Appendix 2:
Student worksheets

Scene 1: We go live…

Scene 2: Choosing the right object

Scene 3: Two pairs of hands are better than one

Scene 4: Three ways of creating a story for Object Theatre

Object Theatre Story 1: Understanding the layout of a script

Object Theatre Story 2: Creating a script based on a story

Object Theatre Story 3: Adapting a story to make it more relevant

Object Theatre Story 4: Creating a devised piece with your own ideas

Scene 5: Issue-based work with Object Theatre – green shopping TV advertisement

Scene 6: Q & A time

Scene 7: An Object Theatre story - ‘Never Make Your Teacher’s Life Miserable!’

Student Worksheet

Scene 1: We go live…

1. Your experience of puppetry: what do you already know?

- Where have you seen puppets before? On TV or in a live performance?

- Write down everything you know about puppetry performances.

- You are going to be trained in Object Theatre, which is another type of puppetry. Looking at the name Object Theatre, what do you think is different about this type of puppetry?

- Share your ideas on the above with your partner(s) and group.

2. Before watching

Read the questions on the next page and think about them as you watch the scene.

- Who is being interviewed and why?

- What is Object Theatre? Fill in the blanks.
  Scott says: ‘Object Theatre is a style of puppetry which deliberately uses _____ items or _____, moved in such a way that it brings them to _____.’

- Do you see a puppet? What character is shown?

- How is the puppet character created?
  - The head is created with _____.
  - The eyes are created with _____.
  - The nose is created with _____.
  - The mouth is created with _____.
  - The hand is created with _____.
  - The body is created with _____.

- How do the puppeteers move the objects to bring the character to life in this scene?

3. After watching

Fill in the answers to the above questions.

4. Watch again

Watch and fill in any missing information.

Student Worksheet

Scene 2: Choosing the right object

This scene is all about choosing the right object to make a character in Object Theatre.

1. Before watching

Imagine you are an Object Theatre puppeteer. How do you choose good objects for a character? E.g. *I think the object should be big/small because… I think the colour of an object is important because…*

2. While watching

Read the following questions and then think about them as you watch the scene.

- Only special objects can be used. True/False
- The audience needs to use their i_____ when watching Object Theatre to create the rest of the character in their minds.
- When Scott puts the glasses and mug together, what does the handle of the mug look like?

- Fill in the missing word(s) and answer the question:

  a. The wide opening of the mug shows the character is s_____.

  b. Who do you think this s_____ character might be? Why/When are they surprised?

- Scott thinks the small pan and oven mitt could be a d_____ or a p_____ chef.

- Why does Scott choose a pan and an oven mitt to make a chef?
  He chooses them because…

- Scott uses a pair of headphones and a speaker to make a character that loves music. Brainstorm 2 – 3 other objects that could be used to make a character that loves music.

- Think of another character that you would like to create. Brainstorm 3 – 5 objects that could be used to create it.

Student Worksheet

Scene 3: Two pairs of hands are better than one

1. Before watching

- How do you think Object Theatre puppets can be made to move by the puppeteers?

2. While watching

Read the following questions and then think about them as you watch the scene.

- What instructions are given for making Object Theatre puppets move? Are they the same as the ideas you had before you watched Scene 3?

- What skills do you think you need to make Object Theatre puppets move?

- What did the puppeteer (who was controlling the head and arm of the hooded sweater) do at the end of his performance? What do you think this shows about this puppeteer's attitude?

3. After watching

- What do you think made this performance good?

4. Consolidation Activity

- Now that you have a good idea about Object Theatre, make your own short Object Theatre scene with one character.
    - Work together with other classmates.
    - Choose appropriate objects to show a character and their role or job.
    - Write a very short script (about half a page).
    - Work together with your classmate(s) to make that Object Theatre puppet move.

Student Worksheet

Scene 4: Three ways of creating a story for Object Theatre

1. Before watching

This scene is all about creating the plot (or action) and the characters of a story.

- How do you think you can create the plot and characters for an Object Theatre story?

2. While watching

Read the following questions and then think about them as you watch the scene.

- According to Scott, what types of story can you use to create an Object Theatre performance?

- What extra tip does Scott give for creating an Object Theatre story?

3. After watching

- Discuss with your group and your teacher what you would like to use to create your Object Theatre performance.

Student Worksheet

Scene 4

Object Theatre Story 1: Understanding the layout of a script

Look at an example script to learn about its layout. Your teacher will show you an example.

a. How is the layout of a script different from that of a story? Circle things which you think are important. For example, you might circle the character names or the description of the setting.
b. Work with your teacher to write a list of technical terms used for scripts. Add an example sentence.

Words:	**Examples:**
1.	
2.	
3.	
4.	
5.	
6.	

