



**Peter Pan
School's Resource Pack**

Contents

Plot Synopsis of <i>Peter Pan</i>	Page 3
The Characters of <i>Peter Pan</i>	Page 5
The Author of <i>Peter Pan</i> : J.M.Barrie	Page 7
Greta Thunberg and Wendy Darling	Page 8
A Brief History of Pirates and Piracy	Page 9
The Language of Pirates	Page 10
Hull During the Blitz	Page 11
Classroom Activities	Page 12

What is Hull Truck Theatre's School's Resource Pack for?

This School's Resource Pack has been designed by Hull Truck Theatre's Creative Learning team to give group leaders the opportunity to add value to their children and young people's theatre experience. We hope that as well as enjoying our Christmas production of *Peter Pan*, your theatre trip can be a launch pad for creative activity and meaningful discussion. Therefore, the below content has been designed to inspire teachers to enrich their group's theatre experience through a further exploration of our production's themes and content.

NOTE: This resource pack has been written in relation to Hull Truck Theatre's Christmas 2019 production of *Peter Pan* by J.M.Barrie adapted by Deborah McAndrew. Some details in the pack will differ from the original play or novel and focus on our production.

Creative Learning @ Hull Truck Theatre

Hull Truck Theatre's Creative Learning team run drama activities across the city and region to support children, young people and the community in unlocking their creative potential. Whether its youth theatre and community drama at the theatre itself or bespoke learning projects in school, all our work is designed to be engaging, educational and enjoyable.

If you'd like to arrange for a workshop linked to *Peter Pan* at the theatre or in your setting please call our team on **01482 488 209** or email on Engagement@hulltruck.co.uk

Plot Synopsis of *Peter Pan*

Hull Truck Theatre's production of *Peter Pan* has been adapted by playwright Deborah McAndrew. Deborah has decided to set the play in 1946 just after the Second World War and Hull - like many other cities - was devastated by the Blitz.

Despite the play's title the main protagonist is a ten-year old girl by the name of Wendy Darling. In the original book of *Peter Pan*, Nana is a dog trained to be a nurse - Nurse in this context meaning a domestic worker who cares for children within the household – but in Deborah McAndrew's adaptation Nana is an elderly woman.

Act 1

The play begins with Wendy and her family playing out a pirate story in Wendy's bedroom. They are interrupted by the arrival of their father who is preparing to go out for a meal with local businessmen, to set about rebuilding the city of Hull. Wendy and her father disagree over how to best rebuild the city as Wendy wishes for there to be more green spaces and her father prefers industry. This disagreement turns in to an argument after which Wendy's father tells her that "It's time to grow up." This results in Wendy's brothers – Michael and John – being moved back into their own room now that it has been repaired after the Blitz.

Later that night, Peter Pan enters Wendy's room and wakes Wendy up. Peter reveals that he comes to Wendy's room every night to hear her stories. Peter tells Wendy that he doesn't have a mother which shocks Wendy leading her to say "No-one to give you a kiss?" Peter doesn't know what a kiss is and asks for one whilst holding out his hand. Wendy gives Peter a Tiddlywink and Peter gives Wendy an acorn which they both wear around their necks. Peter explains that he is looking for Tinker Bell who is somewhere in Wendy's room. Tinker Bell misbehaves and pulls Wendy's hair. Peter invites Wendy to Neverland and tells Wendy that she must think "wonderful thoughts" in order to fly and together they use their imaginations to fly to Neverland.

In Neverland, Captain James Hook and his band of pirates stumble upon a sleeping Tiger Lily. They take Tiger Lily captive and Hook tells his crew about his on-going feud with Peter Pan who cut off his hand and fed it to a Crocodile. Hook also explains that the Crocodile enjoyed the taste so much that it hunts him everywhere he goes. Hook's only protection is that the Crocodile has also swallowed a clock, the ticking of which is so loud that it warns Hook about its presence. Whilst Hook recounts this story he sits upon a mushroom that turns out to be a secret chimney to the Lost Boy's secret lair. The pirates set about looking for the lair's entrance.

While Peter and Wendy are flying to Neverland, Tinker Bell arrives early and tricks the Lost Boys in to shooting Wendy down with a bow and arrow. Peter is furious with the lost boys as he believes she is dead but discovers that the arrow has hit the acorn that Peter gave Wendy as a kiss. The Lost Boys tell Peter that it was Tinker Bell who told them to shoot at Wendy and Peter banishes Tinker Bell for a week.

