



**Activity Pack**

# **ALICE: RETURN TO WONDERLAND**

**By Hannah McPake**



English Version

## 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 *Alice: Return to Wonderland*, or afterwards, we hope it inspires lots of creativity and that you enjoy exploring the key themes of the show.

If you are coming to see *Alice: Return to Wonderland* with your school, look out for our *Teachers Tips* with ideas for extension activities for the classroom.

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# PART 1: DESIGNING THE WORLD OF THE PLAY

## ACTIVITY 1: WHAT IS THE PURPOSE OF THEATRE DESIGN?

*Alice: Return to Wonderland* is set in post-war Cardiff in the year 1947, with a lot of scenes also taking place in Wonderland. To create the world of the play, there are several design elements, which support the storytelling and help to transport the audience. Each one has a different impact on the audience and they also reinforce the themes of the play.

Read the descriptions below and see if you can match them to the different design elements.

Set Design

Reveals a character's personality and status through clothing and accessories. Can change throughout the performance to indicate character development.

Costume Design

Creates mood and atmosphere through colour and intensity. Helps to indicate time of day and location and focuses the audience's attention.

Lighting Design

Provides a sense of location and enhances emotional impact through ambient sound. Punctuates the drama and action through specific sound effects.

Sound Design

Creates the physical environment of the play. Depicts location and establishes atmosphere through the use of texture, colour and scale.

## ACTIVITY 2: THINKING ABOUT COLOUR

Colour is integral to many elements of design including costume, set and lighting. Think about the words listed below. How do you think these moods, ideas or times of the day might be represented through different colours? Try to think about the full range of colours and be specific and descriptive in your choice.

WORD	COLOUR
Dangerous	<i>Deep red, magenta, shiny black</i>
Playful	
Dreamy	
Romantic	
Wealth	
Power	
Misfortune	
Excitement	
Morning	
Night	
Young	
Old	

### ACTIVITY 3: MAKING A MOOD BOARD

Our Designer, Elin Steele, used mood boards to help her create her vision for the set and costumes for *Alice: Return to Wonderland*. A mood board features images, including photos or drawings, colours, textures and even some key words, which all give a flavour of a location or character. Mood boards for a set might also include important pieces of furniture and for costumes they sometimes have fabrics attached.

Designers do a lot of research to develop their ideas, especially when they are creating set and costumes for different time periods. They have to think about different materials and what things would have been made from in the past.

Mood boards help a designer get their ideas out of their head and onto paper so that they can explain them to other members of the creative team. Now that you have thought a bit about colour and design, choose a character or a location from the list below and create your own mood board. You can use the template here or get a larger piece of paper or cardboard to put your ideas on.

CHARACTERS	LOCATIONS
Alice Rabbit Hatter The Red Queen	The Bomb Site The Red Queen's Castle The Red Queen's Court Alice and Carys' Home

Remember colours are what you see, but can also communicate a feeling e.g. cold steel grey, frosty white, fiery orange. Textures are what you can feel e.g. rough, smooth, spiky, silky. Drawings or images could include types of buildings, rooms and furniture, or items of clothing and accessories from the time period you are depicting.

***Teachers Tip** – Extend this activity by inviting pupils to present their mood boards to the rest of the class, or use an old shoe box to create a model box of your mood board, with everything you have included in 3D form. Items can be made from cardboard and scraps of material and decorated using paints and coloured pens.*

