

PROGRAM OF CREATIVE ADVENTURES

THE STORY OF HOW PETER BECAME PAN



FINDING
NEVERLAND
A NEW BROADWAY MUSICAL

WELCOME

We are delighted to provide your audience with an opportunity to explore the imaginative world of *Finding Neverland* with this Program of Creative Adventures.

These Creative Adventures enable you to prepare theatregoers of every age to connect more readily and deeply to the performance. Each Creative Adventure has been designed for a specific population, from children to adults, and may be delivered in various time frames to suit your needs.

In an effort to both simplify and maximize your ability to offer one or more Creative Adventure during the show's engagement, each opens with the same "re-imagined objects" game which, borrowing from the show, we are calling "Creative Speculation." If time is short, simply playing "Creative Speculation," will awaken the inventive, imaginative, and improvisational spark within your patrons, opening their hearts and minds to the spirit of the show.

We encourage you to make these Creative Adventures your own. Feel free to adapt them to suit the parameters of your groups and events. We hope you and your patrons have wildly imaginative fun and we'd love to see and hear about your experience using these Creative Adventures.

We are happy to assist you in making the most of these offerings and invite you to reach out to StageSmart Teaching Artists at bamusiker@stagesmart.org or through our [Facebook](#) or [Twitter](#) page.

Enjoy!

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StageSmart Teaching Artists



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BEST PRACTICES

Making the Most of your Creative Adventures

- ★ To elicit the richest response and deepen the experience for your participants, you will find “Possible Questions” shaded in light blue in each activity. Select the questions that best serve you and the participants. Keep the conversation flowing by allowing a great thought/observation shared to guide your next question or remark to the group. You need not ask all the questions provided and you might choose to ask questions all your own.
- ★ In each activity you will find side boxes with Notes designed to provide additional support when leading the activity. You will want to familiarize yourself with these Notes.
- ★ If more than 25 participants attend a Creative Adventure it is recommended that you have a partner to support you and assist with materials and side coaching, etc.
- ★ Keep things moving! There are “creative constraints” built into each activity along with approximate time frames. During small group work it is helpful to let participants know how much time remains by providing gentle 5, 2 and 1 minute warnings. While it can take some getting used to and feel like you’re rushing folks, it actually helps them stay on task, make big choices, and wrap up their work on time.

Tips for Effective Side Coaching

- ★ Be available and check-in but resist inserting yourself into a group’s process unless help is requested or they are off-task.
- ★ Should a group be off-task, inquire about their thinking and choices for understanding then provide a suggestion or two that will guide them back.
- ★ Side coaching is really about providing clarification, encouragement, and support.
- ★ Simply reminding groups of the Rules of Play, time limits and asking if help is needed all go a long way!

Additional recommendations:

- ★ Review the Creative Adventure you are using and prep all materials in advance
- ★ Be sure you have ample space for each Creative Adventure
- ★ Remember to ask open ended questions rather than questions that warrant only a Yes/No response.
- ★ While participants will not be equally successful in every aspect of their Creative Adventure, do your best to honor all choices and participants and focus on their process rather than their results. If folks are deeply engaged, thinking and having fun, your event is a success!

MATERIALS CHECKLIST

Creative Speculation:

- Everyday objects such as: a stick, ball, empty pillow case, Frisbee, paper/plastic cup, piece of rope, etc.
- Bag or box to hold objects from players’ view.
- Room enough for all participants to stand in a circle.

Magic in the Imagination – Peter’s Writing Journal:

- Writing journals
- Pens or pencils
- Creative journaling prompts (see page 4)

Magic in the Imagination – Pre-Show Event:

- All materials listed for Creative Speculation
- One chair per participant arranged in a circle
- Paper
- Clipboards or tables to lean on when writing
- Title, “The Lamentable Tale of Lady Ursula” pre-written on index cards (1 per group) or on flip-chart.

Through the Eyes of a Child:

- All materials listed for Creative Speculation
- Flip chart and marker
- Paper
- Pen or pencil
- Space to move
- Chairs
- Clipboards or tables to lean on when writing

Live by the Hook!:

- All materials listed for Creative Speculation
- Flip chart and marker
- Space to move
- Chairs
- Each group will need a collection of some everyday props to include: bed sheets, mops, chairs, rope, anything from which the physical essence of a Pirate Ship may be created.
- Rules of Play Cards (see page 9) pre-cut

CREATIVE SPECULATION

RE-IMAGINED OBJECTS GAME

For Everyone!

