

PETER PAN

INFANT EDUCATION



HAZ THINK FAIS
TEATRING
FES FAI EGIN

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In this didactic guide you will find all the guidelines and recommendations to work with the adaptation of the classical tale *Peter Pan* in your class.

1. PEDAGOGICAL PROPOSAL JUSTIFICATION

Using classic stories is a useful and motivating way to get your children to learn English. Thanks to the fact that *Peter Pan* is the classic fairy tale *par excellence* and a well-known story for them, they will easily understand the storyline, establishing that complicity needed between actors and children to make them feel involved. The version we represent has been devised to be entertaining, but also a learning tool for developing the objectives established for the English Foreign Language area and the stage. The language used is simple and include the structures, contexts and vocabulary normally used in the Infant Education.

It is quite important that you prepare your children carefully for understanding the play. We suggest that you work with them on the proposed activities, as they will help your children achieve some of the specific objectives established for the English area. You can easily fit them in your planning, or if you prefer, you can use the whole proposal as an independent didactic unit. The performance of the play, which will constitute the closure, and the songs will be a fun excuse for your students to learn.

You will find below the didactic objectives included in this project. These objectives have been defined taking into account the ME and the different Autonomous Region Education Laws.

2.- DIDACTIC OBJECTIVES

GENERAL OBJECTIVE:

To contribute to the students' development of the Foreign Language communicative competence, initiating them in the experimental use of the language.

SPECIFIC OBJECTIVES:

- To develop a positive attitude towards the foreign language.
- To focus the teaching of the foreign language in the oral expression and comprehension.
- To carry out the teaching process of the foreign language through motivating activities such as games and songs.
- To foster the interest in participating in oral interactions using the foreign language in common and well known communicative situations.
- To express oneself with a good intonation and pronunciation.
- To acquire Basic vocabulary contextualised in a well known situation for the children.
- To understand simple messages, questions and commands.
- To foster the use of social rules to initiate, carry out and end a conversation.
- To understand and reproduce songs.
- To foster, through the different characters' behaviour, the equality between men and women.

3. METHODOLOGY

Our proposal is to work on the play through activities which help teachers in the preparation to understand the text, motivating and giving them the chance to feel involved on the day of the performance.

The didactic material has been prepared taking into account the linguistic level of the students, their interests and needs, but also teachers' needs, to facilitate their job.

We propose some activities to be done before the play and some others to be worked on with the students afterwards. They are classified into **three levels of difficulty**. The teacher will be able to choose the level he or she considers more suitable for his or her students.

We highly recommend the students get to know the play and the songs before the performance, if they have sung the songs beforehand, on the day they attend the theatre, they will be able to participate actively. We suggest listening to the with the songs as they carry out the activities.

The **“before the play” activities** are intended to motivate students, to help with the understanding of the story and the acquisition of basic vocabulary. Most of them are centred on the songs that you could download them from our web page www.recursosweb.com.

The **“after the play” activities** are intended to contribute to the development of sequential memory, association of ideas and the capacity for critical judgement in children.

You will find at the end of this guide a graphic dictionary; this basic vocabulary can help your students to understand the songs and do the worksheets.

Finally, we suggest you indicate the beginning and the end of the activities connected with the play, using the the songs.

4. ACTIVITIES



BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. *PETER PAN* STORY
GET TO KNOW THE TALE OF *PETER PAN*

6

SECOND ACTIVITY. WHERE IS SHE?  1

8

THIRD ACTIVITY. HOOK AND SMEE  2

10

FOURTH ACTIVITY. THE PIRATES  3

12

FIFTH ACTIVITY. NEVER LAND  4

14

THE PERFORMANCE: *THINK THEATRING*. Enjoy the play!



AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY

16

SEVENTH ACTIVITY. GIVING OPINIONS

18



First Activity: *Peter Pan* Story

Considering the importance of the previous knowledge the students have about the play they are going to see on the day of the performance, we offer you a short version of the classical *Peter Pan* Story adaptation they will see at the theatre. It is important you work with this version as it is the one we are going to perform at the theatre.

We suggest you read the students the reduced play transcript we attached using the power point presentation or the story cards you can obtain by just printing the power point presentation slides.

You will need:

- ✓ *Haz Teatring's Songs*
- ✓ *Worksheet 1*
- ✓ *The script 50 minutes*



STORYTELLING GUIDELINES:

- Remember that the story must be interesting and amusing for the children.
- Create a relaxing and confident atmosphere.
- Foster listening habits.
- Vary your intonation, volume, voice, speed and body gesture to catch children attention.
- "How" the story is told is as important as the "what" is said.
- Foster student interaction with the story.

