

The Royal
Lyceum
Edinburgh

TREASURE ISLAND



EDUCATION PACK

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ABOUT THIS RESOURCE

The Royal Lyceum Theatre Edinburgh is delighted to present this Education Pack to accompany our Christmas production of *Treasure Island*. This resource has been designed to provide teachers and students with practical exercises to engage with the story and world of *Treasure Island*. The pack focuses on three primary areas: World Building, Character Development and Storytelling, reflecting the creative process that goes into developing our main stage productions.

Teachers and facilitators should feel free to work through all the exercises or pick and choose those that best suit the needs of your students. No one knows your class like you do, so feel free to adapt the games and exercises as required; there are no limits when it comes to creativity.

The most important part of this resource is to enable your students to think creatively, engage with performance and storytelling, and develop skills that will support them throughout their studies.

Oh, and one last thing... HAVE FUN!

onTAP

If you are coming to see the show or have already been, check out the amazing resource **onTAP**.

onTAP is a free digital resource for teachers and artists to facilitate discussions with children around theatre and dance performances.

The resource was developed by Imagine, who produce the Edinburgh International Children's Festival, and was developed with input from primary schools teachers.

If you are attending *Treasure Island* with a class, this is an excellent resource filled with pre- and post-show activities to engage young people in discussions beyond the performance itself.

You can access the tool via imagine.org.uk/ontap.

WARM UP GAMES

SHARK ISLAND

Ages: All Ages

Objective: Energy Builder / Listening Skills

Preparation

Set out and name some 'islands' around the room using homemade flags or pieces of paper on the floor. The names could be colours of locations such as:

- Fairy Island
- Haunted Island
- Party Island

Nominate one student to start off as a shark.

How to Play

Students should walk around the space in one direction at an average pace with the shark moving slowly at half that pace.

Every so often, call out the name of one of the islands and all the students have to quickly make it to the safety of the island, being careful not to be eaten up by the shark, who can now move at top speed.

Anyone who's caught joins the sharks, and whoever is left standing by the end is Captain of the High Seas.

Variation:

Set students into groups of 3-4. Give them the option to find safety on any island, allowing only one group to an island. As the game progresses, remove one island at a time until one group survives.

If you have named/themed the islands, instruct students to explore/react to the island they are on. For example, if they are on a haunted island, they might act scared or if they are on party island, they should have a dance.

AHOY, MATEYS!

Ages: P4 - 7

Objective: Energy Builder / Listening Skills / Performance Skills

Preparation

All you need is a clear space with no obstacles or trip hazards and a clear instruction as to where the key areas of the ship are (as detailed below). For example, the front of your ship might be the door to your classroom so when 'Bow' is called, all participants make their way to this part of the room. Plus, someone to act as the Ship's Captain (Caller).

How to Play

Students should walk around the space.

If the caller says - then each student does:

"Bow" - go to the front of the 'ship'

"Stern" - go to the back of the 'ship'

"Port" - go to the left side of the 'ship'

"Starboard" - go to the right side of the 'ship'

"Captain's coming" - stop walking and stand to attention, saluting the Captain

"At Ease" - relax and continue to walk around the space

"Seasick" - head to the side of the 'ship' and do your duty overboard

"Jellyfish" - get down on the ground, on your back, and shake your arms and legs in the air

"Rowboat" - quickly find a partner (2 students in total), sit on the ground one behind the other and 'row'

"Octopus" - find 7 partners (8 students in total), gather in a circle and have each person stick a leg out

Variation

Feel free to come up with your own orders, maybe some of the students have thoughts on what actions they could add.

KEEPER OF THE TREASURE

Ages: All Ages

Objective: Goal Orientated / Focus / Performance Skills

Preparation

The class should be seated in a circle, on the floor or on chairs. Something small to act as the treasure or treasure chest that can be easily hidden behind a student's back.

How to Play

Ask the class for one volunteer to be the Keeper of the Treasure.

The Keeper of the Treasure should sit in the centre of the circle and be blindfolded.

Place the treasure next to the Keeper in the centre of the circle.

Silently, select one student on the shoulder to be the Treasure Thief.