Captain Hook approaches a sad and despondent Tinker Bell and pretends to empathise with her to gain her trust. Hook manipulates Tinker Bell against Peter and the Lost Boys by promising to get rid of Wendy in return for her revealing the entrance to their secret lair. Hook completely wins over Tinker Bell and she agrees to join him for dinner.

Act 2

Peter and Wendy are at the Mermaid's Lagoon when they see two of Hook's pirates; Smee and Starkey with the captured Tiger Lily. Their intention is to leave her on a rock to drown but Peter intervenes by impersonating Hook's voice and demanding that they release Tiger Lily. Once Tiger Lily has escaped, the real Hook enters and is angry at his crew for setting her free. Peter reveals himself to Hook and resolves to fight Hook alongside Wendy but at that moment the sound of the ticking clock inside the Crocodile is heard and Hook flees.

After directing them in a play about the Darling family, Wendy convinces the Lost Boys to leave Neverland to be reunited with their families. However, Peter will not join them and is determined to stay in Neverland. As soon as Wendy and the Lost Boys leave the lair, they are captured -alongside Tiger Lily again - by Hook who orders his pirates to take them back to his ship, the Jolly Roger. Hook poisons Peter's medicine but just before he drinks it, he is stopped by Tinker Bell who, in a moment of heroism drinks the potion instead and dies. Peter brings Tinker Bell back to life by asking the audience to help him use magic by saying that they "believe in fairies."

Peter confronts Hook on the Jolly Roger which results in a sword fight between the Lost Boys and the pirates. At the end of the fight the Crocodile that is pursuing Hook appears and eats him. Hook doesn't hear the crocodile coming because the clock has run out.

Peter, Wendy, Tinker Bell and the Lost Boys fly back to Hull where they are welcomed by the Darling family. Peter and Tinker Bell decide to return to Neverland and Nana reassures Wendy that as long as she uses her imagination, Neverland is everywhere.

The Characters of Peter Pan

The Darling Family

MOTHER. Mary Darling, mother of Wendy, Michael and John. Kind-hearted and enjoys playing and being creative with her children.

FATHER. George Darling. Important man tasked with rebuilding Hull after the Blitz. A very traditional person who believes his daughter Wendy needs to grow up.

WENDY. Wendy Moira Angela Darling is ten years old. She is sister to John and Michael. Wendy is an excellent storyteller with a passion for nature. Wendy is afraid of growing up and is delighted to visit Neverland where she can remain young forever. Ultimately, she chooses to go back to her parents and accepts that she must grow up.

JOHN. The middle Darling child and brother to Michael and Wendy is aged seven. He enjoys play-acting with his brother, sister and mother. In the original story John and Michael join Wendy in Neverland.

MICHAEL. The youngest Darling child and brother to John and Wendy is aged five. He is ill at the start of the play and doesn't like taking his medicine.

NANA. The Grandmother to the Darling children. She – like Wendy - believes in Neverland and has a mysterious connection to it. In the original story, Nana was a Newfoundland dog who acted as a nursemaid to the Darling children.

The Inhabitants of Neverland

PETER PAN. “The boy who wouldn't grow up.” Peter loves Wendy's stories and visits her room every night to listen. He is the archetype of a carefree young boy who always gets to play and be boisterous forever. Sometimes his behaviour gets him in to trouble as he seems oblivious to the consequences of his actions.

TINKER BELL. A mischievous fairy who can be as big or as small as she wants to be. Her loyalty to Peter comes with a great deal of jealousy towards his relationship with Wendy.

TIGER LILY. The most fearless “American Indian Squaw” (Native American) of all history. Tiger Lily is captured by Captain Hook and is rescued by Peter.

The Crew of the Jolly Roger

CAPTAIN JAMES HOOK. Captain of the Jolly Roger and the most fearsome and intelligent pirate of the seven seas. Arch-nemesis of Peter Pan who cut off his hand and fed it to a crocodile that happened to be passing by. The Crocodile liked the taste of Hook so much that it has followed him ever since. The crocodile has also swallowed a ticking clock that alerts Hook to its presence, Hook lives in fear of the clock running out. He is a charmer, manipulator and a liar who learned his trade in the finest English public schools, where the rich and powerful send their sons to learn the noble and ancient art of Piracy.