Student Worksheet

Scene 4

Object Theatre Story 2: Creating a script based on a story

1. Look at a fairytale or short story of interest, such as Cinderella. Follow the instructions in the table below.

Procedures	**This will help to give you...**
a) Highlight the lines of speech in yellow.	the dialogue
b) Highlight any times and places in green.	one part of the stage directions: settings, scene changes
c) Circle the action and speaking verbs.	another part of the stage directions about what characters do and how they speak, feel and act
d) Highlight the character descriptions in blue.	the final part of the stage directions about characters, appearance and personality Note: Longer sections giving background information on characters may not be suitable for stage directions. These may be included in a separate section which you might call ‘Notes for Actors’.

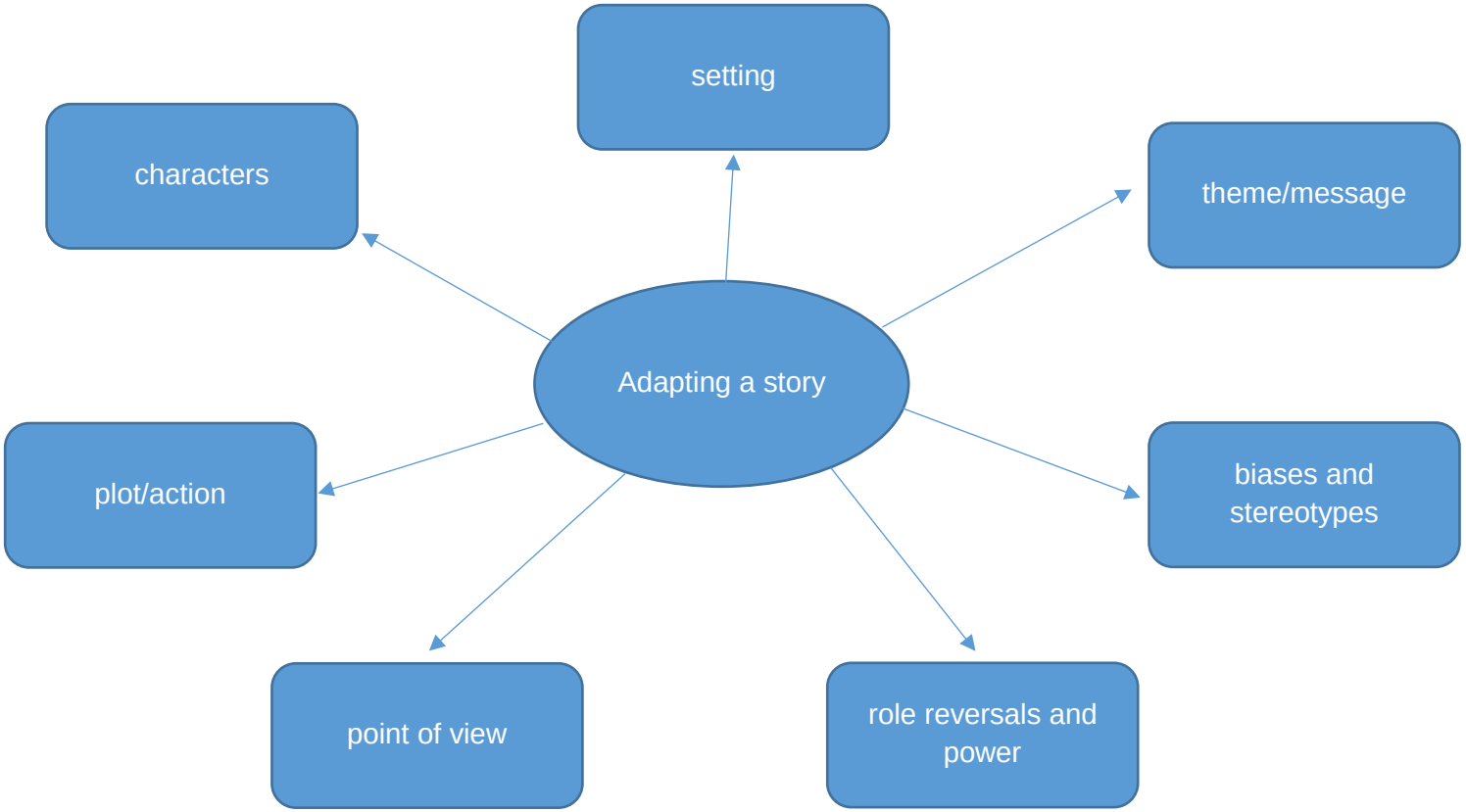
2. Use the highlighted parts of your fairytale or story to write your script. Remember to use the correct layout for a script.

Student Worksheet

Scene 4

Object Theatre Story 3: Adapting an existing story to make it more relevant

1. Consider the story that your group has chosen and brainstorm ideas for aspects of the story that you can change.
2. Use the graphic organiser below for some examples of aspects that you might change.



Student Worksheet

Scene 4

Object Theatre Story 4: Create a devised piece with your own ideas

Step 1: Create some ideas

Working in pairs or small groups, answer the following questions to think of ideas for your story.	
Who? Think of interesting groups of people.	
What? Think of an important item or concept (e.g. a castle or 'freedom') that your people want.	
Why? Think of the reason they want it.	
When? Think of the time period in which the story takes place.	
Where? Think of the location of the story.	
Share your ideas with your class or classmates and then choose or vote for the favourite/best options.	