Then, students should make their way to the treasure and steal it from the Keeper, returning to their place in the circle with the treasure hidden just behind them.

Once this has been completed, the Keeper should remove their blindfold and guess who in the circle is the Treasure Thief.

If the Keeper selects the Treasure Thief, they have won the game.

You can play this game in multiple rounds with the caught Treasure Thief becoming the Keeper of the Treasure.

Variation:

You can play a variation of the game where the Keeper of the Treasure (whilst blindfolded) must point to the Treasure Thief before they make it back to their place in the circle.

Another possible extension is that the thief has to do a full lap of the circle before returning to their place.

WORLD BUILDING

The exercises in this section are designed to provide students with the opportunity to imagine and bring to life the world of pirates and *Treasure Island*.

DISCUSSION

Ages: All Ages

Objectives: Focus / Creative Thinking / Listening / Cooperation

Preparation

Space to sit together in a circle.

What To Do

Before beginning the main exercises, this is a great opportunity to gauge the students' knowledge of pirates, ships and *Treasure Island*.

Sit the students in a circle and begin by asking questions to help facilitate the start of a discussion about pirates and spark their imaginations of pre-existing understandings. Encourage free discussion between students.

Ask open-ended questions like:

- What do you know about pirates?
- What do pirates do?
- What do pirates look like?
- What do pirates say?
- How do they get around?
- What do they like/look for?
- What do they do with treasure once they find it?

This is an excellent way to engage children's creative thinking and acts as a stepping stone to getting up and embodying the role of a pirate and exploring the world of *Treasure Island*.

SOUNDSCAPES

Ages: P4-7

Objectives: Voice / Creative Thinking / Improvisation

Preparation

Space to sit together in a circle.

What To Do

Explain to students that they are going to create the atmosphere of a pirate ship with sounds.

Ask someone to start making a noise, using either their voice or body to achieve this, without telling anyone what their noise is intended to be. They must repeat their chosen noise or phrase over and over again.

Move to the next student and let them add their noise, and so on around the circle until you have a full soundscape.

Ask the students to close their eyes and imagine where they are.

Finally, ask the students what they heard and saw? What did the landscape, or seascape, look like to them?

Variations

You may want to start this exercise with a 1 or 2 other locations that students might be familiar with to start them thinking. Locations might include:

- City Centre
- Jungle or Zoo
- Swimming Pool

Continues overleaf.

SOUNDSCAPES CONT.

You can split the class into groups and give them different locations to work on. They can then perform these back to the rest of the class, with the other students guessing what each location is.

You may want to extend this exercise by inviting students to choose objects to create the sounds, though refrain from using musical instruments. Instead, challenge students to consider how an object might be used in different ways to contribute to the soundscape. For example:

- Tearing paper to sound like the crunching of snow.
- Sitting on a chair might sound like creaky floor board on a ship.
- Shaking a bit of paper might sound like the wind blowing in a sail.

FIZZY FISH

(A variation of Alphabet Objects or Buzzy Bees)

Ages: All Ages

Objectives: Performance Skills / Movement / Creative Thinking

Preparation

Clear space with room for students to walk around.

How to Play

Students should move around the space. Encourage students to imagine they are a fish swimming through the sea.

To begin with, the facilitator should call out a random letter of the alphabet and everyone has five seconds to make the shape of an object with their body which begins with that letter.

After five seconds, they should freeze. It doesn't matter how correct the shape is. Ask students around the space to guess what each other are.

Now that you have had a few rounds of this, bring in the idea of pirates, ships and the sea. Start calling out things related to this, for example:

- Anchor
- Plank
- Sail
- Ships wheel
- Puffin
- Cannon
- Ship
- Shark
- Jelly fish
- Desert island (in groups)
- Treasure chest
- Treasure map
- Sea monster

Alternatively, you can continue to call out letters and ask students to make a shape that has something to do with pirates, ships or the sea.

You can also ask students for ideas or let them take turns being the caller to engage their creativity and explore their own knowledge of the story and world of *Treasure Island*.

After a few rounds of making shapes, ask students to make a sound to accompany their shape.

