

Skills and Capabilities

Case Study

Three Little Pigs and One Big Bad Wolf

Year 2 Children Plan and Produce Their Own Puppet Show

Developing Thinking Skills and Personal Capabilities

The Project Story

After watching a visiting group of puppeteers who came to their school assembly, the children in a Year 2 class decided they wanted to put on their own puppet show. (10). The teacher saw this as an opportunity to develop the children's thinking skills and personal capabilities by getting them to work together to plan and produce their own puppet show. The activities took place over a period of one week.

Following the pupils' interests and identifying a TS & PCs focus.

Getting Started

The class had often used a planning board as a framework when working on new topics, so using this they set about planning their puppet show. (2)

Using a familiar strategy to help planning

They started of with the question *How will we begin?* (1)

The response was to decide on a story and make a list of characters and props. After some debate the children decided on *The Three little pigs*, so a storybook was located and read to the children to get some ideas. (8,19)

Using an open-ended question to stimulate ideas

Children sharing ideas and reaching agreement

The teacher then encouraged the children to think about the characters and settings for the story. They were then sent off in pairs to draw or write a list of characters and props they thought would be required for their show. During this process the children were observed co- operating with each other, sharing ideas, seeing possibilities and making decisions. (2,4,7,8, 12,14,15,16,19).

Teacher observation of group decision making

All ideas valued and displayed.
Allowing time for "incubation" of ideas enables some pupils to come up with other possibilities.
Ideas feeding off each other!

When the children returned to the class group, all their ideas were put together on the planning board. **(14,17,19)**

(This list was added to over the week as the children came up with other ideas!)

The children were then asked *What do we need to make the puppets and props? (1)*

Collectively they came up with a list of materials they thought they would need.

Someone suggested they could bring in books from home to get some ideas.

The children then added these ideas to the planning board with some help from the teacher. **(2, 4,7, 15)**

One pupil suggests an idea for getting ideas – that information in books may help stimulate and build new ideas.

Selecting Materials/Making Puppets

Going with pupils' own suggestions and offering choice.

The following day the children set about making their puppets and props during play time. The classroom assistant had gathered a variety of materials using the children's suggestions from the previous day. The children were able to select what they wanted to use. Free choice was given. Scissors and glue were collected from the children's personal drawers in the classroom. Other resources were selected from the classroom as required. There was lots of discussion and debating as to what they thought were the best materials to use. **(7,8, 14,15,16,19)**

Pupils involved in exploratory talk, offering and justifying reasons to each other.

Making the props and puppets then began. The children worked in pairs or in small groups to make each item, so they had to work co-operatively, sharing ideas, taking turns and problem solving. Some groups were very good at using books and resources around the classroom to get ideas. **(3,7,8, 14,15,16,18,19,20)**

Pupils agreeing and taking different roles

Observing,
prompting and
giving feedback

The teacher and classroom assistant were on hand to help move thinking on, if necessary. Lots of praise and encouragement was given. (16)

Show and Tell

At the end of playtime the class had a *Show and Tell* session. The children gave detailed descriptions of how they made their items. The other children were encouraged to ask them questions. (9,16,17)

Writing an invitation /making a poster

For the next part of the planning the children were asked to think about who they were going to tell about their puppet show and how they were going to tell them. They decided they wanted to invite *Red Ted* (the teddy bear they take home as part of a writing sack) and that they could write him an invitation. This was done through a shared writing activity and the children were encouraged to think about what information should be included. They came up with *what day the show was to be held on, what time it would start and finish and where it was to be held.* (1, 4 ,8, 14 ,19)

The pupils identify the key pieces of information they need in order to write an invitation

One child suggested that we could also make a poster to persuade Red Ted to come to the show. (The class had been doing persuasive writing last term!) A brain storming session followed and the children soon came up with a list of reasons to encourage him to come such as; *You will not stop laughing, It will make you giggle, You will see the big bad wolf blow down some houses...* These ideas were then collectively used to put together a poster, as a shared writing activity. (8,14,19)

This child sees an opportunity to use something learned last term in a new context. This is an example of transfer.

Articulation;
pupils think of a way of selling their ideas in a way that will appeal to others.

Putting on the show

The following day rehearsals and preparations took place during playtime. The children were encouraged to work together and to think for themselves. At the writing table they came up with the idea of making tickets and numbering seats. **(5,6,7,8,11,13,14,15,16,18,19,20)**

The teacher was at hand to move the thinking on and to make suggestions if appropriate. **(16,20)**

On the day of the show the children organised the classroom and performance themselves, some being puppeteers some joining the audience. Everyone seemed to enjoy the show. **(5,6,13,14,15,16,18)**

After the show the children were encouraged to reflect on the project during circle time. They were very enthusiastic and all agreed it had been good fun. **(17)**

Problem seeking and problem solving. The children come up with a solution to a problem they have identified, "who is going to sit where?"

Pupils talk about what they had done and how they had done it.

What the teacher said

The children greatly enjoyed this project and were actively involved throughout the whole process.

The planning board provided a useful structure to the planning process and enabled the children to take ownership of the project from the beginning. By posing questions at each stage the children were encouraged to think for themselves, share ideas and make choices and decisions.

When it came to making the props, the teacher were pleased at the way the children were able to work co operatively in pairs or in small groups. They seemed happy to be part of a team. As they selected their materials and created their props there was lots of conversation and positive inter action.

Scaffolding pupils' thinking, as required

Teacher self-reflection on the project and her own role in managing learning

Rehearsals for the performance were a somewhat chaotic at first and the children required a little guidance to get them going. It was important from the teacher's point of view however, to know when to step in and more importantly step back again.

This was a very successful project and proved to be an ideal vehicle for developing children's thinking skills and personal capabilities.

Thinking Skills and Personal Capabilities

Puppet Show

Key Focus-Learning and Thinking Skills

Managing Information

1. Start to work with a focus , respond to questions to clarify a task
2. Follow directions –begin to plan
3. Select with help information and resources suggest ways to obtain information
4. Identify and use simple ways to record

Thinking, Problem Solving Decision Making

5. Show ability to memorise by recalling and structuring experiences and stories
6. Show ability to sequence and order events
7. See possibilities
8. Give reasons and opinions
9. Ask different types of questions

Being Creative

10. Responding to stimuli
11. Play for pleasure as a form of expression
12. Be willing to take on new challenges
13. Experiment with ideas of performing

Working with Others

14. Be willing to join in Learn to work and play co-operatively
15. Be able to share and take turns
16. Develop confidence with adults and other children

Self Management

17. Talk about what they are doing and what they have learned.
18. Develop an ability to focus sustain attention and persist with a task
19. Be able to make choices and decisions about their work
20. Ask an adult for help