



## Chelsea - Using puppets to spark learning about the 4Rs

### What was your goal and what did you achieve?

I educated preschoolers about the 4 Rs (*refuse, reduce, re-use, recycle*) through a puppet show and story. I love puppets and the 4 Rs, it's something I remember so it's a good building block, and I combined the two together.

Puppets go back a long time, but building complex puppets are this year. I did a few puppet shows before and then I thought for my YEC project this would be great. Previously I worked with other people and puppets, and the people got stage fright and things have fallen apart so I thought it best to work with myself this time.

### Why preschoolers?

They're a more forgiving audience, and I remember when I was in kindy I always loved when puppet shows came to my kindy and performed because it really sinks in, that's how I learnt about cancer at a young age, it was Camp Quality puppets came in and talked about it, and that's how I remember. I spoke to one kindy class a few weeks ago and I'm going to be doing a few more shows because my mum was talking to some people about it and they said I could come and talk to their Reception class.

### Did you know the Kindy before?

Yes, the kindy people are the ones who recommended I go to the YEC, so I knew they had an environmental background and were introducing the 4 Rs.

### Tell us about your book

Well it has the 4 Rs hidden inside of it, and it's just about Sunshine and a day in her life. She learns along the way, and after I'd read it, we tried to identify them so I had sticky notes with Rs on them that I stuck on the pages so we could talk about it. I left the book with the kids and let them colour it in for me.

### What did you learn?

It reinforced the fact that they're a very forgiving audience, which makes me want to perform even more to them.

And I improved. I'm going to re-write the song, and will make a better puppet, so I'll keep building on it, and I'm going to re-write the story because it's a bit scabbly around the edges.

## What was your biggest challenge?

Building up the courage to write my letter and send it to the kindy because I was so nervous because I really wanted to perform but I thought 'what if they say no?' and I have to go through this entire process again with another kindy, but luckily they said yes the first time.

## Biggest success?

Performing to the kindy and at the end Sunshine was asking 'hugs or high fives?' and so Sunshine got a few hugs and high fives, which tied in with what the Kindy is introducing right now which is consent, so I ended up tying in two bits of their curriculum into one.

## Next steps?

More performances, and in the future puppeteering, like with Sesame Street they have environmental stuff in it.

## Are you part of a puppeteering group outside of school?

No, I've been trying to find one. I attend puppet shows for little kids so I'm usually the oldest one in the audience

## Your advice to other students?

Try and find other people who you know are already interested – I found the kindy – and build on that and let them help you spread the message

*This case study was transcribed from an interview. These are Chelsea's words and opinions. Text in italics is from Green Adelaide.*