Again, ask students around the space to guess what each other are and see how many ideas you can come up with.

Variation

Older groups can do this independently, as well as part of a group. When calling a letter or item, also call out a number, then students have to gather in groups of that number to create their shape.

SHIP BUILDERS

Ages: All Ages

Objective: Creative Thinking / Artistic Design Skills

Preparation

Large clear space and a selection of items/resources to build a 'ship' with.

What To Do

In The Lyceum's production of *Treasure Island*, the ship is brought to life on stage with found objects, creating an imaginative and playful world on the seas.

In this exercise, provide students with space and a selection of resources (this could be anything from desks and chairs, to bits of fabric, gym equipment, etc.).

Split students into groups of 4-6 and ask each group to build a ship out of the items provided. Encourage them to think about what a ship looks like, what you might find on one and how they can use the resources provided to depict this.

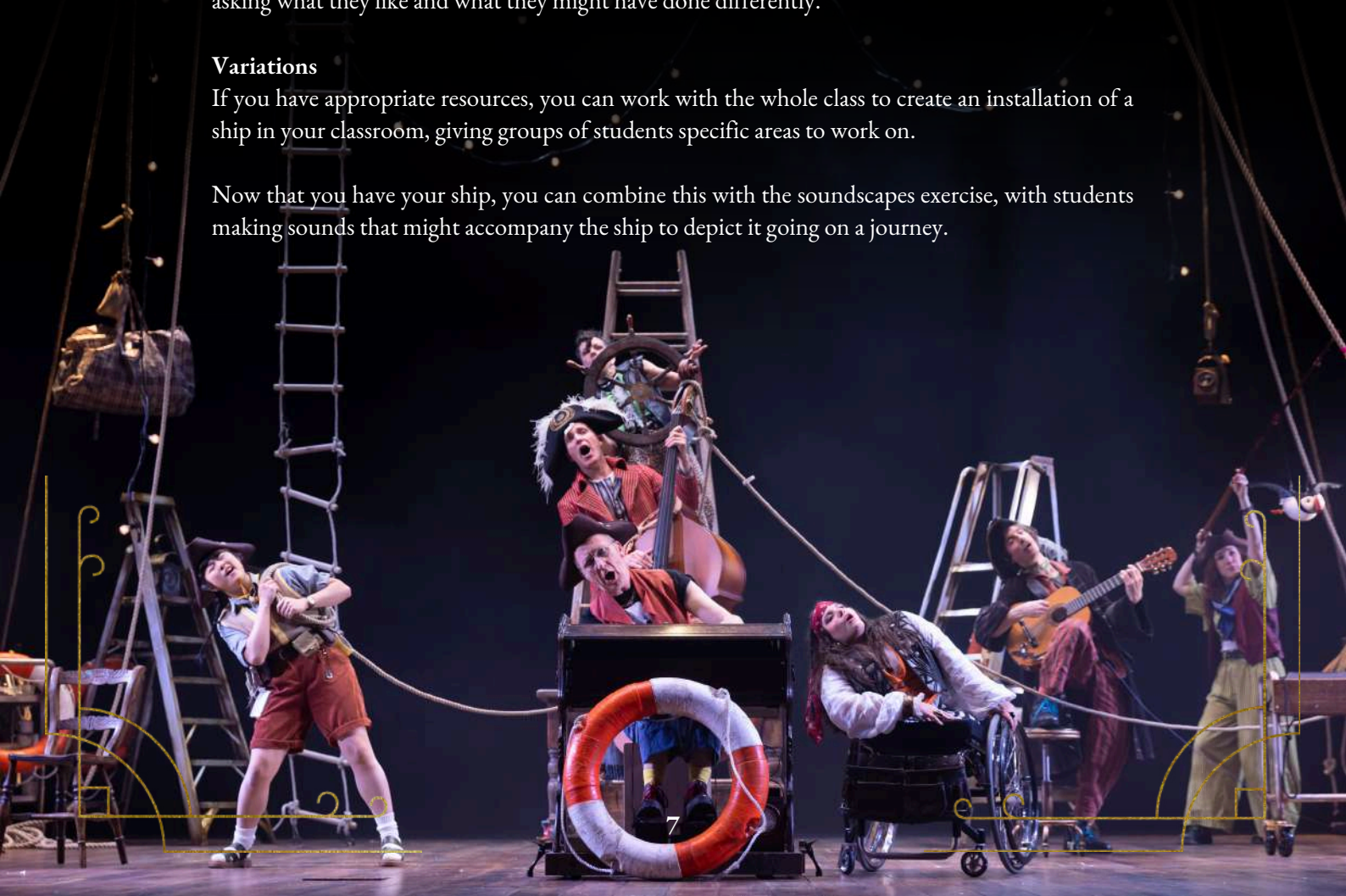
Set a time limit and ask students to take a place on/in their completed ship.

