

Activity Pack

PETER PAN

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English Version

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OVERVIEW

This pack offers a variety of activities for children that can be completed in any order, either independently, with an adult, or in a group setting. Whether you are using it before seeing *Peter Pan*, or afterwards, we hope it inspires lots of creativity and that you enjoy exploring the key themes of the show.

Please note that the *Multilingual Mash-up Madness* on page 9, *Lost Boys' Game Rituals* on page 14, *Tick-Tock Tales* on page 20 and *Resilient Reflections* on page 24, all reference specific scenes and elements of the production. We would therefore recommend that it is used with groups, or in settings, where the children have already seen the play. Alternatively, it can be adapted, in order to preserve an element of surprise for young audiences.

We are keen to incorporate the four purposes into our work with young people, in order to support their learning within the framework outlined by the Welsh Government.

This pack is designed to cover a range of curriculum areas and support children's emotional and social development by boosting their imaginations and encouraging creative expression.

EXTERNAL LINKS DISCLAIMER

Throughout this resource you will find links to websites. Although we make every effort to ensure these links are accurate, up to date and relevant, Sherman Theatre cannot take responsibility for pages maintained by external providers.

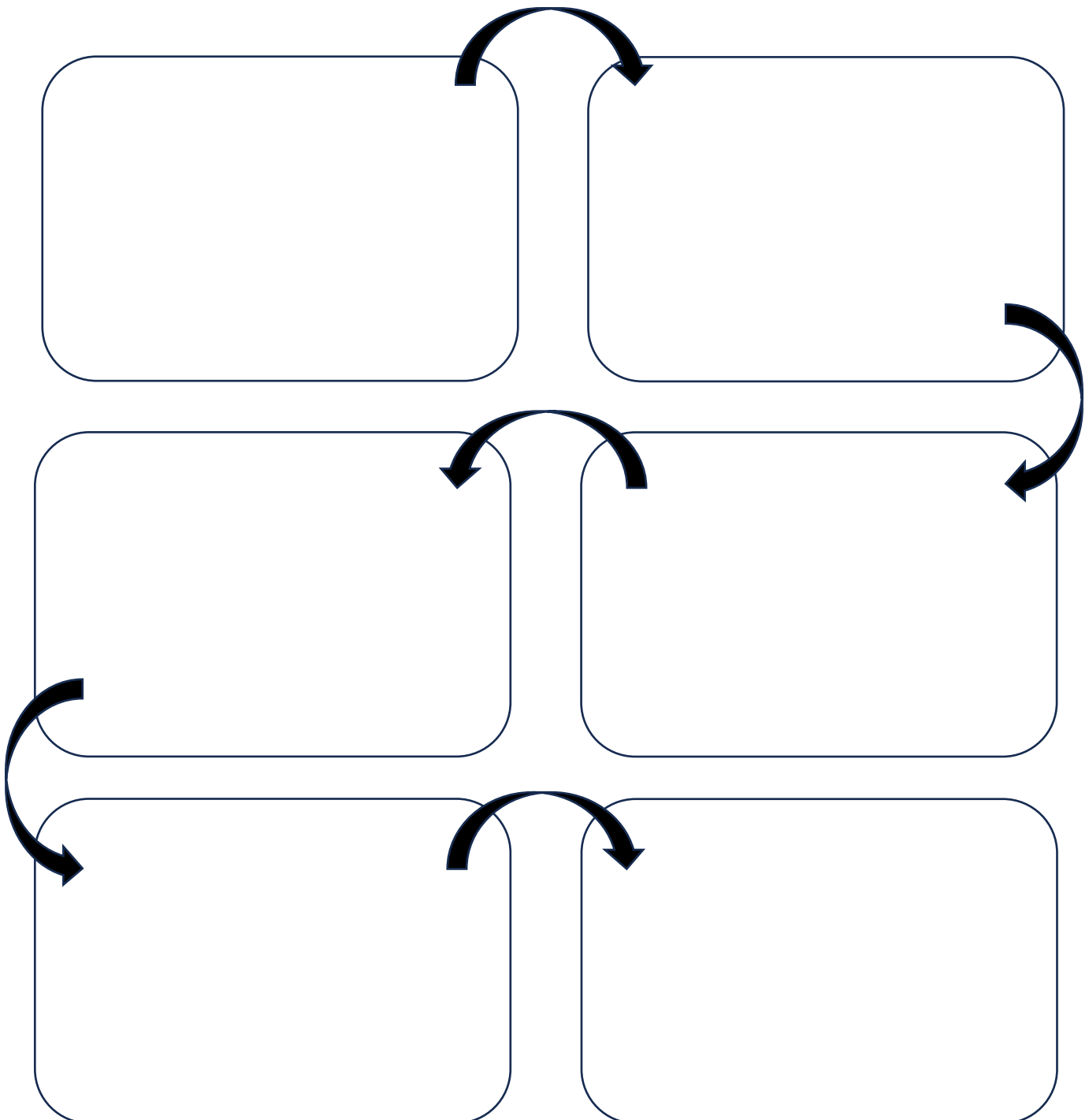
If you come across any links that do not work, we would be grateful if you could let us know.

