

# Feelings Puppet Show – Levels F-3

# PLAY

To help students understand vulnerability by using puppets to safely explore and share emotions. Acting out feelings through characters allows students to practise naming and expressing how they feel, just as the Playful Astronauts learn on Venus that being open takes bravery but helps us grow closer to others.



## Learning Intentions

**Students will practise** exploring different emotions by acting them out with puppets. This helps them recognise and understand their feelings in a safe and playful way.

**Students will learn** to express how they feel, even when it feels a little bit scary. This builds confidence in emotional expression and supports open communication.

**Students will practise** listening to others share their feelings and responding with kindness. This promotes empathy, emotional awareness, and respectful social interaction.



## Success Criteria

I can choose a puppet and show how it feels using words or actions. This supports self-expression through imaginative play.

I can share how the puppet feels and why it feels that way. This encourages students to name emotions and explain their causes.

I can listen and watch others' puppet shows with kindness and interest. This builds a respectful, supportive environment where vulnerability is celebrated.



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## Objective:

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## Players:

Ideal for 4–26 students in pairs or small groups.

## Materials:

- Puppets (sock puppets, glove puppets, paper bag puppets, or toys). This could be a brilliant pre activity to do with the students, ask them to bring in an old sock from home and spend a session creating their own unique sock puppets! Alternatively you can have 2-4 puppets that the whole class can share.
- Optional: Emotions cards (happy, sad, nervous, excited, angry, worried)(can also brainstorm this list on the board with the students prior to starting).
- Simple “mini stage” area or classroom mat for performance

## Time Required:

10–15 minutes

## Setup:

Create a small performance space where students can act with their puppets. Begin by revisiting the Venus page in the book and discussing how showing your feelings can be scary, but also really brave. Introduce the puppets and let students know they will use them to explore feelings in a fun and safe way.

## Gameplay:

### Explain the Game:

Give each student (or pair) a puppet and ask them to decide how their puppet is feeling. They can use an emotion card if needed or think of their own. Encourage the students to use their puppets to offer up praise or words of encouragement or strategies that could be used to help with each emotion.

Encourage them to act out a short scene where their puppet shows or talks about a feeling. For example:

- “I feel sad because I miss my mum.”
- “I’m nervous about trying something new.”
- “I’m happy because I made a new friend.”
- “I’m proud of myself for learning a new skill.”

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**PLAY**



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Let students perform their scenes for the group or in small circles. We find that having one adult/teacher join in each puppet show will help with the flow of the scene as it allows the adult/teacher to ask prompting questions to the student puppets.

## Encourage Sharing and Support:

After each mini-show, invite gentle applause and supportive comments like, “Thank you for sharing how your puppet felt,” or “That was brave of your puppet!”

Ask:

- “Have you ever felt the same way as your puppet?”
- “What helped your puppet feel better?”

## Winning the Game:

There are no winners. The goal is for students to practise vulnerability, sharing feelings, showing empathy, and creating connection.

## Variations:

### Make Your Own Puppets:

Spend a session creating puppets using old socks, paper bags, or craft materials. Decorate them with buttons, yarn, and googly eyes. This gives students ownership and connection to their characters.

### Emotion Guessing Game:

Instead of saying how their puppet feels, students act it out while others guess the emotion. Afterwards, discuss how body language and tone helped them figure it out.

### Whole-Class Puppet Story:

Combine multiple students’ puppets into one big show about teamwork, friendship, or problem-solving. Each student adds one emotional moment for their puppet.

### Calm Corner Edition:

Keep a few puppets in your classroom calm-down space. Students can use them to talk about feelings privately or during reflection time.

## For Wheelchair Users / Accessibility:

- Ensure performance spaces are accessible, allowing everyone to join comfortably in seated or standing positions.
- Use table-top puppet stages or boxes placed at appropriate height for students using wheelchairs.
- Encourage upper-body gestures, waving, clapping, hugging motions, or expressive voices, for acting out emotions.
- Provide adaptive puppet options such as stick puppets or lightweight hand-held characters for easier handling.
- Allow students who prefer not to perform to narrate, create voices, or assist with sound effects.



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## Notes for Inclusion:

- Model vulnerability by doing your own puppet example first, show students it's okay to share tricky feelings.
- Celebrate all emotional expressions equally, big smiles and quiet tears are both valuable.
- Remind students that there are no “bad” emotions, every feeling gives us information about ourselves.
- Encourage active listening during others' performances: “We listen with our eyes, ears, and hearts.”
- End with a group affirmation:
- *“It's brave to share our feelings. When we talk, we grow closer, just like the explorers on Venus.”*

## Additional Notes:

“Feelings Puppet Show” creates a safe space for emotional exploration. It allows students to express vulnerability indirectly and encourages peer support. Linked to the planet Venus, this activity celebrates the courage it takes to open up, and shows that even soft feelings can make strong connections.



# 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



# EMOTION CARDS



SILLY

the sound of  
**PLAY**



LAUGHING

the sound of  
**PLAY**



CELEBRATING

the sound of  
**PLAY**



TIRED

the sound of  
**PLAY**



# EMOTION CARDS



SLEEPY



SURPRISED



ANNOYED



DISGUSTED

