

PLAY GUIDE



Peter Pan Jr.

Lyrics by Carolyn Leigh, Music by Morris (Moose) Charlap, Additional lyrics by Betty Comden and Adolph Green, Additional music by Jule Styne, and Based on the play by J.M. Barrie

Presented on the LCT Learning Stage: March 15-30

Show Sponsors:



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LEXARTS

Dear Educator -

Lexington Children's Theatre is proud to be producing our 78th season of plays for young people and their families. As an organization that values the arts and education, we have created this Play Guide for teachers to utilize in conjunction with seeing a play at LCT.

Our Play Guides are designed to be a valuable tool in two ways: helping you prepare your students for the enriching performance given by LCT's performers, as well as serving as an educational tool for extending the production experience back into your classroom.

We designed each activity to assist in achieving the Kentucky Academic Standards (KAS), including the National Core Arts Standards for Theatre. Teachers have important voices at LCT, and we rely heavily on your input. If you have comments or suggestions about our Play Guides, show selections, or any of our programming, your thoughts are greatly appreciated. Please email Jeremy Kisling, our Associate Artistic Director in Charge of Education, at jkisling@lctonstage.org.

Please use the Teacher Response form following a performance. We are thrilled that you rely on LCT to provide your students a quality theatrical experience, and we hope this resource helps you in your classroom.

LCT's Education Department

The mission of our education Programming



The mission of Lexington Children's Theatre's Education Department is to **provide students of all ages with the means to actively explore the beauty, diversity, complexity, and challenges of the world around them through the dramatic process.** We strive for young people to develop their own creative voice, their imagination, and their understanding of drama and its role in society.

Your role in the Play

You may wish to have a discussion with your class about your upcoming LCT experience and their role as audience members. Remind your students that theatre can only exist with an audience. Your students' energy and response directly affects the actors onstage. The quality of the performance depends as much on the audience as it does on each of the theatre professionals behind the scenes and on stage.

Young audiences should know that watching live theatre is not like watching more familiar forms of entertainment; they cannot pause or rewind us like a DVD, there are no commercials for bathroom breaks, nor can they turn up the volume to hear us if someone else is talking. Your students are encouraged to listen and watch the play intently, so that they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for your students to thank the actors, while the actors are thanking you for the role you played as an audience.



What to know - before the show!

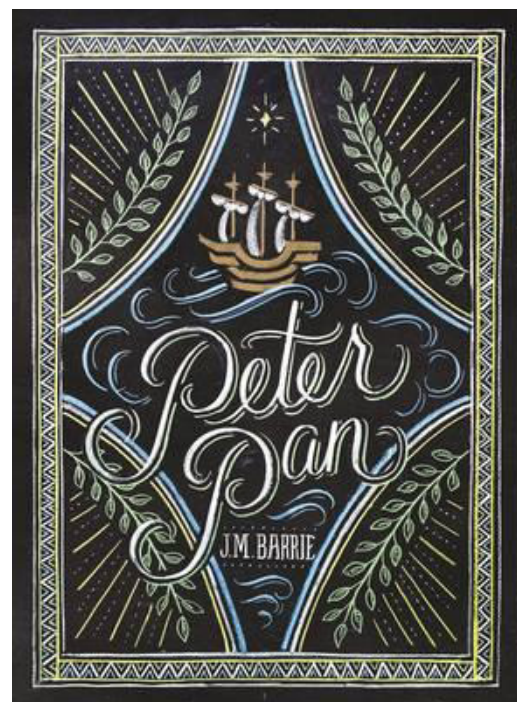
Play Synopsis

The Darling children – Wendy, John, and Michael – play in their nursery before bedtime while their parents prepare to go out for the evening. Once Mr. and Mrs. Darling depart, Peter Pan and Tinker Bell enter the Darlings' nursery in search of Peter's missing shadow. Awakened by the search, Wendy helps and befriends Peter who then takes the Darling children off to the fantastic world of Neverland.

In Neverland, the Pirates, led by Captain Hook and his first mate Smee, attempt to locate Peter Pan's group of Lost Boys but are scared off by a crocodile. However, the Lost Boys find themselves in danger with the arrival of Tiger Lily and the Brave Girls until Peter Pan and the Darlings frighten the Brave Girls away. Peter introduces the boys to Wendy, their new "mother," who thwarts Captain Hook's initial plan to poison the Lost Boys.