At the heart of *Finding Neverland* is the world of our imaginations. While this game is included in each of the Creative Adventures it works as a stand-alone activity as well. You may want to consider having several circles of Creative Speculation being played in your lobby before every show!

Materials Needed:

- ★ Everyday objects such as: a stick, ball, empty pillow case, Frisbee, paper/plastic cup, piece of rope, etc.
- ★ Bag or box to hold objects from players' view.
- ★ Room enough for all participants to stand in a circle.

Objective:

Explore everyday objects in new and inventive ways through physical acting. Prepare theatregoers to embrace imaginative child play as seen in *Finding Neverland*.

Activity (10-20 minutes):

- ★ Begin with all players standing in a circle.
- ★ Have objects for play available, but hidden in bag.
- ★ Select one object with which to start the game.
- ★ Hold object for all to see. Ask, "Who can tell me what I'm holding?"
- ★ After players name the object ask, "Do you think we can re-imagine it? Could it be something else?"
- ★ Provide a quick demonstration by taking the first turn using the object as something else. For example, a stick might become a baseball bat, magic wand, telescope, etc. Allow participants to guess how you have re-imagined the object.
- ★ Place object on floor in the center of the circle and rejoin circle. Invite participants to take a turn in the center to demonstrate their own ideas for how the object may be re-imagined. Remind them that this game is played by showing not telling! No words!
- ★ Let the players know that we will observe the person in the center for a time before calling out our guesses. You may also suggest players raise their hands and wait to be called upon before sharing their answers.
- ★ Continue play with the same object until ideas start to slow. Remind players not to repeat ideas and that taking a turn is completely voluntary.
- ★ When one object has been played out, replace it with another and repeat the entire process. This game works best when it moves quickly.
- ★ Close by thanking players and suggesting they look for places, people and things that are re-imagined or re-invented in the show.

NOTE:

Once a correct guess has been offered, consider going deeper. For example, you may ask the guesser, "How did you know? What did you actually see that let you know the stick had become a baseball bat?" Possible answers include, "The way you held and swung the stick." This fine answer will be made even better by asking a follow up question like, "Can you describe the way the stick was held?" Answer might be, "Two hands closed around the stick near the bottom with right hand over left." This type of specific noticing enhances observation skills, results in more accurate guesses and invites clarity in choice making from the players when they take a turn in the center.

If there are no correct guesses, ask the player if there is something they might do to clarify their use of the object. Whisper a suggestion if needed. Assuming the guessers figure it out after an adjustment, ask them to share with the player what helped them figure it out? What did they see the player do to clarify their choice?

To encourage play from everyone in the circle use the time when switching out objects to invite others in the circle to try, "Who else would like to give it a try?" or, "I'd love to see some new folks give it a try."

MAGIC IN THE IMAGINATION

PETER'S WRITING JOURNAL

For Students 3rd - 12th Grade

This Creative Adventure is designed to begin a few weeks prior to the show's arrival and parallels Peter's experience of using the writing journal given him by J.M. Barrie:

Materials Needed:

- ★ Writing journals
- ★ Pen or pencil
- ★ Creative journaling prompts

Objective:

Explore imagination through creative journaling like the characters of Peter and J.M. Barrie in *Finding Neverland*.

Activity:

- ★ Provide participants with writing journals and pens or pencils.
- ★ Below are a series of creative journal prompts ready to print and share with all participants. Each task is designed to activate the participants' powers of observation, imagination and creativity and are to be recorded in their journals.
- ★ Make sharing the prompts part of the fun! Consider sharing as treasure hunt clues, via e-mail, text, or printed and inserted right into the journal, for example. Because you will be starting well in advance of the performance, consider delivering the prompts one or two at a time. This will allow full exploration of the current prompt(s) without revealing what comes next. If working directly with participants this will allow your team to build an on-going relationship with your patrons. When partnering with schools, you might find these ideas for sharing prompts useful for educators, as well.
- ★ Be sure to invite the participants to bring their journals to the pre-show event!