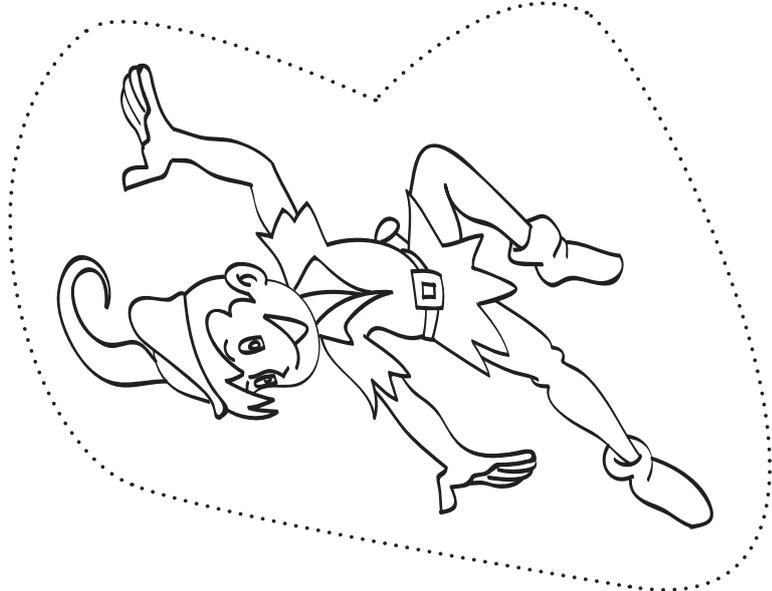


WORKSHEET 1.

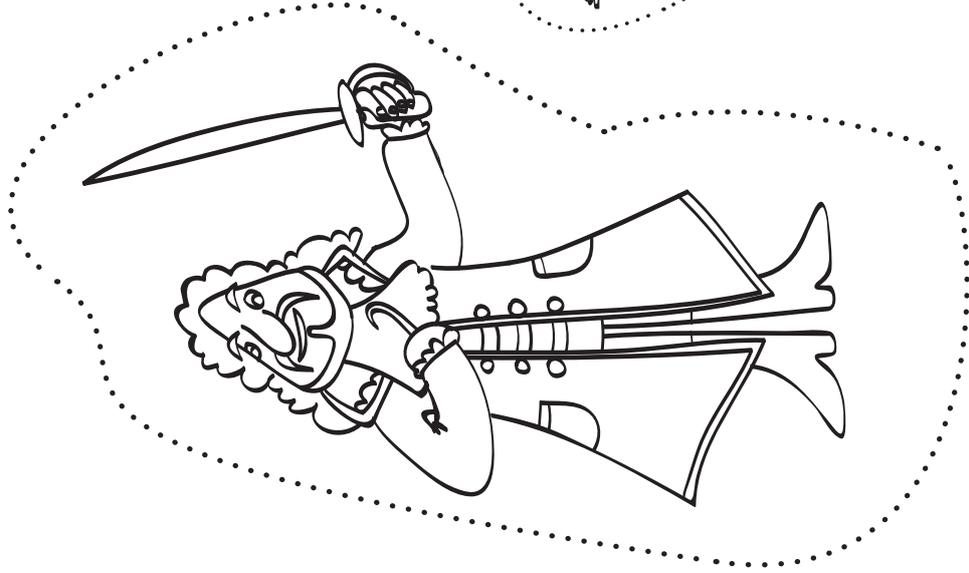
Ask the children to colour the characters in worksheet 1 and to punch or cut them out to make puppets holding them with a wooden stick on the back. Once the puppets are done you can make a short performance of the play using them.