The next day, Tiger Lily is taken captive by Captain Hook and his pirates, and it is up to the Lost Boys to save her. Tiger Lily immediately returns the favor by saving the Lost Boys from Captain Hook, and the two groups come together in celebration of their new friendship. While the Brave Girls keep watch over the Lost Boys' home, Wendy sings the boys to sleep only for Michael and John to become homesick. Wendy decides to return to her home with her siblings and promises to take the rest of the Lost Boys with her. However, Peter Pan refuses to leave and decides to stay in Neverland. Outside, the pirates have overtaken the Brave Girls and soon take the Darling children and the Lost Boys hostage. Inside the house, Tinker Bell saves Peter Pan from being poisoned, and the two head out to save their friends.

Captain Hook celebrates his victory on the deck of his ship. As he prepares to force the children to walk the plank, he is interrupted by the tick-tock of the crocodile that ate his hand. Peter Pan and the Brave Girls arrive, sneaking onto the ship to attack the pirates. After an intense battle, Peter Pan emerges victorious. After saying goodbye to Peter and the Brave Girls, the Darling children, with several Lost Boys in tow, leave Neverland to return home to their nursery where Mr. and Mrs. Darling agree to adopt the Lost Boys.



What to know – before the show!



The Pros and Cons of Growing Up

In Neverland, children never grow up. Together as a class, discuss the pros and cons of growing up vs. staying young. Then divide the class into small groups, and assign each group a stance on the issue. Have each group craft a five-sentence statement (state their position, three reasons, and a conclusion sentence) that they will read out loud to the class. To follow up, have students vote if they would like to stay their current age forever or grow older. Tally and share the results of the vote with the class.

KAS: TH: Re8.1.2

Creating and Discovering YOUR Neverland

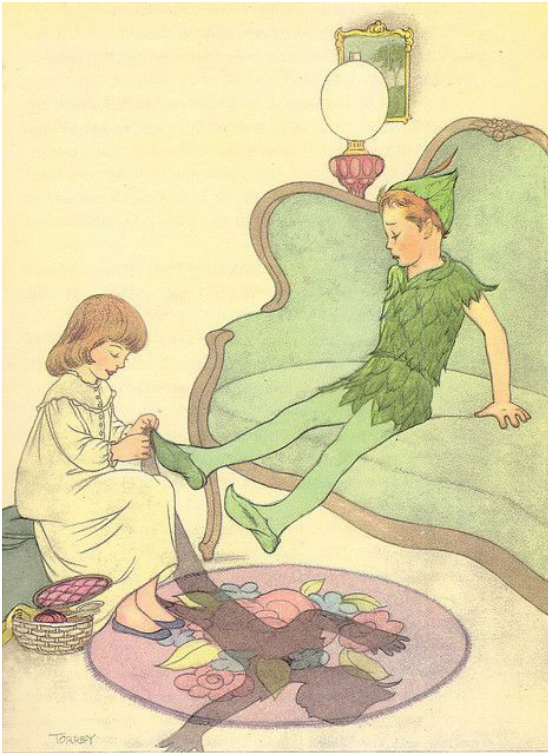
Sitting at their desks, have students close their eyes and imagine their own version of Neverland. What activities would they be able to do there? What does it look like, smell like, sound like? What kind of environment is it – is it mostly indoors, outdoors, or a combination? How many other kids live there? Are there any animals? Students should answer these questions in their head as they make a mental picture of their Neverland. When they open their eyes, have them find a partner. Each student will take a turn giving their partner a detailed imaginary tour of their Neverland. As the student giving the tour narrates what the other would see and experience, their partner should pantomime those things as they move around the classroom. As space allows, have all the pairs participate simultaneously. After a few minutes with the first tour, switch so the other partner can give a tour of their Neverland.



KAS: TH: Cr1.1.3a

What to know - before the show!