Please note that external links for websites may also include adverts and material of a political nature.

ACTIVITY 1: PETER PAN STORYBOARD ADVENTURE

Dive into the magical world of Peter Pan with our Storyboard Adventure! Using our template below, draw your own version of your favourite Peter Pan scene, or create a new scene all of your own!

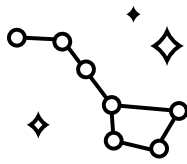
Imagine how the characters feel and what they're doing in each picture. You can even add speech, thought bubbles, or captions. Once your drawings are complete, tell your friends or family about your awesome Peter Pan adventure using the pictures as a guide. Let your creativity soar as high as Peter and his friends in Neverland!



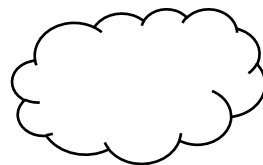
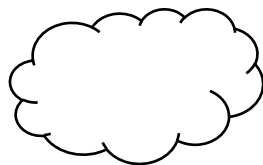
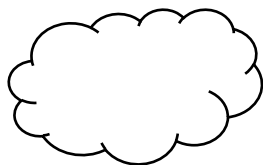
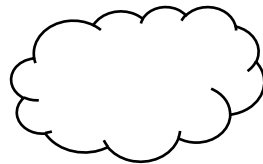
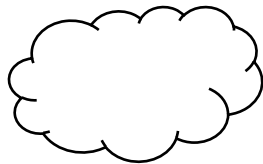
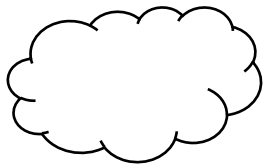
ACTIVITY 2: IMAGINING NEVERLAND

Get ready to unleash your creativity! Grab your colouring pencils, felt tip pens, paints or crayons and let's think about *Neverland* from Peter Pan.

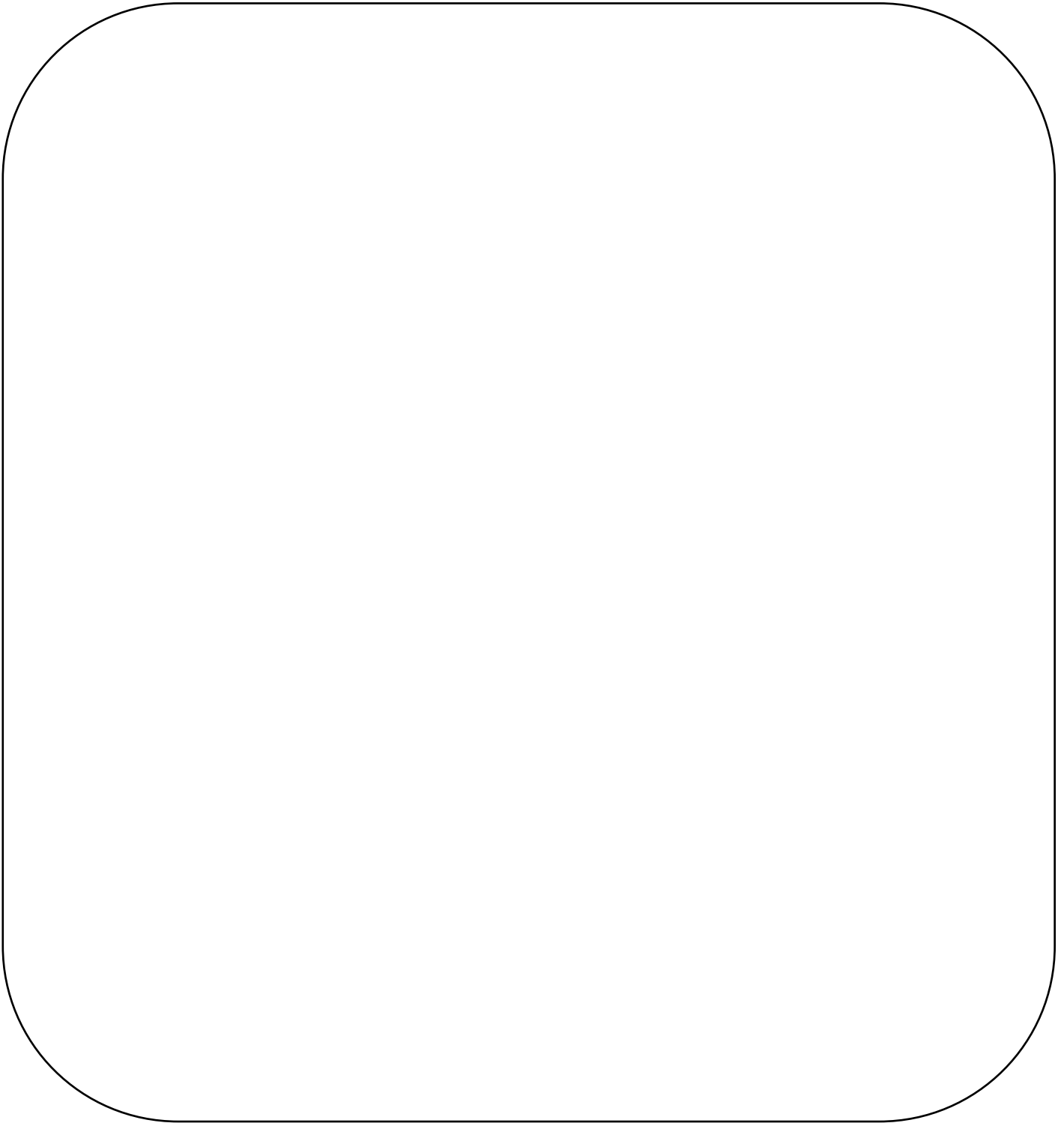
Neverland is a magical island, with mermaids, pirates, and lost boys, but how does it look in your imagination? Use the pictures below for inspiration, or find some of your own. You can also listen to some magical music to help fuel your ideas! https://www.youtube.com/watch?v=pioN_3LPgCM



