

# Peter Pan

## Contents:

- Overview
- 9 Sessions/Activities
- List of Local, State and National Standards addressed
- *Peter Pan* Script

## Afterschool Curriculum

Thank you so much for your interest in this afterschool curriculum.

This content is provided to you free of charge and was developed for Beyond School Bells by **Homegrown Theatre Camp** ([homegrowntheatrecamp.org](http://homegrowntheatrecamp.org)).



# Peter Pan: Overview

*Homegrown Theatre Camp for Beyond School Bells*

---

## Program Outline: 9 Sessions

### Session 1

Casting & Read Through

### Session 2

Themes & Symbols Activity

### Session 3

Objectives Activity

### Session 4

Fight Choreography Activity

### Session 5

Staging Rehearsal

### Session 6

British Dialect Activity

### Session 7

Sound Effects Activity

### Session 8

Tech Day Crafts

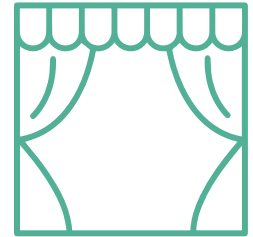
### Session 9

Dress Rehearsal

# Peter Pan

## S1 Casting & Read Through

**Set the Stage:** Themes & Symbols | Peter Pan video: Beginning to 6:25



### Activity 1: Cast Your Play

#### Procedure:

- Students should gather with their group of castmates. These groups will work together throughout the next few weeks, and can have anywhere from 1-4 students.
- After viewing the synopsis in the video, students can discuss which characters they'd like to play. Ideas can be written down for discussion within each cast group.
- It's possible that two students will want to play the same character, this is okay, an instructor can help them decide who can play what, with the understanding that each character has lines and plays a special part in the play.
- Once characters are decided, a cast list for each group can be written down, and students can begin highlighting their lines in their scripts.

### Activity 2: Read-Through

#### Procedure:

- In the same groups, students can start at the beginning of the play and read through it as their characters out loud.
- As they read, they can pause if there's something they don't understand such as a new word, and they can ask an instructor for clarification.
- Also as they read, they can discuss moments in the play, and how they'd like to stage them.
- Once they are done reading, students can discuss the play in their cast groups, and altogether as a larger group.



#### Materials:

- *Peter Pan* Script
- Pencil
- Paper
- Highlighters (if possible)



#### What's Next?

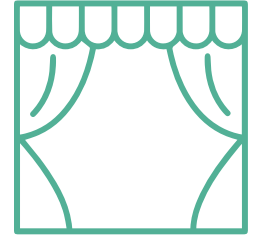
Students can start thinking about Objectives and Super Objectives, which are mentioned in the video, these will be explored in session 3.

### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Peter Pan

## S2 Themes & Symbols Activity



**Set the Stage:** [Themes & Symbols](#) | [Peter Pan](#) video: 6:25 - 8:29



### Activity: What symbols and themes are in the play?

#### Procedure:

- After watching the video, students should discuss as a full group what a **theme** is, and think of some examples they know of from stories and movies. One way to think of a theme, is to ask, what is the story really about? Not just what happens in it.
- Then, as a whole group students should discuss what a **symbol** is, and list any examples they can think of from symbols and movies.
- With this in mind, students can split into pairs or work individually, looking at the *Peter Pan* script, and marking and discussing any themes or symbols they find with a partner. These discussions could take some time, as symbols and themes aren't always easy to find.
- Finally, students can come together in the large group, and discuss their impressions of themes and symbols in *Peter Pan*, exploring why each of them selected a particular theme or symbol, and why others made different choices.
- After this students can discuss what themes they found most important, and if there are any symbols in the play that can represent these themes. What ways can they bring out these symbols and show they are important in the performance?
  - Some examples of themes and symbols are discussed in the video, such as the Alligator's clock being a symbol for mortality or aging. Peter Pan himself could be seen as a symbol for eternal youth, a common theme in literature.



#### Materials:

- *Peter Pan* Script
- Pencil
- Paper



#### What's Next?

With a better idea of themes and symbols, students can feel confident in their understanding of the script. Students should keep this in mind when staging, and also continue memorizing their lines.