Take each group around the space to inspect each others' ships. Ask them what they see in each ship, focusing on the different creative approaches to the design of each ship and how the resources have been used. Encourage discussion and constructive feedback between students, asking what they like and what they might have done differently.

Variations

If you have appropriate resources, you can work with the whole class to create an installation of a ship in your classroom, giving groups of students specific areas to work on.

Now that you have your ship, you can combine this with the soundscapes exercise, with students making sounds that might accompany the ship to depict it going on a journey.



CREATING CHARACTER

Through this section, students will work to create their own pirate characters and develop their performance skills.

SCULPT - IN PAIRS

Ages: All Ages

Objectives: Collaborative Working / Creative Thinking / Physicality

Preparation

Space for students to work in pairs.

What To Do

Split students into pairs and name one person as The Sculptor and the other as The Clay.

Ask The Clay to stand in a neutral position as The Sculptor slowly moves The Clay's body into a new position to represent their idea of what a pirate looks like.

If a student does not consent to physical touch, The Sculptor may use verbal commands or demonstrate how they would like The Clay to move.

The Sculptor can show The Clay facial expressions to copy.

Once the statues are complete, take The Sculptors on an 'exhibition' so they can see each other's creations and ideas of what a pirate might look like.

After this, swap The Sculptor and The Clay about so they each have a turn.

During this exercise, you can also give The Sculptors specific situations or emotions for them to build into their sculpture. Ideas might include:

- Angry Pirate
- Scared Pirate
- Confused Pirate
- Pirate sword-fighting
- Pirate steering the boat
- Pirate mopping the deck
- Pirate burying treasure
- And more...

Be careful not to let everyone hear these ideas (including The Clays), then other Sculptors can try to guess what is going on in the situation.

Variations

If the class have seen *Treasure Island* at The Lyceum, you could ask them to sculpt a character from the show, thinking about what they have seen on stage.

If they are available, you could incorporate a selection of items or materials to explore how costume and props affect the characterisation.

LEAD WITH YOUR...

Ages: All Ages

Objectives: Performance Skills / Movement / Physicality

Preparation

Clear space with room for students to walk around.

What To Do

Direct students to walk around the room. Now explain that you will call out different body parts that students are to lead with as they walk.

For example, start with the nose. Ask the students to think about what type of character might lead with their nose. Next ask them to lead with their stomach or toes. Try a few rounds of these, encouraging students to be as exaggerated as possible.

Next you can start to call out emotions that might shape how they walk, asking them to think about the speed they walk, the shape of their body, what they might lead with, etc.

For the final round, ask students to start imagining themselves as a pirate, thinking about what you have discussed and explored about pirates, and how they might move. What do they lead with? What are they feeling as they walk? Again, explore different levels of exaggeration, possibly using a scale from 1-10 (1 = not very exaggerated, 10 = completely over the top and silly).

Once students have explored this, split the class into 2 groups and have each group watch each other and discuss what they see.

Variation

Ask groups to create a frozen picture. Each pirate must be 'Led by...' something, and the other groups have to guess what they are led by.

THE NORTH WIND BLOWS

Ages: All Ages

Objectives: Performance Skills / Creative Thinking / Imagination

Preparation

Clear space with room for students to walk/run around.

What To Do

This exercise is designed to help your students think more about their character in terms of physicality, likes/dislikes and behaviours.

