

*THE  
ADVENTURES  
of  
PETER & WENDY*

*A Musical  
by  
Carol Weiss*

## THE STORY OF THE MAKING OF A PLAY

### ACT I: GETTING STARTED

First, a Play is chosen, one that is appropriate for young audiences. The Production Chairman then selects the following individuals who will help to tell the play's story:

- The Director, who plans how to tell the story by using actors who learn dialogue, songs, and dances
- The Musical Director, who teaches the actors musical numbers and orchestrates the music throughout the entire play
- The Costume Designer, who creates costumes based on the characters in the play
- The Scenic Designer, who builds sets to make the different scenes in the play appear on stage
- The Prop Designer, who fills the stage with objects (such as tables and chairs) to help the actors tell their stories
- The Lighting Director, who chooses colored lights to make the sets and stage look like real places
- The Sound Engineer, who teaches the actors how to use "mics" (microphones) they will wear during the play
- The Stage Manager and Technical Director, who help to make all the elements of the play come together

### ACT II: THE PLAY COMES ALIVE

- Actors audition for the parts in the play. They sing a song, read lines from the script and are given a role to play.
- Beginning with rehearsals, the actors learn their lines, songs and dances, have costumes fitted, learn to use props and move scenery.

### ACT III: ON WITH THE PLAY. . . .

The members of the audience arrive and are ushered into the theatre. They take their seats and see the piano and other musical instruments used by the musical director. An announcer says that the show is about to begin and asks the audience to practice theatre etiquette by remaining quiet while the actors are speaking and to enjoy the play by clapping for the parts they like.

After the play is over, audience members can talk to the actors and ask them about their characters or the play itself.



## SYNOPSIS OF THE PLAY: *THE ADVENTURES OF PETER AND WENDY*

Our story begins in the Darling's nursery on an upper floor of a London town house long, long ago. Mr. and Mrs. Darling are getting ready to go to a party, and their children Wendy, John, and Michael are playing.

After the parents leave, the fairy Tinker Bell appears in the nursery, and Peter Pan flies in the window and tells the children about Neverland, a magical place where no one ever grows up. With the help of some fairy dust, Peter teaches Wendy, John and Michael how to fly, and off they go to Neverland.

In Neverland, we meet the Lost Boys and the Indians who have joined forces to fight off the pirates led by the infamous Captain Hook. Captain Hook and his pirates capture Wendy, Michael, and John and take them to the pirate ship.

Will Peter Pan be able to rescue them? Will Peter Pan ever grow up? You'll find out when you see our play.

### BEFORE ATTENDING THE PLAY: THEATRE ETIQUETTE

Students often need guidance in how to behave while watching live theatre. Some pointers you can share with your students are:

- How the audience acts is important—it helps to make the play fun for everyone. Students must not walk in the aisles while actors are present or try to touch the actor or the props. They can applaud when appropriate, but talking or clapping when actors are speaking or singing is to be avoided so the audience can hear the words and music.
- Audience members may not use any photographic device (flash, digital, cell phone cameras) during the play.
- Please explain to the students the differences between watching live theatre, movies, and television.

### BEFORE THE PLAY: DISCUSSION

- What are the responsibilities of the actors and the audience? (See Theatre Etiquette above.)
- What careers are involved in producing a play? (See “The Story of Making a Play” in this Teacher's Guide.) Do you think you would be interested in any of those jobs?
- Here is a list of some of the characters in our play: Peter Pan, Tinker Bell, Wendy, John, and Captain Hook. Choose one that might be interesting to you. When you get to the theatre to see the play, notice how your character reacts to the other characters. Think about how you would describe your character to your classmates.