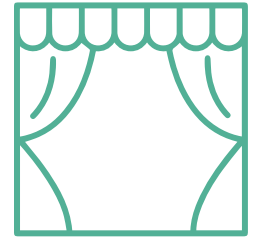
#### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Peter Pan

## S3 Objectives Activity

**Set the Stage:** [Objectives, Tactics and Obstacles](#) video: 4 minutes, 3 seconds



### Activity: What's My Objective?

#### Procedure:

- Independently, select one scene from *Peter Pan*, read it out loud and create a list of the things your character might want in that scene.
- Discuss these **objectives** with your group and, working together with ideas from peers, decide on one for your character in the scene.
- Create a list of the **obstacles**, or the things that were standing between your character and their objective in the scene.
- Reading the scene again with your objective in mind, write down the actions your character takes toward their objective, or their **tactics**.
- After discovering their character's objectives, the obstacles their character faces, and the tactics they use to overcome these obstacles, students should share their findings with their castmates. As each student justifies their insights ("my character behaves this way, for these reasons"), the cast gains a better collective understanding of the dynamics at play between their characters.



### What's a Super Objective?

A **Super Objective** is what a character wants throughout the entire play, once each student has their objectives in mind, they should decide their Super Objective before the next rehearsal.



### Materials:

- *Peter Pan* Script
- Pencil
- Paper



### What's Next?

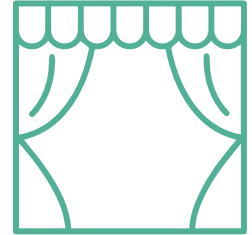
After the activity students should write down an objective for each scene to consider when they are performing. They also can begin memorizing their lines, giving a little time each day to this is a great strategy.

### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Peter Pan

## S4 Fight Choreography Activity



**Set the Stage:** [The Duel](#) | [Peter Pan](#) video: Beginning - 6:54



### Activity: How do we do a Duel on Stage?

(Safely, of course.)

- Going slow is very important for this exercise.
- Make sure students understand that fighting on stage is not like real life, it's more like a dance, and can be done safely.

#### Procedure:

- Begin by watching the video in its entirety. Then students should break into their separate cast groups, and repeat the first 3 rules of *stage combat*. (Safety, Safety, Safety.)
- Once in cast groups, the actors playing Peter and Hook should follow along with the video, practicing the initial kick, beginning very slowly, separately. Peter will practice kicking, then Hook will practice their reaction, they shouldn't practice together yet, but should still be able to see each other.
- Other performers should act as audience members, seeing how the kick looks from the proper angle, and reminding the actors to go slow.
- After Peter and Hook have practiced the kick slowly separately, they can come together and do it, standing just close enough for Peter's toes to touch Hook's thigh when fully extended. They should practice this kick many times slowly, as the others observe.
- By the end of the session, they should be moving slightly faster, though not anywhere near full speed



### Materials:

- *Peter Pan* Script
- Pencil
- Paper



### What's Next?

Peter and Hook should practice this everyday, always with a peer watching to make sure it's safe. This process is called *Fight Call*, and happens at each rehearsal and before every performance. Even at the performance, actors should not go as fast as they can, but rather at a medium speed, making the kick believable to the audience.

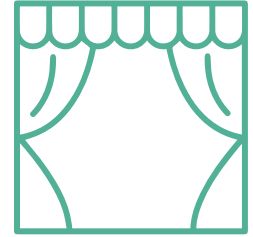
### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Peter Pan

## S5 Staging Activity

**Set the Stage:** [Stage Directions and Blocking](#) video: 3 minutes, 19 seconds



### Activity: Staging the Play

#### Procedure:

- If students haven't seen it already, check out the Set the Stage video. Then ask students to move around to particular parts of the stage, until they have a good idea of the 9 different stage areas.
- Separate into cast groups, and open to the first page of the play.
- Using the stage directions learned, students can begin **staging**, or blocking their play, deciding for each scene where characters will stand and move.
- This process begins simply by trying out different combinations and following stage directions in the script.
- Once each group has tried different combinations for a scene in the play, they can make a choice, write down this blocking, and move onto the next scene.
- This process is one of trial and error, and they may need the advice of an instructor, or to speak together as a group to block certain moments in the play.
- Once the blocking is written down, students can rely on it, and use it as a tool to help them memorize their lines.
- If you're working in a large group, at the end of the session, each group can perform the rough draft of a scene they blocked that day, and discuss their choices with the larger group.



