

# Speaking up with Puppets

Using Puppetry to Address  
Bullying

Presented by Mr Todman & The Student Puppetry Team

## Disclaimer

*To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of*

# Objectives



The focus of this session is on:

- the use of puppetry to explore serious topics
- the developmental process of the puppetry show and the students' impact and perspectives on the show
- observing students' learning outcomes of perseverance, respect for others and empathy



# Background

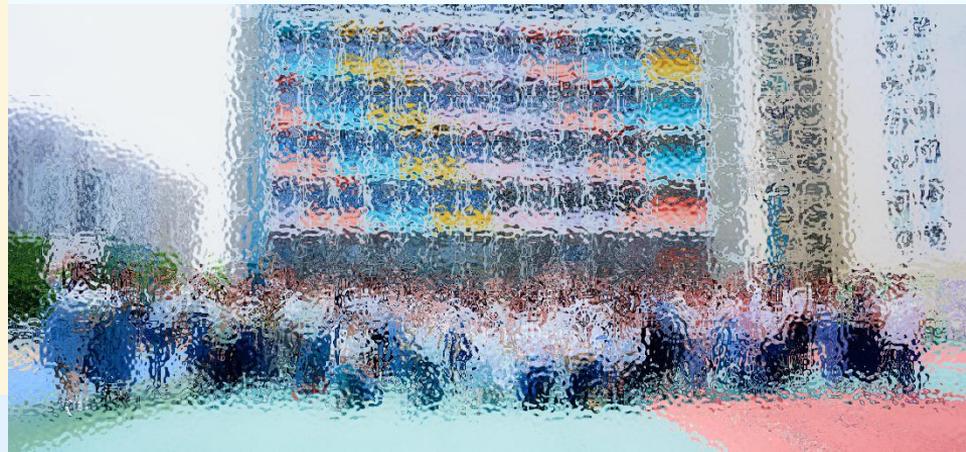


## NTWJWA Christian Remembrance of Grace Primary School

- Located in Tai Po
- Many students from various backgrounds and of diverse abilities
- Has implemented Values Education for 4 years