### BEFORE THE PLAY: VOCABULARY

- Civilization: organized living space as opposed to the wide open unpopulated areas of earth
- Fairy dust: powders with magical powers
- Fairy tale: story about imaginary things
- Lost boys: children who have left a home or familiar place
- Misfortune: difficulty, problem, negative happening
- Nursemaid: caretaker, child caregiver
- Shadow: reflection of your body when light shines on it
- Vanquish: make disappear, defeat
- Vengeance: to harm someone in return for something that happened that is harmful or bad
- Villain: scoundrel or bad guy

### BEFORE THE PLAY: MOVEMENT ACTIVITIES

The teacher states, “At the beginning of the play you will see that Peter thinks he has lost his shadow, but Wendy helps him find it. Is your shadow always with you? Where is it, behind you or does it go in front of you? All of you are going to be my shadow. Please line up behind me.” The teacher leads the children around the room changing pathways—straight, curved, levels-high/low, stressing that the children focus on her and follow her. Children individually can lead the whole group. Small groups may be formed or children may move with a partner (one the leader, one the shadow). Music may be added. The teacher needs to make sure that there is adequate space to move around the room.

### BACK AT SCHOOL, AFTER THE PLAY: DISCUSSION, WRITING, SPEAKING

- Report to the class on the character that you followed during the play. Was the character smart or foolish, nice or mean, successful or unsuccessful, brave or cowardly? In what ways?
- In the play, the characters sing a song called “A Pirate Needs a Mother Too.” Write about your mother, grandmother, or person who cares for you, describing at least three examples of ways in which that person is important to you.
- Write a conversation you might have via email or texting with Captain Hook. Start with something like, “Why are you so mean?” and let him answer. Then you respond.
- Prepare a speech, drawing, or collage with the theme “If I Could Fly.”



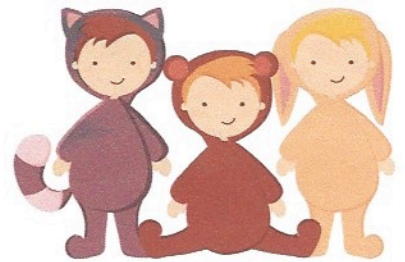
- If you had Peter Pan as your friend, what do you think you could do together to have fun? Name at least three things you would do and tell why you would enjoy doing them with Peter Pan.
- The play is based on a story written in 1911 by Sir James Barrie. In one scene, Wendy says that she can't go into business because she is a girl. How are things different for girls today? Name three jobs that girls can do today that they probably wouldn't have done in 1911.

#### AFTER THE PLAY: MOVEMENT ACTIVITIES

The teacher states, "In the play you heard Peter and the children sing 'Jump on the Back of the Wind.' We're going to jump on the back of the wind and fly in our own space. Staying where you are, jump on the back of the wind. Let's say funny things to the stars without using our voices." The teacher encourages the children to talk to the stars by moving their bodies. She says, "The stars are giggling, wiggling, laughing, winking and blinking. Show me how you can giggle without using your voice. Let me see you wiggle and laugh. Can you wink and blink using your hands, feet, or head? Now let's fly around the room on the back of the wind. Let's fly high as a kite and lighter than air." As the children move around the room, the teacher stresses changing levels, pathways, and spacing so that the children do not bump into one another.

---

 apart the characters and their names.  in alphabetical order.



Captain Hook

Wendy

Tinkerbell

Princess Tiger Lily

Lost Boys

Peter Pan



Name: \_\_\_\_\_



apart the characters and their names.



in alphabetical order.

character

name

.....

.....

.....

.....

.....

.....

.....

.....

.....

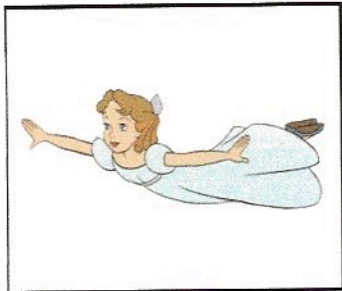
.....

.....

.....