#### Materials:

- *Peter Pan* Script
- Pencil
- Paper



#### What's Next?

After the activity, students have the rough draft of their performance complete, and can continually rehearse each scene of the play, smoothing things out as they go. Around this time, students should be putting down their scripts, and performing the lines from memory.

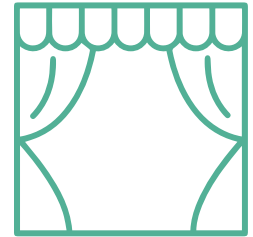
#### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Peter Pan

## S6 British Dialect Exercise

**Set the Stage:** “Villain’s Voice” video: 1:18-1:55



### Activity 1: Captain Hook’s Accent

#### Procedure:

- Gather with your castmates.
- Watch 1:56-4:23
- This exercise focuses on the character of Captain Hook, but the whole cast should explore the dialect together. Refer to the video (pause, rewatch as necessary) to begin constructing and practicing your own dialect.
- Regardless of what character you’re playing, try out Captain Hook’s voice. If you’re not playing Captain Hook, how is it different from your own character’s voice? Is anything similar?
- Determine the voice of your character. Do they have a dialect? Do they speak with a certain rhythm or tempo? Why? Consult your castmates and help each other decide what each character should sound like. It may be helpful to group up with members of other casts who are playing the same character as you (Peters group up, Wendys group up, etc.). Discuss your choices with other classmates.

### Activity 2: Staging and Voice

#### Procedure:

- Gather with your castmates.
- Last rehearsal was the staging rehearsal. Take time now to revisit the choices your group made about the blocking and movement of your play. Practice running scenes using the movement you prescribed.
- Voice plays an important role in informing who your character is, and how they act. Now that you have a better sense of how your character sounds, does this change how they move as well? You may notice that certain lines can be spoken with particular movements and gestures. Together with your castmates, discuss how voice might change your staging. Take note of any changes you make.



#### Materials:

- *Peter Pan* Script
- Staging notes



#### What’s Next?

After exploring the full Students can keep working to solidify their character’s voice, and practice it as they rehearse each scene and memorize their lines. Even though rehearsals break up different elements of the performance, everything comes together eventually, and students should feel free to revisit areas that they want to explore further.

### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

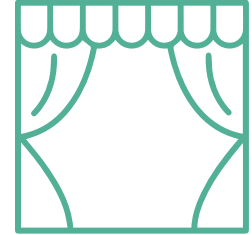


# Peter Pan

## S7 Sound Effects & Vocal Expressivity

**Set the Stage:** Theatre Game Warm-up

**\*\*Note:** The focus today is on exploring sound effects. Don't stress if you don't make it to the second activity. If it's better suited, students can watch the rest of the "[Villain's Voice](#)" video on their own and learn about operative words.



### Warm-up: "Machine"

#### Procedure:

- This is an activity for the whole group! "Machine" is a theatre game that will help students get comfortable with making sound effects vocally. Here's how it works:
  1. Start with one student making a noise and a simple repeatable gesture.
  2. When the student has a rhythm and another student has an idea for a movement which connects to the first gesture, that student joins the first student by making a new noise and movement which connects to the original gesture.
  3. Each student joins in with a new noise and gesture and connects to the others in some way until all students are involved in creating the machine.
- What did you imagine this machine was? Students should consider how their sounds related to their movements; why does this movement correspond to this noise?