Use the clouds below to note down the key elements for your very own *Neverland*. Are there any important feelings or moods you want to create? What textures and colours will you use? Ready to explore *Neverland* through your drawings? Let's go!



IMAGINING MY OWN NEVERLAND:

A large, empty rounded rectangular box with a thin black border, intended for a drawing or illustration of a child's own Neverland.

Take it further: Share your masterpieces in a gallery-style display, explain your ideas to your friends or family. If you're doing this as a group activity, celebrate everyone's unique vision, then see if you can combine your drawings and different elements into a collaborative *Neverland* map.

ACTIVITY 3: DIARY OF NEVERLAND ADVENTURES

Choose a character from Peter Pan and step into their shoes by writing a diary entry. A diary is a personal space for recording thoughts, feelings, and experiences. You can write about a specific day, moment, or adventure, or you can write about what you think your character is thinking. What would Hook write about his nemesis Peter? Maybe Wendy would share her frustrations about the *Lost Boys*.

First, spend some time reflecting on your chosen character's personality and experiences in *Neverland*. Jot down your main ideas in the bullet points below. Write down any key thoughts and emotions. What does the character enjoy doing in *Neverland*? What challenges do they face? What are their relationships with other characters like?

My Character: _____

My main ideas:

- _____

- _____

- _____

Now you can immerse yourself in a creative writing session, exploring the character's triumphs and challenges. Really think about their 'voice' and the words and phrases they would use. You can also add illustrations with coloured pencils or pens.

Ready to step into your characters shoes?

Use the space below to write your diary entry:

Take it further: Share your diary entry with your friends or family and discuss your ideas and unexpected discoveries. Think about how this writing adventure deepened your connection to *Peter Pan*.

ACTIVITY4: MULTILINGUAL MASHUP MADNESS!

The character of *Tink* in our version of *Peter Pan* communicates using a blend of different languages. Read the extract below from the script and see what you can understand from *Tink's* dialogue.

Tink: PETRA! Bellisimmo slumbery chico! Ya tebya lyublyu.

Peter wakes up.

Peter: Tink. What did you say?

Tink: I said, Wendy and the Lost Boys have been captured by the pirates and taken to the Jolly Roger!

Peter: Peter Pan is coming to rescue you, Wendy! Bow and arrows, check! Clean socks, check! Dazzling smile and heart brimful of courage, check! Do you know what? I'll even drink my medicine first like she told me.

Tink: NOPETERNO!

She tries to grab the bottle but he keeps moving out of reach.

Peter: Why not?

Tink: Poison, it's poison!

Peter: Now come on Tink, I know you've never liked Wendy. But you can't make me believe she would poison me. I'm not an idiot.

Tink: Khatara! Opasnost! Pericolo! Hookookookokkook!!

Peter: Can't understand you. Calm down, you silly fairy.

He lifts the bottle to his lips, Tink snatches it from him and drinks it down.

Peter: Naughty fairy!

Tink is reeling.

Peter: What's the matter with you?

Tink: Tinktoldyou. Poison. Now Tink is going to die.

Peter: You stupid thing! Why did you do that?

Tink: Oh Peter. Silly salami.