Shadow Puppet Adventures



When Peter arrives at the Darling house, he has been separated from his shadow. Working individually, in pairs or small groups, have students imagine what adventures Peter's shadow went on before Peter meets the Darling family. What places did Peter's shadow encounter on the journey from Neverland to London? Why did Peter's shadow go off on its own? To demonstrate their ideas about the adventures of Peter's shadow, have students draw and cut out a cardboard shape of Peter's shadow to create a shadow puppet. Attach a popsicle stick or thin dowel rod to each cardboard cut-out with tape. Point a lamp, flashlight, or projector at a white wall and turn off other lights. Students will bring their shadow puppets to life placing their puppets between the light and the wall while they and narrate their adventure stories for their classmates.

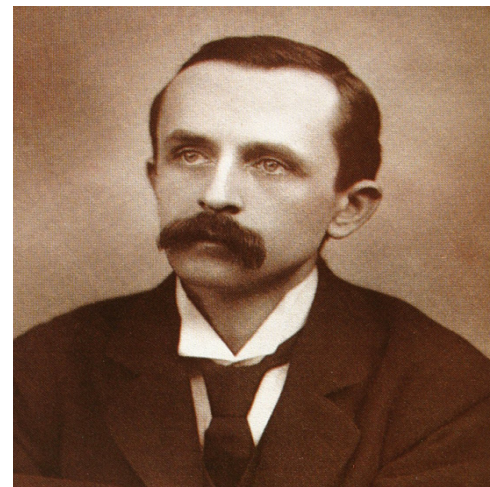
KAS: TH:Cr1.1.3, TH:

Barrie's Journey Into Neverland

J.M. Barrie took inspiration from his life to create the characters and stories in the books he wrote. The story of Peter Pan was inspired first by his own siblings, and later by his relationship with the Llewelyn Davies family. Barrie's brother David died at age 13 in an ice skating accident, and his mother was comforted by thinking of David as a child who would never grow up. Years later, as an adult, he met two of the Llewelyn Davies children, George and John, in Kensington Garden with their Nanny and their baby brother Peter. Barrie made up stories to entertain them, such as stories where their baby brother Peter could fly, because all babies were once birds.

The first glimpse the world was given of Peter Pan was in Barrie's 1902 novel, *The Little White Bird*. This novel was for adults and Peter was only included in a few chapters, but his character was strong and interesting enough to be revisited and given his own play in 1904, which was, of course, *Peter Pan, or The Boy who Wouldn't Grow Up*.

Barrie frequently rewrote and made changes to script, both during the rehearsal process and for years after it opened. He didn't officially publish the play until 1928, over 20 years after the first performance. He was quicker to finish his novel, *Peter Pan and Wendy*, which was published in 1911.



KAS: TH: Cr1.1.3b

What to know - before the show!

The Evolution of Peter

Peter Pan is a character that is constantly being updated and modernized to fit with the times. In Barrie's novel, Peter is described as a young child who hasn't lost his baby teeth. He didn't start out wearing green; Barrie described his clothing as autumn leaves and cobwebs sewn together. His personality was devilish, selfish and innocent- that of a child who hasn't learned right from wrong. When Disney released their animated film in 1953, Peter was given a makeover. He was aged into a young teenager, given clothes made out of green fabric, and his now-signature green cap. Peter's personality was changed, too; he became a resourceful boy with lots of pluck, which reflected the ideal of boyhood in the 1950's. The 2003 movie also updated Peter to reflect the times, giving him more of a romantic connection to Wendy and changing his clothes to leaves. LCT's production has also updated the story, setting it in the present day. Costumes and clothing are more recognizably modern, and our telling of the story captures the effortless imagination and game playing of young people.

The first production of *Peter Pan* in 1904 introduced changes to the world of theatre!

- To make Peter Pan and the Darling children fly, a new flying machine was created and the actors were taught how to use it. The flying was so new to young audiences and looked so real that Barrie had change the script to keep young people safe. He added fairy dust as a necessity to fly so that children would stop trying to fly by jumping off beds and other high objects and injuring themselves.
- In a world that was still adjusting to the discovery of electricity, the realization of Tinker Bell as a moving light focused by a mirror fell under the realm of magic. This new effect would have truly looked like magic to an audience who did not yet have electrical lighting in their homes.
- Barrie dreamed that Peter Pan would be played by a boy, but the role of Peter has traditionally been played by adult women. When Peter Pan was first produced, child labor laws in London didn't allow young actors to work after 9pm, meaning a child couldn't be cast as Peter.