### Activity 1: Creating Sound Effects

#### Procedure:

- Watch the "[Villain's Voice](#)" video: 4:34 to 6:25
- Gather with your castmates and look over the script together. Spot areas where you might want to add sound effects. In the video, Mackenzie gave the examples of the crocodile chomp or the clock ticking. What other noises might we hear in this story?
- After you've found a few sounds to explore, work together to figure out how to make these sounds. Can you use your voice? Are there props or materials in your space that you could use to make these sound effects? Take time exploring your options and be creative. Have fun with it. Sounds can be mimicked in unexpected ways.
- Once you've figured out how to make the sounds you want to add, consider how these sound effects can be added to your performance. Who will make them? During any scene, everyone has different roles. Determine with your group how you'll make these sound effects depending on the circumstances.



#### Materials:

- *Peter Pan* Script
- Pencil
- Paper



#### What's Next?

Students should continue working to memorize their lines and keep in mind their character's movement as they develop these other aspects of their performances. Take note of your new sound effects and operative words, and incorporate these things in the dress rehearsal.

#### Time Permitting...

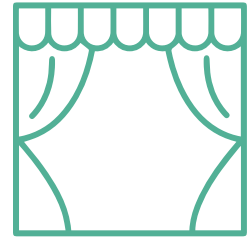
### Activity 2: Operative Words

#### Procedure:

- Watch the "[Villain's Voice](#)" video: 6:26-7:40
- Look through some of your important lines in your script, and use a pencil to mark operative words. Practice locating the subject and the verb and use these words to determine where you should place emphasis in each line.
- Practice reading your lines to your castmates with operative words in mind. Does the emphasis sound right? Give each other feedback and help each other to examine your characters' lines.

# Peter Pan

## S8 Swords, Daggers, and Hooks



**Set the Stage:** [Tech Day](#) video: 1:48 to 4:09

**\*\*Note:** Remember that with tech day there are plenty of options. Students should do activities as time and interest permit. Do as many as you'd like. Make up more if you want. Students may want to split the activities between castmates. For example, while one pair does Activity 1, the other pair could do Activity 2.



### Activity 1: Pirate Sword and Peter's Dagger

**Procedure:** Difficulty Level 2

- Students will need cardboard, scissors, duct tape, and aluminum foil.
- Gather with your castmates.
- Watch from 1:48 to 4:09, working together and following along with the tutorial step by step.
- Pause and replay as necessary.

### Activity 2: Pirate Hook Hand

**Procedure:** Difficulty Level 1.

- Students will need Styrofoam cups, aluminum foil, and scissors.
- Gather with your castmates.
- Watch from 5:08 to 6:50, working together following along with the tutorial step by step.
- Pause and replay as necessary.



### What's Next?

The Tech Day video includes instruction on various other tech elements, such as makeup and sound. Students may want to explore the rest of the video and craft additional tech for their performances. Students can also reference the prop list and costuming guides in the script to know what items they can bring from home, or make in the classroom. Tech Day is the beginning of this process, but outside work on the props and costumes will enrich the show. Groups can discuss who will provide what, and make a plan to be ready for dress rehearsal. Don't forget to work on lines too, as these should be completely memorized for the dress rehearsal.

### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.



### Materials:

- Cardboard
- Styrofoam Cups
- Aluminum Foil
- Scissors
- Duct Tape
- *Peter Pan* Script
- Pencil
- Paper

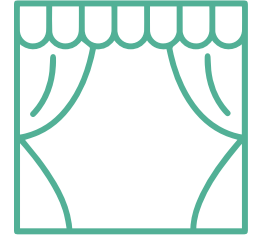
### Additional Options

#### Procedure:

- Peter's Hat
- Here's a helpful [pinterest link](#) (you might add a decorative feather)

# Peter Pan

## S9 Dress Rehearsal



### Activity: Performing Your Dress Rehearsal

#### Procedure:

- Now that students are ready with the Character Hats and Fans, they can gather other technical elements and put on a dress rehearsal.
- Outside of the Tech Day items, students can find and gather any props or costume pieces that they would like included in the show.
- In their performance groups, students should organize all Props, items used by characters in the play near the stage or place where they will be performing.
- Students should organize their costumes, or put them on, and get ready to perform.
- To prepare to perform, students should follow along with the [“Theatre Warmups”](#) video: 5 minutes, 48 seconds.
- Once warmed up, students can begin the run of their play.
- The goal of the dress rehearsal is to perform the play all the way through without stopping, with accurate lines and fluid blocking.
- If students run into problems, they can address them as a group and keep working on their play. Because it is a short play, it is okay to run the piece 3 or 4 times in your final dress rehearsal.