Throughout the game, ask students to imagine themselves as a pirate and respond to the game in character. (This may be the character/pirate that they created in a previous exercise.)

Ask students to stand in a circle, with one student standing in the centre.

The student in the centre of the space (the Caller) announces "The North Wind blows for anyone who...", followed by a particular characteristic that a pirate might have. For example:

- "The North Wind blows for anyone who has a pirate hat on."
- "The North Wind blows for anyone who likes to bury treasure."

Everyone to whom that characteristic applies then runs into the circle and switches place with someone else from the circle who shares the same characteristic. As students move about the circle, ask them to move in character.

The Caller must also find a place in the circle, and whoever is left without a space in the circle becomes the new Caller. The game can be played for several rounds, enabling students to develop their character as much as possible.

TREASURE CHEST

Ages: All Ages

Objective: Creative Thinking / Character

Preparation

You will need something to act as a treasure chest and students should have access to items to act as treasure to add to the treasure chest.

What To Do

Ask students to think about what they might put in a treasure chest if they were a pirate.

Students should draw something that represents what they want to put into the treasure chest - it does not matter what the exact item is.

When drawing the item, they should include as much detail as possible.

When putting their drawings into the treasure chest, they should describe what their item is and why it is so valuable to them as a pirate.

Once the treasure chest has been filled, close the lid.

TIP: You can use the filled treasure chest in other games and exercises, such as Keeper of the Treasure (p4).



STORYTELLING

Through this final section, students get a chance to put all their explorations of world building and character development into practice by performing through games and storytelling.

SET SAIL FOR TREASURE

Ages: P1 - P3

Objectives: Storytelling / Creative Thinking / Performance Skills

Preparation

Space for students to work in small groups.

What To Do

This exercise revisits one of the games already played, allowing students to approach them in character with a defined world and objective. The familiarity of the games also enables students to fully immerse themselves in the exercise and focus on their character, world and story objective without getting too caught up learning new rules.

SHIP BUILDERS

Begin by revisiting the Ship Builders activity. You can either use the ship(s) you built earlier or build a new one, with students encouraging them to build the ship in character.

Once the ship is built in each of the areas, ask the pirates to create a still image of something that may happen in that area, creating a story as to why we're moving to different locations on the ship. You can extend this further by asking the pirates to come to life in that image for 15-30 seconds.

AHOY, MATEYS!

Now everybody is on board, play the game Ahoy, Mateys!, but this time ask students to play the game in character as the pirates they have developed, thinking about the different

areas on the ship. Remind them to think about their body and how they move about the space as they complete each of the actions.

After a few rounds of Ahoy, Mateys!, call out "LAND AHOY!".

Tell the students they have arrived on a desert island and must now try and retrieve the buried treasure from a fearsome pirate. This will lead you into the final game, Sneaky Pirates.

SNEAKY PIRATES

Ages: P1 - P3

Objectives: Performance Skills / Focus

Preparation

You will require a treasure/treasure chest for this game and a large, clear space for students to move across.

What To Do

Choose someone to be the fearsome pirate hoarding the treasure. They should stand at one end of the space with their back to the treasure chest just behind them.

The rest of the students must try to sneak up and steal the pirate's treasure.

From time to time, the pirate asks, "Who's trying to steal my treasure?" and the students must call out "WE ARE!" in a pirate voice.

Continues overleaf

SNEAKY PIRATES CONT.

When the treasure hoarding pirate thinks the other pirates are getting close, they should shout “HANDS OFF MY TREASURE!” and start chasing the pirates back to the other side of the space.

Students who are caught are out and must help create an obstacle in the space for the remaining players. The game continues until someone is sneaky enough to steal the treasure.

PERFORM A STORY

Ages: P4 - P7

Objectives: Storytelling / Creative Thinking / Performance Skills

Preparation

Space for students to work in small groups.

What To Do

As a class, ask the students to summarise back the key story points of *Treasure Island* in 6-8 sentences.

Take a note of each of these points on bits of paper, numbering them in order of the scenes. (A summary of the story can be found overleaf for reference.)

