

Early Development: Clothes and Fashion - Primary

# ***A Puppet Sensory Story - Activities to extend your child's learning***

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# For this lesson, you will need:

- Sock Puppets
- Cups (and any other 'tea party' items from around the house, e.g.: saucers, spoons, toy food, a blanket / tablecloth, etc.)



# Activity 1: Puppet Intensive Interaction

**For this activity, you will need:**

- Sock Puppets



# Activity 1: Puppet Intensive Interaction

## What to do in this activity:

- Have one sock puppet and give the other one to your learner.
- Allow the learner to take the lead. When they move their sock puppet, copy their actions with yours. This creates a cause and effect activity where the learner can experiment with different things to try with their puppet.
- You could introduce some simple language and make this a ‘Simon Says’ activity or you can narrate what the learner is doing with their puppet. E.g.: ‘Simon says, keep still!’, ‘Simon says, wriggle!’, whilst also mirroring the actions with your own puppet.



# Activity 2: A Puppet Tea Party

## For this activity, you will need:

- Socks Puppets
- Cups (and any other 'tea party' items from around the house, e.g.: saucers, spoons, toy food, a blanket / tablecloth, etc.)



# Activity 2: A Puppet Tea Party

## What to do in this activity:

- First, set up your tea party using items from around the house (e.g.: cups, saucers, spoons, toy food, a blanket / table cloth, etc.). Make sure you set this up in an area and way that is accessible to your learner.
- Use the tea party to engage in puppet play with your learner. This can be a great way to model simple everyday language, e.g.: ‘Cup of tea?’, ‘Juice?’, ‘More?’.
- If you want to make this more sensory, add water to practise pouring and filling cups and tea pots.



## Make it easier

Use minimal adult language in both activities to allow the learner time to process and explore.

Exaggerate your own anticipation, realisation and exploration to help increase your learner's engagement.

## Make it harder

Try adding in more complex verbal instructions in both activities, e.g.: 'Simon says, spin around', 'Simon says, jump up and down'.

In the tea party, try using early numerical language, e.g.: 'Can I have more?', 'Can I have less?', 'Can I have two cups?'.

## More ideas

Try putting on a Puppet Show, where you and the learner show off the Intensive Interaction skills you have been practising to an audience.

You could also experiment with play scenarios, for example, setting up a puppet shop or a puppet hair salon.