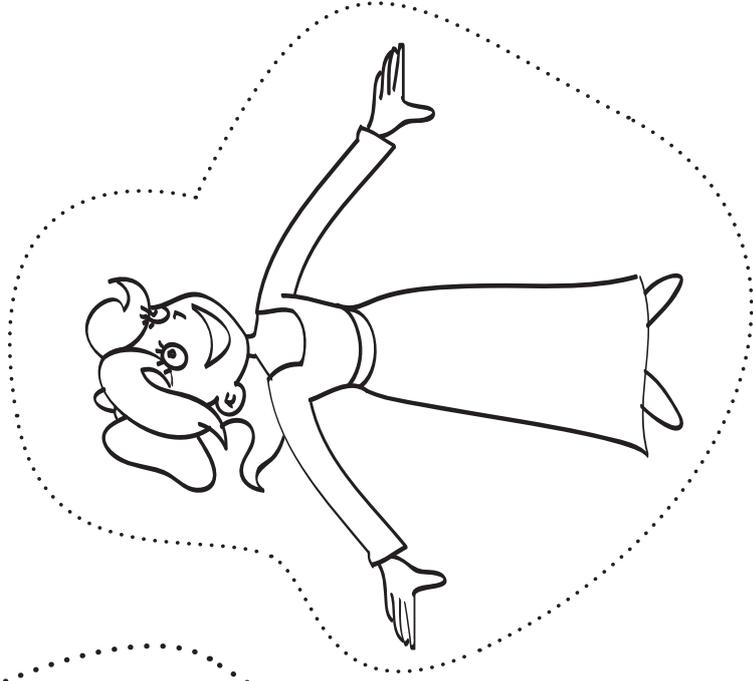
Worksheet 1. Colour, punch and stick them onto a stick to make your puppets.



Peter Pan



Hook



Wendy



PETER PAN SONGS

The next activities are focused on the songs included in the play. Working the songs in class is of great importance as it will allow children to participate the day of the performance singing together with the actors and the audience.

As they complete the worksheet, we suggest they listen to the Haz Teatring's songs so they get better preparation.



GUIDELINES TO SING

- Make sure students know all the key words in the song.
- Start working with short parts to go farther step by step along with the whole song.
- If you find the lyrics too difficult for your students, focus only in the chorus or significant parts.
- Associate physical movements with the lyrics.



Second Activity. *Where is She?*

Anticipate vocabulary using gestures and presenting the key words with pictures. Practise the song highlighting the action words with physical movements and try your students learn those parts in the song you consider suitable for their level. Once they have learnt some parts of the song, hand out the worksheet related to it and ask your students to complete it as they listen again to the song.

You will need:
 ✓ *Haz Teatring's Songs*
 ✓ *Worksheet 2*
 45 minutes



WHERE IS SHE?



LOOK AT ME AND YOU WILL SEE,
 PUT YOUR HANDS IN THE AIR,
 UP AND DOWN, RIGHT AND LEFT,
 COME ON JUMP, VERY WELL!

TINK, WHERE IS SHEEE?
 BUT FIRST, YOU MUST LEARN.

LOOK AT ME AND YOU WILL SEE,
 PUT YOUR HANDS IN THE AIR,
 UP AND DOWN, RIGHT AND LEFT,
 COME ON JUMP, VERY WELL!

TINK, WHERE IS SHEEE?
 BUT FIRST, YOU MUST LEARN.

LOOK AT ME AND YOU WILL SEE, PUT
 YOUR HANDS IN THE AIR,
 UP AND DOWN, RIGHT AND LEFT,
 COME ON JUMP, VERY WELL!

TINK, WHERE IS SHEEE? BUT FIRST,
 YOU MUST LEARN.

LOOK AT ME AND YOU WILL SEE, PUT
 YOUR HANDS IN THE AIR,
 UP AND DOWN, RIGHT AND LEFT,
 COME ON JUMP, VERY WELL!

TINK, WHERE IS SHE?
 BUT FIRST, YOU MUST LEARN.

YOU MUST STUDY IN THE SCHOOL,
 DO YOUR HOMEWORK BEFORE THE MOON

TAKE A PENCIL VERY SOON
 SO YOU ARE VERY GOOD!

TINK, WHERE IS SHE?
 BUT FIRST, YOU MUST LEARN.