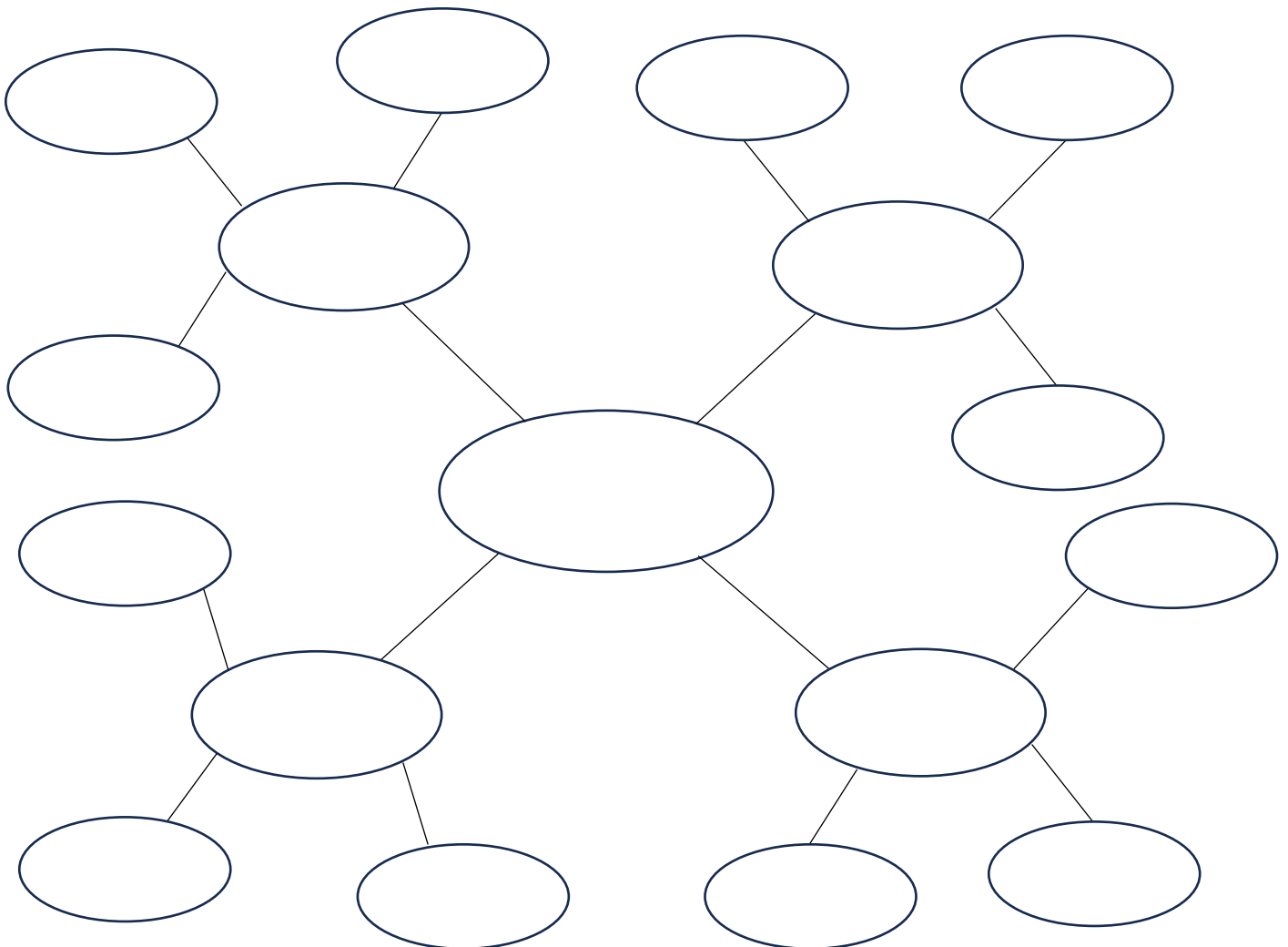
She collapses, murmuring.

Did you know... Our very own Tink was inspired by the Minions movie. Have you ever noticed that you can still understand what the Minions are saying without knowing what language they are speaking? Their combination of body language and occasional clear words help us follow the story of what they're talking about.

Time to create your own Tink-inspired gibberish poem for a little linguistic adventure.

