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A Christmas
TREASURE ISLAND

EDUCATION PACK
Synopsis

On a stormy beach at Withernsea young Jem Hawkins and her Uncle David discover a treasure map. With the help of Long John Silver and his band of pirates they set sail in search of gold, but are betrayed before they reach the islands of the frozen north.

Jem must find her courage to escape the treacherous crew, survive the storms and find the treasure. Will she make it home again, or join the marooned Ben Gunn on the island forever?
Going to the Theatre

Visiting the theatre can be an exciting experience for children and young people. The whole experience should be enjoyable for both pupils and teachers and so we’ve made some suggestions you may wish to consider in advance of your trip.

A theatre trip provides an opportunity to ignite the imagination and stimulate creative responses which enhance learning. If you plan your visit in advance and think about what you want your pupils to focus on they will get maximum benefit from their visit. You may want to familiarise your pupils with what the theatre looks like by visiting our website and looking at our pictures and programme. Find a synopsis of the play you are going to see and discuss the key elements of the story and anything you would like them to look out for.

Whilst it’s great to prepare pupils, especially if it’s their first visit to the theatre, do bear in mind that surprise can also be stimulating and is part of the fun and enjoyment of the experience.

Important things to consider when in the Theatre

It’s important to enjoy the performance in the moment and to react and respond to the story as it unfolds. If this means laughing out loud or being quietly delighted, pupils should understand that this is perfectly acceptable for themselves and other people in the audience. However, it is important to remember that the theatre is a public space enjoyed by many people. You can discuss expectations of behaviour in relation to respecting and exploring a different environment and the other people who may be using it. The theatre will usually make an announcement to remind audiences to switch off mobile phones but it may be worth you discussing this with pupils in advance.

Please also bear in mind safety issues and ensure you have sufficient staff for supervising toilet trips. All Children that need to leave the auditorium must be accompanied by a member of staff. For school visits Hull Truck Theatre offers one free ticket per six pupils for ages 7 and under and one free ticket per 10 pupils age 8 and over.

Useful questions to aid discussion:

- **What is a theatre?** – A place that shows plays and performances.
- **What is the difference between a performance in a theatre and seeing a film/TV show?** – A theatre performance is a unique experience that involves actors and audience sharing the same space at the same time. A film/TV show is one of many copies; it is the same every time you see it.
- **What ways are there to look at a play?** – The plot, the themes, the set, the acting, the lighting and sound. Ask the children how it makes them feel. An emotional response is what connects us with the art. You can just enjoy watching the performance and being carried away into the world of the show and then discussing your experience afterwards.
Cast - Creative Team – Stage Management

Cast

Annabel Betts – Jem Hawkins
Louise Shuttleworth – Dick / Mo the Fisherwoman / Captain Molly Hands / Ben Gunn (Multirole)
Nicholas Goode – Dad / Tom Morgan (Multirole)
Laurie Jamieson – John / Long John Silver (Multirole)
Jack Lord – Uncle David
Jessica Murrain – Mum / George Merry (Multirole)
Shannon Rewcroft – Parrot / Cat / Pirate (Multirole and including Puppetry)

Creative Team

Writer – Debbie Oates
Director – Mark Babych
Associate Director – Tom Bellerby
Composer – John Biddle
Puppet Maker – John Barber
Set and Lighting Designer – Ciaran Bagnall
Costume Designer – Siân Thomas
Sound Designer – Mat Clowes
Movement Director – Jon Beney
Fight Director – Roger Bartlett
Prop Maker – Beckie May

Production Team

Production Manager – Luke Child
Stage Manager – Michael Ramsay
Deputy Stage Manager – Amber Curtis
Assistant Stage Manager – Shona Wright

Young Company

The young company consists of young people from Hull who wish to take part in a creative process of making theatre. They have an input in the making of A Christmas Treasure Island in the rehearsal room with the professional performers and then perform in the show over the Christmas period.
A note on how to use this pack:

This pack has been created with teacher and pupil in mind so that any visit to Hull Truck Theatre to see *A Christmas Treasure Island* can be enhanced by both pupils and teachers reading it or using the Education Activities. If you are a teacher looking to inspire and educate your students through drama, this pack can offer you a guide to accessing the new curriculum through drama devices. It provides your pupils with practical material to develop critical thinking and performance skills to aid creative learning.

