**Nutrition Puppet Show** - 4 days total

Resources needed: lists of puppets, puppets, food and plate props, food groups reference lists and nutrition tips (www.ChooseMyPlate.gov), notebook paper, masking tape, paper clips, teacher computer to reference songs if wanted.

Day One:

1. Watch DVD ‘Feed Me!’

2. Assign food groups/exercise to each table group.

Groups:

Proteins

Dairy

Grains

Fruits

Vegetables

Physical Exercise

Assign larger students groups one of the larger food groups.

3. Handout - notebook paper for each student

4 - Reference handouts ([www.ChooseMyPlate.gov](http://www.choosemyplate.gov)) per group -

a) Food Group

b) 10 Tips from Nutrition Education Series

5. During video, have students take notes on their assigned group and also write down tips from the video of what to do or not do when feeding kids. The tips can be incorporated into their puppet show. Inform them all work will be collected daily.

6. All student work should be labeled:

Food Group

Name

Class Period

Table #

7. Have each group paperclip their labeled work together. Collect.

Day Two:

1. Show students food props that are available to use.

2. Hand out one puppet show list per table. Hang list on wall.

3. Return to groups reference info and student work. Collect after each class.

4. Student groups should brainstorm story line before skit.

5. Advice:

- Name your characters.

- Change your voice to that of the character.

- Add sound effects.

- No puppet wars!

- Write skit on only one side of paper so it can be taped to wall of ‘puppet stage’.

6. Show video clip of a creative puppet show. 3:17 min.

<http://www.wimp.com/alligatorsings/>

7. Collect all labeled and paper clipped group work.

Day Three:

1. Reference handouts ([www.ChooseMyPlate.gov](http://www.choosemyplate.gov)) per group -

a) Food Group

b) 10 Tips from Nutrition Education Series

2. Work on puppet show scripts.

3. Encourage students to time themselves as they act out their script at their tables. No use of puppets today.

4. Collect all labeled group paperwork.

Day Four:

1. Write on the board show reminders:

Face puppet toward audience.

Change your voice to that of your character.

Add sound effects.

NO puppet wars! It gets boring.

2. Set out masking tape so students can tape their script to the back of stage wall.

3. Assist students in picking out the puppets and props they need only at the time when they come up to present. All props and puppets get returned after each presentation.

4. If time left over after puppet shows, review nutrition concepts.

To encourage creativity, some more video links:

<http://www.wimp.com/alligatorsings/>

<http://www.youtube.com/watch?v=hotg2kclmHM>

Additional Resources (if requested):

BING: ‘vegetables + children's song’ or substitute any other food group.

<http://youtu.be/M6FFFUeMF18>

Puppet Workshop App for Cell Phone:

<https://itunes.apple.com/us/app/puppet-workshop-creativity/id595970717?mt=8>

**GENERAL STAGE DIRECTIONS FOR PUPPET SHOW**

Here are some suggestions to make your puppet productions more enjoyable for your audiences.

VOICES: Let the children make up a character voice they think suits the puppet. It could be a specific character from movies or TV that suits the part, such as the Cowardly Lion from the "Wizard of Oz," Mickey Mouse's high falsetto, and so on.

TALKING: With moving-mouth puppets, the natural tendency is to SHUT the mouth with each syllable. But people do the opposite, and so should puppets. It may take practice, but try to get the children to OPEN the puppet's mouth with each syllable.

And don't overdo it with big flapping mouth movements, unless the puppet character is yelling. Subtle movements that open the mouth just slightly on each sylable are more realistic and more convincing.

WALKING: To simulate walking and running, don't let the children merely slide the puppets across the stage, but do small "step-size" bounces to represent each step.

BODY LANGUAGE: Show your children how to use pauses and body moves as part of their acting. Sometimes a hesitation plays as good as a spoken line. For example, when lion puts his paw on the mouse to stop him, the mouse could freeze, pause, say his "oops" line, slowly turn and do a quick startled shake.

Help the children develop their own "body language" moves. Paul Winchell, the great puppeteer and ventriloquist, was a master of the slow turn. Think of all the other ventriloquists and puppeteers you've seen. Animated cartoons use the same techniques.

GENDER NOTE: In adapting these scripts, we've referred to the animal characters in the neuter "it," because we don't know if you're going to have boys or girls playing the part. (Aesop seemed to assume all animals were male.) You may substitute "him" and "her" as you wish.

**Puppet Show Props** (items on the right side are plastic foods in basket)

Grains

taco shell croissant

Cheerios cereal soft pretzel

ABC cereal crackers (7)

bread slices - wheat, white bread slices

sesame seed roll hamburger bun

frozen buttermilk waffles Pringles

spaghetti

cheese crackers

Proteins

bacon strips sardines, canned

ham slice turkey drumstick

peanut butter tuna, canned

balogna hamburger

eggs 2 eggs, cooked

egg

hot dog in bun

Dairy

yogurt cheese slice

ice cream

butter

swiss cheese

milk

Fruits

banana banana

strawberries (2) strawberry

orange orange

pear orange slices

lemon lemon

plum pineapple

apple grapes

peach watermelon slices

orange juice fruit cocktail, canned

Vegetables

frozen mixed vegetables mixed vegetables

corn on cob corn on cob

carrot lettuce leaves

cucumber head of lettuce

potato potato

tomato ------- ketchup tomato slices

red pepper cucumber slices

onion

lettuce

Oils

peanut butter

mayonnaise

salad dressing

Mobil ‘oil’

Bad Stuff (fats and sweets)

doughnuts doughnuts

ice cream chocolate chip cookie

pie slice

chocolates

cream soda

ice cream cone

french fries

Mixed Props (ex. tacos)

taco shells pizza

lettuce

tomato

pickles

onion

egg

ham slice

roast beef slice

Condiments

mayonnaise ketchup

mustard jam apple cider vinegar

pepper

Puppet Show Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MC900059165[1] | 5 | 4 | 3 | 2 | 1 |
| Puppet show was properly introduced |  |  |  |  |  |
| Presenters were ready to present on assigned day |  |  |  |  |  |
| Presenters spoke loudly and clearly |  |  |  |  |  |
| Presenters spoke with the correct emphasis |  |  |  |  |  |
| Puppets were used effectively |  |  |  |  |  |
| Show ran smoothly indicating group had practiced |  |  |  |  |  |
| Script was appropriate |  |  |  |  |  |
| TOTAL out of 35 points |  |  |  |  |  |

Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_