

THE OPEN SCENARIO

Peter Pan

INTRODUCTION

Open Scenario has a dramaturgic structure as it consists of episodes and outlines a terse story. The story is the adventure of a group of children, an initiation journey that symbolizes the path of transformation and growth aimed at the conquest of independence and self-awareness. Each episode represents a challenge, the experience of a world, the meeting with one or more characters, a critical situation to overcome. The protagonists are the Lost Boys, a group of boys who have a rather unhealthy lifestyle and diet. They have everything, but all they have is of no good: the unhealthy or too abundant food and video games make them heavier, sedentary and lonely. This “unhealthy wealth” is ideally embodied by their benefactor, Peter Pan, a kind of putative father who grants them, by means of magic as well, all that is available to them. As it is common in the course of life, however, this wealth - both magical and illusory - comes to an end: it is an inevitable event and the Lost Boys can't resign themselves to it; therefore, they have to leave Neverland. Thus starts their journey in order to retrieve what they have lost – the best of all possible worlds. Each stage of the journey represents a teaching, a new possible self-knowledge, a new knowledge of one's body and life. Everything they were accustomed to is undermined: they discover new worlds, confront themselves to other characters, face adventures, and discover the pleasure of finding mental and physical solutions (all together) to solve the difficulties. At the end of their journey, the children unmask their protector, who has turned out to be an evil character, and turn their backs to him. They discover the fallacy of the world they inhabited, they understand the value of desires, the importance of making them come true with their own strengths; they discover the pleasures of adventure, the importance of movement and of a healthy lifestyle. They will build their own world - a real world of which they can be the makers. At the end, they are reconciled with Peter Pan who explains the reason of his disappearance, and they understand the reason behind their adventure as well. The children appreciate him again because they realize that he disappeared in order to make them grow up. Relying on the newly acquired maturity and independence, they will understand the meaning of their adventure and get reconciled with the parental figure/the mentor, unburdening this figure from any negative connotation.

Each episode of the Open Scenario consists of a short text with the story, the intentions and decisions of the characters involved, and a range of HIT physical exercises to be performed. For each episode, there are some lines that the children, in a context of improvisation, could speak in relation to the story they are involved in. Each episode is a synthesis of the message, the lesson which aims to impart.

EPISODE 1. NEVERLAND

Story:

The Lost Boys live in Neverland, a kind of ‘Land of Boobies’, an enchanted place where wealth reigns. The children have all they desire: mouthwatering foods and lots of games - mainly video and 2.0 games - are all available to them. This wealth is granted by Peter Pan, who rules over the island and own the stardust. With this magical dust Peter Pan satisfies all the children’s desires and, at the same time, keep his control over them. The Lost Boys spend their days each on their own, in the drowsiness of the game and binge eating, until the island enchantment is broken. Gradually everything disappear or is switched off, there are just few mounds of stardust and some magic sticks of Tinker Bell, which the children have never used. The Lost Boys cannot give an explanation for this event: at the end of the story, they will grasp its possible meaning. Thus, after an initial moment of dismay, because they are deprived of all they used to have, they decide – all together and for the first time – to react and go in search of Peter Pan, who has vanished away with all the things they want back.

Consideration:

Changes can be difficult and frightening but they are necessary to our growth. One should know how to handle them. Often, it is difficult to find a reason behind some traumatic events in life, and the meaning of these events can be grasped only retrospectively. Every change implies a transformation and requires movement.

Context and HIIT games description

Key points / tricks and tips:

- 1 Always start with all children in a circle. The teacher introduces the episode.
- 2 Always remind which is the main purpose of the episode and the general goal of the story.
- 3 The teacher takes the participants on an “imaginary and physical journey” transforming the space of the classroom into Neverland: teacher will guide them in the exploration of each room and corridor, describing them and offering details that will stimulate the students to use their imagination and react to the instructions, the participants will engage in physical actions and dramatization. After the children have lost all they used to have: their food and