Note: If you and the students cannot remember the story exactly, that's no problem. Students can either use the summary provided overleaf or be creative and come up with their own story that utilises the characters they have created and the world they have explored in previous activities.

Split the class into groups of 3-4 students and give each group one of the bits of paper with a key story point.

Encourage students to incorporate the skills they have explored in previous activities and how this might inform their scenes, such as soundscapes for the world, and the body language and physicality of their characters.

If you have access to resources, why not let students use bits of props or costume in the performance.

Remind students that different things can be used in different ways, as demonstrated in The Lyceum's production. Can they think of any examples?

Let each group perform their section of the story back to the class, in order of the story.

Extension

With all the work that's gone into this, why not share it with the rest of the school, or invite family and friends to watch at an assembly.

TREASURE ISLAND

KEY STORY POINTS

THE DISCOVERY OF THE MAP

Jim Hawkins finds and takes a treasure map from an old pirate, Billy Bones, after his death at the Admiral Benbow Inn for Reformed Pirates. This map leads to buried treasure on a remote island in Orkney.

LEITH DOCKS

Jim escapes from a group of pirates after taking the treasure map. He runs to Leith Docks, where he meets the Laird of Leith. The Laird hears of Jim's map and offers the use of his ship, the Hispaniola, to go in search of the treasure. Together, Jim and the Laird recruit a crew for the journey with the help of cook Lean Jean Silver and her Puffin. Together, they set sail for Orkney.

MUTINY ON THE HISPANIOLA

During the trip, Jim overhears Silver and her pirate crew plotting mutiny. The pirates, led by Silver, attempt to revolt against Jim and the Laird once the ship reaches Treasure Island, but luckily they both manage to escape the ship.

THE MAROONED PIRATE

Landing alone on Treasure Island, Jim befriends the marooned Ben Gunn, a former pirate who has been living alone on the island for years. Ben reveals that he has already found the treasure and is willing to help Jim get to it.

TREASURE ISLAND AND THE HUNT FOR THE TREASURE

Jim and Ben Gunn begin their search for the treasure, navigating both the treacherous terrain and the arrival of the pirates. The Laird arrives

on the island and finds Jim. Together, they prepare to defend themselves at the Broch.

THE BATTLE FOR THE TREASURE

A showdown occurs between Jim, the Laird and the mutinous pirates. The pirates win, taking Jim captive, but he eats the treasure map before they can steal it from him. Meanwhile, the Laird escapes and swims to a nearby island for help whilst the pirates force Jim, who has memorised the map, to lead them to the buried treasure.

THE TREASURE IS FOUND

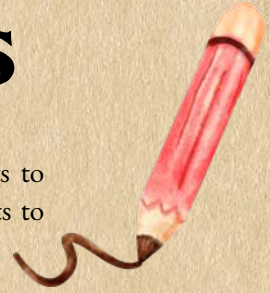
Whilst searching for the treasure, Ben Gunn helps scare off most of the pirates, leaving Jim and Silver to fight one last time. However, together they reconcile, become friends and dig up the treasure together, only to discover there is nothing left. Ben Gunn reveals that he has destroyed most of the treasure in various ways during his time on the island, including burning the paper money to keep warm, writing SOS messages on the shore in gold coins, and even eating it!

REFORMED PIRATES

Years later in the Admiral Benbow Inn for Reformed Pirates, Jim and all the pirates from the story prepare for Christmas, setting up the decorations before Jim's mum, Ma Hawkins, gets home. Together, they sing Christmas songs.