MR SMEE. He is the gentlest of pirates and often sees the bright side of situations.

GENTLEMAN STARKEY. Always wanted to be a pirate despite getting seasick.

Other Pirates

BILL JUKES, COOKSON, SKYLIGHTS and NOODLER.

The Lost Boys

TOOTLES. A sweet and humble character. Tinker Bell tricks Tootles into shooting Wendy with his bow and arrow by telling him she is a bird that Peter wants killed. When he realised his mistake, he asks Peter to kill him but Peter is stopped by Wendy as she regains consciousness.

SLIGHTLY. He often pretends to remember his life before being a Lost Boy. However, regularly he gets this wrong. Either he pretends to know something that he does not, or he has misunderstood the thing he remembers.

NIBS. A strong-willed young boy who insists he gets what he wants. When Wendy directs the boys in a play, he insists that he plays a dog.

CURLY. A timid child who despite his lack of intelligence is very kind.

The Author of Peter Pan: J.M.Barrie

David and Margaret Barrie's seventh child, James Matthew Barrie was born in rural Scotland in 1860. Barrie was raised in poverty as the family income came from the declining weaving industry, which led to systemic hardship across rural Scotland.

Losing his older brother at aged 7 was to affect James profoundly and as such occupied themes in his writing for most of his life. His mother was grief-stricken and reportedly never recovered from the loss of her son. Barrie developed a longing to replace the affections of his mother and his desire for maternal approval was never met; this was made particularly apparent in the flattering, wide-eyed biography he published about her in 1896.

James attended the University of Edinburgh and started reviewing London plays in 1885 immediately after graduating. Shortly after this, in the early 1890's, Barrie began writing novels and married actor Mary Ansell. During these years, Barrie's friendship with Arthur and Sylvia Llewellyn Davies and their children would inspire the creation of the Peter Pan tales; stories that he would share with the Davies' children. Barrie even publicly named Peter Llewellyn Davies (their 5th child) as the source for Peter Pan's name.

The early start of the twentieth century would be Barrie's most successful; producing several commercially successful plays. In 1904, Barrie first wrote *Peter Pan* as a stage play that he later expanded into a novel. *Peter Pan* has since been immortalised in popular culture through film and other stage adaptations across the planet.

He continued to receive critical success and was made a Baronet in 1913, eventually giving up writing in 1920, barring his final work *The Boy David*. James' legacy has continued to live on via his very kind donation; gifting the rights of *Peter Pan* to Great Ormond Street Hospital, which has benefitted its many patients for the last 80 years.

JM Barrie passed away aged 77, in 1937.

Who is Greta Thunberg?

In 2015 Greta Thunberg, a Swedish school student, who was 15 at the time, decided to not go to school one day in protest for action against climate change. She has since gone on to galvanize a movement in other young people, by continuing protests and speaking at public conventions, with some key messages about climate change:

- Greta has commented that climate change is an existential threat to humanity and is “most likely to lead to the end of our civilization as we know it”.
- She holds the current generation of adults directly responsible for climate change and directly addresses them as culprits for the crisis; “You lied to us. You gave us false hope. You told us that the future was something to look forward to.”
- Greta has called upon politicians to take more note of scientists who have been ignored and misrepresented in the war on climate change. The science has produced alarming facts, figures and warnings that haven’t been met with the kind of shock Greta feels is appropriate.

Wendy Darling and Greta Thunberg

Whilst Deborah McAndrews was adapting *Peter Pan* the news was brimming with the incredible work of Greta Thunberg; a 17-year-old, Swedish, advocate for climate change. Greta has stated that world leaders have absolutely failed thus far in their attempts to deal with climate change with July 2019 being officially the hottest month worldwide ever recorded and simultaneously Greenland shed 217 billion tonnes of ice, during July alone.

Deborah McAndrew was inspired by Greta’s work when thinking about how to portray the character of Wendy Darling. Deborah asks herself this question: “What would Wendy have to be like at ten years old, if she was to grow up to be someone capable of changing the world?”

A Brief History of Pirates and Piracy

Piracy

The practice of a pirate; robbery or illegal violence at sea.