The aims of this pack:

- To capture children’s imaginations and increase motivation to learn.
- To provide a range of possible ways to link with your classroom priorities.
- To frame the pupils as characters in the story. To help pupil’s investigate the nature of the Character’s journey and imagine what they might face.
- To help develop teamwork, individual strengths and weaknesses, decision making skills and qualities.

All Education Activities have been created with ‘differentiation in the classroom’ in mind.

We have followed: Recognise – Identify – Describe – Explain – Explain in Detail levels of differentiation. Hopefully, this can aid your planning when using our selection of Education Activity lesson plan ideas.

Directors Interview

We have interviewed Mark Babych the Artistic Director of Hull Truck Theatre and Director of a Christmas Treasure Island. You can find the interview on our website in the Engagement and Learning Section.

This video Interview can be shown in class. There are moments available to the Teacher to pause the video and discuss the Director’s answers with the class. There is even an opportunity to use the questions in a post-show discussion with your class.

We have ensured that the Director’s answers link to the teacher’s work in the classroom and the Engagement Activities in this education pack. There are links to the Local History Activity, the Science and Geography Activity and the importance of hearing, reading, seeing and telling stories. Many of the Director’s answers link to seeing the character of Jem and Uncle David in your young people’s lives. Mark Babych discusses leaving early childhood behind, facing the world with courage and the importance of family. These can make for interesting classroom discussions.

Questions 1 and 3 link to English topics, question 2 links to Geography and science topics, question 4 links to local history and science topics and questions 5 and 6 both link to drama and its benefits for young people.

Above all, we hope that the Director’s answers to our questions can inspire young people to grow confidence in themselves, exploring who they are and what they enjoy.
Set Design – White Card Model Box

A ‘White Card Model Box’ is usually made once the creative design has been finalised, it turns the ‘Technical drawings’ (drawings of the set detail, to scale). The ‘White Card Model Box’ is a three-dimensional ‘blueprint’ of the design.

They are not realistic looking. They do not show the atmosphere (the mood) of the set. That is the job of the ‘Final Model Box’ which you can see in the next section. It may offer no information on colour, little on texture and materials, but all the most important information on space, structure, movable elements and their practical details.

Can your group design and build their own version of how they might see the set for a Christmas Treasure Island?
Set Design – Final Model Box

The ‘Final Model Box’ is usually made once the ‘White Card Model Box’ and its design details, such as, space, structure, movable elements, practical details, textures, colours and materials have been decided. It helps the Cast and Production Team to see exactly how the set will look when it is built on the stage. It is still to scale and therefore a three-dimensional ‘blueprint’ of the design but with colour, texture, materials and atmosphere. They are realistic looking.

Can your group discuss the materials and textures they see in these images? What do they think the reasons for using those materials are? How do they help to tell the story to an audience?
A CHRISTMAS TREASURE ISLAND

HULL TRUCK 2016

'PARROT'

HEAD ROD WITH BEAK OPENING LEVER

HIP BAR

WING ADD x 2

WING STRUCTURE

Puppet Design – Design and Working Drawings
A CHRISTMAS TREASURE ISLAND

HULL TRUCK 2016
‘SUKE’ + ‘Pirate Suki’

‘SUKE’ - TECH SKETCH
HIP BAR
HIND QUARTERS FROM QUILTED WAISTING TAIL WEIGHT

HEAD HEADED HOOKS ONTO SHOULDER BAR FRONT LEGS FULLY-JOINTED LATEX HEAD AND PAWS

‘Pirate Suki’ - TECH SKETCH
WOODEN EYE
LATEX HEAD AND HANDS ELBOWS AND HEAD ROLLING
WEBBED SPINE FULLY-JOINTED WOOD/LEATHER, FOAM, RUBBER, ETC.
Education Activities

Education Activities are divided into separate lesson plans for English, Geography, Local History, Science and Drama.

These are available to provide a range of possible ways to link with your classroom priorities.

Task Ideas are presented as:

**Level 1** – Lower level tasks – Recognise and Identify

**Level 3** – Middle level tasks - Describe

**Level 5** – Higher level tasks – Explain and Explain in detail

This can aid the teacher to differentiate their work across all levels of the classroom.