CRAFTY PIRATES

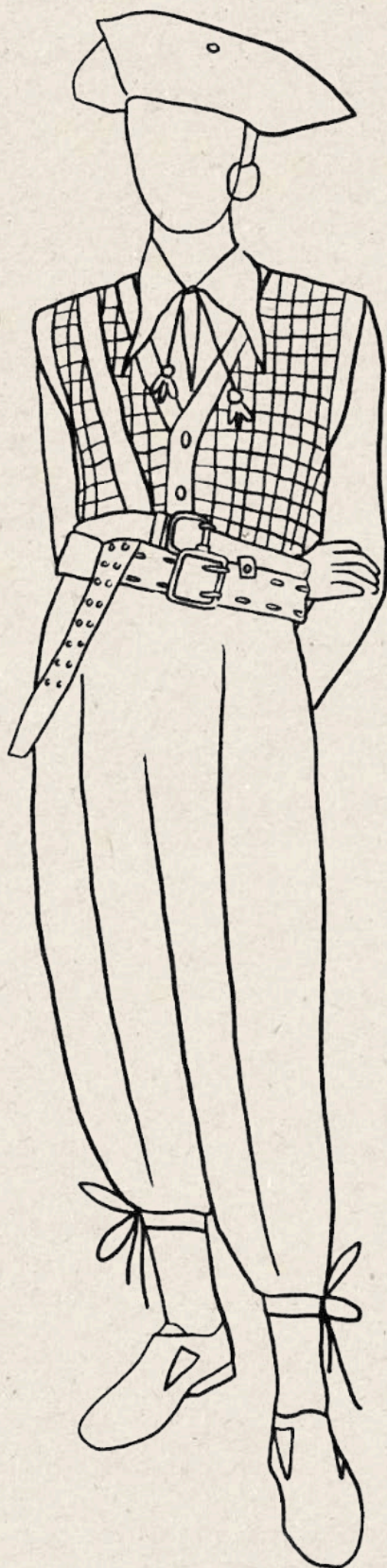
Design your pirate! This is a great cool-down activity that encourages students to reflect on what they have learned and created through the activities. Ask students to draw a picture of their own pirate character and come up with a name for them.



PIRATE NAME: _____

Extra drawing page

Pirate colouring in! Students can use Costume Designer Alex Berry's sketches to design their own pirate outfits fit for a high seas adventure.





LYCEUM EDUCATION PROGRAMME 2024/25



As part of our Creative Learning programme, we offer a range of opportunities for schools and teachers to engage with our work and season shows. Designed for Primary, Secondary and Higher levels, our workshops, tours and education packs support the Curriculum for Excellence and offer creative ways to support and enhance your existing curriculum.

A brief summary of our key offers is available on the next page, or you can find our more on [our website](#).

WORKSHOPS

Designed for Primary, Secondary and Higher levels, our workshops support the Curriculum for Excellence and offer creative ways to support and enhance your existing curriculum.

Christmas is the most wonderful time of the year at The Lyceum and we are delighted to offer a range of workshops to enhance your pupil's experience of seeing our Christmas production. Each 75-minute workshop can accommodate one class and features a range of interactive drama games, exercises and storytelling techniques that will allow pupils to explore the themes and characters in of the production as well as build confidence and teamwork.

Workshops are suitable for upper- or lower-primary levels and our experienced facilitators will tailor content to individual needs if you have any special requirements.

P1-3

A guided workshop in which pupils will create their own pirate characters and head off on a swashbuckling adventure to recover their lost treasure! Exercises will focus on developing skills in teamwork, problem-solving and imagination.

P4-7

A guided workshop in which pupils become the storytellers of *Treasure Island*, bringing the story to life through a variety of games and challenges. Will they choose to change the story along the way, or stay true to the tale? Exercises will focus on developing skills in teamwork, listening and self-expression.

We also offer custom-designed workshops for both Primary and Secondary classes on request. These aim to support studies across the curriculum and can cover anything from general performance skills to a more in-depth topic or subject you are studying. They can be designed on a one-off basis, or as a programme across several weeks.

BACKSTAGE TOURS

So much happens behind the scenes at The Lyceum and we'd love to give you special access! Our tours allow you to get up close to our work by exploring spaces not usually open to members of the public. Tours of the theatre and our production workshop at Roseburn can be arranged.

CLPL

Our CLPL sessions aim to support teachers and educators in using drama in the classroom by developing confidence and equipping them with a range of drama techniques so that this form of teaching and learning can be embedded within their day-to-day practice. CLPL sessions can be tailored to any learning area.

GET IN TOUCH

If you have any questions about the production or how to use this pack, or would like to make an enquiry about booking a workshop or tour, get in touch with our Creative Learning Department at learning@lyceum.org.uk.

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The Royal
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