CREATIVE JOURNAL PROMPTS

- | | |
|---|--|
| 1. Go to a public space you enjoy: local park/playground, shopping mall, airport, etc. What do you see there? In your journal, describe everything you see in detail. Maybe you'd also like to take a photo or sketch what you see. | 5. Return to the public space you wrote about before. Who do you see there? Select one person to observe. In your journal describe how this person walks, talks, everything you notice. Repeat two more times by selecting additional people to observe. |
| 2. Review your first journal entry. What else do you imagine this place could be? Could the ground/floor become the surface of another planet, a floor made of candy, or something else? Re-imagine the environment and describe what it might be like to spend time there. | 6. Look over your previous journal entry. Thinking of the people you wrote about, which animal do they most remind you of? Consider how the qualities of the animal match those of the person. Be specific when recording your thoughts in your journal. |
| 3. If you could live in a place where you'd never grow old, what would it look like? What would you see, hear, and do there? In your journal, describe this place in detail. | 7. Select a favorite idea from each exercise and weave them together to create a new story. Consider how the setting and characters from your journal would work well together! |
| 4. Describe your favorite pet or animal. If this pet or animal could talk what would they sound like? What would they talk about? Write a conversation you might have with your pet or other animal. | 8. Take your story and see if you can adapt it into a script! What will the audience need to see and hear on stage to understand the story? Create the dialogue. What will the characters say to one another? |

MAGIC IN THE IMAGINATION – Pre-Show Event: (60 minutes)

Materials Needed:

- ★ One chair per participant arranged in a circle
- ★ Additional paper and pens/pencils for pre-show event
- ★ Clipboards or tables to lean on when writing
- ★ Have the title, “*The Lamentable Tale of Lady Ursula*” pre-written on index cards (1 per group) or on flip-chart.

Objective:

Share the experience of creative journaling with fellow participants and explore what might be created through collaboration in order to develop an understanding of the creativity expressed by the characters in *Finding Neverland*.

Activity (60 minutes total):

- ★ Play Creative Speculation on page 4. (10 minutes)
- ★ If chairs are available, have chairs arranged in a circle prior to the start of the event. Creative Speculation will take place with each person standing in front of their own chair.
- ★ Transition from game by inviting participants to have a seat in the circle. Begin a conversation with participants sharing their experience of the journaling exercises. (7-10 minutes)
- ★ Inform groups that they have been asked to write a new play with the title: “The Lamentable Tale of Lady Ursula.” Reveal title on flip chart or pass out index cards with title.
- ★ Advise groups that they have 15 minutes to create the opening scene to the play, which is to take place in the setting the group has just selected. Ask groups to consider what the audience will need to see and hear in order to understand and enjoy the play. Remind them that the process is the important part and that polished results are not expected.
- ★ Check in with groups and side coach, as needed.
- ★ Each group presents their scene to the full group.
- ★ Wrap up with a conversation reflecting on the process and the artistic choice making observed by each group involved.

Possible questions to facilitate the conversation:

- ★ Do you think working with your journal influenced your ideas in the game we just played?
- ★ Which was your favorite journaling challenge?
- ★ What were some of the locations you observed and wrote about in your journal? How did you re-imagine those places?
- ★ Do you find yourself looking at things and thinking about them differently now?
- ★ Split the large group into smaller groups of 4-6 people. They will need their journals, plus one sheet of paper and pen/pencil per group. Each small group should form their own circle of chairs.
- ★ Take the next few minutes to have each group member share a brief 1-2 minute selection from their favorite description of an imaginative setting, created in journal assignment Number 2, with their group. (5-7 minutes)
- ★ Instruct groups to select one of the settings shared, or combine elements from two or more settings, before taking the next step in their work.

Note:

Should there be more than four groups, or time is short, consider pair-sharing. To pair-share two groups are partnered so that each group presents to just their partner group. This saves time by allowing multiple groups to present at the same time.

Possible Reflection Questions:

- ★ What was your group’s first reaction to the title?
- ★ How did you decide what the tale should be about?
- ★ Was it difficult to use the setting you selected for this tale or did it help guide your choices?
- ★ What were some of your biggest challenges?
- ★ Were you able to address these challenges? How did you do it?

THROUGH THE EYES OF A CHILD

EXPLORING CHILD PLAY

For Adults

This pre-show Creative Adventure is designed to encourage the transition from the work day into the world of child play and imagination that is ever present in *Finding Neverland*.

Materials Needed:

- ★ Flip chart and marker
- ★ Paper
- ★ Pen or pencil
- ★ Space to move
- ★ Chairs
- ★ Clipboards or tables to lean on when writing

Objective:

Reconnecting to memories of child play and nursery rhymes while collaborating to write and stage a performance piece that combines these elements, as takes place in the song, “Play” in *Finding Neverland*.