**Note:** After they have done a dress rehearsal they are happy with, students can decide whether they’d like to continue practicing, and if not, they are ready to perform for an audience. Break a leg!



#### Materials:

Costumes:

- Rabbit Ears,
- Queen’s Crown,
- Mad Hatter’s Hat, etc.

Props: Fans, etc.

#### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.



**HOMEGROWN  
THEATRE  
CAMP**

# **Peter Pan**

**Adapted by Ryan J. Furlong  
Based on the work of J.M. Barrie**

***3 or 4 Performer Edition***

## CAST

**Peter:** The youthful hero  
**Wendy:** The kind-hearted child  
**Hook:** The dastardly buccaneer  
**Smee:** Hook's right- or rather, *left*-hand-man

**3 Person Cast -** **Performer 1 plays Peter.**  
**Performer 2 plays Wendy.**  
**Performer 3 plays Hook and Smee.**

**4 Person Cast -** **1 Performer plays each character.**

## ACT 1 Scene 1

*WENDY's home, primarily on the roof. A window frame sits near center stage. Stage right shows a portion of WENDY's room, with the foot of her bed visible. The dark of night shrouds the stage. All that shines are the stars in the night sky. From the darkness comes the voice of PETER.*

**PETER:** All children, except one, grow up.

*(Lights begin to come up, illuminating the outdoor portion of the stage and revealing PETER standing near WENDY's window.)*

**PETER:** I know I heard that once, somewhere. Hmm.

*(PETER notices the audience; his focus quickly shifts to them.)*

**PETER:** Oh! Hello! I should probably introduce myself, huh? I'm Peter! I'm from Neverland. You're probably wondering what I'm doing all the way here in Bloomsbury. Well, I like to come by at night and listen to the bedtime stories told in this house, but I was seen last time I came by. I lost my shadow here... I'm still trying to get it back.

*(PETER climbs through the window into WENDY's room. It is too dark indoors for him to see.)*

**PETER:** *(In a hushed tone.)* Gosh, it's sure dark in here. I won't be able to tell my shadow apart from the walls or the floor. Tinker Bell? Could you lend a hand?

*(Dim light comes up on the interior set near PETER. He looks out to the audience once more.)*

**PETER:** Tinker Bell's a fairy. She may be too tiny to see, but her heart is one of the biggest there is!

*(PETER quietly exits stage right, still actively looking around for his shadow. The lights go dim again, as seen in the beginning of the scene.)*

## **ACT 1 SCENE 2**

*Lights come up on the whole stage as WENDY enters stage right, yelling offstage to PETER.*

**WENDY:** Peter Pan! How wonderful it is to meet you! You have your shadow back, Peter! I knew it must be yours! Oh, how I do wish you would stay here for a bit longer. I thought I'd never get to see you; I must grow up tomorrow.

*(PETER enters. He climbs through the window onto the roof, beckoning WENDY to follow him.)*

**PETER:** Wendy! You don't have to grow up! Come! Come with me, we can go to Neverland together! You can be our mother! The mother of me and my friends! Come, come, let's go!

*(WENDY slowly walks out to the roof. She stands next to PETER.)*

**WENDY:** Well... I... I mustn't be gone too terribly long, okay?

**PETER:** Not too terribly long? There's too terribly much to do! Come on, let's go to Neverland! *(Both PETER and WENDY exit.)*

## **ACT 2 Scene 1**

*A small and quiet area in the forests of Neverland. A couple chairs, a table with kitchenware, and a small bed/bedroll. Quite a lot of time has passed since the previous scene. WENDY sits alone, looking at a pocket watch. The watch makes a quiet ticking noise.)*

**WENDY:** Time certainly seems to be moving quickly here. I wonder just how long I have been away from home. I hope my family isn't terribly worried about me.