# Word Match

Draw lines to match the correct words to the pictures



Captain  
Hook

Peter  
Pan

John

Wendy

Tinker Bell

Alligator



# Sorting Practice

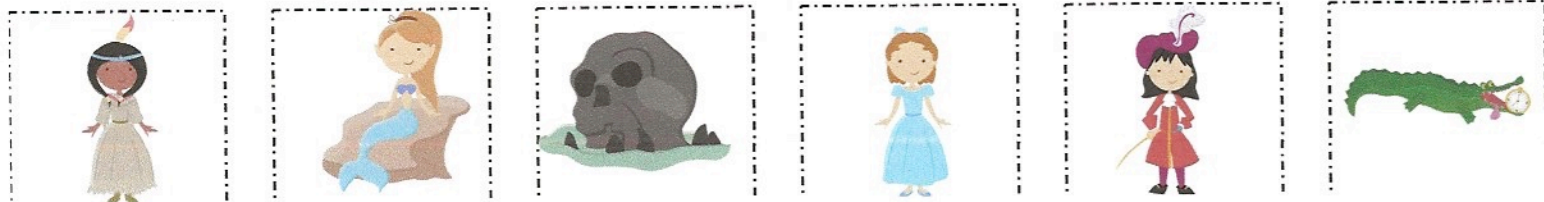
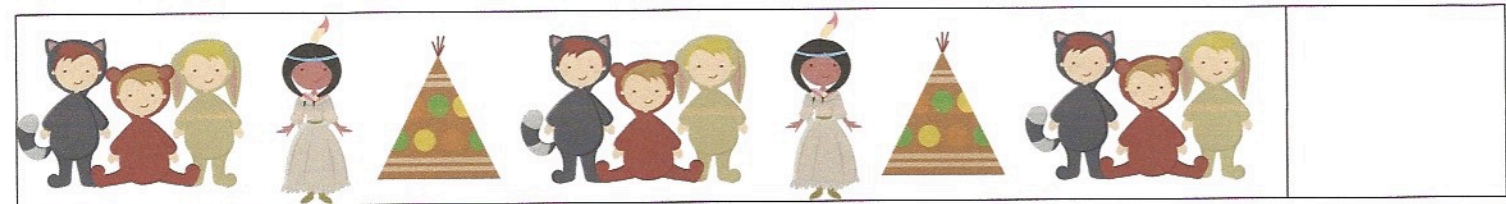
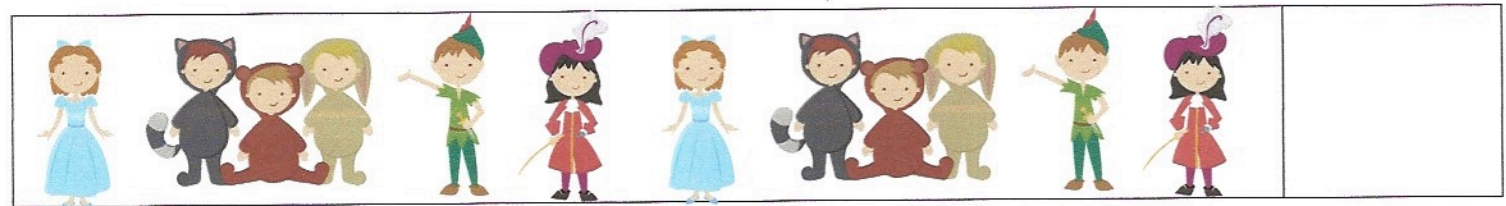
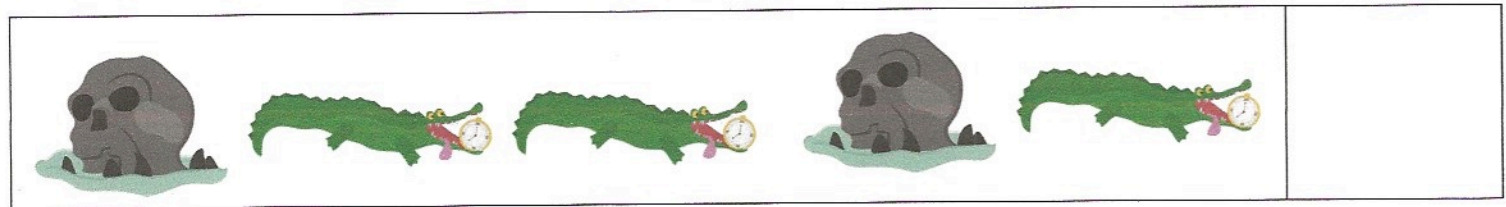
Can Fly

Cannot Fly



Name \_\_\_\_\_

the pictures. on the line. to finish the patterns.

