

Feelings Puppet Show - Levels C & D

PLAY

To support students to understand and practise vulnerability by using puppets to safely explore emotions. Through imaginative play, students learn to name feelings, explain causes, and respond with empathy, linked to Venus in the Playful Astronauts journey, where being open and brave helps people connect and grow.



Learning Intentions

Students aim to explore and recognise different emotions by acting them out through puppets.

Students aim to practise expressing feelings, including tricky or uncomfortable emotions, in a safe and supported way.

Students aim to listen to others share feelings and respond with kindness and respect.



Success Criteria

I can choose a puppet and show how it feels using actions, words, or symbols.

I can share what my puppet is feeling and why it feels that way.

I can watch and listen to others' puppet shows with care and respect.



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Duration: 10 - 15 minutes

Objective

To support students to understand and practise vulnerability by using puppets to safely explore emotions. Through imaginative play, students learn to name feelings, explain causes, and respond with empathy, linked to Venus in the Playful Astronauts journey, where being open and brave helps people connect and grow.

Players

Whole class, pairs, or small groups

Suitable for 4 - 26 students

What You Need

- Puppets (sock puppets, glove puppets, paper bag puppets, stick puppets, or small toys). This can be another whole activity by making them in class first.
- Optional: emotion cards (happy, sad, nervous, excited, angry, worried, proud)(found in PDF resource)
- Optional: simple props or a “stage” area
- AAC devices or communication boards as required

Setup

1. Create a small, clear performance space using a mat or open area.
2. Revisit the Venus theme using simple language:
 - “Venus teaches us that sharing feelings can feel scary.”
 - “Being brave and open helps us feel closer to others.”
3. Introduce the puppets and explain:
 - “The puppet can share feelings for you.”
 - “You can use the puppet’s voice, body, or actions.”
4. Show the emotion cards or brainstorm feelings together on the board.
5. Confirm AAC devices are on and open to feelings, people, or why pages.



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Gameplay

Step 1: Teacher Models

The teacher models a short puppet scene.

- Choose a puppet and say:
 - “My puppet feels nervous because it is trying something new.”
- Model a supportive response, such as:
 - “It’s okay to feel nervous.”

This helps students understand how to share feelings through a character.

Step 2: Choose Puppets and Feelings

1. Give each student or pair a puppet.
2. Ask students to choose how their puppet feels by:
 - Picking an emotion card
 - Choosing from a visual list
 - Using AAC
 - Saying or showing the feeling they want to use
3. Support students with prompts if needed:
 - “Is your puppet happy or sad?”
 - “Why does your puppet feel that way?”

Step 3: Act Out the Feelings

1. Students act out a short scene where their puppet:
 - Shows the feeling/emotion
 - Says how it feels
 - Explains why it feels that way
2. An adult or teacher joins the scene if helpful, asking gentle prompting questions:
 - “What happened to your puppet?”
 - “What could help your puppet feel better?”
3. Performances can be shared with:
 - The whole group
 - A small circle
 - A partner

Students may also choose to watch rather than perform and adults are there to assist with the performances or join in as needed.



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Debrief / Reflection

After each puppet show, offer gentle acknowledgement, for example:

- "Thank you for sharing."
- "That was brave."

Ask one reflective question at a time:

- "Have you ever felt like your puppet?"
- "What helped the puppet?"
- "Who could help when you feel that way?"

Reinforce the message:

"All feelings are okay, and sharing them helps us feel supported."

Winning the Game

There are no winners or losers.

Success is shown through sharing, listening, empathy, and respectful participation.

Sensory-Specific Learner Variation

Purpose: To support regulation and engagement during emotional exploration.

Adjustments include:

- Use soft or textured puppets for calming tactile input.
- Allow students to sit in a quiet space or behind a screen while performing.
- Keep scenes short and predictable.
- Allow students to move the puppet without speaking.
- Provide breaks or calming tools if emotions become overwhelming.

AAC-Specific Supports

1. Prepare AAC in Advance

- Pages with: happy, sad, angry, worried, excited, proud, because, help

2. Model AAC Use

- Teacher selects symbols while narrating puppet feelings

3. Supported Communication Options

- Students may:
 - Activate a single symbol
 - Combine feeling + reason
 - Point or eye gaze
 - Use partner-assisted scanning

4. AAC Reflection

- Ask: "How does the puppet feel?"
- Ask: "Why?"
- Students respond using AAC, gesture, or pointing



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Accessibility and Inclusion Notes

- Ensure performance areas are accessible for seated or standing participation.
- Use table-top stages for students using wheelchairs.
- Offer lightweight or stick puppets for easier handling.
- Allow narration, sound effects, or directing instead of acting.
- Celebrate all forms of expression equally.