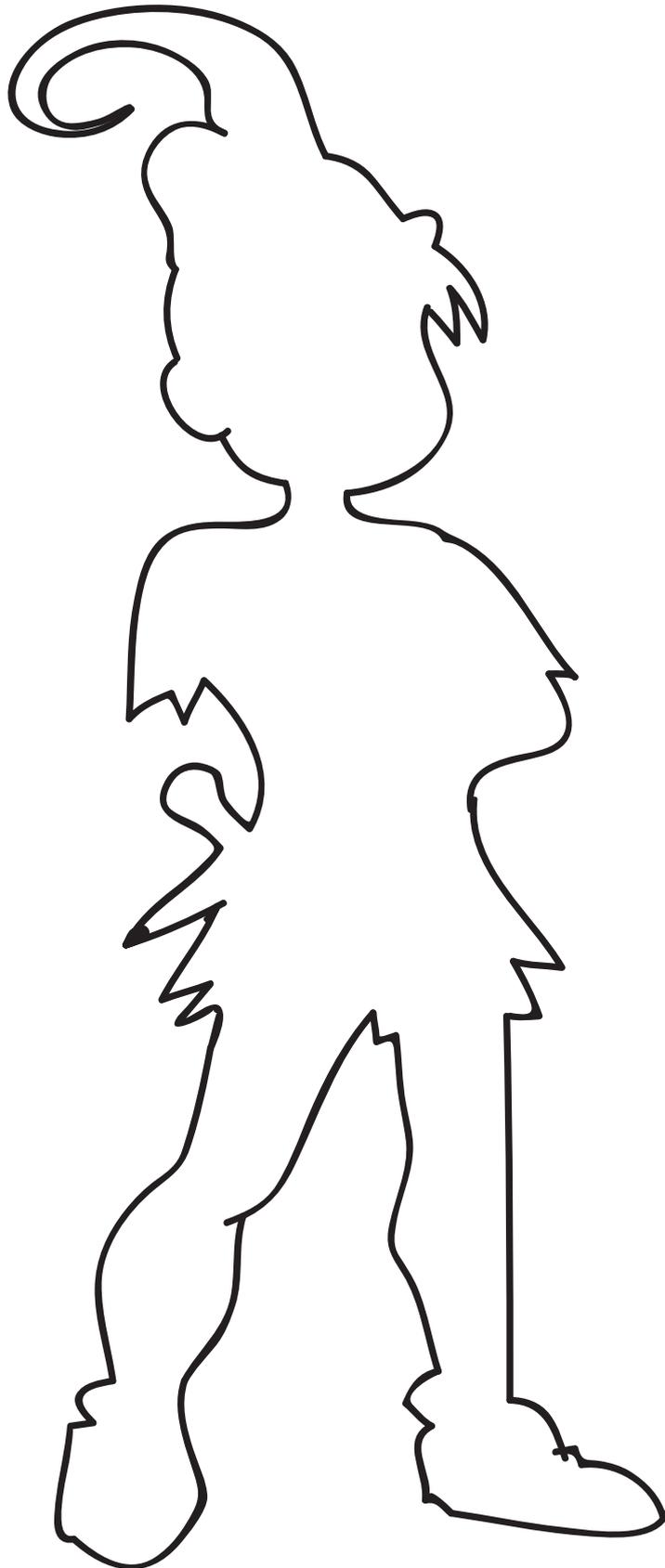


WORKSHEET 2.

Join the dots to reveal the shape of Peter Pan. Punch out the shape and stick onto a piece of black card.



Worksheet 2. Peter's Shadow





Third Activity. *Hook and Smee*

Anticipate vocabulary using gestures and presenting the key words. Practise the song highlighting the action words and focusing on the vocabulary worked in the worksheet, with physical movements and try your students learn those parts in the song you consider suitable for their level.

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen again to the song.

You will need:
 ✓ *Haz Teating's*
song
 ✓ *Worksheet 3*
 45 minutes



HOOK AND SMEE 2

*SO BLOW, WE SAY HOUUU!
 I'M HAPPY WITH MY GOLD
 REMEMBER YOU ARE SO OLD
 AND DON'T FORGET YOUR GOLD!*

*SO BLOW, WE SAY HOUUU!
 SO SORRY MY LORD
 I WON'T GROW UP
 AND SOMEDAY YOU'LL GO!*

*PUT YOUR HANDS ON YOUR HEAD
 AND COUNT FROM ONE TO TEN!
 ONE, TWO, THREE, FOUR, FIVE, SIX
 SEVEN, EIGHT, NINE AND TEN!*

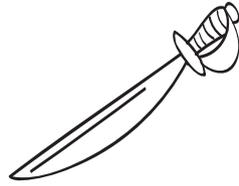
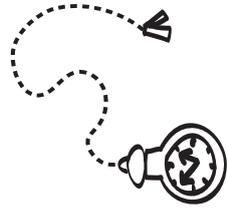
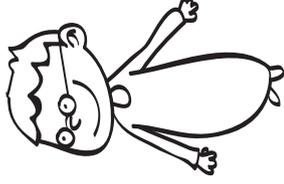
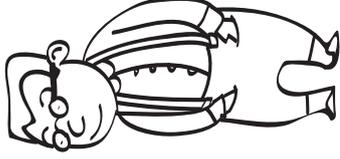
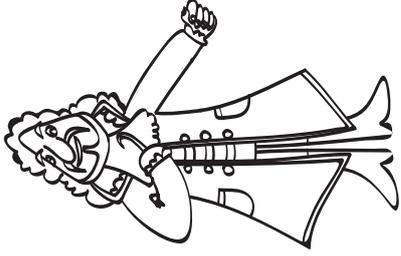


WORKSHEET 3.

