

# Puppet play - Humility

## EXPLANATION:

Young children may not have the vocabulary to express understandings of humility but using puppets will give them the opportunity to explore actions, scenarios and feelings.

**YEAR LEVELS:** Prior to school

**STUDENT GROUPING:** Whole group and individual free play

**ACTIVITY LENGTH:** Group session time

## LINK TO CURRICULUM:

### Early Years Learning Framework

#### Learning Outcome 2: Children are connected with and contribute to their world

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- 2.2 Children respond to diversity with respect.
- 2.3 Children become aware of fairness.
- 2.4 Children become socially responsible and show respect for the environment.

#### Learning Outcome 3: Children have a strong sense of wellbeing

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.

## SCOPE OF TASK:

Puppet play is an enjoyable play-based activity for young children which encourages imagination and creativity. It stimulates communication, social skills and emotional development. Puppet play provides a sense of security that makes it easier for children to express thoughts and feelings and enact situations. Concepts associated with humility and elevating the value of others can be explored using puppets including respect, gratitude and empathy.



1. During story time read age appropriate books that explore concepts of humility for example: *The Emperor's New Clothes* (fairy tale) or *The Big Brag* by Dr. Suess.
2. Ask children to retell the story highlighting the behaviours of the characters. Assist in associating vocabulary with the actions: boastful, kind, self-important, bossy.
3. Using puppets, the teacher can enact and over exaggerate scenarios that explore characteristics of humility and investigate children's understanding. Events from the pre-read books could be re-enacted. Other examples could include:
  - Puppet saying that he is the best runner in the whole world better than (name children in the group)
  - Puppet saying that he has the prettiest hair – nicer than anyone else (name children in the group).

Other examples can be of interchanges between two puppets showing disrespectful behaviour, ungratefulness and lack of empathy

4. Ask children to tell you what was happening in the puppet play asking questions:
  - What did the puppet do?
  - What did the puppet say?
  - Was that fair/kind/nice?
  - What could the puppet have done/said?
  - Is the puppet being good friend — why/why not?
5. Ask the children to take turns with the teacher engaging in puppet play creating stories that demonstrate humble actions. For example, congratulating their friend on efforts made, recognising others skills or talents, good sportsmanship when losing a game or apologising for mistakes.

Once themes associated with humility have been explored and age appropriate vocabulary introduced the puppets can be left in home corner for children to explore further.

**Hint:** Share with parents/caregivers the concepts of humility that you are exploring so that these can be discussed and reinforced in the home environment.

## RESOURCES:

- Puppets from home corner, or
- Materials to make puppets — socks, glue, scraps of materials, collage materials.
- Suess, T 1998 *The Big Brag*, Random House Books.

Narrated book: Kids Story The Big Brag by Dr.Suess Stories and Fairy Tales for Children Bedtime Stories sourced from <https://youtu.be/CwZHaoKZZBU>.