NTWJWA Christian Remembrance of Grace Primary School



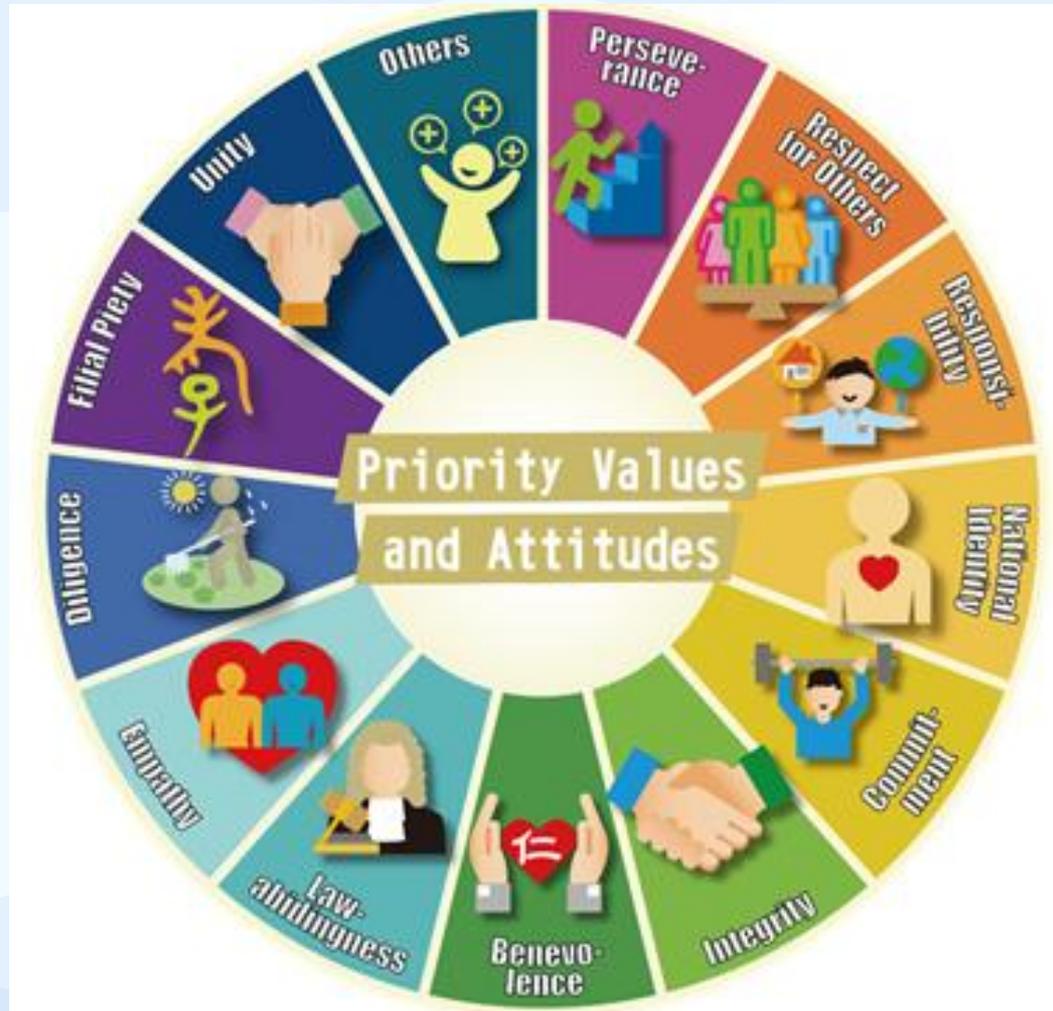
# Concerns

- (1) To improve learning and teaching strategies
- (2) To enhance student learning abilities and self-directed learning to address students' learning diversity
- (3) To cultivate a healthy mind, develop values education and cultivate positive values



Values education:

- aids in fostering students' language development.
- nurtures students' positive values and attitudes for life.



# Promoting Values Education

- **Whole-school approach**
  - Morning assembly (prayers, stories, celebrations)
  - “English Stars/Readers Gonna Read”
  - Monthly activity (badges, drawings)
- **Subject-based**
  - Implemented in the curriculum (reading passages, activities, writing, etc.)



# Examples of Values Education

## Monthly activity

- Students chose a “core value” and drew a picture of it.
- The school printed the pictures onto badges for the students to wear.



# Reasons for Joining

- To strengthen students' confidence in using English language skills
- To explore students' understanding of positive values through puppetry
- To allow students to express themselves creatively and strengthen their teamwork

**STORY TO STAGE**  
**Puppetry Competition**  
**for Primary Schools 2024/25**  
NET Section, CDI, Education Bureau

**SUGGESTED THEMES**

Resilience Empowerment  
Appreciation Delight

- Participants: KS1 – KS2 students
- Form of competition: Video submission
- Submission period: 10 Feb – 8 Apr 2025
- The first prize winner of each session will be invited to perform at the Prize-giving Celebration.

**Application DEADLINE: 15 NOVEMBER 2024**

Enquiries:  
Ms Prudence Chan  
chanpochun@edb.gov.hk / 3549 8333

Competition Information Application Form

# Our Challenges

- First time doing puppetry
- First time joining the Story To Stage Puppetry Competition
- Mixed English abilities
- Students' nervousness and low motivation to learn puppetry



# Brainstorming



- It started with a discussion about perseverance, empathy, and respect for others.
- The students were able to relate to problems at school.
- I noticed a common theme of “bullying” and “friendships” in the students’ discussions.



# Key texts

## The Magic Key – The Bully (The Oxford Readers)

### Adapted:

- Characters
- Story
- Message
- Dialogue
- Ending

The Bully



# Adapting the play

## Characters (play to the students' strengths)

➤ Based on the students' personalities and interests

- Hugo liked basketball  His character plays basketball
- Jason likes to make up funny names  His character improvised
- Karina is well-mannered, responsible and serious  played a teacher
- Jobey likes to put on different voices/accents  played multiple characters

# Adapting the play

## Story

- Based on the students' experiences and stories
- Kept the “magical” elements of the original story (magic key, magical world, etc.)
- Changed the “actions of the bully” to make it more realistic
- Changed the ending (The bully realised he made a mistake.)

## Message

- Forgiveness if you make a mistake (empathy)
- Importance of friendship (respect for others)
- Keep trying, no matter what (perseverance)

and scribbles on Ashley's art as payback.

Ashley: ~~Miss Lucy. David drew on my art.~~

Narrator: ~~Miss Lucy is angry with David.~~

Miss Lucy: ~~That's not nice David. You need to apologize to~~

Ashley:

Narrator: ~~David is upset.~~

David: ~~Sorry for drawing on your art.~~

Narrator: ~~Miss Lucy is happy and walks away, while A~~

~~a face at David.~~

Narrator: ~~The children continue drawing until the be~~

Setting: outside on the basketball court.