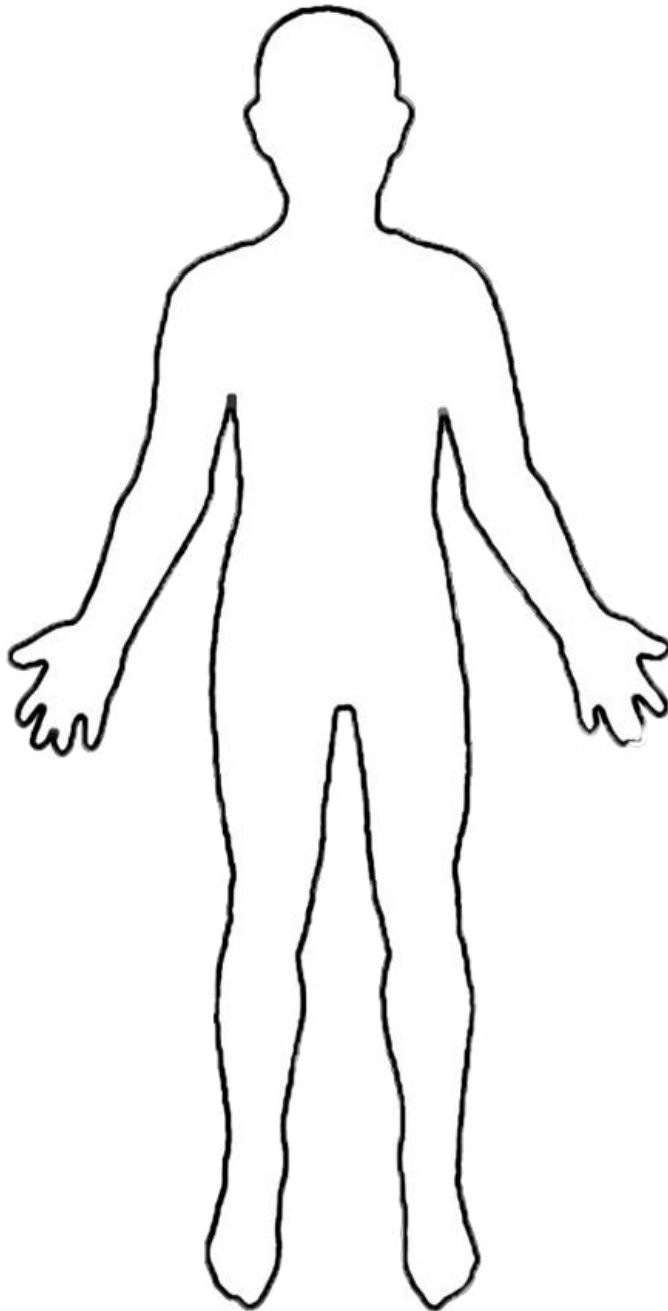


What to know - before the show!

Contemporary Characters

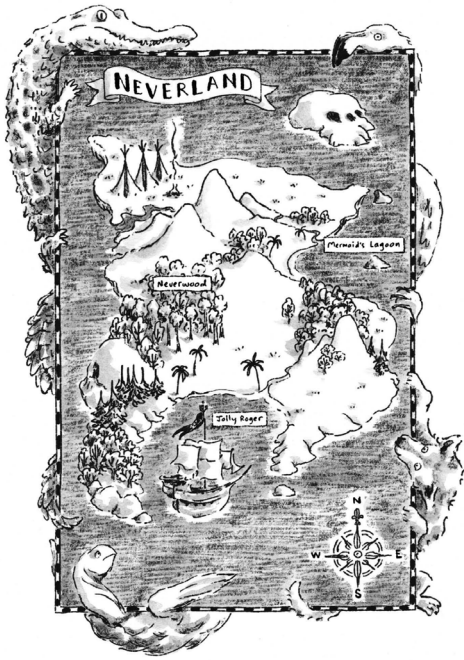
Lexington Children's Theatre's production of *Peter Pan Jr.* is set in present day. One of the ways this is communicated is through the costumes. Choose a character from the story and imagine what their costume will look like. Draw their clothes on the outline of the person on this page. Think about the character's personality and life when you create their costume. What colors would they wear? Do they dress up or do they like to be comfortable?

