

TEACHER GUIDE:

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is an innovative, non-profit cultural organization which provides internationally renowned programming in the arts, culture, education and recreation, all within a collection of distinctive venues in the heart of Toronto's downtown waterfront. Our School Visits programs are rooted in the inquiry-based learning model, and accommodate for a number of exceptionalities.

WHAT TO EXPECT FROM YOUR DAY?

When you arrive at Harbourfront Centre, you will be greeted by one of our Educators. Payment will be taken care of by our Registrar (if you are onsite) or our Educator (if you are offsite) during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre. Your program will begin shortly thereafter.

ACTIVATION (Pre Visit Ideas)

- 1) Introduce the topic of puppetry through the use of a **mind map**. Place the word 'puppetry' in the centre of a page, and have students generate as many ideas, connections, examples or images that come to mind. (It may be helpful to show a small video clip demonstrating a puppet show)
- 2) **Read your students a storybook**. Use this book as an opportunity for students to identify voices, hand gestures and expressions.
- 3) Have students complete a **KWL chart** (see link in the Additional Link to Learning section for a template). In this chart, students should complete what they **Know** about puppetry and what they **Want** to know before attending Harbourfront Centre.
- 4) Have students work in groups to **retell a story** using sock puppets (just socks no decorations). As a class, develop a criteria list of the essential elements to include on a fact sheet/ display board. Working in groups, students could prepare a visual display/ presentation on one of the following:
 - Where does the story take place (setting)?
 - Who are the characters (their names)?
 - How does the character feel (emotions)?
 - How do they move (gestures)?
 - What does their voice sound like?

PROGRAM DETAILS:

Grades: 1-3

Curriculum Links:

Full Day Early Learning Kindergarten – The Arts (Drama and Dance): express responses to a variety of forms of drama including those from other cultures

The Arts – Drama (Grades 1-2): apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories

Language Arts – Oral Communication (Grade 1-2): Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Key Inquiry Question:

How can we use a puppet to tell a story?

EXTENSION (Post Visit Ideas)

- 1) Have your students revisit their **KWL charts** and complete the **Learned** column. See if any pieces of information that they shared in the **K** or **W** columns proved to be inaccurate
- 2) Ask students to work in groups of two or three to **create a puppet play**. Create a worksheet to support their process and include:
 - Your puppet/character's name
 - Setting: (where does your character live, where does the story take place)
 - What is your character's favourite thing to do?
 - What problem(s) will your character encounter and what will be the solution?
- 3) Ask students to work with their group to create a **2D or 3D stage design** for their play. Students may want to use card board, construction paper, found objects, scissors and glue.

ADDITIONAL LINKS TO LEARNING

Harbourfront Centre School Visits does not assume responsibility for content on the resources listed below. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)

- 1) KWL Chart
http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf
- 2) History of puppetry and puppet theater
<http://www.theaterseatstore.com/history-of-puppetry>
- 3) Little Red Riding Hood Puppet Show
http://www.youtube.com/watch?v=SJ7_ofrbPiJU
- 4) How to create a puppet theater
<https://www.youtube.com/watch?v=Jr3371JaEFE>

VISUAL ARTS ASSESSMENT TOOL

Student Name: _____

Date: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Interaction in Group Discussion	never able to respond to direct questions; never volunteers point of view	rarely able to respond to direct questions; rarely volunteers point of view	responds occasionally to questions; occasionally volunteers point of view	responds frequently to questions; routinely volunteers point of view
Listening Skills	student does not listen when others talk, and follows few of the instructor's directions.	student does not listen when others talk, and sometimes follows the instructor's directions	student listens when others talk, and often follows the instructor's directions	student listens when others talk, and always follows instructor's directions
Use of Techniques	applies few of the skills, concepts and techniques taught.	applies some of the skills, concepts and techniques taught.	applies most of the skills, concepts and techniques taught.	applies all (or almost all) of the skills, concepts and techniques taught.
Use of Materials	uses tools, equipment, and materials correctly only with assistance	uses tools, equipment, and materials correctly with frequent assistance	uses tools, equipment, and materials correctly with only occasional assistance	uses tools, equipment, and materials correctly with little or no assistance

Comments