Ashley is teasing the students and calling them names:

Ashley: ~~You're so ugly and fat. You look like a pig.~~

Ashley: You are stupid and make lots of mistakes in class. You have a dinosaur brain.

Quiet boy: Dinosaur's are smart. I've seen them.

She then laughs and pulls his ear.

Ashley: All of the dinosaurs are dead, you idiot.

Quiet boy: No, they aren't. I've met a dinosaur before.

Ashley: What! That's impossible.

Quiet boy: No, it isn't. I have a magic...never mind.

The boy goes quiet and tries to run away. Ashley grabs him by the hair.

# Adapting the play

## Dialogue

- Based on the students' experiences and stories

Adapted the bullying scenes (name-calling) from personal stories

- Can't catch a ball in basketball
- Ugly and fat
- "You look like an animal" (pig)
- You are stupid!



## Ending

Students wished that the bully could understand how it felt

- After the student has a "taste of his own medicine", he has a moment of reflection. "Why don't they like me?"



# What did the students learn?

- **Different kinds of bullying**

Understanding manipulation, social exclusion, teasing and physical bullying

- **Positive ways to react to bullying**

Handling conflict, communication and positive behaviour

- **How it feels to bully/be bullied**

Using empathy to understand others/emotions

- **Self-advocacy and support**

Standing up for themselves, finding help from others



# Different kinds of bullying

Students realised the different ways/forms bullying can take in the play

- **Manipulation/intimidation**

Forcing others to reveal about the “magic key”

- **Social exclusion**

Exclusion of the bully from the group of bullied kids

- **Teasing/name-calling/mimicry**

Insults, mockery and belittling (stupid, fat, pig, idiot, etc.)

- **Physical**

Physical violence, punching, pulling hair



# Positive ways to react

Students learnt the right and wrong ways to react to a bully

## Wrong ways

- Giving in

Telling the bully about the magic key makes it worse for the characters.

## Correct ways

- Telling the bully to stop/go away

Emma tells the bully to stop.

Emma stands up for herself.

- Telling the teacher/a friend

The students tell the teacher about Michael.



# How it feels...

Students learnt how to use empathy to understand other people's emotions.

- **Different characters to show motivations**

The bully just wanted attention & the students tried to help him.

- **Real stories**

The team recalled real stories of bullying, name-calling and what the students did.

- **Fears**

The bully shows fear of the same things that he bullied the other students with (name-calling, not fitting in, etc.)

# Self-advocacy and support

- **Students learnt to stand up for themselves**

Nobody deserves to be treated differently because of appearance, race, personality, sex, etc.

Nobody should be “walked over” and just let it happen to them.

**(In the play, the characters stand up for themselves.)**

- **Students learnt the importance of friendships**

Emotional support and encouragement are needed.

A friend can help you “stand up” to the bully.

Friends can help build self-esteem, social skills and sense of belonging.

**(In the play, the bully learns to share and becomes friends with a classmate.)**



# After the show...

- Our team came 2<sup>nd</sup> in the “Story to Stage Puppetry Competition 2024–2025.”
- Our play was shown to the entire school for the “end-of-year” showcase.
- Teachers talked to their classes about “bullying” and what they learnt from the play.
- Students have commented on the show, saying it had a positive influence.
- Teachers encourage more “Drama strategies” for 2025–2026.



3. Promote exchange of professional experience to build a learning teaching team.	<p>3.1 Apply the teaching strategies through drama in one of the chapters from the textbook. Co-plan the chosen chapter in the level meeting.</p> <p>3.2 Promote teaching with drama strategies by peer lesson observation</p>	<p>3.1.1 Provide at least 1 workshop related to drama education for teachers.</p> <p>3.1.2 70% teachers agree that the co-planning helps them to promote teaching.</p> <p>3.2.1 70% teachers apply the teaching strategies through drama in their lessons.</p> <p>3.2.2 70% teachers find teaching through drama activities effective in helping students learn.</p> <p>3.2.3 70% students find learning through drama activities helpful in their</p>	<p>1. Teachers observe students' performance.</p> <p>2. Questionnaire (teachers and students)</p> <p>3. Lesson studies (Lesson plans as records)</p>	Whole year	All English teachers and students	Lesson plans
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