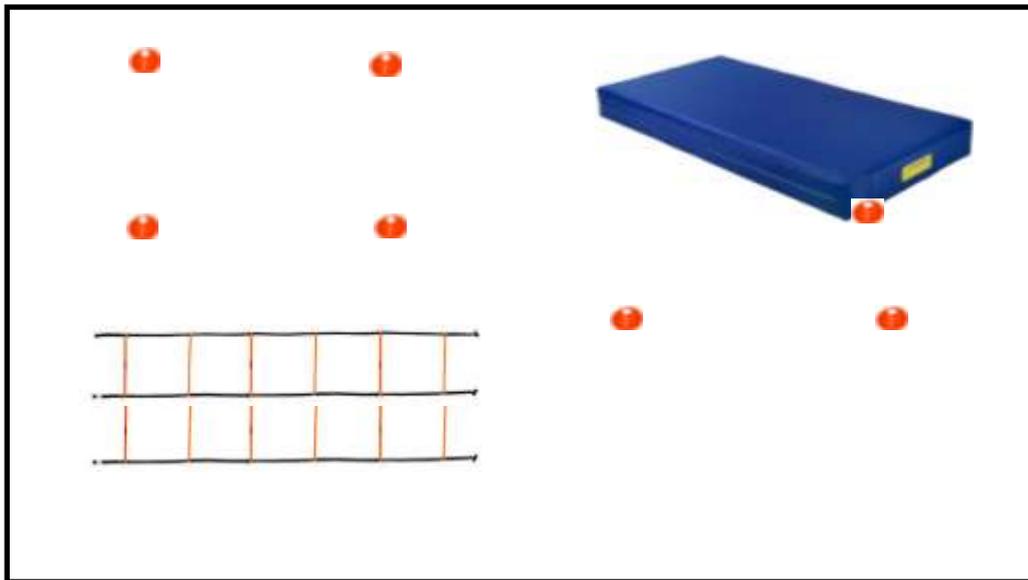
games they start looking for Peter Pan. They can't find him and look everywhere in Neverland.

4 Neverland is now a very dangerous place and wherever they go, they will encounter something strange. They need to be careful.

5 The starting point is the Moving Stairs. The suggested direction of the course is anticlockwise.

HIIT games description:

1. Setting: number 1.



2. Materials: ladders, mattress, cones.

3. HIIT scheme: 4 exercises x 2 times.

4. HIIT duration: 90 seconds of exercise and 120 seconds of rest.

5. Description of HIIT exercises:

- **HIIT 1.Ladders-Moving stairs.** Ickey shuffle on the sport ladder: 2 feet inside one part of the ladder and 2 feet outside of the ladder on the next part.

Theatrical context: the stairs of a bridge crossing a canyon are very dangerous and the participants are moving backwards...they have to try to cross them very quickly!

Rest time: the children stand still in the corridor between one station and the other.

- **HIIT 2. Dips.** We're going up and down with our arms in order to avoid blades/snakes. Snakes Blades are coming from different heights so we have to do jumping jack and burpees trying to avoid them. Theatrical context: avoid snakes/blades that are coming.

Rest time: the children stand still in the corridor between one station and the other.

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- **HIIT 3. The floor is lava.** Skipping from one side to another. Theatrical context: the floor is becoming lava. Rest time: the participants stand still in the corridor between one station and the other.

- **HIIT 4. Crazy ceiling.** We lie face down on the floor and we move together our arms and legs like 10cm up from the ground. Theatrical context: the lost boys find a hut where to shelter but the ceiling is going down so we try not to be smashed, to stop it.

Rest time: the participants stand still in the corridor between one station and the other.

- **HIIT 5. Ladders-Moving stairs.** The second round begins. 2 jumps feet joints forwards and 1 jump backwards. Theatrical context: a very strong wind is pushing me and makes me go backwards

Rest time: the participants stand still in the corridor between one station and the other.

- **HIIT 6. Burpees.** Theatrical context: crocodils are coming from different heights so we have to jump to avoid the low ones and to make a push-up to avoid the high ones

Rest time: the participants stand still in the corridor between one station and the other.