When you see the show, you'll get to compare your idea with what you see on stage!



How to grow - after the show!

Classic to Present



Our version of *Peter Pan, Jr.* takes place in the present day. Discuss with your class the changes this makes to the story and design of the show. How could you tell what time period they were in? How did this affect the story? What would have changed if they put it in an earlier time period? Next, inform students that you'll be re-writing some classic stories in a group! Divide your class into groups of five and begin a brainstorming process with the stories of *The Secret Garden*, *The Velveteen Rabbit*, *Charlotte's Web*, and *The Adventures of Tom Sawyer* (or other classic tales of your choice). To simplify this lesson, you can also have all groups focus on the same story). Each story will need to be taken from the past and put in present tense. Have students come up with 5-10 ways each story would differ from the original. (Would Tom spend more time playing video games inside? Would *Charlotte's Web* now be about a horse farm? Would the Velveteen Rabbit become a Shopkin or Barbie?) After students have brainstormed, have them work together to write a short story using their new ideas as a starting point!

Writing Standards.2.3; Writing Standards.2.2

Flying Lessons

In the Learning Stage at Lexington Children's Theatre, we cannot use a fly system (system of ropes, pulleys, and counterweights that enables a stage crew to quickly, quietly, and safely hoist components such as curtains, lights, scenery, stage effects and people), so our choreographer (the person in charge of creating dances in the show) had to get creative to give the illusion of flying. With your class, discuss what they thought about the choreography. Could they tell the actors were flying? What made them think that? Do they have other ideas of how to show flying? How would they choreograph their own flight patterns? After this brainstorming session, break students up into groups of 4-5 and have them create a 30 second movement piece showing how they would fly. After students have had time to work, perform them for the class!



Speaking and Listening.2.4; DA:Cr1.1.2.a; DA:Cr2.1.2

How to grow - after the show!

Visits from Peter Pan

In Peter Pan, Jr, Peter visits Wendy in order to hear her tell stories to take back to the Lost Boys. What favorite activity of yours would Peter Pan want to try? Given the choice, would you travel with him to Neverland? What would YOU do in Neverland? Have students draw a series of three pictures showing an activity they would play at home with Peter, how they would journey to Neverland, and what they would most like to do once they arrived! Have students label each image with what is happening.

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Neverland Map

Neverland is full of amazing places! Using the places listed below, design your own map of Neverland. Label and draw a small picture of each place. If you have extra room on the map, add three new places of your own!

Places to include: Lost Boys Hideout, Brave Girls Hideout, Fairy Forest, Pirate's Cove, and Mermaid Lagoon.



How to grow - after the show!

What to Read Next

***The Little White Bird* by J.M. Barrie**

The Little White Bird marks the introduction of Peter Pan and his magical world in this collection of whimsical adventures set throughout London.

***The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe* by C.S. Lewis**

The four Pevensie siblings enter a magic land known as Narnia through the back of a wardrobe. There they assist Aslan, the great lion, in defeating the White Witch who has cursed the land with an eternal winter.

***Wildwood* by Colin Meloy**

Prue McKeel's life is quite ordinary until her brother is kidnapped by crows and taken to a secret world — a world full of creatures at war, peaceable mystics, and powerful figures with dark desires. What begins as a rescue mission suddenly becomes something greater as Prue and her friend Curtis find themselves struggling for freedom from a wilderness the locals call Wildwood.

***Bridge to Terabithia* by Katherine Paterson**

Ten-year-old Jesse's life changes when he befriends newcomer Leslie. Together they form a hideaway called Terabithia and in the process develop a bond just as strong as their imagination.

LCT teaches in YOUR school!

Would you like to see some of these play guide activities modeled in your classroom?

Book a workshop for your class with one of LCT's teaching artists! In our pre-show workshops, our teaching artists will engage students in acting skills and themes from the play through drama activities. In our post-show workshops, students will extend their play-going experience by strengthening their personal connection to the play and deepening their understanding of the themes and characters.



Call us at 859-254-4546 x233 to book a pre or post-show workshop for your class!

To learn more about Lexington Children's Theatre and our programming for your school visit:
www.lctonstage.org/for-educators/in-school-experiences/