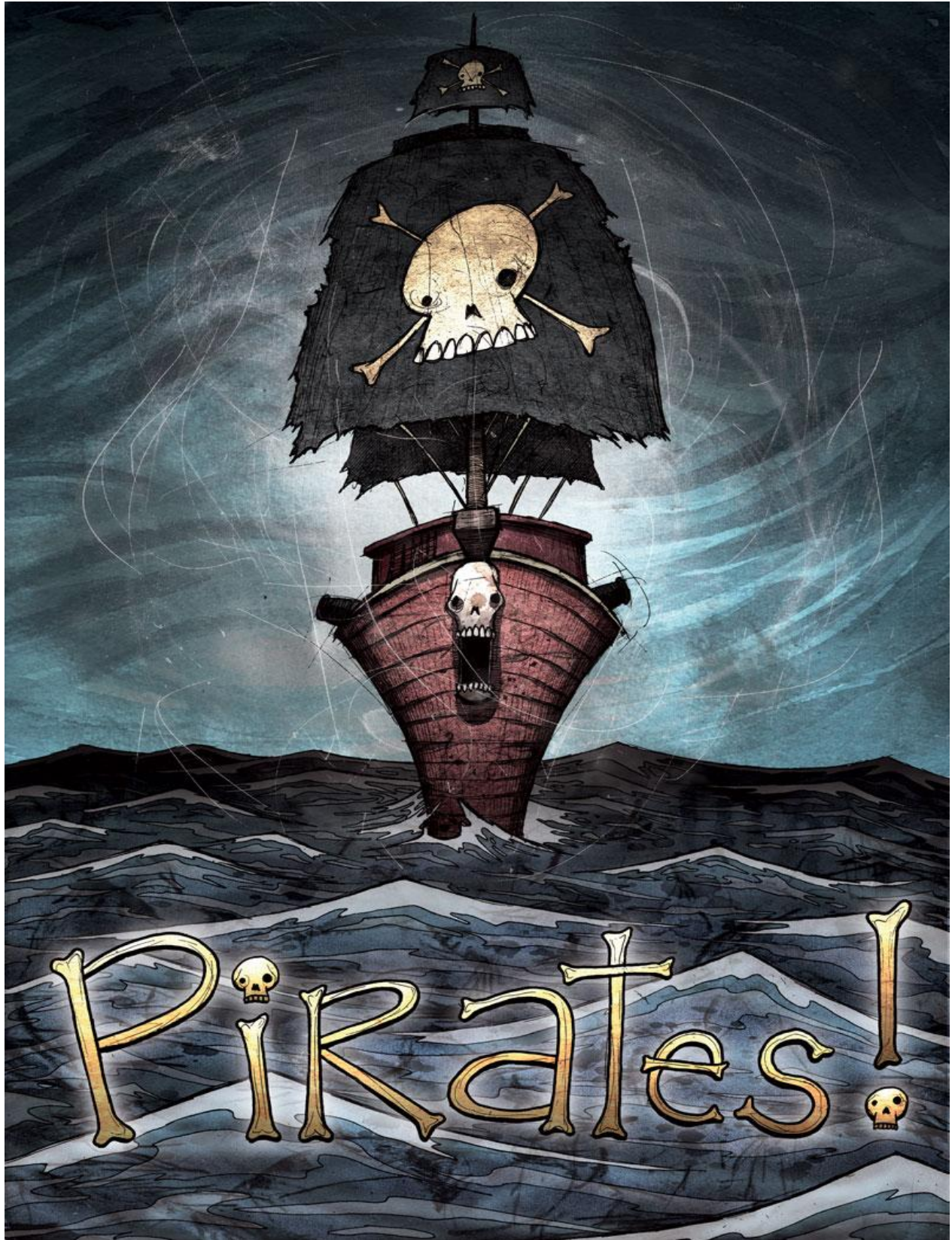


**POLKA
THEATRE**

World-class theatre
for children



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Dear Teacher/Parent

We do hope you enjoyed the show! Here are a few activities for you to do with your children after you have seen the performance. Most of these exercises are drama based and are good for developing speaking and listening skills.

Key
Stage
2

All activities are appropriate for Key Stage 2 pupils



Warm Up

In an empty space, preferably a hall, divide the class into small groups. Using only their bodies, each group must work together to create a shape or object in only 10 seconds. To introduce the idea, start with simple shapes such as a square and a triangle. Move onto to more difficult objects; such as a slide or a car. Next try making a treasure chest, sailing boat and even gold pieces!