**COLOURS**

**TEXTURES**

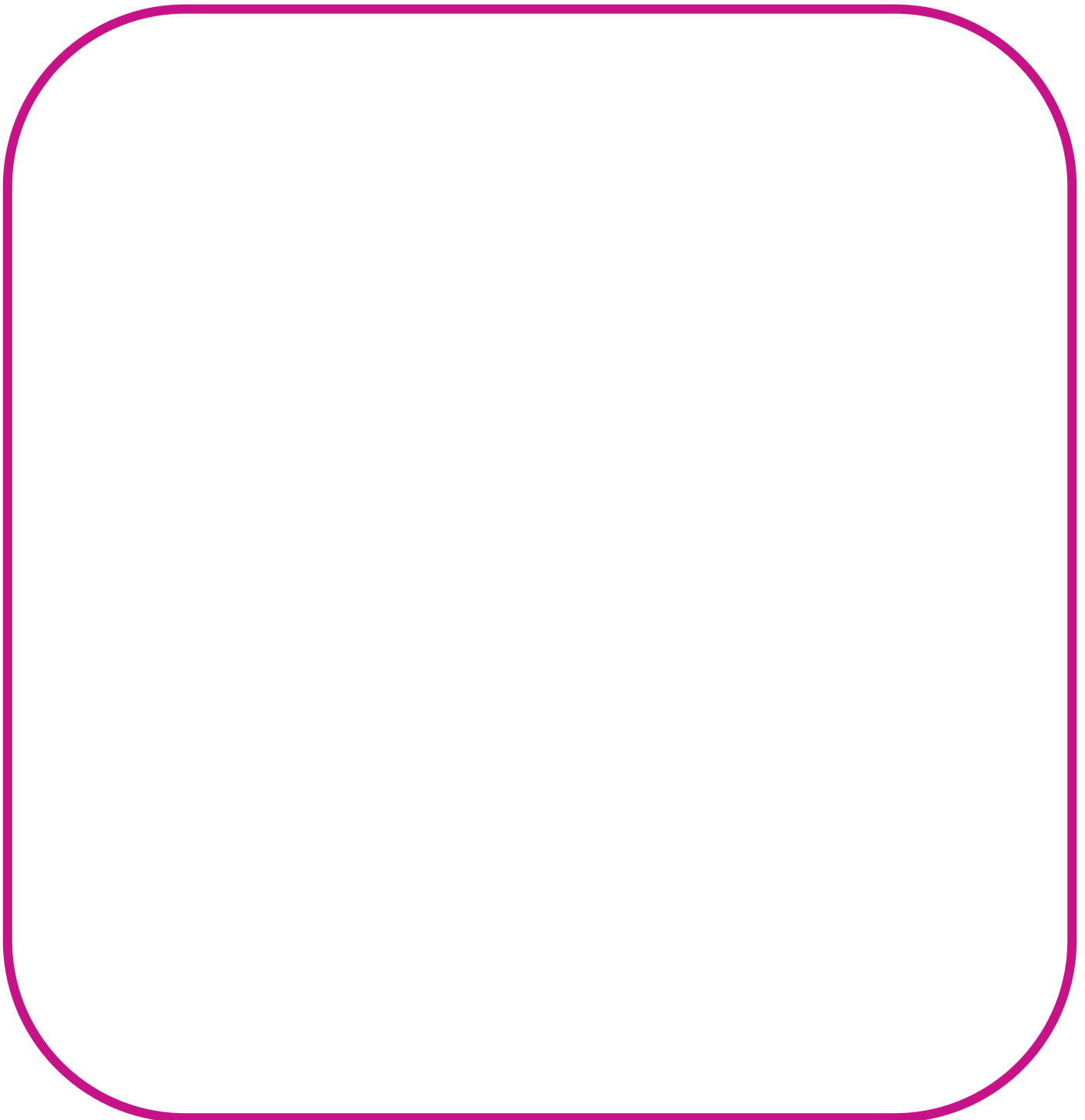
**IMAGES**

## **PART 2: PLACES AND SPACES**

### **ACTIVITY 4: TOWN PLANNING**

If you were a town planner, what would you do with the bomb site? Would you change it into a car park, a community garden, a theatre, a theme park or something else?

Write a letter to Lord and Lady Bute, persuading them to let you take control of the bomb site. In your letter, you should explain to them what you want to do to the site and why it's a good idea. You could also include a drawing or plan of the area.



## ACTIVITY 5: SENSORY WRITING

In *Alice: Return to Wonderland*, the characters find joy in being outside in nature.

This activity should be done outdoors – maybe in the playground at break time, or on your next visit to the park. Take some time to notice what you can hear, see, smell and feel, and note your findings in the boxes below.

**HEAR**

**SEE**

**SMELL**

**FEEL**

*Teachers Tip: Invite pupils to write a paragraph describing their outdoor space, including the sensory details they noted in the boxes above.*



## ACTIVITY 6: YOUR OWN WONDERLAND

Write a poem about your version of Wonderland. It could be based on a real place that is important to you, or you could create an imaginary world like Hannah McPake, the writer of *Alice: Return to Wonderland*.

Use the letters below to start each line of the poem.

**W** \_\_\_\_\_

**O** \_\_\_\_\_

**N** \_\_\_\_\_

**D** \_\_\_\_\_

**E** \_\_\_\_\_

**R** \_\_\_\_\_

**L** \_\_\_\_\_

**A** \_\_\_\_\_

**N** \_\_\_\_\_

**D** \_\_\_\_\_

*Teachers Tip: Create a display of the pupils' poems and invite them to decorate their poems, or make borders for them.*

## PART 3: FESTIVE FUN

### ACTIVITY 7: WORDSEARCH

Can you find the key words from *Alice: Return to Wonderland* hidden in this wordsearch?