All learning objectives and exercises can be achieved in one lesson or over numerous lessons.

All learning objectives and exercises are provided as a selection of ideas to help inspire creative lesson planning.

**English 1**

*Sequencing: Storyboarding – Dialogue into Narrative*

**Learning Objectives –**

- To understand the difference between dialogue and narration.
- To be able to adapt dialogue into a narrative story.

**Task Ideas –**

**Level 1** – Circle direct/Indirect speech/write underneath whether the line is dialogue or narration. *

**Level 3** – Write three sentences of dialogue and narration.

**Level 5** – Change dialogue/longer dialogue into narration (Consider/read aloud/plan, additions/corrections/evaluate/connectives).

*Students will need a page of the script to adapt into Narration. See Resources Section in this Education Pack.*

**Extension Exercises –**

- Form Storyboards – Write up a story – descriptive and creative writing – act out story – still images.
- Make one story in dialogue and one a narrative story.
English 2

Understanding Phonics: Phonemes – Adjectives

Learning Objectives –

- To make a list of pirate words and find the matching meaning in the classroom.
- To be able to list phonics and phonemes and learn how to identify, write and use them.
- To be able to link the phonics and phonemes to new pirate words.

Task Ideas –

Level 1 – Phonics/Phonemes in pirate words.
Circle, design picture of their pirate and label/circle phonics and phonemes. Design your own pirate and label the drawing with relevant pirate words.

Level 3 – Write pirate words with phonics/phonemes into a sentence.
Design a pirate, use words and pirate objects to describe how they look and what they have. (‘My pirate has…’)

Write pirate words with phonics/phonemes into a string of sentences to tell a narrative story. Write words beneath to describe them using pirate words.

Level 5 – Tell a narrative story using adjectives and connectives. Draw a picture of a pirate; describe how they look and their personality. Write an opening to a story to set your character(s) in.

English 3

Poems and Song: Rhyme – Rhythm – Analyse – Devices – Chorus – Style

Learning Objectives –

- To be able to describe what Poetry is.
- To be able to define some poetic devices, such as rhythm and rhyme.
- To be able to identify forms of chorus and styles of song.
- To create your own pirate poem or song.

Task Ideas –

Pupils can begin to read the songs from the play script and analyse them.

Pupils can begin to identify similes, metaphors, descriptive words and senses words within the script songs.
**English 3 Continued...**

**Poems and Song: Rhyme – Rhythm – Analyse – Devices – Chorus – Style**

**Level 1** – What is a rhyme? Circle/Select rhymes from cue cards. Match together rhyming words and sounds.

**Level 3** – Write words and phrases that rhyme. Write rhyming couplets in a stanza and understand the rhythm.

**Level 5** – Write a whole poem in rhyme and understand the rhythm. Try to also recognise the syllables in a word.

**Drama activity** – Try to read and present the poem aloud, keeping the rhythm.

**Extension Exercise** –

Get students to create an Acrostic poem of their choice, checking the following factors to help the pupils with their writing and performance of their poem.

- Volume
- Pace
- Pauses
- Expression
- Different Voices
- Use of Soundscape
- Body Positions

**Acrostic:** Where the first letters of each line spell out a word or phrase.

Consider what is the mental image that your students want to create with their poem, for the reader?

**Songs for Activity English 3 can be found in the Resource Section of this Education Pack** –

- Pirate song
- Courage song
Geography

Identifying: Physical and Human Geography Features

Learning Objectives –

- To understand coordinates and navigation.
- To be able to read and calculate key scales (Possible link to maths).
- To identify seas and continents on a world map.
- To use an atlas.
- To explain how islands form.

Task Ideas – Post show

Level 1-5 – Recognise/identify/describe/explain physical and human geography features on maps.

Talk about the map of Flint’s treasure from the script of a Christmas Treasure Island. How can Jem and Uncle David navigate across an island that they have never been to before? What do maps have that can help them to get across the island without getting lost?

What are Islands and how do they form? Oceanic vs Continental.

Extension Exercise –

Level 1 – Make a modelling clay/safe homemade D.I.Y play-dough* Island in a box. Add physical features and describe them in sentences. Add human features and describe them in sentences.