Ask students to look for the following words in the wordsearch: boat, sea, map, pirate, island, treasure, jungle and treasure. This exercise will help to work on basic vocabulary for understanding the play.



Worksheet 3. Missing object.





Fourth Activity. *The Pirates*

Listen to the song using physical movements to help understanding, focus on those actions worked in the worksheet proposed.

Practice **"I like to + verb"** with your students.

You will need:
 ✓ *Haz Teatring's Songs*
 ✓ *Worksheet 4*
 45 minutes



THE PIRATES



*RUN, RUN,
 SING, SING,
 EVERYBODY WITH THE SUN,
 CLEAN THE BOAT,
 TAKE THE ROPE,
 LEAVE ME ALONE WITH MY RUM!*

*RUN, RUN,
 SING, SING,
 EVERYBODY WITH THE SUN,
 CLEAN THE BOAT,
 TAKE THE ROPE,
 LEAVE ME ALONE WITH MY RUM!*

*IT IS SIMPLE,
 NOW WE HAVE PETER PAN,
 IT IS SIMPLE,
 NOW WE HAVE PETER PAN,
 I AM SIMPLE,
 I AM THE LORD OF NEVERLAND,
 LAND, LAND, LAND...*

*AND NOW,
 WE ARE THE PIRATES!
 MY ARMPITS DON'T PERSPIRE
 LET ME USE THE GUN!
 NO, NO, NO, NO, NO, NO!*

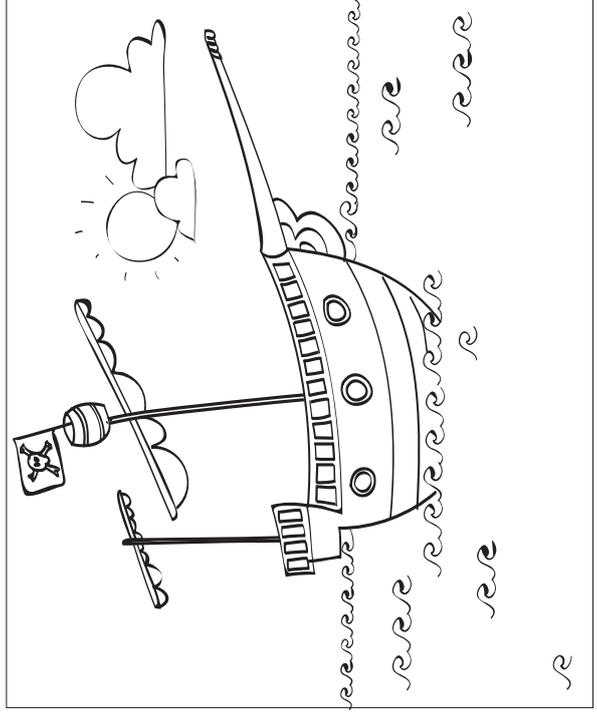
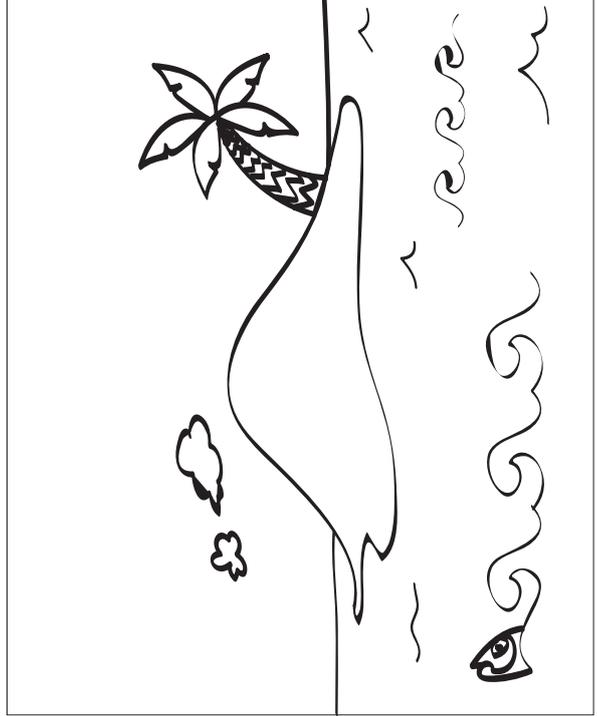
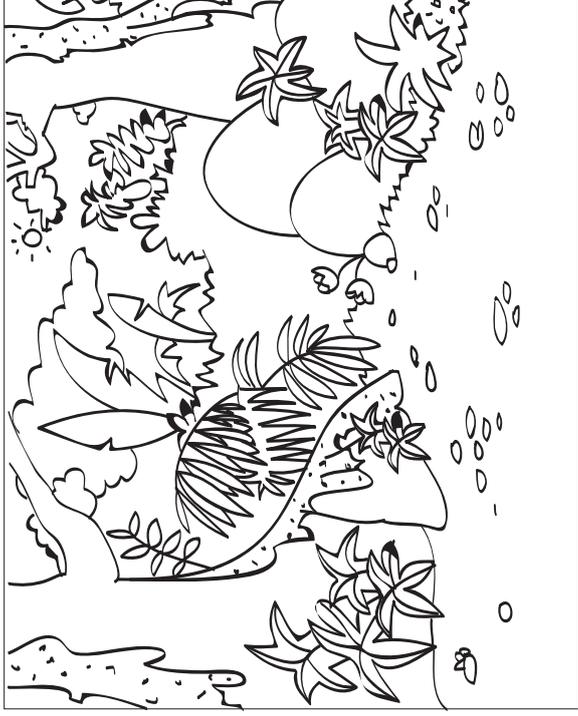
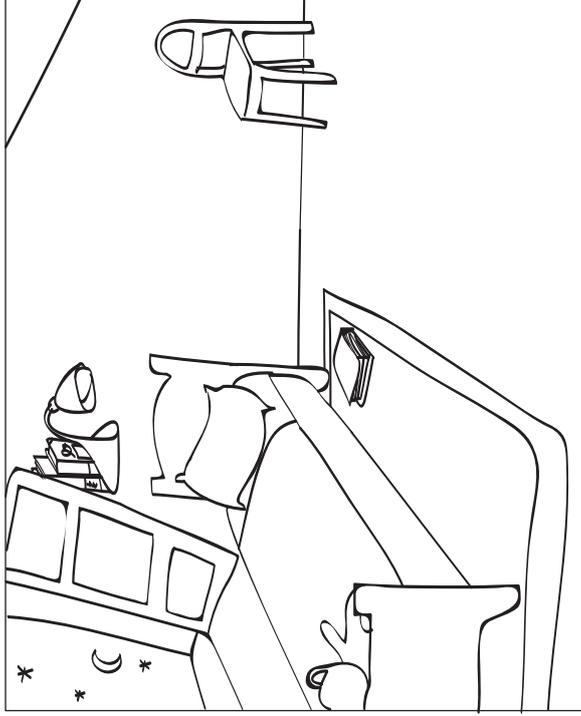


