# What gets in the way?

Look at story pages 5–9. Draw, write, point or tell an adult what to record.

### What does Mina want to do?

Show what she has made and what she wants to do with it.

### What makes it hard for her to hear Jo?

Look for the clue on story page 8.

### What makes it hard to follow the moon?

Look for the sweep of light on story pages 6 and 9.

### What might help Mina now?

Choose one change. Say or show what could get easier.

# Find a quieter route

Use the simple courtyard map. Trace a route around the back of the stalls, then draw or say what Mina could ask Jo.

## Courtyard map

Start at the lantern stalls. Find the quieter passage.

**Lantern stalls**

**Drum**

**Shadow-show screen**

**Striped puppet booth**

**Quieter passage behind the stalls**

## How could Mina ask to go round the back?

You could practise “Round there. Quieter.”

## How could Jo check whether the change helped?

Choose a question or draw a response.

# Point to what you need

Keep the cards that work for you. You can hold one up, point to it, sign, say the words or use your own communication aid.

**Can we go somewhere quieter?**

**Could you hold it still?**

**Can you show me when it’s my turn?**

**Could you stand where I can see you?**

**Could you come with me?**

**I’d like to watch from here.**

# Help Mina see the moon

Look at story pages 17–19. What does Mina need to see so she can work out how to free the paper?

**Draw the crescent, the fold and the nail.**

An adult can point to the story picture with you.

**Where should the light stay?**

Use an arrow or describe where you'd put it.

**What could Mina ask the puppeteer?**

Use a card, a gesture or your own words.

**What happened once the light stayed still?**

Show how everyone helped return the moon to Mina.

# Ask what would help

Choose Mina and Jo or imagine two people getting ready for a class show.

### What could one friend offer?

Company, space, help holding a picture, or a different idea.

### How could they offer it?

Try “Would you like me to come?” or use your own words.

### What could the other friend choose?

Choose yes, no, later, or something else.

### What should the helper do next?

Show how they can respond to the actual answer.

# Agree a signal for my turn

Look at story pages 23–27. Plan a cue for the show or another activity.

**My turn is to…**

Draw or write the job you want to do.

**The signal I can use is…**

Choose an agreed gesture, card, object cue or spoken phrase.

**The adult or helper can stand…**

Draw where both people will be.

**I’ll know it worked when…**

Show what you will do and how you can ask to try it again.

# Choose how to take part

Use the shadow show, an assembly or a made-up activity. Draw, write or tell an adult what could help.

**I want to take part by…**

Watch, listen, perform, help from the side or choose a different role.

**A change that could help me is…**

Think about sound, steady light, a cue or a place.

**I can ask this person…**

Choose someone who will be available.

**I’ll check my choice by…**

Say, point or show what tells you it works.