(Dictionary.com)

In modern culture, pirates are synonymous with eye-patches, parrots, peg-legs and burying treasure. This is mostly due to famous novels such as Robert Louis Stevenson's *Treasure Island*, *Robinson Crusoe* by Daniel Defoe or in more modern films such as *The Pirates of Caribbean* franchise. However, this glamorisation may mean that people don't understand the reality of piracy which is that of violence, theft and fear.

It is thought that as long as there have been boats, there have been acts of piracy. As soon as people started using ships to transport valuable goods, other people would seek to rob them. The earliest, published mention of pirates dates to 1400-1200 BC, with pirates compromising trade along the Turkish Coast during the Roman Empire. It is even thought that Julius Caesar himself was briefly held prisoner by pirates in the Mediterranean Sea.

Between the 1680s and 1730s is known as **The Golden Age of Piracy** because it saw the rise of infamous and notorious pirates such as Blackbeard and William 'Captain' Kidd. These pirates enjoyed such infamy that often ships would surrender their loot to them without any resistance. It was said that Blackbeard would cause fear and panic on his victim's ships by boarding them screaming war cries with fireworks exploding out of his beard. The pirates of this time would operate on key trade lines looking out for the most profitable, majestic and regal ships.

Whilst our initial ideas around pirates may involve swords and cannons, piracy is still prevalent in modern times with assailants boarding boats with modern weaponry such as machine guns. In 2017 the news was awash with the story of Somalian pirates hijacking a Sri Lankan Oil-liner, taking its 8-strong crew as hostages and demanding that a ransom be paid. This was preceded by other acts of piracy along the African coast, including the 2009 attack by Somalian pirates that was later the subject of a feature film starring Tom Hanks about **Captain Philips** (Captain Richard Philips).

The Language of Pirates

Buccaneer

Another word for pirate

Landlubber

A person unfamiliar with the sea or sailing.

Booty

Valuable stolen goods

Parley

If a pirate is captured by an enemy, they have the right to declare parley, which means temporary protection until they have an audience with the enemy captain. At this point, they cannot be harmed until negotiations have ended.

Cutlass

A short sword with a slightly curved blade.

Maroon

To leave (someone) trapped and alone in an inaccessible place, especially an island.

Marauding

Going about in search of things to steal or people to attack.

Mutiny

An open rebellion against the proper authorities, especially by soldiers or sailors against their officers.

Scurvy

A disease caused by a deficiency of vitamin C which particularly affected poorly nourished sailors until the end of the 18th century.

Lagoon

A stretch of saltwater separated from the sea by a low sandbank or coral reef.

Hull During the Blitz

Hull Truck Theatre's production of *Peter Pan* is set in Hull 1945/46 shortly after the Blitz.

What was The Blitz?

The Blitz was large-scale bombing campaign against the United Kingdom during the Second World War by the German Luftwaffe. The term "the Blitz" was created by the British press and is the German word for "Lightning."

Hull was the most severely damaged British city during the Second World War, with **95 %** of houses damaged.

The Hull Blitz at a glance:

- Large-scale attacks took place on several nights throughout **March 1941**. The most concentrated attacks were on the evenings of **7th** and **8th May 1941**, resulting in slightly under **400** deaths, and another large-scale attack took place in **July 1941** with **143** fatalities.
- The city spent more than **1,000** hours under alert during raids.
- Almost **1,200** people in the city were killed and **3,000** injured as a result of the bombings.
- Of a population of approximately **320,000** at the beginning of the war, approximately **152,000** were made homeless as a result of bomb destruction.
- Hull was the target of the first daylight raid of the war and the last piloted air raid on Britain.
- More than **5,000** houses were destroyed, and half of the city centre destroyed.
- The cost of bomb damage was estimated at **£20 million** (around **£565 million** in today's money) with **3 million** square feet of factory space (around the size of **63** football pitches), several oil and flour mills, the Riverside Quay and **27** churches, **14** schools or hospitals, **42** pubs and **8** cinemas ruined.
- Only **6,000** out of **91,000** houses were undamaged at the end of the war.
- Around **38,000** children were evacuated from Hull. In addition to rural East Yorkshire and Lincolnshire, children were evacuated to Lancashire, Norfolk, Northumberland, and Leicester. Most evacuees returned from the end of **1942** onwards.
- Despite the damage the port continued to function throughout the war.

