied • He has an older sister who recently got married • He likes to show off his Indian dancing at parties. 	<ul style="list-style-type: none"> • She is adventurous, and a bit of a tomboy • She likes running and climbing trees • She always has her pet mouse (Digby) with her • She lives with mum. Dad has left home • She is scared of the dark. 	<ul style="list-style-type: none"> • He is Anna's pet • He was picked up as a 'stray' • He regularly sees the vet • He likes to run around a lot • He does tricks with a small red ball. 	<ul style="list-style-type: none"> • She is into gymnastics and dancing • Her first language is Chinese • She likes writing stories • She talks in her sleep • She has a phobia about fish, and other slimy things • She has two younger twin brothers.