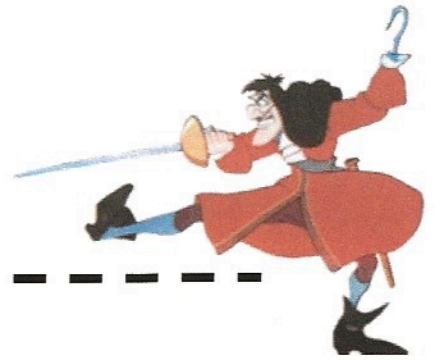
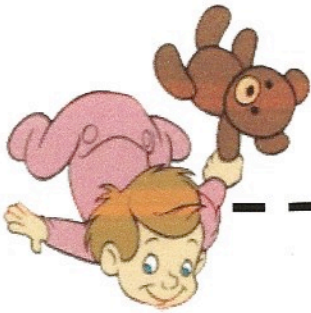




# Which One Is Different



# Cutting Practice





# Counting Practice



4

6

3

5

1

7



8

2

9

6

8

1



# Counting Practice



4

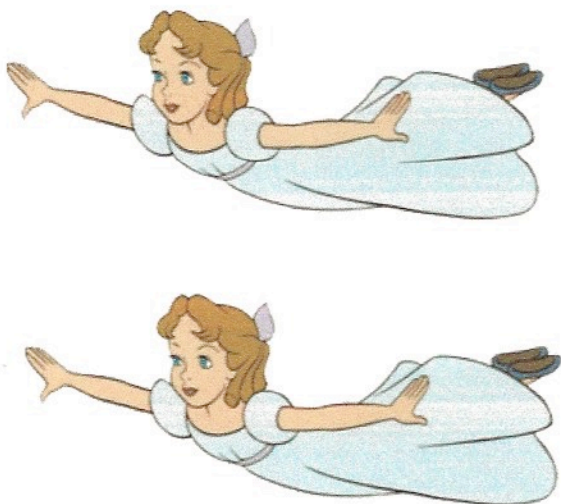
6

3

5

1

7



8

2

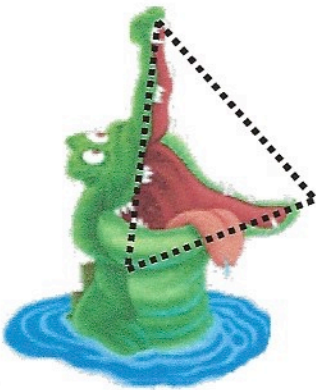
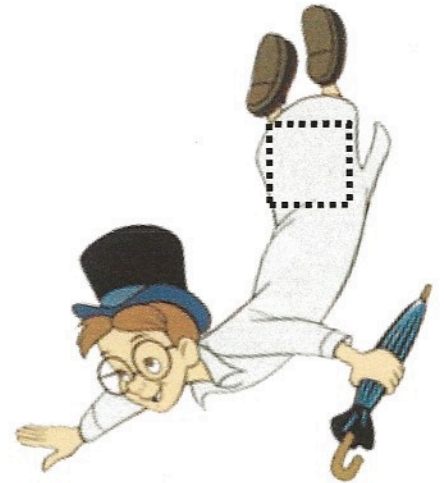
9