Step 2: Develop your plot

Working in pairs or small groups, add ideas for each element of the plot.	
Plot Elements	**Ideas**
Opening: characters and the world they live in (i.e. setting which includes time and place). Everything is happy or, at least, stable.	

Problem or conflict: a disruption to the world that the character(s) must fix. It could be a conflict between characters (like a ‘bad guy’ comes to town), a journey they must embark on, or something that must be achieved (like good exam grades).	
Rising action (attempt and failure): the things your character(s) do(es) to fix the problem, end the conflict or achieve the goal, though without success.	
Rising action (learning): after the failure, quite often the character(s) learn something or gain something that will help them.	
Climax: the final and most exciting, attempt to solve the problem or tackle the conflict.	
Falling action: what happens after the climax that leads to the problem being solved.	
Resolution: the problem is solved, or the conflict is ended. Those characters that have succeeded are rewarded and those who failed, are punished.	

Step 3: Develop your ideas for each story stage

You can do this by

- creating a storyboard;
- creating 4 – 5 freeze frames or short scenes; or
- doing some creative writing.

Step 4: Fine-tuning

Take your ideas and develop them into a scene.

Student Worksheet

Scene 5: Issue-based work with Object Theatre - green shopping TV advertisement

1. Before watching List ways in which you can be an environmentally-friendly shopper.	**2. While watching** Put a tick or cross if this is included in the scene.
a.	
b.	
c.	
d.	
e.	

3. While watching (continued)

Read the following questions and then think about them as you watch the scene.

- How is the environmental issue shown with the Object Theatre puppets?

- What is the slogan at the end of the advertisement?

- How does the slogan show that this is an advertisement?

- Hong Kong Fresh Foods also buys its products from local farmers. What objects did they choose to create the character of the local farmer? Why did they choose them?

- What other objects could be chosen to make a local farmer?

4. After watching

- What did they do to the objects to show that they are environmentally friendly?

- Is it okay to see the puppeteers in Object Theatre?

- What can the puppeteers do to make the audience focus on the Object Theatre puppet?

- Watch the scene again and identify the techniques they use to persuade us to come to the Green Shopper store.

  Think about:

  - **Language:**

  - **Voice:**

- **Characters & Action (i.e. the things that happen):**

- Think of an environmentally-friendly product you could advertise with Object Theatre. Brainstorm some ideas for an advertisement using the following headings:
  - **Language:**

  - **Voice:**

  - **Characters & Action (i.e. the things that happen):**

  - **Ideas for Object Theatre puppets to use in your advertisement:**

Student Worksheet

Scene 6: Q & A time

1. Before watching Brainstorm a list of questions you would like to ask about Object Theatre or about performing Object Theatre.	**2. While watching** Put a tick if your question is answered.
a.	
b.	
c.	
d.	
e.	

3. After watching

- What do you think was the most interesting question and answer given in this section of the video?

- Look at the questions you brainstormed that were not answered in this scene. Share these questions with your classmates and ask them what their answers might be.

Student Worksheet

Scene 7: An Object Theatre story

‘Never Make Your Teacher’s Life Miserable!’

1. Before watching

- This performance is called ‘Never Make Your Teacher’s Life Miserable!’. What do you think this is going to be about?

- The main character is a teacher, Gordon. What objects could be chosen to make a teacher?

2. While watching

Read the following questions and then think about them as you watch the scene.

- What objects are used to make Gordon, the mother, the sister and the dog, Fido?

- What does the puppeteer do to show that the teacher is asleep?

- Look at the way the puppeteers are making Gordon walk to school. How do they do it?

- Why does Gordon dislike his students?

- What objects do they use to make the student?

- Why are these suitable objects for a student?

- How do you know that Gordon is frustrated with his student after she plays a trick on him?

- On the second morning, why is Gordon already awake when his mother comes into his bedroom?

- What three things does Gordon do to his students on the second day?

- What did the students promise to do at the end of the second day?

- What is the moral of the story?

- What do you think is clever about this Object Theatre performance?

3. After watching

- Choose one or two characters in the story and think of other objects you could use to make them.

- Choose one character in the story. Watch the scene again and study the way the puppeteers create this character's body, voice and movement. Complete the table below. Then copy the way the puppeteers create this character. You can use different objects but try to find ones which can be moved in similar ways.

Character:

Body:

Voice:

Movement:

- Revise what you have learnt about the plot of a good story and identify the different elements of the plot of ‘Never Make Your Teacher’s Life Miserable’.

Elements of Plot	**Content**
Opening	
Problem or conflict	
Rising action (attempt, failure)	
Rising action (learning)	
Climax	
Falling action	
Resolution	

- Think of ways you could adapt this story with different characters, setting or plot.

- Your teacher may ask you to produce a performance of this scene or to adapt it.