

ACTIVITY	MASTERY (What skills are being developed?)	AUTONOMY (Children's Viewpoint/Incentive)	PURPOSE (Learning Objectives)
Watching Indigo Moon's Professional INTERACTIVE Puppet Show <i>The Lost Forest</i> using Indonesian <i>wayang golek</i> - colourful wooden rod puppets	Actively engaging in a new awareness of problems of deforestation, fair trade and inequality / cultural diversity / ecosystems. (knowledge of puppets from another culture too)	My enjoyment of a professional colourful, visually stimulating & fast moving puppet show & my <u>interaction</u>	As a Stimulus for the courtroom drama workshop and/or awareness raising about important and current global issues in itself
Q&A after the show	Extended knowledge of puppet / other techniques used, Indonesian Puppets and the above themes	Asking My Questions	To increase awareness of another way of life / geographical awareness
WORKSHOP OPTION 1: Meeting the Puppets after the Show, asking Questions & writing down	Motivated literacy skills, and extended knowledge of the show's themes, particularly the factors involved in deforestation & global warming, also the function of the rainforests (and how a courtroom trial functions)	My interaction with a puppet/s, and having fun asking my questions to the puppet.	To prepare for the puppet/s being on trial - and to personify – seeing things from different viewpoints
OPTION 1 continued: Courtroom Drama-Asking Questions with microphone, making accusations, being a judge and sentencing	Understanding of the causes of deforestation, exploitation etc & how this might be avoided.	My chance to use a microphone with my question and to have my vote heard as part of the jury	To determine each characters' level of guilt and appropriate punishment / restoring action

<p>WORKSHOP OPTION 2:</p> <p>Designing & Making a Shadow Puppet Character</p>	<p>Observation Drawing Skills / Art / D&T Use of Materials Science: Pivots & Levers</p>	<p>My Character</p>	<p>To make a Puppet</p>
<p>Finding & Adapting a Story from 4 different cultures / linked to water theme</p>	<p>Knowledge of Diverse Cultures / significance of water</p>	<p>My group's story</p>	<p>To devise a Puppet Show for the whole school / others</p>
<p><u>A LONGER RESIDENCY or FURTHER WORK IN SCHOOL CAN LEAD TO all the following:</u></p> <p>Structuring a Story</p>	<p>Literacy targets through group co-operation</p>	<p>My bit of story</p>	<p>To give shape / words / Images / Drama to the Puppet show</p>
<p>Learning about Sound Effects / World Percussion for story</p>	<p>Scientific, D&T if making? knowledge of music & diverse cultures</p>	<p>My sounds for another group's story</p>	<p>To enrich the Puppet Drama</p>
<p>Improvising / Play with Characters / Voices</p>	<p>Co-ordination – motor skills, puppet operation, focus – CONFIDENCE Speaking & Listening</p>	<p>Fun with my Puppet Feeling confident</p>	<p>To make the Puppets come Alive</p>

<p>Process OF Final Product: Rehearsing & working as group teams to perform Shadow Theatre show & sound effects /music with professional sound and lighting equipment to whole school / Invited Audience</p>	<p>As above + Understanding of how different elements of making puppets, stories and music etc can purposefully all come together</p>	<p>My Part in the team My Self Esteem</p>	<p>To Showcase the project to the whole school / others</p>
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