6

8

1

# Find The Shapes



# Matching Shapes

Circle	Crescent	Diamond
Heart	Oval	Pentagon
Rectangle	Square	Triangle



# Shadow Matching

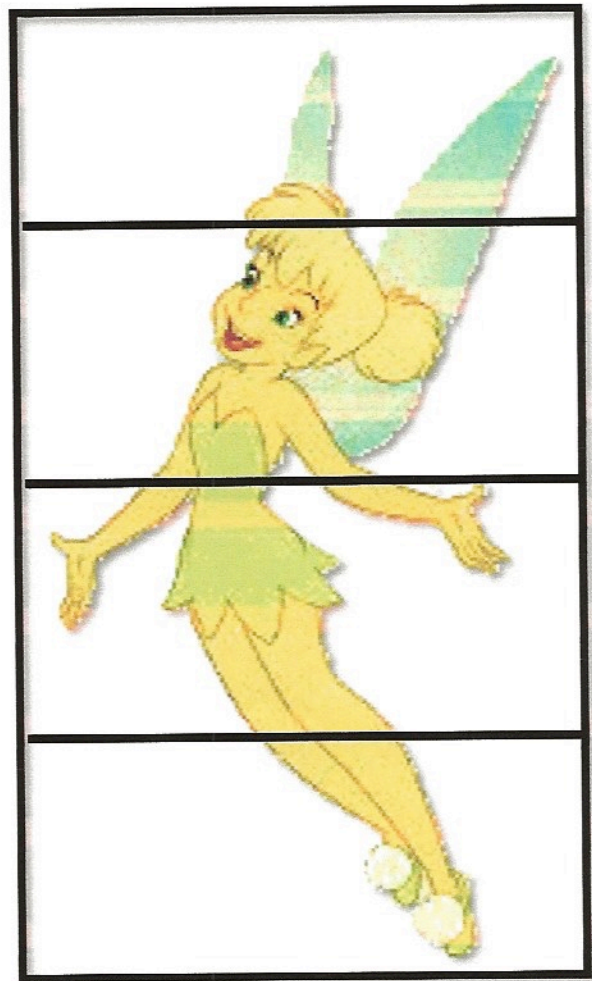
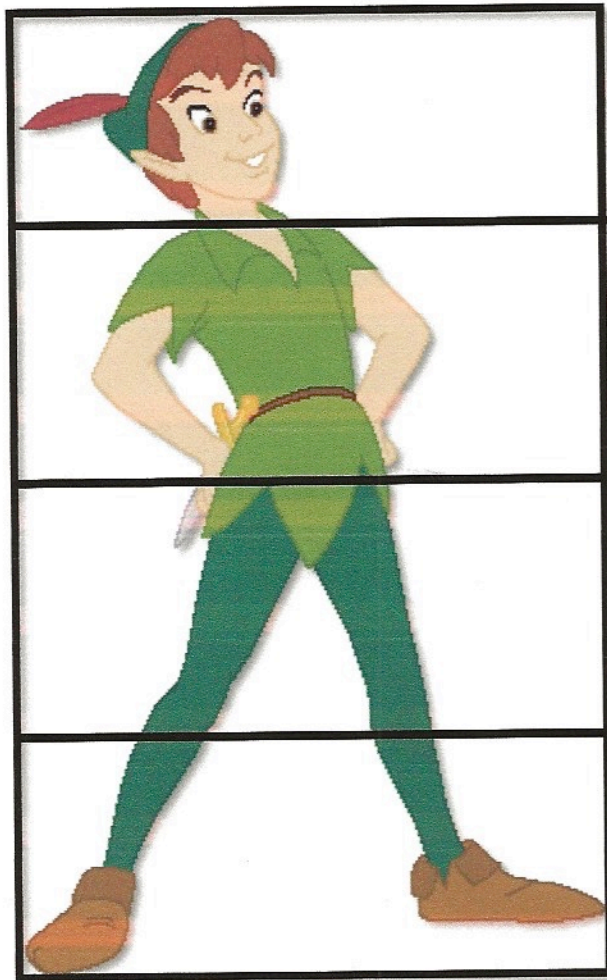


# Shadow Matching





# Peter Pan & Tinker Bell Puzzles



I would highly recommend printing this activity on cardstock so that it is sturdier for younger hands, you could also laminate the pieces for long term use.



# Class Inventory



your classmates' names in each box. Count and graph the results.

*Do you want to be a pirate?*



\_\_\_\_\_ want to be a pirate.

\_\_\_\_\_ has the most.

\_\_\_\_\_ people do not want to be a pirate.

\_\_\_\_\_ has the least.