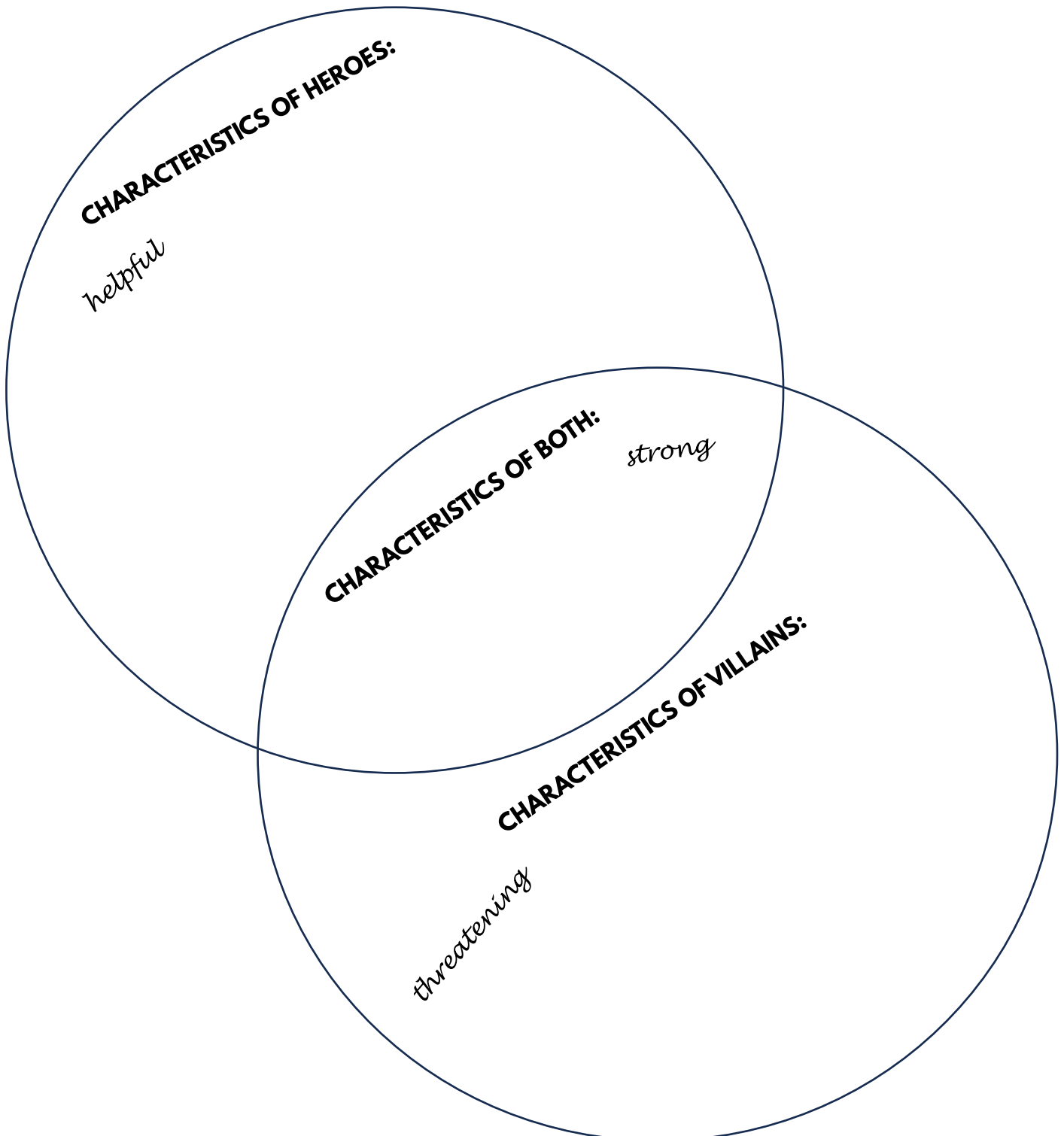
Grab some pens, and a digital device for some translation fun. Decide on a theme for your poem. Maybe it will be about the experience of eating your favourite food, or maybe you want to share a fun memory! A theme will help you select the words you need. Write your theme in the middle of the mind map. Now, choose some languages - maybe Spanish, French, or Japanese and spend twenty minutes finding interesting words, connected to your theme, on Google Translate.

Any words you like the sound of, write them on your mind map!



ACTIVITY 5: HEROES, VILLAINS, AND THE IN-BETWEEN!

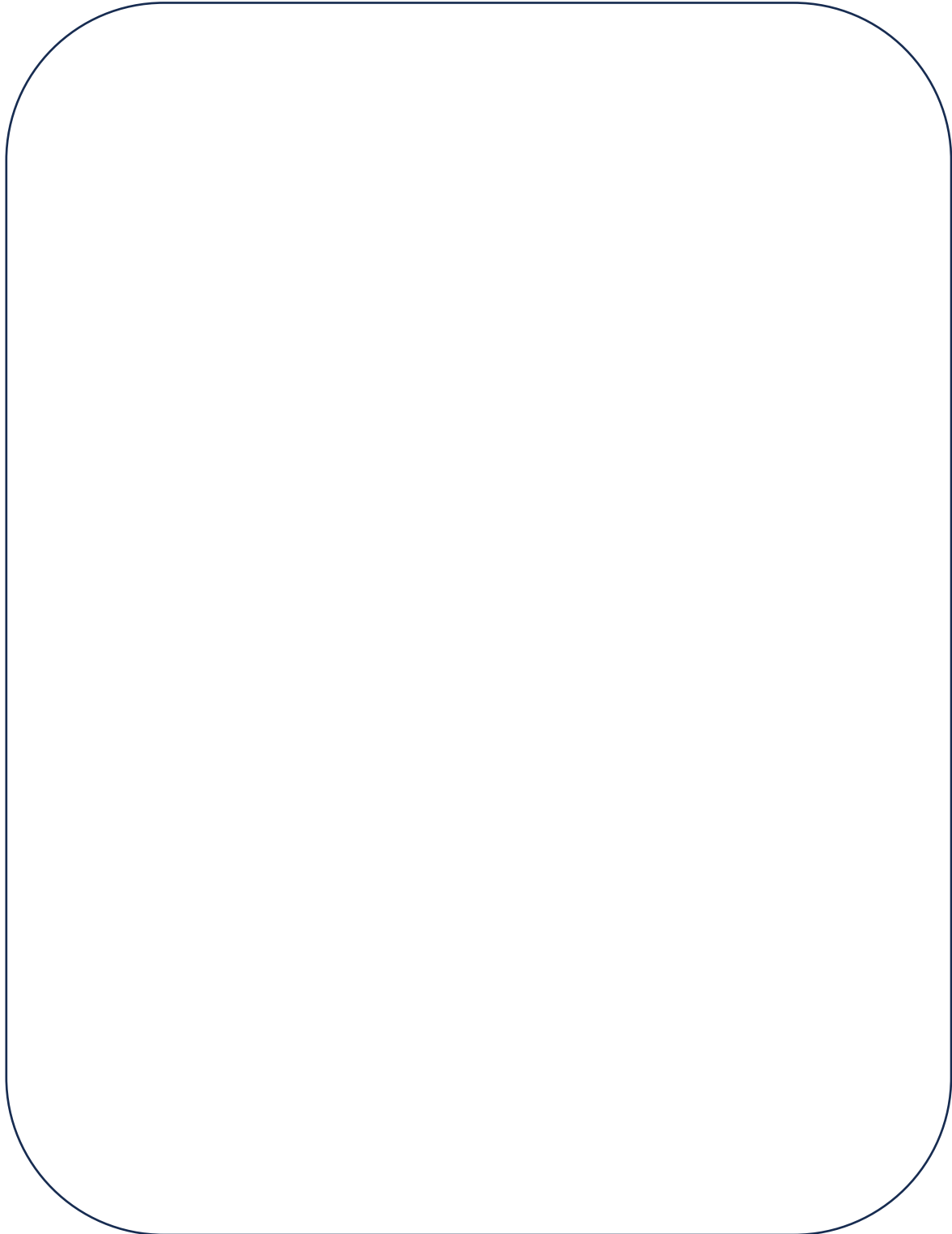
We're stepping into the world of characters. You'll need some pens for this activity. First, let's think about heroes and villains. What makes them who they are? Using the Venn diagram below, brainstorm traits for heroes and villains and whatever is in between. We have put in a few examples to help you get started!