- **HIIT 7. Quick sand.** Jumps feet joints. Theatrical context: quick sand makes impossible to walk normally. We have to reduce the time we pass on the floor. So we jump not to get stuck in the sand. Rest time: the participants stand still in the corridor between one station and the other.

- **HIIT 8. Crazy room.** Push the ceiling with our legs: we lie down on our back, our butt is looking up. We extend our legs and make our butt going upper in order to push the ceiling.

Rest time: the participants stand still in the corridor between one station and the other.

Possible dramatization:

The teacher introduces the theme: the Lost Boys have everything they want and they do everything they like. Everything is there with no efforts to obtain it. Every student will improvise dramatizing his favorite activity: eating hot dogs, playing video games, chatting over the phone etc. The others will copy what each student will propose. At the beginning, the participants don't engage with each other and they have individual reactions to the situation. When they realise that the situation is at stake, the participants connect with each other and engage in dialogues.

The actions have to involve the whole body and encourage participants to push their comfort zone borders a bit further than they are used to.

SAMPLE OF LINES:

P: "Mmm ... yesterday I ate the strawberry mega-meringue, today I'll try that with the flavour of coca cola!!! A new flavour for my mega-meringue collection !!! "

"Wow, this game is so cool! In five hours I almost scored 2,000 points! Three more hours without interruption and I'll be the winner! "

"But where are my crisps? "And who has eaten them?? !!"

"Nooo ... the screen went black!!! There's no signal !!! Damn! I was winning! ... Why is it turned off? Who has cut the power??"

"What's happening?? Even the shelves are all empty! Where are our stocks ?! "

"But where's Peter Pan?"

"Gone ... where? Where is he now?"

"Let's wait ... maybe he will come back ..."

"No, it's pointless to stay here and wait... let's go look for him!!!" "Let's go!" "Come on!"

"Let's explore the island in search of Peter Pan"

[...]

EPISODE 2. OUT OF NEVERLAND.

Story:

The Lost Boys look for Peter Pan, but in vain. They feel disoriented, because they have lost all their amenities and they are now without guidance. They have two options: either they wait for something to happen – e.g. someone coming to help them – or they set out again and take the courageous decision to leave the island and meet the unknown. Their desire to find Peter Pan and regain everything they have lost is very strong, so they eventually decide to leave the island and the only way to do so is to fly off. But they must cross the Black Forest surrounding Neverland. Thus, the children try to do so by using the remaining residue of stardust: they don't know how it works, but they try nonetheless.

Consideration:

Changes require acts of courage and assumptions of responsibility. Courage and responsibility are the way to see one's dreams come true. Trying to achieve one's desires is an act of freedom and, while requiring effort, has the lightness of the flight.

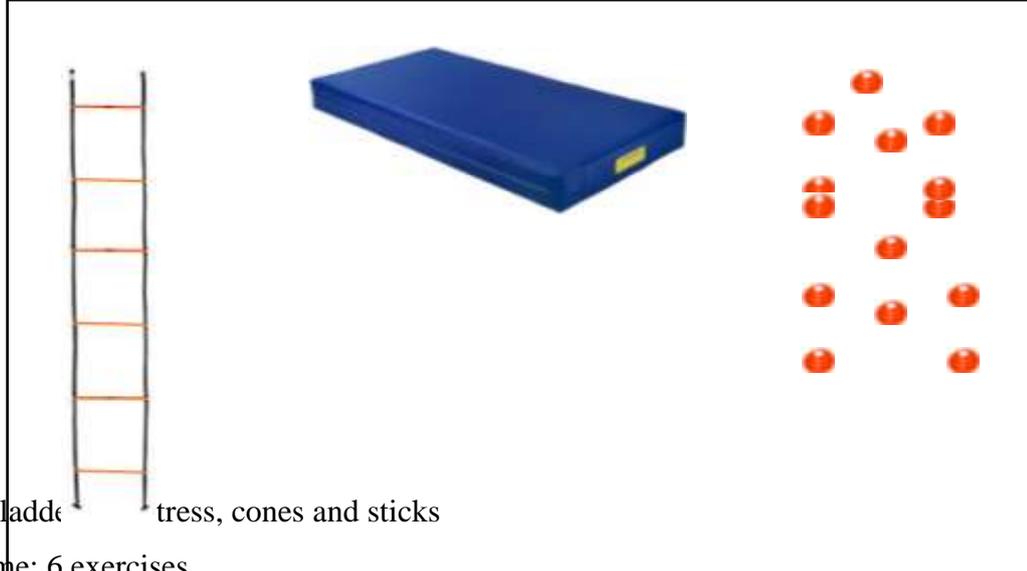
Context and HIIT games description

Key points / tricks and tips:

- 1 Always start with all participants in a circle.
- 2 Always remind the students the main purpose of the episode and the general goal of the story. It is very useful to start from the last action in the previous episode to awake body memory and to connect the work.
- 3 In this episode, the teacher will be the guide and lead the children through the Black Forest. They will face its dangers.
- 4 In the previous episode the participants collect a little magic dust leftover in Neverland. At the beginning of the episode two they try to test the magic dust with the sticks of Tinker Bell.
- 5 During the episode human tunnels and bridges can do the transition from a place to another and this will also be the resting time in between the HIIT exercises. You can be as creative as you like, the aim is to involve everybody and encourage them to use their body.

HIIT games description:

1. Setting: number 2



2. Materials: ladder, mat, cones and sticks
3. HIIT scheme: 6 exercises
4. HIIT duration: 90 seconds of exercise and 120 seconds of rest.
5. Description of HIIT exercises:

HIIT 1. Sticks-Heavy sticks/flying sticks/hot sticks. During the intro everyone has their own stick which all of a sudden start to act weird. The children can try all the three variants sequentially. Exercise will be done in the middle of the space. Theatrical context: testing the magic dust with the sticks which are under the spell.

- a. Stick becomes heavy: hold the stick on your shoulders, do a squat and try to push the stick up as strong as you can so that you don't collapse under the stick.
- b. Stick is trying to fly away: do a squat, jump up and push your stick up towards the sky and try to keep it under control
- c. Stick becomes hot and you need to drop it on the ground: jump over the stick small hops/big hops as the flames are getting bigger. Rest time: Soft wind blowing: take a pair; hold your sticks from the tops and move like 'blowing in the wind'. All pairs create a 'tunnel' with the sticks raised over their heads and one pair after the other can move with the wind to the end of the tunnel, where they will join the others continuing the tunnel from their part.

HIIT 2. Ladders-Mountain climbing. The ladders represent the mountain. The participants are in front of a big mountain and they need to get on the other side. During the exercise the climbing includes: bunny hops, bunny hops from side to side, caterpillar walk. Theatrical context: climb dangerous rocky mountains.

Rest time: on top of the mountain the children realize they can have some fun and they decide to roll down. They end up around the beautiful blue lake (blue mattress), and touch their toes into the water. While resting (around the blue mattress), the children start to feel the humidity and hear buzzing sounds. It is a swarm of insects.

HIIT 3. Insects attacking. Exercise will be done with a partner in the middle of the space. Two children are facing each other and they are trying to touch each other's shoulders, back and knees while protecting herself/himself at the same time. The idea is to get the insects away from the partner's shoulders, behind their back and behind their knees. Theatrical context: fight against insects.

Rest time: slow walking through the forest (area with cones), feeling the fresh air and seeing big and beautiful trees.

HIIT 4. Fight against the spiders. Exercise will be done with a partner in the middle of the space. Two participants are facing each other and putting their hands together. The idea is to push each other by imagining you are trying to get rid of a huge spider. You try to push back at the same time. Same will be done by sitting on the floor and putting the back against each other. Theatrical context: fight against spiders.

Rest time: laying on the floor and looking at the sky and talk about what they see.

HIIT 5. Ladders-Mountain climbing to see the view of the forest. The ladders represent the mountain. The participants are in front of the mountain again and they need to reach the peak in order to have a clear view of the forest so that they can plan a route to get out from there. During the exercise the climbing includes: moving in plank (push up) position, moving the feet and holding oneself tummy up leaning to the hands (plank 'backwards'), and going around in plank position. Theatrical context: dangerous rocky mountains.