Level 3 – Create a grid across the top of the box using string. Pupils can create clues for a partner to go on journey across their island and find the hidden treasure from grid ref to grid ref.

Level 5 – Transfer the model Island into a drawing on a grid sheet and add clues. Give to your partner to draw on their journey to the ‘X’ marks the spot following the clues and grid references. (Possible link to compass bearing skills too.)

* D.I.Y playdough recipes are readily available on the Internet.
Local History

History of Piracy: Focusing Especially in the Hull and East Riding Area

This topic can be aided by a trip to the Hull Maritime Museum.

Learning Objectives –

- To explore the pirate lifestyle.
- To gain an understanding about the history of Piracy.
- To explore piracy in the Hull and East Riding area.
- To learn the basics of researching a topic of interest.
- To be able to present findings to the class.

Task Ideas –

Level 1 - To recognise the lifestyle of Pirates; in small groups gain knowledge of one local Pirate; create a basic poster based on one local Pirate in small groups.

Level 3 - To describe what a Pirate lifestyle was like; in small groups describe the life of one local Pirate; To identify how Pirates affected Hull; to create an information Poster about one local Pirate in small groups.

Level 5 - To achieve the above; to explain in detail how Pirates affected Hull and the people of Hull.

When discussing Pirates, you may want to focus on these key areas:

- Food/Drink
- Health/Hygiene
- Daily Routine
- Jobs of a Pirate
- Rules of pirates
- Key Figures of Piracy
- Facts vs Fiction / Myths

In small groups, pupils can brainstorm the comparisons between real pirate stories and myths.

Extension Exercise –

In groups, Place local areas of interest on a map of the UK. For each group provide a famous local Pirate and have them discuss how these Pirates affected the area of Hull and the East Riding and why it was a good area for Pirates activity. Relate this historical piracy to modern day piracy. Why does it still happen? Where do they operate?

Drama Activity –

Each group must present their findings to the class as explained in the differentiation exercises above. These can be achieved using, for example, posters, displays, artwork or a dramatic retelling of events.
English 4

Posters and Articles: Judgement – Reporting – Roleplay – Hot Seating – Teacher in Role

Learning Objectives –

- To be able to understand and use different types of writing styles.
- To be able to explore the key features of a newspaper.
- To be able to create a newspaper article and/or wanted poster for Treasure Island.

Task Ideas –

Wanted Poster Activity –

Get students to create a wanted poster for a pirate of their choice, real or mythical. Consider and discuss the following;

- Discuss pirate in question and the crime that they have committed.
- Discussion of pirate crimes and their effect on society.
- Were Pirates right to, or not to, commit crimes.
- Do they deserve to be punished for these crimes?

Extension Exercise – Post Show

Newspaper Activity –

Discuss the layout and content of newspapers and the difference between them, books and magazines. Go on to highlight key features (1. Headlines 2. Orientation 3. Main body of text 4. Photo and caption) of a newspaper. Pay attention to metaphors, similes, homonyms, puns, alliteration and rhyme.

Create a newspaper headline with an incident from the Christmas Treasure Island story in pairs. Discuss different ideas that are eye catching and relevant. Feel free to share with the class. Examples might be;

‘Lonely Jem on the Island.’

‘Pirates chase Jem and Uncle David!’

‘Long John Silver Escapes with the Treasure!’

Once headlines have been created, students can begin to plan their article.

Level 1 – Pupils are provided with Starting sentences/headlines and descriptive words from which they can select for use.

Level 3 – Support pupils writing with starting sentences but without Headlines provided.

Level 5 – Students write their own Newspaper article.

Drama Activity –

Teachers may find hot seating or roleplay a useful tool in exploring the story together with the class.
**English 5**

*Desert Island: Creative Writing – Letters – Diary Entries*

**Learning Objectives –**

- To be able to use imagination to visualise a desert Island.
- To describe the desert island using descriptive language.

**Task Ideas –**

Discuss the character of Ben Gunn. Why was he deserted on an Island by himself? He was marooned by Long John Silver when he couldn’t find Flint’s treasure. What does Marooned mean? Why did Pirates maroon each other? Were pirates right to maroon each other?

Some pirates, that were marooned on islands, wrote messages in a bottle as their only hope to being rescued.

Imagine you have broken the Pirate code and imagine you have been marooned on a desert island.

