

'Peter Pan in Scarlet' for Key stage 1 Years 1 and 2, ages 5-7

Discussion and role plays

With your pupils, read *Peter Pan in Scarlet* aloud in your class or group. Discuss what kind of place Neverland is today, and how it has changed ("ominous clouds are breaking up Neverland's sunshine, the sunshine is thinner and paler, the shadows are longer, there was no birdsong – all was not well in Neverland" *Peter Pan in Scarlet* by Geraldine McCaughrean). Why do environments and climates change? What effect do you think that humans might have on the environment?

Discuss as a class:

- What kind of things can change an environment?
- How can we help the environment today?
- How can we make less waste at home, use less water or electricity?
- How can we re-use things and make the most of old things?
- Do we do enough recycling?
- How can individuals like you make a difference?

Debating

Divide the class/group into two groups, one for helping to better the environment and one against. The group for must prepare an argument to persuade reluctant people against that reducing, reusing and recycling is good.

Role playing

Children work in pairs to prepare a short role play between an environment-loving child and a reluctant friend. They then act out the discussion between them as the child tries to persuade his/her friend to recycle and help reduce waste. Pupils can perform their role plays in front of the class or group – try to make them fun and entertaining!

Using creativity and imagination

Choose a passage from *Peter Pan in Scarlet* to read aloud with your class or group. Ask pupils to close their eyes and imagine the sounds, sights, textures and smells as they listen. A good example of a passage could be chapter eleven, 'Grief Reef and the Maze of Witches'. This chapter is full of Geraldine McCaughrean's wonderfully inventive language – you can almost imagine you are there! Ask them to share or record what they saw, smelt, heard, felt or even tasted as they imagined the scene.

Word creation

Encourage your children to invent imaginary or made-up words to describe different scenes, character, textures or sounds – adjectives. Invite them to be as imaginative as they can! You could ask them to describe two very different characters, ie: Ravello and Wendy. For Ravello, these might be words which sound a bit uncomfortable, mysterious, perhaps evil.... Maybe a word associated with his smell; in the book, Ravello was said to smell of eggs as this is all he eats! What words can your children come up with to describe Ravello? Wendy, on the other hand, may make your children feel warm, mothered, nurtured, soothed and comfortable. What words can they invent to describe such sensations?

'Peter Pan in Scarlet' for Key stage 1 Years 1 and 2, ages 5-7

Telling stories with pictures

Ask your children to create a storyboard, telling the story of *Peter Pan in Scarlet*. This activity is all about working together as a team and making group decisions. Provide the group with a large roll of paper to make one big and colourful storyboard which can run the length of a corridor/wall. They have six key 'panels' to play with, which re-tell the story.

- Encourage each pupil in turn, to relay one event from the story, so that the entire story is re-told from beginning to end
- Once the story has been told, invite the group to discuss which parts they think are the most important and should be included in the storyboard, and which they think are the least important, and could be left out
- The group now works together using the roll of paper to create one big and colourful storyboard which can run the length of the corridor, assembly hall, gym, or meeting place

Pirate talk fer yer lads and lassies!

In *Peter Pan in Scarlet*, we see the return of Smee and First Mate Starkey, who has now taken control of a steamship and reared a group of young Indians for his crew. Further on in the story, it is revealed that Ravello, the travelling circus master, is none other than Captain James Hook, who survived inside the crocodile's stomach! Pirates are at the heart of the story, and indeed when Peter Pan discovers Captain Hook's second best coat and decides to wear it, he then morphs into a form of Captain Hook, even growing long dark curls and inheriting his temper! It is only when he removes the coat, that he becomes himself again.

An activity for your English class/group: Become a pirate and use only pirate lingo. Come on, ye lily-livered landlubbers, morph into a pirate for a day! Why not get them to design and produce their own cutlasses and pirate eye patches to really get into the spirit! Use recycled cardboard and decorate your props with glitter, paint, silver foil etc. Sail ho!

Tip: Learn your pirate lingo by visiting www.yarr.org.uk/talk or www.talklikeapirate.com/translate.