

HAND PUPPETS

Focusing on children's living environment

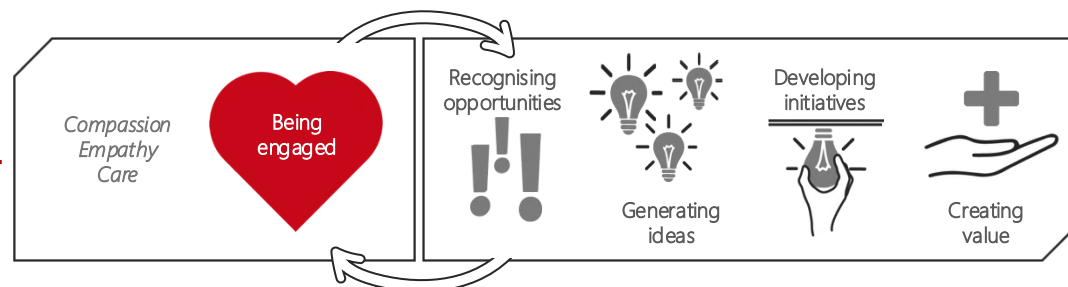
age 4 - 6

age 7 - 9

age 10 - 12



25 min



SUITABLE

- To find out which sustainable challenge children feel most connected to.
- To stimulate feelings of empathy, caring and compassion in children.

TIPS

- Give each hand puppet an attribute that symbolises an SDG.
- In step 5, as a teacher, focus on the most meaningful sustainability challenge that connects with the children's experiences.

MATERIALS

Hand puppets, props

STEP 1

Choose three Sustainable Development Goals (SDGs) that are meaningful to the children or central to the school (in current themes or projects). Provide three (hand) puppets, each symbolising those SDGs.

STEP 2

Introduce each puppet to the children through a puppet show. Let each puppet briefly tell its own story: the puppet needs help in relation to an SDG.

STEP 3

Hold a group discussion. Tell the children that we will start by helping one puppet with its problem. Which puppet will we help? What questions do we need to ask each puppet in order to make a choice?

STEP 4

Let the children ask each puppet questions: Why does the puppet need help? How urgent is the need? How can we help? ...

STEP 5

Hold a group discussion. Which puppet should we choose to help first and why?

Source: -



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sociaal
ondernemen
in de klas

Example

HAND PUPPETS

Context

You can use this method at the start of an activity or project to determine the context.



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STEP 1

Choose 3 SDGs and 3 hand puppets (or props for hand puppets) that symbolise them:

- SDG 1 (no poverty) hand puppet 'Luna, the Ragged Cat': rag clothes, broken bag, friendly but uncertain face
- SDG 2 (zero hunger) hand puppet 'Pip, the Thin-Belly Bear': soft bear with an oversized T-shirt, empty lunch box, sleepy face
- SDG 3 (good health and well-being) hand puppet 'Milo, the Mouse': small with a plaster on its paw, sad eyes and a heart.

STEP 2

Introduce each hand puppet:

- *I'm Luna. I don't have many toys and my coat is old. Sometimes I feel sad because I can't join in.*
- *I'm Pip. Sometimes I don't have any food in my lunch box. Then my tummy is empty and I feel very tired. I can't play properly then.*
- *I'm Milo. I often feel lonely. I don't have any friends to play with. My heart sometimes hurts a little.*

STEP 3

Start the group discussion. Point out that asking questions helps us to make good choices.

Luna, Pip and Milo all need help. But... which puppet will we help first. That's quite difficult. What do we need to know before we can make a choice? Who already has an idea of who they want to help? Why? Shall we call them over again so we can make a good choice? What questions shall we ask?

STEP 4

Let the children ask the puppets questions and answer them.

- Questions for Luna: *Do you have a home to live in? What do you play with? How do you feel?*
- Questions for Pip: *How often do you go without food? How do you feel when your tummy is empty? What do you do then? How can we help you? Is anyone helping you already?*
- Questions for Milo: *Why are you so alone? How does that make you feel? How can we make you happy? How can we be your friends?*

STEP 5

Under supervision, let the group choose the puppet with the greatest need. Suppose the group chooses Milo the Mouse because they think being alone is the worst thing. Then ask: *Why is that the worst thing? How does it feel to be alone? Do you know that feeling? What can we do to help Milo? Conclude: We have chosen Milo because no one should feel alone. Tomorrow we will start working on helping him.*