*(WENDY puts the pocket watch away. The ticking stops.)*

**WENDY:** This place, Neverland, is filled with strange creatures and characters. Beasts, fairies, pirates, and more? It's all rather bizarre to me. But Peter's friends, the Lost Boys, they are all so very kind. They keep talking about a dastardly villain named Captain Hook. He sounds like quite the rotten character. They said his left hand was bitten off by a crocodile, and he replaced that hand with a hook! That explains the name, I suppose. What a strange place.

*(WENDY lies down on her bed. She begins to drift to sleep.)*

**WENDY:** I hope tomorrow holds the same fun and joy as today.

*(WENDY yawns. She falls asleep.)*

## **ACT 2 Scene 2**

*The same location as the previous scene, but all of the furniture and props are in disarray. WENDY is missing. PETER enters.*

**PETER:** Wendy! How are you... Wendy? Wendy?

*(PETER is beginning to worry.)*

**PETER:** Wendy, where did ya go?

*(PETER looks through the mess of her room. He discovers a mysterious scratch on the table.)*

**PETER:** This scratch on the table. What could've done this? A beast?

*(A ringing from a bell or something else making a gentle chime can be heard. This represents Tinker Bell's speech. PETER listens closely to Tinker Bell.)*

**PETER:** Huh? What's that Tink? Hook? You're right! It must be! Captain Hook! Captain Hook must have found Wendy! We need to rescue her before she gets hurt!

*(PETER yells towards the Lost Boys offstage.)*

**PETER:** Boys! We need to save Wendy! We need to catch Captain Hook!

*(There is no response.)*

**PETER:** Boys? Hello? Don't tell me...

*(PETER exits for a moment, then quickly enters again.)*

**PETER:** They're gone too! Oh no. This is very bad. I need to get there, quick!

*(Just as PETER is about to leave, he notices that WENDY's pocket watch was left behind. He takes it before he exits.)*

### **ACT 3 Scene 1**

*Near HOOK's ship, the stage is clear as PETER is travelling. He speaks to the audience as seen in ACT I.*

**PETER:** I had to travel really far, but I'm almost there. I found a strange crocodile, it was making a ticking sound, just like Wendy's pocket watch! That crocodile... it must have been the one that bit off old Hook's left hand!

*(PETER takes out WENDY's pocket watch, it begins ticking.)*

**PETER:** No wonder Hook left this thing behind! I bet this sound brings back some scary memories!

*(PETER laughs before replicating the ticking sound himself. The sound effect of the ticking stops, but PETER's ticking continues for a few moments longer.)*



**PETER:** Here we go! Captain Hook's ship is dead ahead! *(He exits.)*

## **ACT 3 Scene 2**

*HOOK's ship. Stage right shows the cabin (a desk, a chair, a dagger, and a key hanging from the wall) center stage shows the deck (a locked cage or room where the Lost Boys and Wendy are implied to be imprisoned, though only Wendy is visible, and a large open deck space leading downstage) and stage left shows the rest of the ship's deck.*

**SMEE:** It's too late for you all, Lost Boys! Peter Pan won't be here to save you!

*(SMEE laughs before walking to the cage and speaking to WENDY.)*

**SMEE:** And you, the girl... Wendy's yer name! Captain Hook says you're gonna become the mother of all the pirates!

**WENDY:** Mother of the pirates? No! No, I mustn't! I can't! Oh, I truly must leave. I don't want my own mother to be worried sick...