WORKSHEET 4.

The story takes place in four different places. Follow the dotted line to find out what they are. Start a small dialogue on the features of each setting, asking which place the students like the most, and why. As far as possible, use the construction **"I like to + ..."**



Worksheet 4. I would like to live in ...





Fifth Activity. *Never Land*

Anticipate vocabulary using gestures or pictures presenting the song key words and expressions. Listen to the song associating gestures to the actions and, if necessary, using visual materials to help understanding.

You will need:

- ✓ *Haz Teatring's Songs*
- ✓ *Worksheet 5*
- 45 minutes



NEVER LAND



*LET'S SING TOGETHER
LET'S DANCE TOGETHER
LET'S PLAY TOGETHER*

*YOU ARE MY BEST FRIEND
AND I ALWAYS LOVE YOU*

*LET'S SING TOGETHER
LET'S DANCE TOGETHER
LET'S PLAY TOGETHER
LET'S JOIN TOGETHER
LET'S LEARN TOGETHER
LET'S A FUN TOGETHER*

*YOU ARE MY BEST FRIEND
AND I WILL ALWAYS LOVE YOU*



WORKSHEET 5.

Students have to follow the path which leads Captain Hook and Pirate Smith to the treasure.





Sixth Activity: *Telling the story*

After seeing the play, the children will have experienced the magic of the theatre. They will have seen the characters and will have sung with them. Their motivation will be at maximum level, we must take advantage of this moment to develop certain activities.

We propose two activities: the first one is to make children analyse the story sequencing it or using something on it to work with values; and the second one is to foster their critical sense, encouraging them to give opinions about the play from their own point of view.

You will need:

✓ Worksheet 6

40 minutes



WORKSHEET 6.