Try the exercise with the whole class involved; allowing only 10 seconds to complete the task. Create a sense of tension by counting out loud!



Keeper of the keys

One pupil sits blindfolded in the middle of a circle, the *Keeper of the keys* is protecting treasure from greedy pirates. Another pupil sitting in the circle must try to steal the treasure by walking around the keeper once and then as quietly as possible, try and take the treasure. The blindfolded pupil must listen for any movement and point to where they hear the pirate. If they point correctly, the pirate is out of the game, allowing another pupil a chance. The *Keeper of the keys* can be allowed up to 3 guess's for each pirate, after which they too must return to the circle.



Grandmother's footsteps

Pirates have a reputation of stealing treasure and goods. Become a pirate yourself and see if you can work together to get the treasure back to your ship. Place a small object (preferably one that makes a sound such as a bunch of keys) on the floor, on one side of the room. One pupil will stand behind the object and become the protector of the treasure. Everybody else

must start to walk slowly from the other side of the room when only the protector's back is turned. When the pupil turns around, everybody else must freeze, if you are spotted moving, you will have to return to the start. Once a pirate has retrieved the treasure, you must all work together by passing the object secretly to each other until it reaches the other side. If the protector sees who has the treasure, everybody must return to the beginning and start over again.



What's my Pirate job?

In a clear space, mime a task that would have been carried out by a pirate on their sailing boat: such as sweeping the decks or cleaning the barrels. Consider all the different jobs that are required when living and working on a boat. How would you act out these tasks? How would you feel doing the same job every day? How do you respond to the other pirates on board? How will you respond when the ship is under battle?

Pirates spent most of their time on the seas. Create the atmosphere of the ocean, what might you hear and see, during the day and at night? Create these sounds and images in groups using your bodies. The rest of the pupils may try and guess what your image represents. Use the pirate's words exercise below to add dialogue to the scenes. Include the pirate mimes above, how does your character interact with the scene? Pirates travelled around the world on the seas, consider the different countries and continents they visited. Explore these lands as part of the exercise.



Learn Pirate speech

Learn different words and phrases:

Aye - Yes

Arrrrrr! - A general expression of glee

Ahoy - Hello

Avast! - "Stop that" or "Who goes there?"

Blimey! - An exclamation of surprise

Crow's nest - A small platform, sometimes enclosed, near the top of a mast, where a lookout could have a better view when watching for sails or for land

Cutlass - A curved sword and traditional pirate weapon

Fair winds! - Goodbye, good luck!

Grub - Food

Hands - The crew of a ship; sailors

Lad, lass, lassie - A way to address someone younger than you

Lookout - Someone posted to keep watch on the horizon for other ships or signs of land

Me hearties - Typical way for a pirate leader to address his crew

Port - The left side of the ship when you are facing toward her prow

Sail ho! - "I see a ship!" The sail, is the first part of a ship visible over the horizon

Shiver me timbers! - An expression of surprise or strong emotion

Spyglass - A telescope

Starboard - The right side of the ship

Walk the plank - A piratical execution. The victim, usually blindfolded or with bound hands or both, is forced to walk along a plank laid over the ship's side, to fall into the water below.



Drama exercise

Captain Freely and Captain McGovern climb into a magical treasure chest and reappear somewhere else. If you had a magic treasure chest, where might you want to appear? Begin to explore new places and surroundings. What can you see and hear? How does this new place make you feel? Brainstorm ideas and create the environment using yourselves. Try using the shape exercise to create interesting scenes, the rest of the pupils can use these sculptures as a setting to begin to explore these places. Be imaginative as possible.



Object exercise

Pirates traditionally collected much treasure; they also have a reputation for stealing treasure from passing ships and trade boats. Investigate the different types of objects that were valuable to pirates. Research and gather a range of objects to use in these exercises.

Sitting in a circle, select one object to be passed around, each pupil must give the object a new identity and purpose. For instance, a wooden spoon may be used; the pupil will change the object by describing and miming this, such as: a broom used to sweep the decks. Each time the object changes, relate the description and mime back to a pirates theme.



Improvisation with objects

In pairs, one pupil will take on the role of a tradesman; their job is to sell an object to their partner, a pirate. The tradesman must describe and demonstrate the benefits of this object in order to convince their partner to buy. They can also discuss a suitable price. Once a sale has been accepted or rejected, question each pupil about the challenges involved with the task. Which words and descriptions made the object more desirable?



Story building

Sitting around a circle, one pupil begins by telling a story related to an object they are holding. Each pupil will take in turns to contribute to the story. Be imaginative as possible, and include lots of detail and description. By end of the circle, there should be an interesting story unfolding the history of the object.