Think about and discuss the following:

- What rule in the pirate code did you break?
- How did you feel when you were marooned?
- What is the island like?
- What do you miss the most?
- What is it like living alone on a desert island?

Pupils should now write their own message in a bottle. Who would you write it to?

**Extension Exercise –**

Imagine you are Jem and Uncle David and you are adventuring across a Treasure Island.

From a bag, produce items that you have found on your journey across the island. They are all clues as to where Jem and Uncle David went on their search for treasure.

*Tip: The teacher can provide the objects in the bag for lower level pupils. Higher-level pupils can use their own imagination.*

**Level 1** – Recognise and identify the sights, smells and sounds they experienced as the travelled across the Island to generate ideas.

**Level 3** – Describe the sights, smells and sounds they experienced as the travelled across the Island to generate ideas.

**Level 5** – Write a descriptive piece of writing, detailing Jem and Uncle David’s exploration across the island in the hunt for the treasure.

**Drama Activity –**

Create Ben Gunn’s Diary. When was, he marooned? Act out this moment and bring still images to life with words and improvisation.
Science


Learning Objectives –

- To define solids, liquids and gases.
- To understand what density is.
- To understand different environments and how animals adapt to their environments.

Task Ideas –

Level 1 – What words would you use to describe the treasure island Jem and Uncle David journey to? Create a word map with the answers.

Level 3 – Discuss the differences between a desert island and an Island made of snow and Ice. Temperature, Ice, etc.

Freeze small objects into ice cubes and let the group obtain objects by melting the ice. Look at elements that change with temperature.

Level 5 – Look at different temperatures in different parts of the world, introduce adaptation of animals for their environment.

Learn how animals have evolved/adapted to suit the environment that they live in. Identify the physical features the animal may have, in order to survive their environment.

Extension Exercise – Post show

In the Christmas Treasure Island Jem and Uncle David come across a mythical creature that has adapted to living in the cold Northern environments. Design your own creature that Jem and Uncle David might have found on the Island and how it survives in that environment.

Consider the following;

- Environment type
- Feature that helps it catch food, move and protect itself.

Extensions Exercise –

Design a Pirate ship that floats. This can link to understanding the physics of forces and the properties of different materials.
Drama 1

Becoming a Pirate: Role playing to understand characterisation and lifestyles

Learning Objectives:

- To use imagination.
- To be able to physically become a different character.
- To empathise with other characters/people.
- To be able to move physically around a space.
- To understand the use of still images in storytelling.

Task Ideas –

Fill the space –

Ask the class to move around the room. Explore the space. Weave in and out of each other. Do not leave an area of the room undiscovered. Ask pupils to make eye contact with each other as they move and greet each other.

Stretch –

‘Captain says’ – A Pirate version of ‘Simon says’ to help pupils stretch out their bodies before physical work.

Still images – The characters

As the group move around the room call numbers out for the pupils to get into small groups. Each number relates to the still image, below, that they must create:

1 – Jem/Jim – Heroine/Hero of story – or – A young person not being listened to by an adult.

1 – Long John Silver

1 – Shipwrecked Pirate – Ben Gunn – alone for many years

1 – Jem hiding in the Apple Barrel – what does she hear?

2 – Mum and Dad – Always busy

3 – Jem / Uncle David / Ben Gunn – Fighting off dangerous Pirates – or – half Jem’s team and half dangerous pirates

6 – Ship in a storm

4/5 – Band of dangerous Pirates

4/5 – Pirates in a hot Jungle – or - in a cold Northern barren landscape

Thought track the still images. What are the characters thinking and how are they feeling? For information on Thought Tracking, see Still Image Checklist on page 21 of this education pack.
Becoming a Pirate –
Use their drawing of a Pirate, from *English Exercise 2* in this education pack, to create a word map that describes the Pirate they are each going to become.

Using imaginary chalk draw a life size version of the Pirate they drew on paper, in the air, in front of them.

When they are finished, ask the pupils to step into the ‘air’ drawing and physically inhabit that image.

Move as your Pirate –
How does their Pirate move? - Slow or fast? Heavy or light? Straight or wobbly? Smooth or jagged?

Whilst moving around the room ask the Pirates to meet other Pirates in the room. Interact with them. * Have pirate conversations. What do pirates talk about? How do Pirates talk?