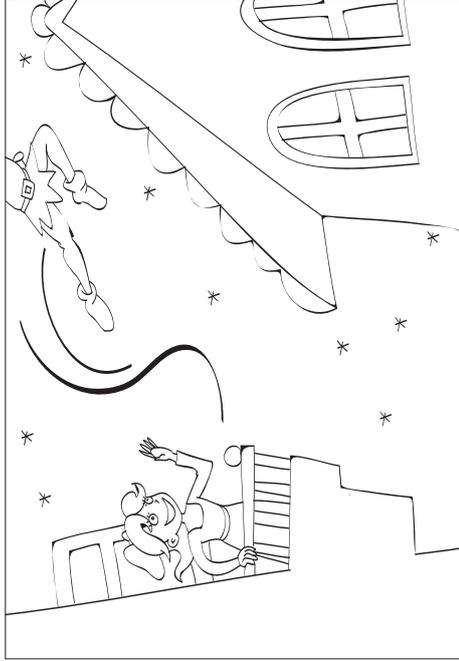
Draw the following scenes. Cut them out, put them in order and staple them together to re-create the story of Peter Pan and Wendy. Ask students to create their own cover for the story.



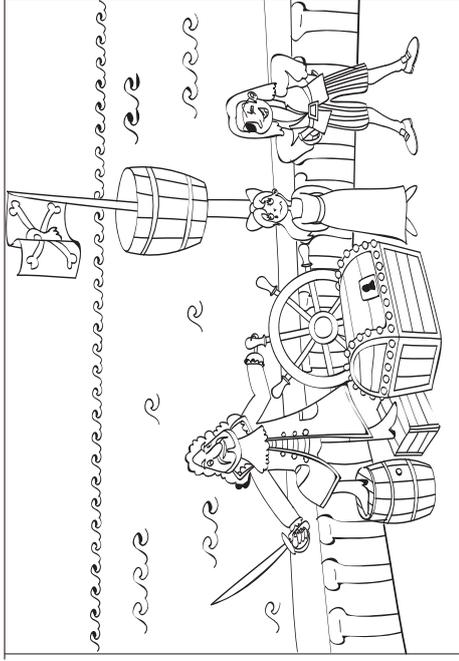
Worksheet 6. Peter Pan's story.



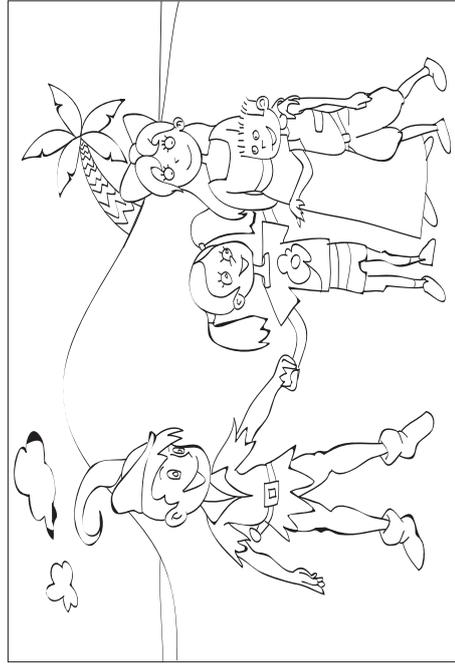
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6



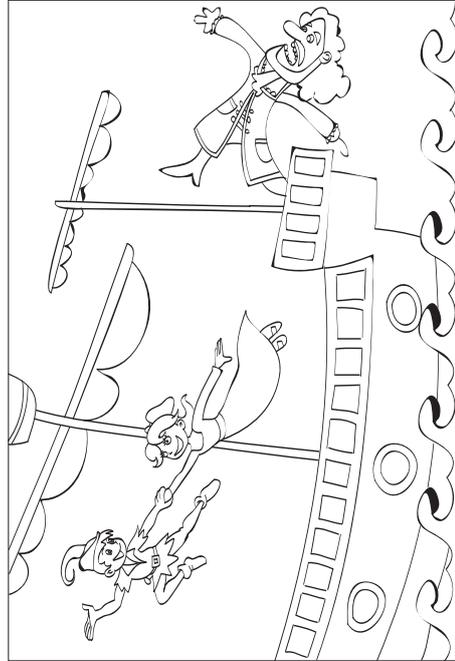
4



3



1



5



Seventh Activity: Giving Opinions

You will need:

✓ Survey

25 minutes



The aim of this activity is to make children think about the play, not only from a performance point of view, but also about the characters, music, lights...

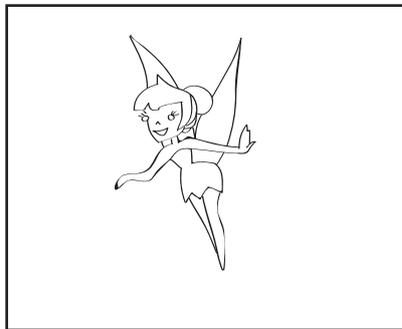
Ask your students to colour the face which is more appropriate according to the level of satisfaction about the following aspects of the play.