**SMEE:** *(Sarcastically.)* You want out? Well... I suppose I'll go see what ol' Hook has to say about that.

*(SMEE laughs mischievously as he exits stage right to go fetch the captain.)*

**SMEE:** *(To HOOK, offstage.)* The girl wants to go home! I'm sure you know what to make of this, don't you, sir?

*(Shortly after this, HOOK enters stage right and yells to the rest of his implied crew.)*

**HOOK:** Mister Smee! We haven't a moment to delay! Let us set sail!

*(HOOK approaches WENDY, menacingly. He draws his rapier and points it in her direction. Before anything can happen, though, he begins to walk back to the cabin to go fetch SMEE. He wants the ship to begin moving. Before he can do this, a ticking sound is heard. HOOK is scared by the sound and runs away from the cabin to the other side of the stage.)*

**HOOK:** What the? That ticking! It can't be!

*(HOOK sprints away, he exits stage left. After a few moments, PETER enters stage right, he is making a ticking sound. He is in the cabin, looking for the key to free the Lost Boys and Wendy. Before speaking, PETER stops making the ticking sound.)*

**PETER:** I made it! Now, where is that key?

*(PETER searches for a moment before taking the key off the wall. He looks to the audience to speak.)*

**PETER:** This is it! I can free them! The Lost Boys! Wendy! Together, we'll beat Captain Hook, once and for all!

*(HOOK enters stage left, he meets PETER in the center of the stage. HOOK wields a rapier; PETER wields a dagger he grabs from the desk.)*

**HOOK:** Ha ha ha! You wouldn't dare fight old Hook man-to-man! You'd fly away like a cowardly sparrow!

*(HOOK prepares to swing at PETER, both freeze as the fight is about to commence. PETER slowly turns to speak to the audience, HOOK is still frozen.)*

**PETER:** Oh man, was he wrong! I sure did fight! Just when he thought he had me backed into a corner, I got over to my friends and freed 'em!

*(PETER acts out that action, using the key to open the door to where WENDY and the Lost Boys were located.)*

**PETER:** And then, right when I got the upper-hand, I kicked him!

*(PETER does just that, delivering a kick to push HOOK backwards. HOOK doesn't move until PETER finishes the following line.)*

**PETER:** I kicked him so hard he fell right off the ship!

*(HOOK stumbles all the way to exit stage left. As he stumbles, he exclaims the following line.)*

**HOOK:** That was poor form!

*(After a moment, a splash is heard. Following the splash is the ticking of a clock and a cartoonish chomp sound. WENDY rushes to PETER and hugs him.)*

**WENDY:** Peter! Peter Pan! Oh, thank you, thank you, thank you! I can't begin to thank you enough...

*(Before PETER gets the chance to speak, SMEE returns from stage right. He scours the stage in search of HOOK.)*

**SMEE:** Captain? Oh, Captain? Captain! The girl's been freed! Captain...?

*(SMEE quickly exits stage left, he screams in surprise as the lights go down, he has just discovered what happened to HOOK.)*

### **ACT 3 Scene 3**

*WENDY's home, the same set as seen in the beginning of the show. PETER stands outside the window once again. The outside of the house is lit, but the inside is dim.*

**PETER:** After all of her adventures in Neverland, Wendy still chose to go back home to her family, and she chose to grow up.

**WENDY:** Thank you, Peter Pan! The adventures I had with you and all of the others in Neverland... I will never forget them!

**PETER:** Maybe someday I'll be able to visit once again! I sure hope so.

*(A light comes on inside of WENDY's room. PETER realizes that he is at risk of being caught again. He prepares to exit before saying his final line.)*

**PETER:** Until I'll see you again, Wendy Darling! *(He exits.)*

***End of Play.***

## Production Specifications

\*Signifies an item covered in the Tech Day Video on Thursday.

### Costumes

- Peter:** A hat / belt
- Wendy:** A gown / nice shirt
- Hook:** A hook\* / overcoat
- Smee:** A hat / eyepatch

### Props

- Pirate Sword\*
- Dagger\*
- Map (Piece of Paper)
- Kitchenware
- Pocket watch
- Keys
- Blanket
- Pillows

### Set

- Table
- Chairs
- Window Frame

### Sound

Music is not necessary or required, but if you'd like to include it, here are a few options.

- Symphony no. 25 in G Minor - Wolfgang Amadeus Mozart
- Fantasia in D minor K.397 - Wolfgang Amadeus Mozart
- Piano Concerto No. 2 - Dmitri Shostakovich
- The Gnome - Modest Mussorgsky
- Camille Saint-Saëns - Danse Macabre