Next, mix and match those traits to create a brand-new character in the box below.

Get creative with drawings and symbols to represent them. Share your character with someone else, explaining your choices. Why has your villain got dark clothing?

Why has your hero got a cape? Think about how colours, clothing, patterns, facial expressions, and posture can express the personality traits you wrote down in your Venn diagram. Are you ready to create a new character with a twist?

A large, empty rounded rectangular box with a thin black border, intended for drawing a character based on the instructions above.

ACTIVITY 6: LOST BOYS' GAME RITUALS!

Imagine you are one of the *Lost Boys* playing a game. Today we're playing 'holidays', what holiday do you want to play? Maybe we're playing 'Christmas?' Our goal is to explore memories, traditions, and create our own special rituals inspired by the holidays.

Here's what you'll need: paper, pens, and optional props or visuals related to your chosen holiday.

First, read the scene below and think about how the *Lost Boys* turn their memories into unique rituals. Highlight the text where you think the *Lost Boys* share their memories. The first one is done for you.

Notice how a script is written, there are characters names and then what their actual lines are. This is known as *dialogue*. The words that the individuals or characters in the story say should be written in *dialogue* form. Playwrights provide the performers with speech that explains what we need to know in order to understand what is happening.

The actors are also given instructions on what to do and where to go on stage. These are called *stage directions*. Typically, they are written as shown in [brackets] or *italics*.

Peter: Anyway never mind because luckily, I've brought you a massive, incredible present. I've brought you an actual, literal flesh-bones-and-hair mother. I thought she'd be here by now actually. She did fly this way. She's called Wendy.

Tootles: Um, Peter

Peter examines Wendy. A brief flash of shock, horror, grief, then:

Peter: Oh right. She's dead. Oh well. Is it dinner time? Who's got any new jokes?

Nibs: I think, when someone is dead, you're supposed to be upset.

Curly: You're supposed to put the person in a box and cry. Slightly: You're supposed to be angry and shout why God why?

Nibs: You should be angry at the killer.

Peter: Why, Tootles, why?

What now?

Slightly: Smash stuff up?

Curly: Rip off your shirt.

Nibs: I'm remembering now. You do a thing called a futural. You go to a cold garden full of big flat stones, and everyone stands in the rain and cries. And a person called the Victor tells about the dead person, how great they were, and at least they had a good run of it.

Peter: Go on then, Nibs. You be Victor.

Nibs: There should be emotional music.

The boys improvise some emotional music.

Nibs: Beloved Darlings. We are doing an assembly to remember a woman called Wendy. Her job was 'Mother'. She did many incredible things. She baked biscuits, and told stories. She never said no in the supermarket. She always remembered to collect you. She always locked the back door against pirates. But tragically, her life was cut short by an arrow to the heart, by a boy. And now we must put Wendy into the ground with some strangers, and then leave her to go and eat sandwiches in The Pub.

Tink: Yay! Party!

Peter: Our men.

The other boys murmur 'Our men' in agreement.

Nibs: Is there any person here that's got any stuff to declare? Speak now or for never.

Tootles: Tinkerbell told me to do it!

Everybody gasps. Peter smacks Tink. She looks delighted.

Peter: Tinkerbell, I am breaking friends with you forever.

Tink: Oh Peter! Me darling doozy caboodle! Me clock is broke.

Peter: Alright then, for a week. Off you go. Shoo.