*opportunity for a lesson on Pirate talk and creating a name for their Pirate.

Still images – The Journey
In small ‘Pirate’ groups, ask the pupils to produce freeze frames of the pirates;

- Preparing the ship for sail
- Sailing the ship
- Sailing the ship in a storm
- Exploring the Treasure Island
- Overcoming an obstacle on the Island
- Finding the Treasure

Can they bring the journey to life? Create a scene that takes the crew on their journey. The groups can begin and end the scene with a still image to help frame their scene. Each group member could have at least one line of dialogue.

Extension exercises –
Discussion –

- Who does Jem need for her Journey?
- What does Jem need for her Journey?
- What skills would Jem need on the ship?
- What are the personal qualities of someone going on an adventure? (Link to the ‘Courage Song’ in the Resource section of this Education Pack.
“Join me!” –

- How will the pupils persuade someone to join them on an adventure?
- Write a speech – perform it to the class – Will they join them?
- What other contemporary ways are there to communicate with their friends to ask them to join them on the journey? For example – Video, Twitter, Facebook, other media communications.

Still Image Checklist

Becoming a Pirate: Understanding Still images and Thought Tracking

Freeze Frame Checklist –

- Face the audience
- Facial expressions illustrate thought and emotions
- Levels and depths
- Dynamic bodies/physicality
- Frozen – Keep your body and gaze frozen

Notes on thought tracking –

- Tap a character on the shoulder and they must speak aloud about his/her inner thoughts during the freeze frame.
- You can also get the audience to call out what they see and how they believe the character is feeling.
- How has the character been affected by this situation?
- Make sure the audience understand what is happening in the freeze frame before thought tracking.
Resources

Resources for English 1 – Section 1

SCENE 1: HAWKINS HOUSE

Pg 1.

Twelve-year-old JEM HAWKINS, our heroine, enters carrying a box. There’s a tea chest box on stage is labelled ‘CHARITY SHOP’

JEM: Dad? I thought you were getting the Christmas Tree? Where is it? Dad!

A distant rumble of thunder - quiet, a long way away.

JEM: (cont’d) Thunder. I knew there was a storm coming.

She notices something in the tea chest box, reaches in, out leaps the (puppet) cat.

JEM: (cont’d) Suki! Are you hiding? Bet you felt it too, eh? Mum says she should hire me out to Withernsea Coastguard, ’cause always know when a storm’s coming. The air feels weird. Remember how they used to give me nosebleeds? First clap of thunder - blood everywhere.

DAD rushes across stage carrying a box marked ‘TIP’ and a musical instrument which he drops into the charity shop box marked. He’s hurried, tetchy, barely looks at Jem.

DAD: I hope you’ve cleared out all the cupboards in there, Jem. Charity shop, that box. Tip, this one.

JEM: Are we not having a Christmas tree this year, you said...

DAD: Hurry, now. Your mum’ll be here any minute with your baby sister.

He heads off.

Pg 2.

JEM: What about this box? It’s Uncle David’s stuff. He rang, says he’s coming to visit and... (BUT HE’S GONE AGAIN) Dad? (TO SUKI) Do you remember Uncle David? Brought you here when you were a kitten. Said he found you wandering the beach looking for us.

She’ll reach into the box, a loud noise (squeeze box) might send the cat sheltering back into a box. Jem will take things out of Uncle David’s box as she talks. The squeezebox, a toy ship, bright red feather, Captain’s hat, telescope...

JEM: (cont’d) Uncle David’s full of stories. He’s been all over the world. He doesn’t even have a house.

JOHN enters, on crutches, bandaged ankle.

JOHN: Better not chuck out anything of mine.

JEM: Sort your own stuff then
JOHN: Can’t. Injured.

JEM: Why didn’t Dad get the tree? We’ve not got a single decoration up.

JOHN: Who cares?

JEM: Me! It doesn’t feel like Christmas.

*John spots the telescope.*

JOHN: Telescope? I’m having that...

JEM: It’s not yours. Give it here! John!

JOHN: Finders keepers.

Pg 3.

*They wrestle for it. Dad through again, drops more things in the boxes.*

DAD: Stop that! If there’s something John doesn’t want to throw out that’s fine. So long as it goes in your room, John. I want the baby’s room clear.