Activity (60 minutes total):

- ★ Play Creative Speculation on page 4. (10 minutes)
- ★ Transition from game by inviting participants to have a seat in the circle. Ask if they remember how they used their imaginations as children. Have participants brainstorm memories of play from their own childhood. Collect answers on flip chart under the heading “Child Play.” (7-10 minutes)
- ★ Make a new column (or start a new flip chart page) with the title, “Nursery Rhymes”. Ask participants to share some of their favorite nursery rhymes. They may choose to both name them and recite them. All are welcomed to join in reciting!
- ★ Divide into groups of 4-6 people. Each group will need their own space to work. Distribute one sheet of paper, a pen or pencil and one clipboard to each group.
- ★ Ask groups to select one favorite type of child play and one favorite nursery rhyme from the lists they think would be fun to explore further.
- ★ Once they’ve made their choices, explain that their challenge is to find a way to combine their selected nursery rhyme and child play into: a game, drinking song, or dance/movement piece, or combination of all three, that will remind their audience of the value in seeing the world “...through the eyes of a child.” Their work will be shared with the group.
- ★ Remind groups that they should consider what they want their audience to see, hear and understand from their presentation.
- ★ Invite participants to include elements of the Creative Speculation game; they may also borrow known melodies and movement from the ideas they are combining, etc.
- ★ Groups have approximately 15 minutes to prepare their piece.
- ★ Check in with groups and side coach, as needed.
- ★ Each group presents their scene to the full group. Should there be more than four groups, or time is short, consider pair-sharing. See page 6 for a note on pair-sharing.
- ★ Once groups have shared, spend time reflecting on the artistic choice making and problem solving of the groups and their process throughout the experience.

Possible Reflection Questions Include:

- ★ How do you think the use of imagination changes with age?
- ★ How have advances in technology changed the way children today play?
- ★ To what degree has our technological age shifted life in a fashion similar to the Industrial Age?

LIVE BY THE HOOK!

EXPLORING SCENIC DESIGN ELEMENTS THROUGH IMAGINATIVE PLAY

For Age 6 through Young Adults

An exploration of the ways in which stagecraft creates magic in *Finding Neverland*.

Materials Needed:

- ★ Flip chart and marker
- ★ Space to move
- ★ Chairs
- ★ Each group will need a collection of some everyday props to include: bed sheets, mops, chairs rope, anything from which the physical essence of a Pirate Ship may be created.
- ★ Rules of Play Cards on page 9 pre-cut

Objective:

Explore the design, staging and creation of a pirate ship using everyday items in preparation to see the artistic choice making involved in creating the pirate ship during “Stronger,” in *Finding Neverland*.

Activity (60 minutes total):

- ★ Play Creative Speculation on page 4. (10 minutes)
- ★ Transition from game by inviting participants to have a seat in the circle. Have participants brainstorm about the role of scenery in a show to be recorded on flip chart. (7-10 minutes)
- ★ Each group receives a prop box/bag and “Rules of Play” card.
- ★ Working together, create a pirate ship using only the provided props, your bodies and your imaginations.
- ★ Create your pirate ship in a way that is repeatable so that you will be able to share it with the full group.
- ★ Consider the characters who belong on your pirate ship and decide if they are involved in creating their own pirate ship?
- ★ What will enhance the audiences experience. Will you need dialogue and/or sound fx, for example?
- ★ Each group presents their scene to the full group. Should there be more than four groups, or time is short, consider pair-sharing. See page 6 for note on pair-sharing.
- ★ Once groups have shared, spend some time reflecting on the choice making and problem solving of the groups and their process throughout the experience.

Possible questions include:

- ★ What is the role of scenery in a musical or play?
- ★ What do we learn about the story from the scenic design?
- ★ Do you think it's possible to bring a setting to life in front of the audience as part of the action rather than just between scenes?
- ★ When you think of a pirate ship what do think of? What would you expect to see?
- ★ Who would we expect to see on a pirate ship?
- ★ If we want to show a pirate ship on stage, would we need to see all the details to understand that it is a pirate ship or just some of them?
- ★ What would be most important to see in order to understand that we are looking at a pirate ship?



- ★ Divide into groups of 4-6 people. Each group will need their own space.
- ★ Let groups know that they have been selected to team up to create an exciting scenic effect!

Possible questions include:

- ★ What did you notice about the choices each group made?
- ★ Who would be willing to talk a little bit about your process? How did you make your choices?
- ★ What were some of your biggest challenges?
- ★ Were you able to address these challenges? How did you do it?
- ★ If you could do it again what would you do to make your pirate ship even better?

RULES OF PLAY

Pre-cut these Rules of Play cards and provide one per group as directed in the activity.

RULES OF PLAY

- Create a pirate ship in a way that can be repeated and shared with your audience.
- Use only your imagination, provided props, bodies and voices.
- Consider using sound fx and/or dialogue.
- What does your audience need to see and hear to understand what you are creating?

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- Create a pirate ship in a way that can be repeated and shared with your audience.
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