Classroom Activities

The following section has been designed to give teachers and group leaders inspiration for classroom activities based on Hull Truck Theatre's production of *Peter Pan*. These can be used to prepare your class/group for their theatre trip or used to connect the trip back to the classroom as follow up activities.

The exercises are simply suggestions or ideas and can be adapted to fit your specific group and their needs.

The activities break up in to five sections:

1. Before Coming to the Theatre
2. Exploring the Story
3. Examining the Characters
4. Drama and Performance ideas

Section 1. Before Coming to the Theatre

How much does your class or group know about *Peter Pan* and its characters?

Resources: Large paper, felt-tip pens and several devices with access to the internet.

Set Up

Divide your group up into groups of 5 or 6 with two large pieces of paper and range of pens. Ask them to write at the top of each piece of paper the headings; The Story and The Characters. The paper will then need to be split in to two sections; what you know AND what you don't know/any questions you have. Each group will need a device with access to the internet which could be laptop or tablet.

Part 1 of the Task

Give the class 1 minute timed for each heading to write down everything they know/think they know about the subject. (You may want to turn this into a game about which groups writes down the most things but remember that some participants might not know anything about the headings.)

Then, give the group 1 minute for each heading to write down anything they don't know about the subject or questions that they have.

Start by asking the group to feedback what they already knew about the headings. When a group offers some knowledge ask the other groups if they too had this answer. Answers can be as simple as '*Peter Pan* is a book'. You can discuss any answer that are interesting or need further discussion as you go along.

If any answers are incorrect ask them to add this to their list of "Questions."

Collate the group's collective knowledge on the white board. Once you have collated all the knowledge you can turn your attention to their questions or things that they don't know.

Part 2 of the Task

Get feedback from the group on what they don't know and any questions they may have regarding Peter Pan's story and characters. Write all the questions on the board. Once you've got all the questions written on the board divide them up between the groups. (Each group could have 2 or 3 questions each or if you haven't got enough questions they can all take the same).

Give each group 20 minutes to use their laptop or tablet to research, plan and prepare a presentation for the rest of the group that leave all questions answered.

Finish with the group presentations and follow each presentation up by asking the participants who are watching to comment on what information they found most interesting.

Section 2. Exploring the Story

Activity 1

Ensure that your group have a thorough understanding of the plot of *Peter Pan*.

Print off a copy of the plot synopsis provided in this pack and cut it in to smaller sections. The size of these sections depends on the ability of your class or group.

Split your class into smaller groups of 5 or 6. Ask them to arrange the sections in the correct order of the plot.

You may want to make this a competitive game and give rewards for speed and accuracy.

Once completed go through the plot section by section to ensure everyone is correct, you may also want to make references back to the production to job participant's memories.

Activity 2

Use creative writing to enhance student's understanding of a key moment within Peter Pan.

Ask the students to choose a key moment from Peter Pan. Some examples of key moments could be:

- Peter sneaks into Wendy's bedroom and wakes her up
- Peter and Wendy save Tiger Lilly from the pirates
- Captain Hook is swallowed by the crocodile

Ask the students to write a newspaper article describing the event in a journalistic style. Ask the students to consider what sort of language they should use to write the article. (You may wish to provide an example of a current piece of news.)

One way to structure this activity could be:

Factual writing – The facts of the story, what happened and when?

Emotional writing – What do people involved with the story feel? Perhaps an interview with a bystander or character?

Opinion writing – Interview with an expert or character. What do they think happened?

Tip: participants could use the Language glossary from earlier in this pack to add some pirate language to their article

Activity 3

Using visual art to display learning about the plot of Peter Pan.

Ask the class to individually design and create a 'Wanted Poster' for Captain Hook.

As well as drawing the character you may ask students to show:

- What are they accused of?
- Where might they be found?
- Are they dangerous?
- Is there a reward?

Ask the group to think about the style of the poster and language used on it.

Activity 4

Ask the group to write a Ransom letter to Peter Pan after he kidnaps Wendy and the Lost Boys.

What does Hook want from this letter? Does he want a favour, treasure or simply to fight Peter Pan?