JEM: But that’s not his, it’s...

DAD: Enough Jem! Your brother’s done plenty for you these last few weeks. Babysitting. Making sure you’ve eaten.

*Dad exits.*

JOHN: Finders keepers.

*John takes the telescope and exits.*

JEM: He’s been out on his skateboard! He only came home ‘cause he fell off. You know what he gave me for tea yesterday? Slugs.

*There’s a clap of thunder. Jem brings the skittery cat out of the box.*

JEM: (cont’d) It’s okay Suki. What else is in Uncle David’s box?

*She takes out a couple of books. The first an old dusty copy of...*

JEM: (cont’d) Treasure Island...

*Another clap of thunder, louder - closer. She puts Treasure Island down absently, more taken with the second book.*
Resources for English 1 – Section 2

JEM: We’re moving!

_The crew cheer. Upbeat chorus of the ‘setting sail’ song._

MERRY: Land-ho!

MORGAN: Land-ho!

JEM: Uncle David! The island! It’s magical. See how the mountains look like ice, how they glitter in the sunshine.

CAPTAIN MOLLY: Drop anchor!

DAVID: They are ice. Glaciers. It’s an ice paradise.

JEM: Are those penguins? On the shoreline? The black and whitebirds?

PARROT: Black and whitebirds? Common!

JEM: But Uncle David the island is huge. How will we ever find the treasure?

DAVID: With our map, how else?

_Silver is looking through his telescope._

SILVER: I spies an inlet. We’ll send a forward party. Check it’s safe for you. Prepare the rowboat!

_Morgan and Merry go towards the back of the ship. Silver takes out his cutlass._

Pg 34.

JEM: You are a good friend to us Long John Silver

_Silver will sharpen his cutlass, while Merry reappears with an oar and ropes he’s trying to unknott. Morgan getting frustrated with him._

CAPTAIN MOLLY: Bring back any carcasses. That’s an order. Food stocks are rumbling low.

MORGAN: (TO MERRY) Hasteye, incompetent stonefish.

MERRY: (TO MORGAN) I’m hastificating! My fingers is cold. And its more whatsit than it looks. Compilcuit. Difflicated.

CAPTAIN MOLLY: (TO JEM) Have pleasant holiday. Now, where did I hide that last dry roasted sea slug?

_She exits off stage (rear of the ship)._ 

MORGAN: (TO MERRY) Butter fish fingers, let me do it!

MERRY: Here, take this whatsit pully thing.

MORGAN: Oar.

MERRY: Or what? Come on, I’m sick of you always making fun of me. Or what?
MORGAN: Oar, oar! Oar!

Pg 35.

MERRY: You think you’re cleverer than me dint you? Well maybe so, but we’re equals aboard, and when it’s divvied up, we’re both entitled to the same share of treasure...

Morgan slams his hand over Merry’s mouth. They look around, David and Jem turn to them shocked. They see Silver’s look of fury towards them.

JEM: How do they know about the treasure...?

SILVER: Grab them!

_The pirates pull out their swords and cutlasses_

DAVID: We’ll have to swim for it Jem!

_A beat of chaos as the pirates descend! Jem and David forced to dive from the ship into the cold ocean._

SILVER: After them!

MERRY & MORGAN: I can’t swim!

SILVER: In the rowboat.

_Merry and Morgan fight and faff, get in each other’s way, David and Jem swim for it._

SILVER: (cont’d) (TO MORGAN AND MERRY) Stop! (HE TAKES HISTELESCOPE) That freezing water will leave them floating dead, sure enough. Then we row out for their bodies, and the treasure map will be ours at last.
PIRATE SONG

Verse 1:
Why pay for drinks when you can steal then quaff-em?
Why leave a witness when one slice will off-em?
Why ask for money? you can threaten, you can curse
Cut and prod and menace - they'll hand over their purse.