CHARACTERS	EXCELLENT	GOOD	NO GOOD

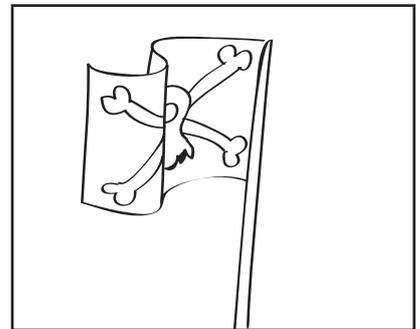
5. PICTURE DICTIONARY



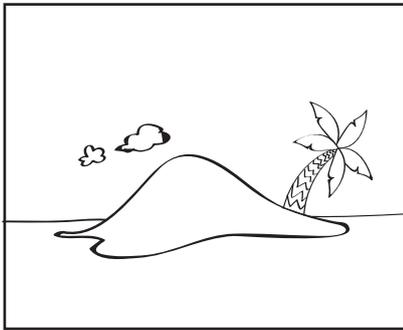
Captain



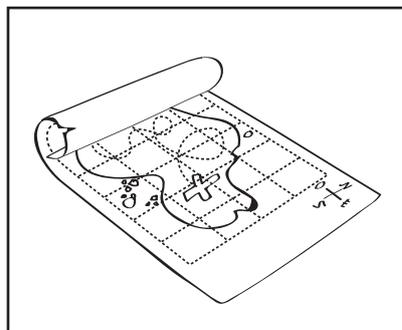
Fairy



Flag



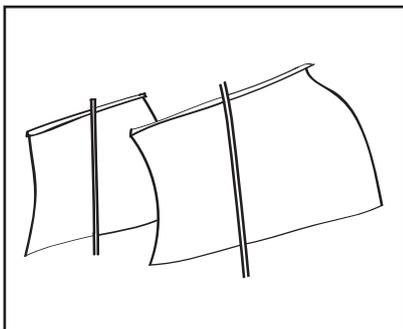
Island



Map



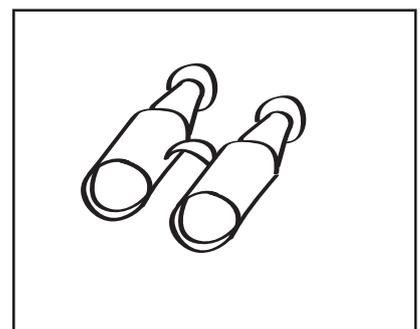
Pirate



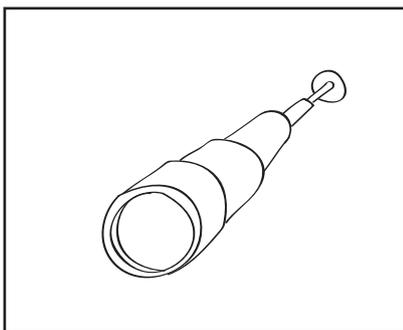
Sails



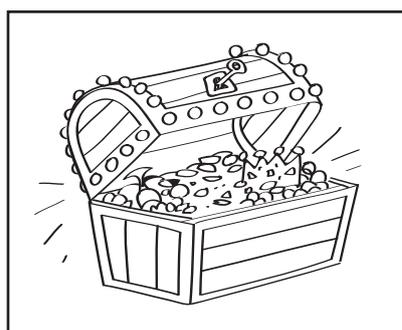
Shadow



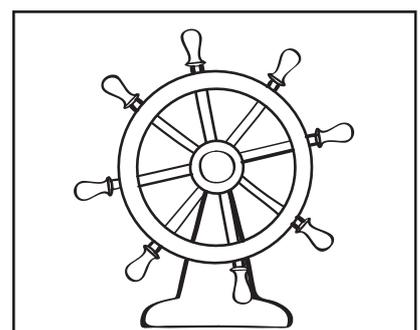
Spyglass



Telescope



Treasure



Wheel

OTHER PLAYS INFANT EDUCATION

Trolley y el jardín de las emociones
Goldilocks and the Three Little Bears (*In English*)

PETER PAN

Project didactic elaborated by
Elena Valero Bellé



Who has ever been able to resist the magic and charm of this story that has captivated generation after generation?

Tinkerbell, Peter, Hook and sweet Wendy... all of them unforgettable characters who will once again spark the imaginations of the youngest students. A vibrant and thrilling musical for the best English class of the year!



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