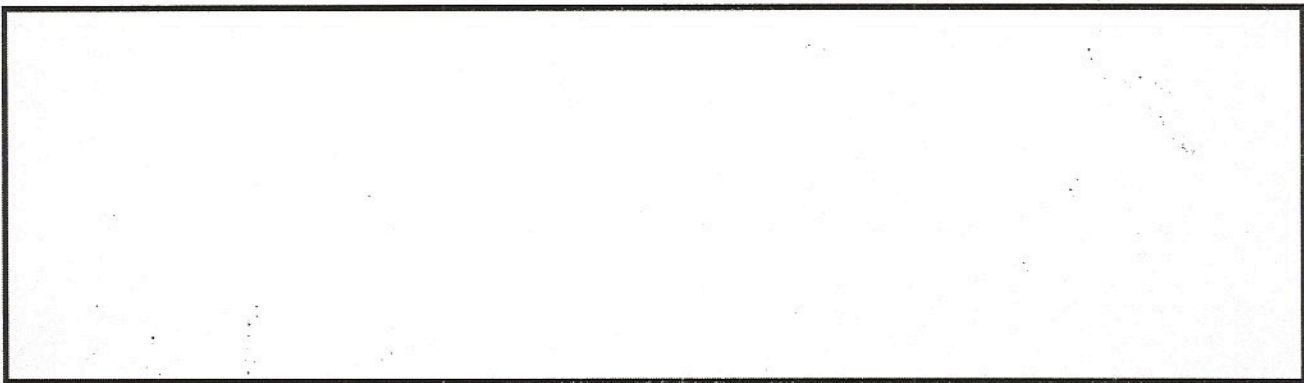
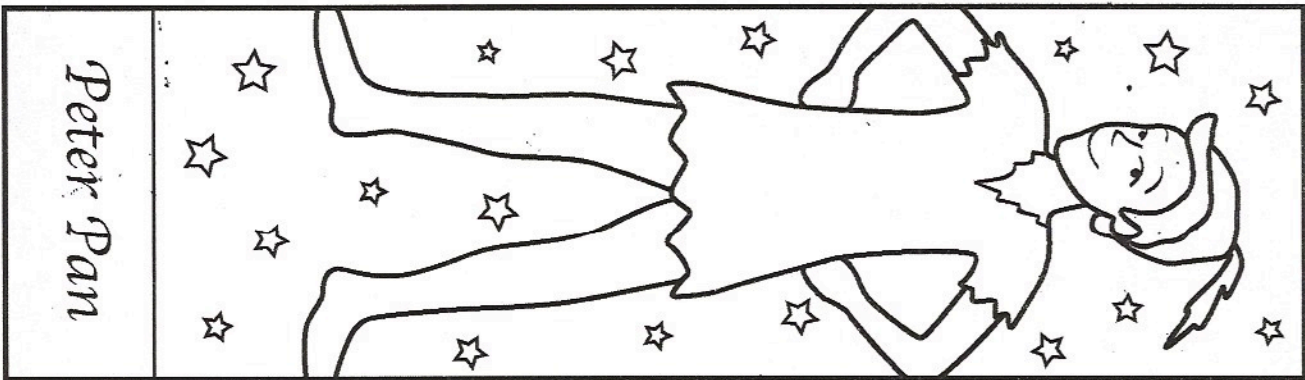
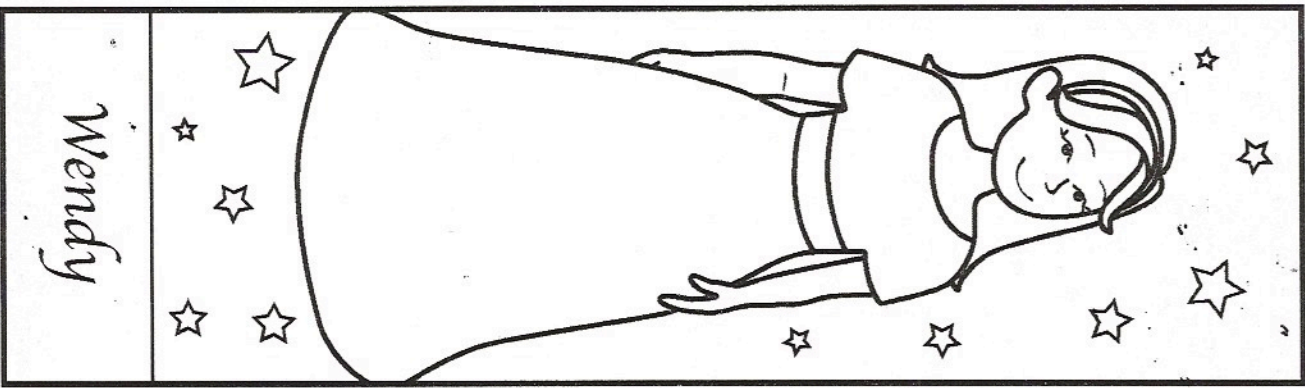
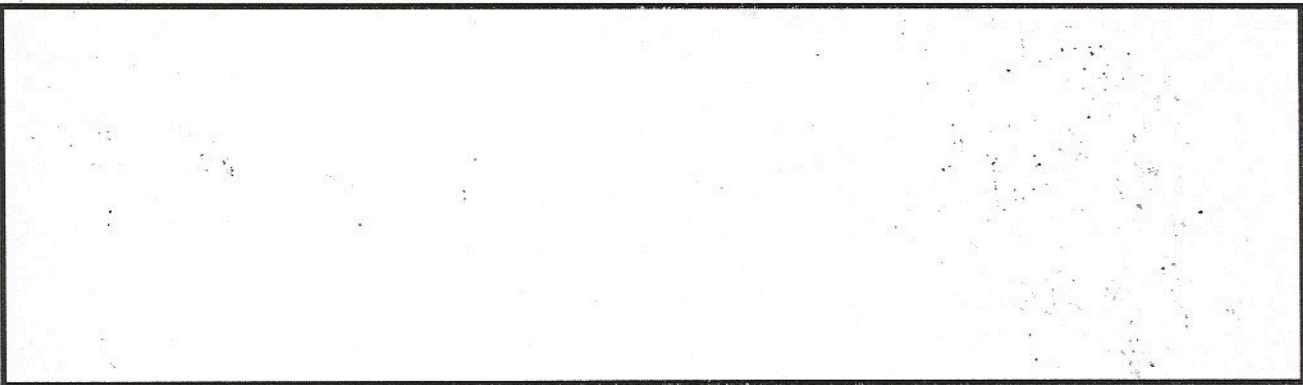
# Do you want to be a pirate?