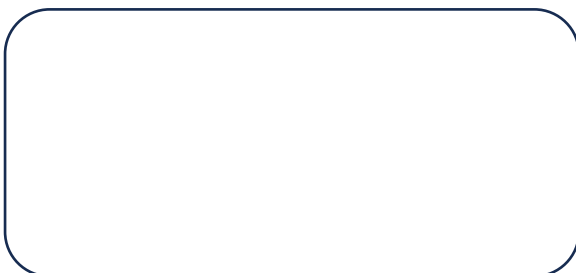
Tink stomps off.

Peter: Let's plant Wendy.

They start to throw earth on Wendy, as Nibs recites a prayer.

Nibs: Our Father, who farts in Heaven. Marsh Mallows is thy name. Thy kingdom's fun, thy will –
Wendy's hand shoots up from the grave.

Now, it's brainstorming time! Jot down your favourite holiday memories or traditions. You can write or draw these memories in the squares below:



ACTIVITY 7: SOARING TO NEVERLAND: EXPLORING THE SENSATION OF FLIGHT!

One of the most magical things about the story of *Peter Pan* is the idea of flying. First, let's think about the magical moment in *Peter Pan* when the *Darling children* fly to *Neverland*. Using these thoughts, create a word-chart of ideas and phrases around flying below. You can use different colour pens and writing styles if you like! We have started the chart for you!



If you like, you can close your eyes and imagine you're flying with a 15-minute guided visualisation. Here are some options to choose from:

- Flying with Alfie! (<https://www.youtube.com/watch?v=cxm60V2mNjE>)
- YOU CAN FLY! (<https://www.youtube.com/watch?v=vFFHXFGuGJw>)
- Superhero Flying (<https://www.youtube.com/watch?v=pVKIZNCL5Ms>)

ACTIVITY 8: TICK-TOCK TALES: THE CROCODILE'S MONOLOGUE!

Embark on the creative journey of *The Crocodile's Monologue!*

A monologue is a solo speech delivered by a character. We don't know what goes on inside the *Crocodile's* head but now we are going to find out! To begin, think about the *Crocodile's* pursuit of *Captain Hook* and how he, or she, feels about the ticking clock inside them. Consider the *Crocodile's* emotions, motivation, thoughts, and unique relationship with *Hook*. As the fight continues, the *Crocodile* is there the whole time, watching and waiting! Use the space in the clouds to note your ideas about the scene below:

Hook freezes. She has heard something. The ticking of the crocodile, growing ever closer. We see Peter approaching stealthily, making the sound, 'tick tock, tick tock'. He bursts on the scene with a mighty crow.

Peter: Cock a doodle doooo! Peter Pan is here!

Hook: I thought I'd finished you!

Peter: Never!

Hook: Get them!

Tiger turns up, and throws Wendy a knife. Wendy cuts herself and her brothers free of their ropes. A battle begins. The fighting continues. Wendy and Tiger hold off all the other pirates while Peter and Hook, the old rivals, fight hand to hand.

Peter: Feeling tired, old timer?

Hook: Who are you, Peter Pan?

Peter: I am youth. I am joy. I am all your possibilities still on the horizon. I am the road unfurling ahead of you, your legs still strong and the blue sky wide open all around you. I am all your adventures to come.

They go at each other. Hook strikes Peter's sword from his hand, and catches him with her hook.

Hook: Ha! Got you. Never more will I have to look upon your face and feel the rumbling regrets, the sharp sting of nostalgia, the what ifs, the never dids, and the could-have-beens. Neverland is mine!

Wendy is suddenly there, she disarms Hook

Wendy: Captain Hook, get out of our adventure!

Wendy cuts off Hook's hook. The shadow of the crocodile rises behind the ship, and swallows Hook. The battle is over. The Lost Boys are released from the hold.

ACTIVITY 9: REIMAGINING TALES!

Explore the concept of perspective and creativity by reimagining classic stories through different lenses. Encourage participants to think critically about characters, themes, and the impact of changes.

Materials:

- Art supplies (coloured pencils, pens, paper, glue, scissors)
- Large poster boards, or blank sheets of paper
- Magazines or printouts with diverse and different images

Instructions:

1. Introduction:

- Begin with a brief discussion about *perspective* and how it shapes our understanding of stories. For example, imagine you and your friends are telling a story about a fun day at the park. Each person might focus on different parts of the day, or have unique details to share. Similarly, perspectives in stories are like different points of view – they shape how we see and understand what’s happening. Someone might notice exciting things, whilst another person might focus on funny moments. Remember this when you’re reading stories! Different perspectives are important and help to create a fuller picture of what’s happening. It always makes a tale more interesting to consider different perspectives.
- Introduce the idea of seeing familiar stories through different eyes, using our *Peter Pan* production as an example. Unlike the *classic Peter Pan* story, at Sherman Theatre, we see the world through *Wendy’s* eyes. We come to learn her difficulties and frustrations with the role of ‘mother’ that is given to her by *Peter* and the *Lost Boys*.