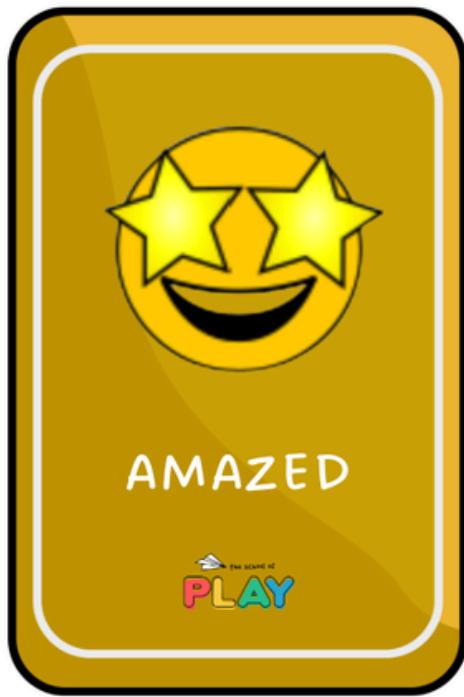
Teacher Notes

“Feelings Puppet Show – Levels C & D” supports emotional literacy, empathy, and confidence in sharing feelings. Using puppets creates emotional distance that helps students practise vulnerability safely. Linked to the Venus theme, this activity reinforces that being open and honest about emotions takes courage and helps strengthen relationships within the classroom community.

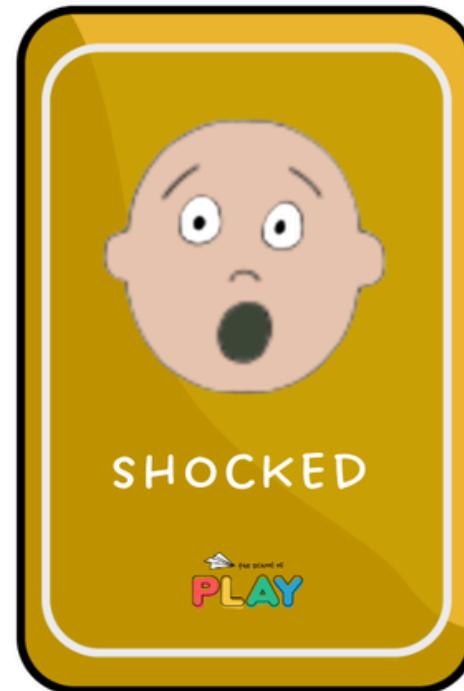
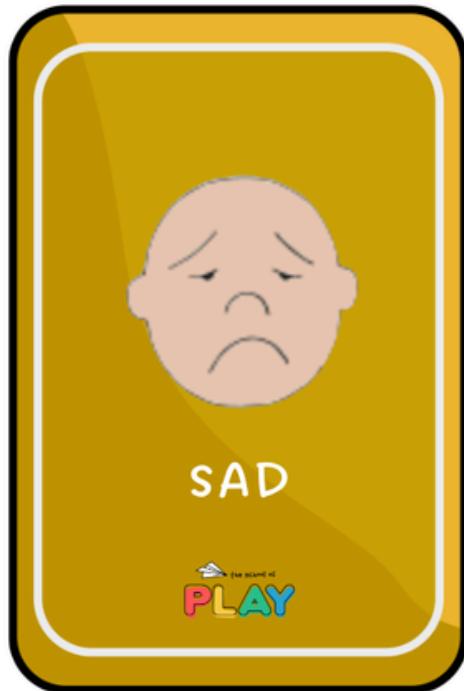


EMOTION CARDS

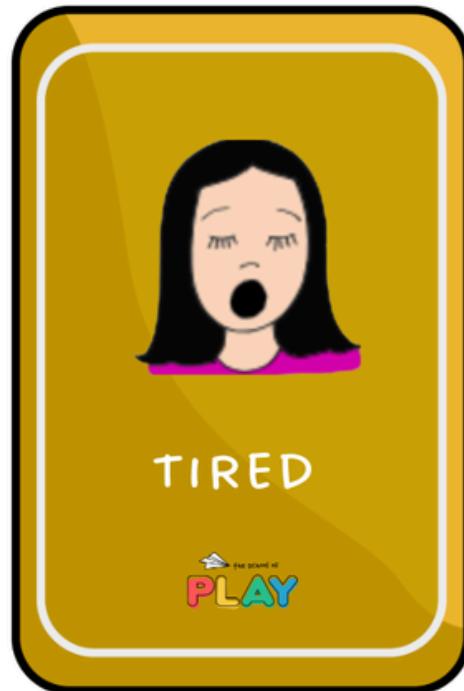
PRINT AND CUT OUT THE CARDS. STUDENTS CHOOSE A PUPPET AND SELECT AN EMOTION CARD TO SHOW HOW THEIR PUPPET FEELS, USING MOVEMENT, VOICE, OR ACTIONS. STUDENTS EXPLAIN WHY THE PUPPET FEELS THAT WAY AND PRACTISE A KIND OR SUPPORTIVE RESPONSE. ROTATE TURNS.



EMOTION CARDS



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