20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	yes	no



# Make your Mark!

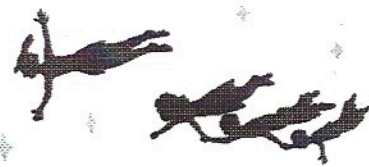
Jot down character notes about Peter and Wendy on the back of these bookmarks or get creative and draw your own. Find a copy of *Peter Pan* and keep track of where you left off with these fun bookmarks!







# Visualizing Neverland



Neverland exists in the mind of each child. Draw your interpretation of  
Neverland



# Peter Pan:

## YOUR Tour Guide to Neverland?



Qualities Peter Has	Qualities Peter Lacks

Explain whether you would follow him to Neverland or not. Support your opinion with evidence.

---

---

---

---

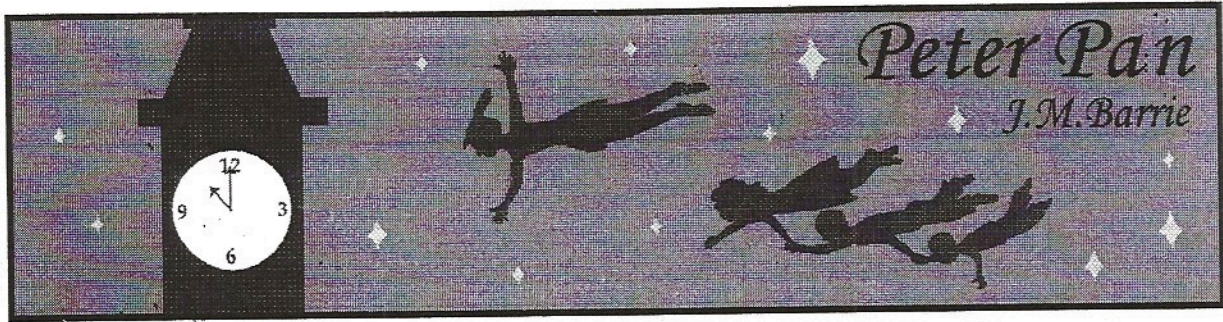
---

---

---

---





How would you describe Peter? (circle one or more)