2. Story Exploration:

- Ask the students to think of classic stories or narratives that they know well (Little Red Riding Hood, Cinderella, The Jungle Book etc.).
- Then, ask them to think about who’s eyes we see the story through, for instance in Little Red Riding Hood we see the story through her eyes, or in Cinderella, we understand the narrative from Cinderella’s perspective.

3. Perspective Shift:

- In small groups or individually, encourage participants to choose a classic story and reimagine it through a different perspective.

For example:

What if Little Red Riding Hood was told from the wolf's point of view?

How would Cinderella change if the roles of the stepsisters were stepbrothers?

What would we learn differently about Jungle Book if the story was told through Baloo's eyes?

4. Visual Representation:

- Provide art supplies and instruct participants to create a visual representation of their reimagined story on the poster boards or sheets of paper.
- Encourage the use of diverse images from magazines or printouts to represent changes in character gender, appearance, or roles.

5. Gallery Walk and Reflection:

- Arrange the visual representations around the room for a gallery walk.
- After observing each reimagined story, facilitate a group discussion:

How did changing the perspective alter the story?

What did they discover about the importance of perspective in storytelling?

Did altering characters' genders or roles have a significant impact?

6. Group Sharing and Discussion:

- Invite each group or individual to share a scene from their reimagined story with the rest of the participants.
- Discuss the creative process, challenges faced, and any surprising discoveries.

7. Conclusion:

- Wrap up the activity by emphasising the power of creativity and perspective in storytelling.
- If your students have already come to see the show, discuss how this activity relates to Sherman Theatre's production of *Peter Pan*, where the story is seen through *Wendy's* eyes. Did they notice anything new or different to the version of *Peter Pan* they might have known before?

By incorporating visual elements and interactive discussions, this activity aims to make the exploration of perspective and creative storytelling engaging and accessible for young participants.

ACTIVITY 10: RESILIENT REFLECTIONS: NAVIGATING CHALLENGES LIKE WENDY!

Engage participants in a reflective activity that explores themes of resilience and facing challenges, inspired by *Wendy's* journey in Sherman Theatre's version of *Peter Pan*. This activity encourages participants to consider personal challenges and the strategies they can use to overcome them.

Materials:

- Writing/drawing materials (paper, pens, pencils)
- Reflection prompts (provided below)

Instructions:

1. Introduction:

- Begin by discussing the concept of *resilience* and how it involves 'bouncing back' from challenges. Briefly share *Wendy's* journey in our version of *Peter Pan*, highlighting her role as a caregiver and her evolving understanding of her own mother's challenges. In our version of *Peter Pan*, *Wendy* and her brothers' parents are going through a divorce. This is something that *Wendy* struggles to understand, but as she is given the role of 'mother' in *Neverland*, she starts to learn how difficult parenting can be. She begins to understand her own mother more.

2. Personal Reflection:

- Ask participants to reflect on a personal challenge they've faced or are currently facing. It could be related to family, friendships, school, extra-curricular activities, or their personal development.
- Provide prompts to guide their reflections:

What was the challenge?

How did it make you feel?

Did something or someone help you get through it?

3. Expressive Writing:

- Invite the children to use their reflections to write a short diary entry. Encourage them to explore their emotions, the process of facing the challenge, and any insights gained.
- Optional: The students could also incorporate elements of *Wendy's* journey or imagine how *Wendy* might handle their challenge. Did they learn anything from Sherman Theatre's version of *Peter Pan* about how to handle difficult situations?

4. Visual Representation (alternative option to writing exercise):

- Invite children to create a visual representation of their challenge and the journey of resilience. This could be a drawing, collage, sculpture, or any artistic expression that is accessible for your group.
- Encourage creativity and symbolism in their visual representation. How can they use colour to represent their emotions? Are there any specific elements they can express through images, drawings and shapes? Can they incorporate texture in their work to explore their journeys.

5. Sharing Session:

- Organise a sharing session where participants can share their written reflections and/ or visual representations with the group. Emphasise a supportive and empathetic atmosphere. After each sharing, facilitate a brief discussion:

What common themes emerged in the stories?

How did the process of writing or creating visuals help to reflect on our journeys?

Did anyone find similarities between their experiences and Wendy's journey?

Take it further: Consider resilience in greater detail through a more in depth discussion.

How did reflecting on personal challenges contribute to a deeper understanding of resilience?

Have the children learnt anything new about themselves with this activity, or discovered more about their bravery and strengths in reflecting on individual challenges and sharing with the group/class?

What insights did the children gain from exploring their own journeys and those of fictional characters like *Wendy*? Have they connected more with *Wendy's* character, or perhaps with their classmates or friends.

Emphasise the strength and importance of sharing challenges and opening up to the people we care about. This will always help us to get through hard times!

6. Wrap-up:

Express appreciation for the participants' openness and creativity in exploring themes of resilience. Discuss how this activity connects to the broader themes of *Peter Pan* and the power of storytelling in navigating challenges.

This activity provides a safe and creative space for participants to reflect on personal challenges, fostering resilience and empathy through shared experiences.

ACTIVITY 11: MAKE YOUR OWN PIRATE SHIP

Use the template below to make and decorate your own *Captain Hook* pirate ship!