Chorus:
’Cause you’re a P.I.R.A.T.E, pirate, pirate, pirate
Sneak up and mug your lodger, hoist the Jolly Roger
You’re a pirate, pirate, pirate
Rob one, kill another, sell your own grandmother
You’re a pirate, pirate, pirate Pirate pirate pirate

Verse 2:
And with our pockets full of booty we will party through the night.
If a soul should try and stop us there'll be one almighty fight!
If our legs they start to tremble and our eyes are all agog
That ain’t no fear you’re seeing, it’s a pirate full of grog

Chorus: REPEAT as above

Verse 3: - (speeding up as it goes on...) -
Be sweating while you’re getting horseshoes nailed upon a hoof ... or
Slip and trip while gripping tiles you’ve balanced on a roof.. or
Strain in mud and rain to dig up someone else's spuds... or Wash some posh blokes top coat elbow deep in soapy suds.. or
Drag a saggy bag of rags selling door to door... or
Flop a mop non-stop across a cold tiled floor ...or
Poke a spoke in other folks smelly old drains.. or
Figure out a digger in the pouring rain.. no
Baking cakes for fakes who never leave you even crumbs.. or
Rocking tots in cots who then go skriking to their mums...or
Punch in crunchy numbers though you won't see any cash... or
Sit in bleating meetings getting headaches and a rash... teach
Classes to the masses who think teachers are fools ... be
Bores enforcing laws 'cause WE DON'T FOLLOW ANY RULES!!

**Chorus: REPEAT as above**
COURAGE SONG

Verse 1:
I see you’re feeling lonely, the world seems so unkind
People feel so far away, who’s that on your mind?
Close your eyes, hear their voice, see a smile upon their face
No-one who has touched your life, leaves without a trace.

Chorus:
When somebody loves you, though you may part
they’ve planted courage deep in your heart
When somebody knows you, though you may part
they’ve planted answers deep in you
they’ve planted answers deep in you
they’ve planted answers deep in your heart
deep in your heart

Verse 2:
So ask them your questions, you know just what they’d say
To give you hope, a guiding light, show you the way
Hear their words, their laughter, helping you stay strong
They’ll make you remember, you still belong.

Chorus:
When somebody loves you, though you may part
they’ve planted courage deep in your heart
When somebody knows you, though you may part
they’ve planted answers deep in you
they’ve planted answers deep in you
they’ve planted answers deep in your heart
deep in your heart
ASSOCIATE SCHOOLS SCHEME

We are currently looking to recruit a number of schools (Primary, Secondary and Special) to join our Associate Schools Scheme and to work with us over the next two years.

This is a new national project run by Hull Truck Theatre & St. Mary’s College in partnership with the Royal Shakespeare Company. The aim is to work with schools to transform experiences of Shakespeare and live theatre for young people.

We are looking for schools with at least two teachers that are excited by this opportunity, have senior management and governor support and will be committed to engage fully over the next two years. The programme is most suitable for Secondary English and Drama teachers and Primary teachers from either Key Stage 1 or 2.

Cost £500 for secondary and Special Schools and £300 for Primary Schools. This includes a minimum of 4 INSET sessions and an opportunity to participate in a festival of Shakespeare performances at either Hull Truck Theatre or St. Mary’s College.

SCHOOLS WORKSHOPS

A Christmas Treasure Island Workshops, themed theatre tours and teachers resource packs are available to enhance children’s experience and learning. Workshops can take place either at the theatre or in your school.

Suitable for Key Stages 1 & 2
Cost: Workshops: £150; Tours: £70 (For up to 30 pupils)
Offer: 50% discount for schools booking 30 tickets or more.
Available December 5 2016 to January 7 2017.
Early Booking recommended.
TAKING PART

Hull Truck Theatre’s Engagement and Learning Department works with individuals, groups, and schools across our community. There are loads of ways for you to take part and join in - for more information about activities visit www.hulltruck.co.uk or email engagement@hulltruck.co.uk.

Hull Truck Youth Theatre - theatre makers group for young people aged 8 - 21. From £30 - £50 per term

Act III - theatre makers group for the over 55s. £45 per term

OUR ENGAGEMENT AND LEARNING TEAM ALSO RUN A DIVERSE INCLUSION PROGRAMME:

- **Adult Actors** is our in-house theatre makers group for adults with learning disabilities who are able to attend workshops independently.

- **Dramajam** specifically targets young people aged 8-12 years who don't usually have the opportunity to take part in arts activities outside of school.

- **Arts Award** is a range of unique qualifications that support young people to grow as artists and as arts leaders.