kind    mischievous    sad    clever    serious    fun    other \_\_\_\_\_

Why? Use evidence to support your ideas.

What Peter says: \_\_\_\_\_

\_\_\_\_\_

What Peter does: \_\_\_\_\_

\_\_\_\_\_

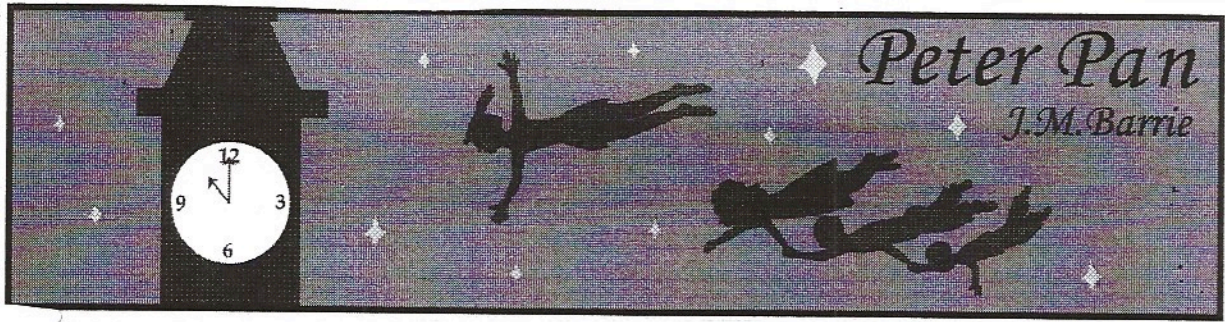
What other characters say or think about him: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think Peter would be a good friend to have? Why?: \_\_\_\_\_

\_\_\_\_\_



How would you describe Wendy? (circle one or more)

kind    nurturing    sad    bossy    serious    outgoing    other \_\_\_\_\_

Why? Use evidence

What Wendy says:

---

---

---

What Wendy does:

---

---

---

What other characters say or think about her:

---

---

---

---

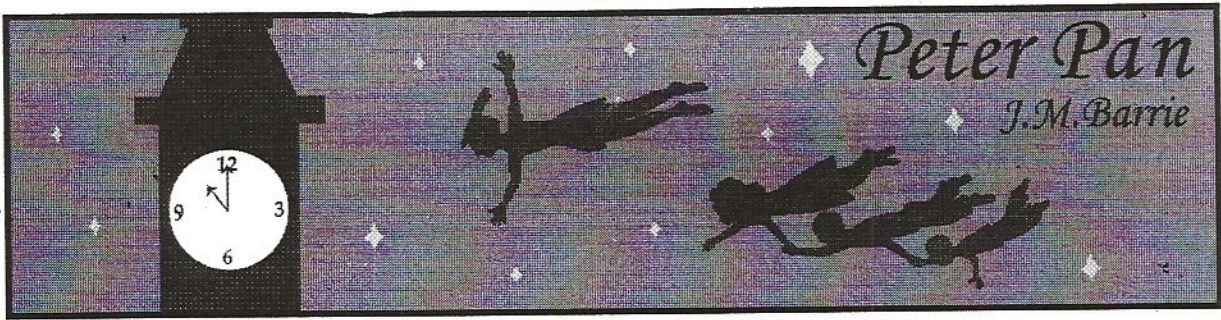
Do you think Wendy would be a good sister to have? Why?:

---

---

---





What does Neverland represent for Peter? For Wendy?

**Peter**

**Wendy**





# To Grow Up or Not to Grow Up?



Pros	Cons