Asking your students to consider persuasive writing techniques:

- Emotive Language
- *Facts or Statistics*; In this instance that might be how much the ransom is, where it should be paid and via what method.
- Rhetorical Questions; E.g. *"Do you want to see your beloved Wendy again?!"*.
- The Power of Three; three words in quick succession that strengthen and cement a point. E.g. *"I, Captain Hook, am mighty, powerful and strong."*

Tip: participants could use the Language glossary from earlier in this pack to add some pirate language to their article

Section 3. Examining the Characters

Tip: Use the character list provided within resources for this.

Activity 1

Give your participants the opportunity to recap the character and discuss them in detail.

Using the character list provided in this pack, ask the participants to discuss each character. You may want to give them these questions as a starting point:

1. What is the character like at the start of the play?
2. What is the character like at the end of the play?
3. Has this character's situation or outlook changed during the play?
4. What do you think this character wants/needs more than anything in the world?
5. What do you think is that character's greatest fear and why?

Activity 2

Start a debate with your students about each character's role in the story.

Print off A4 sheets of paper, each with a character name on. You may want to limit this to key characters. Get a group of your students to stand up holding a name each so that the rest of the class can clearly read them.

Ask the remaining group to move their fellow students to stand in left to right order of:

- Who is the smartest character?
- Who is the kindest character?
- Which character do you feel most sorry for?
- Which character is the most foolish?

You may find there is little debate who is on either extreme (i.e. most cruel and least cruel) but the most interesting debates may come from comparing different characters. Who should be in second or third place for kindness? What have they done or not that earns them these places?

Move the characters around until the class agree (if they do agree) on the final order.

Activity 3

Once you feel students have fully got to grips with the character you may wish to focus their learning on a specific character or moment. For the benefit of this example we will focus on Tinker Bell but you could use any character.

The most important moments for characters in plays are moments when they make live decisions on stage. These moments are vital as they show how character's actions further the plot or story.

Some key decisions that Tinkerbell makes include:

- She decides to trick the Lost Boys in to shooting Wendy down whilst she is flying to Neverland.
“Then do it Tootles. Shoot down the Wendy! Peter will be so pleased.”
- She decides to tell Hook where the Lost Boy’s secret lair is.
“And you will kidnap Wendy and take her away, and leave Peter alone?”

Ask the students to write a diary entry from the perspective of Tinker Bell (or another character) set after their big decision. Encourage them to think about:

- What was going on in their head before their decision?
- What other options did they consider?
- How did they feel before, during and after?
- What do they think will happen next?

Section 4. Drama and Performance ideas

Activity 1

Use still image to get students to create their own quick version of Peter Pan.

Split the group into smaller groups of 5 or 6. Tell them that they are going to make a quick version of Peter Pan. They’re going to have 30 seconds to create a still-image of key moments of the play.

They will be titled:

1. The beginning
2. The Middle
3. The end

Once they’ve created the still-image ask them to practice moving between them as smoothly as possible.

The next phase of this task is to get the group to add a line for each group member in each still image. This could be something a character says/thinks, or it could be a bit of narration as to what is going on.

Once you’re happy they’ve done that you can ask them to add a moment in each image where they all come to life together.

Finally give the group 5 minutes to practice their mini Peter Pan play.

Finish by sharing a short clip of each group’s work.

Activity 2

Using the lyrics to the Pirate Song below ask the group to work in small groups to create a perform the words as a song or poem. They do not have to use the whole section but could instead just use the first four lines.

Ask them:

- How do pirates behave?
- What should their voices sound like?
- Where would they be when they sing this song?

A Pirate Song

Pirates: Yo ho, yo ho, the pirate life
A fine career for a gifted crook
We misbehaves. We rule the waves.
With the famous Captain Hook

Smee: We shipmates are a fearsome crew of plucky buccaneers
Fabled on the seven seas for our villainous careers

Starkey: You know us by our missing limbs and villainous moustaches
We bear the scars of battle, and the stripes of many lashes.

Pirates: Yo ho, yo ho, the pirate life
A fine career for a gifted crook
We misbehaves. We rule the waves.
With the famous Captain Hook
With the fabled, fearsome, famous Captain Hook!

Additional Activity: Once the students have performed their song/poem, you could invite them to write their own. They then decorate their song/poem with skulls, crosses, jagged edges, etc.