X	R	E	X	W	O	F	G	R	N	F	C	E	K	Q	V	J	Z
D	K	B	Z	Z	O	S	K	G	A	R	D	E	N	A	N	A	E
Z	W	H	X	V	U	N	I	C	O	R	N	X	R	W	T	B	B
S	G	R	T	I	C	Q	D	T	C	O	X	E	X	C	T	B	I
Q	H	E	B	X	A	A	U	E	C	H	Q	U	I	Q	N	E	A
D	A	D	U	B	R	H	K	R	R	A	U	O	C	Z	G	R	K
Z	T	Q	T	C	Y	Z	S	F	A	L	R	G	X	P	V	W	S
S	T	U	E	H	S	L	I	A	L	B	A	P	H	H	D	O	P
B	E	E	R	E	M	D	Q	C	Z	P	B	N	A	W	A	C	Z
Y	R	E	D	S	S	B	I	G	A	K	E	I	D	R	E	K	X
B	H	N	A	S	Q	J	O	E	V	K	K	T	T	K	K	F	G
H	Z	N	Q	Y	P	K	Z	A	L	I	C	E	P	S	P	F	I

**RABBIT**

**UNICORN**

**HATTER**

**JABBERWOCK**

**RED QUEEN**

**ALICE**

**CARYS**

**CHESS**

**WONDERLAND**

**BUTE**

**GARDEN**

**CAR PARK**

## ACTIVITY 8: MAKE YOUR OWN PUPPET

In *Alice: Return to Wonderland*, Tweedle Dee and Dweedle Dum shrink down into tiny puppets. Create your own puppet by following the instructions below.

You will need:

- Lollipop sticks
- Different coloured card
- Crayons, felt-tip pens or colouring pencils
- PVA glue
- Accessories e.g. stickers, glitter, buttons, sequins etc. (optional)

### STEP 1: CHOOSE YOUR CHARACTER

This could be a character from *Alice: Return to Wonderland*, or one you've made up yourself!

### STEP 2: OUTLINE THEIR FACE

Draw your character's face on a piece of card. So it can stay upright on the lollipop stick, make sure it's no bigger than 5.5cm in diameter.

### STEP 3: ADD DETAIL

Using different coloured card and/or stickers, glitter etc., add more details to your character's face. These could be whiskers, freckles, eyes, hair or anything else you can think of!

### STEP 4: ASSEMBLE

Assemble your puppet by glueing their face to the top of the lollipop stick.

**Teachers Tip:** *Split your pupils into groups and challenge them to come up with a short scene featuring their characters.*

## ACTIVITY 9: COLOURING

Use your favourite colours to bring Wonderland to life!



**ALICE: RETURN TO WONDERLAND**

Sherman Theatre 2025. For more information, contact [community@shermantheatre.co.uk](mailto:community@shermantheatre.co.uk)

## ACTIVITY 10: CREATE YOUR OWN POM-POM HEDGEHOG

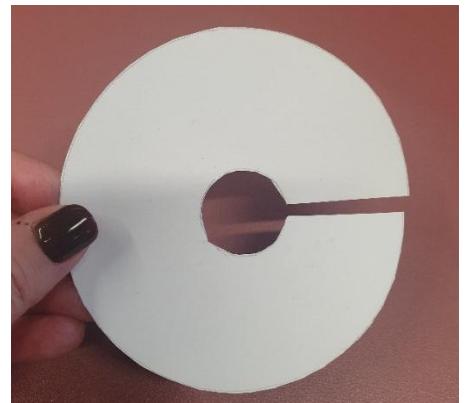
The Assistant Stage Manager, Benjamin Mowbray, made a hedgehog puppet for *Alice: Return to Wonderland* using a giant pom-pom. Make your own miniature version by following the instructions below!

You will need:

- Yarn
- Cardboard
- Scissors
- Googly eyes
- PVA glue

### STEP 1: MAKE YOUR TEMPLATES

Using your cardboard, create 2 identical templates in the shape shown here. You could draw around a glass to make the big circle, and a coin to make the smaller circle. Cut these out, and cut a 1cm slit from the outer edge into the inner circle of each template.



### STEP 2: START WRAPPING

Place the 2 templates together, making sure the slits line up with each other, and wrap your yarn around them. Make sure you feed your yarn through the slit every time. Keep wrapping until there's almost no space left on your template, and cut off the yarn when you're done.

### STEP 3: CUT AND TIE

Cut an extra length of yarn, about 25cm long. Then hold the middle of your pom-pom and cut around the outside, in between the 2 cardboard templates. This should release the individual strings of yarn, and your wool should start looking like a pom-pom. Next, feed your extra string of yarn between the templates and tie to secure.

### STEP 4: CREATE YOUR HEDGEHOG

Remove the templates and fluff up the yarn to reveal your finished pom-pom. Use PVA glue to stick on your googly eyes and turn your pom-pom into a hedgehog!