Treasured objects exercise

In *Pirates*, Jim's name is written on the magical treasure chest; he has a special attachment to the chest and feels sad when Captain Freeley takes it away from him.

Ask the children to bring an object they would like to share with the rest of the class. Place all the objects in a box; one pupil at a time can select any object. Carefully holding this item, the pupil should describe what they see and why they chose this particular object. The pupil who the item belongs to, can explain why it is special to them, how old it may be, where it is kept at home. They should also express how they feel about somebody else handling their special object.

Extend this task into a literacy exercise; explore your feeling about sharing, when something is lost or taken away from you.



Forum Theatre

Jim discovers a letter from the King of England. The letter offers a pardon to Captain Freeley, for all her past crimes. However Captain McGovern is reluctant to offer the pardon; he refuses forgiveness for the pirate's crimes. Using the scenes below, allow the audience to freeze the scene, and suggest different actions and dialogue, in an attempt to change the outcome of the scene and possibly resolve the Captain's differences.

CF – Captain Freeley
CM – Captain McGovern

Extract from Pirates:

CF What's this?
Jim A letter from the King of England.
CF And where'd you get it?
Jim I took it from Captain McGovern, by force. The King offers you
 a chance-to come home-read it. He will forget and forgive all
 your past crimes and let you live-all you have to do-is stop
 being a pirate.
CF Me? Stop being a pirate?
Jim You'll be free Cap'n. Free.
CF I thank ee kindly Jim-I do-but I can't stop being what I am- and
 as for freedom-I won't have that-no Jim-not at home. I'm a- –a
 wanderer. What kind of life do you think the King and the
 Captain would let me live? A life on land-LAND! Make me live
 in a town, in a house –with walls-put me in clothes I can't run
 in, shoes I can't stand in. They'd take my ship-my sword-
 make me fetch and carry, cook and clean, is that the life for
 me Jim?

Upon his arrival, Captain McGovern and Captain Freely begin to fight.

JIM Stop it –stop fighting-stop fighting-please-please.
 Just-stop it-forever and ever.
CM Go home Jim-go on
CF You have an appointment to keep.
Jim I will not go- until you throw down your swords-throw them
 down now.
CF Jim lad-this is something you cannot control, cannot stop.
Jim But you must stop one day-you'll have to-you'll just have to.
CM This is our fight lad-ours.
CF And you are not the cause of it-so open the lid Jim.
CM Tis time for you go.
 [Music-he opens the lid-it is now empty. He gets in and closes
 the lid-the Captains fight.]



Research and hot seating exercise

Research some real life Pirates. Investigate what type of clothes they wore, what they did on a daily basis. Which country they come from?

Blackbeard is a famous English pirate, who earned his nickname from his thick black beard and fearsome appearance. Anne Bonny was one of the very few female pirates at the time.

Discover some interesting and fun facts about the different pirates in history. Extend this exercise by asking the pupils to become their favourite pirate. Sitting in a chair in front of the class, ask this pirate any questions about themselves. The pupil must answer in role, adopting the character of their chosen pirate.



Creative writing

Jim spent some time on both the pirate and sailor ship, imagine you are Jim, and write a letter to somebody back at home describing your life on a ship. What is it like to live and work with pirates? What new things have you learnt? What are the things you enjoy and do not enjoy about the pirates way of life? Captain Freeley makes Jim feel welcome, until she leaves him in the water to make an escape from sailors. How did this leave Jim feeling about the pirate? Express your feelings and emotions of the whole experience.

Extend this exercise by asking the pupils to write a letter to Jim's mother, describing his experiences with the pirates and what it is like to be on their boat. Explain his feelings towards their planned reunion. Jim has not seen his mother for many years, how might he be feeling about this? What might Jim want to say to his mother?

Roll up the letter and place this in a bottle to send back home.



Letter writing

Jim's mother spent many years travelling around the world, visiting different countries. Write a letter to Jim from his mother. Express her experiences from her travels, and how she may be feeling being separated from Jim. What might Jim's mother want to tell Jim about her life?



Craft exercise

Create a Pirate wanted poster! Research real life Pirates and investigate what crimes they may have committed or invent your own. How much reward money will be offered for their capture? What crimes did they commit? Describe their clothing and any distinguishing features that would help identify them.

Tips to make your poster look more authentic:

- Tear the edges of the page
- Wipe a wet tea bag over both sides of the page. The page will turn a light brown colour
- Crumple it into a ball and let dry over night
- Gently open the map, and blot off the excess with paper towels