Rest time: going calmly through the peaceful forest

HIIT 6. Last try to get through the forest. The exercise is done in a circle. The guide is explaining they are trying to get out of the forest and while they are running they need to a)

jump over rocks, b) avoid branches by going down and c) getting scared by a big flying bird when you go around with swinging big arms. Everyone is running on their own spot. At the same time the guide will say one obstacle (rock, branch or bird) at a time which will be the sign to do the movement. The intensity can vary during the exercise (faster/slower/faster). The run should end happily by being able to catch a bird which will fly the children out of the forest. Theatrical context: join forces against the dangers of the forest

Rest time: flying out of the forest by calm movements that represents flying.

Possible dramatization:

LB: “ No way... Peter Pan’s vanished away” “It’s pointless to go on searching for him!” “And now, what are we going to do?”

“I have not eaten for a whole night! I’m hungry!” “Stop walking! I’m tired! I want to rest” “I want my games, my PlayStation!”

“Calm down and let’s wait here... someone will arrive to bring us away!”

“No, we can’t stay here...” “we must leave Neverland!”

“Come on! We must be confident and set out...”

“The only way to leave the island is to fly! We must cross the forest surrounding Neverland!! How can we do that?”

“We can try with the small quantity of stardust we have...” “Let’s give it a try with the Tinker Bell’s sticks... we’ll see whether it works with us...”

[...]

EPISODE 3. IN THE KINGDOM OF SLEEPING BEAUTY

Story:

The Lost Boys managed to fly off and then they land in the Kingdom of Sleeping Beauty, as written on a sign at the entrance. Yet, Sleeping Beauty is unrecognizable, because she is everything but beautiful and asleep: she looks like a witch; she is awake and really nervous because she spends her time drinking Coca-Cola* and, albeit heavier than she used to be, she never stops moving. She is constantly moving in the attempt of guarding her Coca-Cola against those who venture into her kingdom. The participants wonder whether they should snatch the Coca-Cola from Sleeping Beauty's hands. After some attempts at theft, they decide to go back to their quest.

*We chose Coke as it is one of the most popular soft drinks among young people but for the purpose of this episode, the teacher can decide if it is more appropriate for her class to choose another sugary soft drink such as Soda, Fanta, Iron Bru etc..

Consideration:

The children face their first temptation; balance is important in all aspects of life and must be achieved, and this also applies to food. In nutrition, as in sleep, balance/the right measure is paramount.

Context and HIIT games description

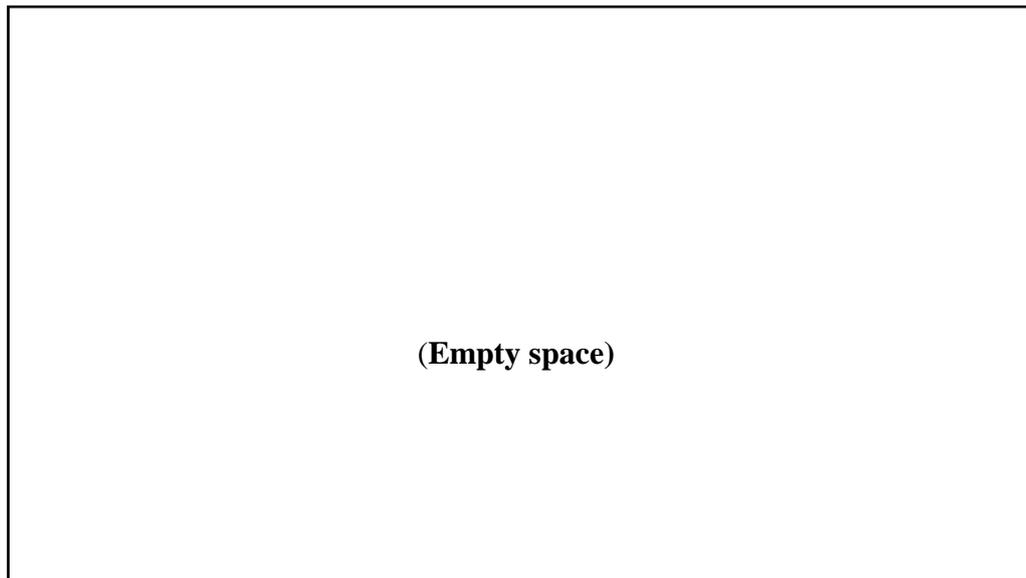
Key points / tricks and tips:

- 1 Start with all children in a circle, always.
- 2 Remember always which is the main purpose for the episode and the general goal of the story. It is very useful to start from the last action in the previous episode to awake body memory and to connect the work.
- 3 The teacher explains the episode; she will play Sleeping Beauty and together with the participants, will decide who will play her assistants (the invention of the characters).
- 4 Each game is repeated twice: at first attempt they do not achieve the purpose (game 1); coke gives energy for a short time, after a rest they have to restart (games 2 and 3). For the

effectiveness of the game, Sleeping Beauty cannot win; only a limited number of Helpers/Assistants should be selected.

HIIT games description:

1. Setting: number 3. (empty space)



2. Materials: ball, cones.
3. HIIT scheme: 3 exercises x 2 times.
4. HIIT duration: 90 seconds of exercise and 120 seconds of rest.
5. Description of HIIT exercises:

HIIT 1. Ball- Steal the potion. The participants see the coke bottles (cones) and want to take the biggest one (ball). Sleeping Beauty is protecting her bottles (cones and ball) and doesn't let the children to take them. Game of Piggy: the participants have to pass the cone/bottle to each other and not let Sleeping Beauty steal it. (x2) Theatrical context: want the coke. Rest time: the participants stand still.

- **HIIT 2. Taste the potion.** The participants have to pass the bottle (ball) to each other, when one gets the ball, tastes the potion and starts to move to move the body randomly and very quickly, performing crazy and senseless actions. The potion is poisoned. After 90 seconds, everybody collapses. Theatrical context: try the potion. Rest time: during the break the participants

understand that Coke is not healthy, because the potion makes them crazy / zombies / etc ... and decide to leave the realm of Sleeping Beauty.

HIIT 3. Escape from Sleeping Beauty. It's a tag-game. The participants try to escape from Sleeping Beauty and her assistants, but they are not going to let them escape so easily. When Sleeping Beauty and assistants touch the children they become crazy (x2). Participants can be set free by another participant who has not yet been touched by Sleeping Beauty and her assistants.

Theatrical context: want to escape. Rest time: save in a safe place they find an exit point, it is a river and the participants swim away like fishes.

Possible dramatization:

L.B.: "Hey, but is that Sleeping Beauty?"

"I thought her different!"

"... Indeed, she is pretty frantic!"

"Hey, she has a load of Coca-Cola! And she drinks it all!!!"

"Damn! ... Coca-Cola! I have not drunk Coca-Cola for two days!" "I crave it!"

"Let's try to distract her ... so that we can have some of it!"

S.B.: "Again! New pests in sight ... they all come here to beg for my Coca-Cola!!! But they won't get a drop of it!"

P: "Hey mates, I'm fed up with Coca-Cola and this girl who never stops moving... let's go ... we're losing time and energy." "Let's go!"

[...]

EPISODE 4. IN THE LAND OF THE GENIE OF THE LAMP

Story:

Getting away from Sleeping Beauty's kingdom, the Lost Boys find themselves in a large and dangerous garden that is part of the land where the Genie of the Lamp lives. The Genie has a great personality and tells the Lost Boys that he has strong magical powers and can do whatever they want. The Lost Boys want to know where Peter Pan is and how to get to him, but the Genie promise to reveal this secret only after having played with the children. When the games are over, however, the Genie does not keep the promise and the children decide to leave this land as well.

Consideration:

We must recognize and defend ourselves against the evil masters, the false guides who use their power and promise, because of selfishness, to make the others' dreams come true. It is important to share these dreams and respect those of the others, but never to annihilate ourselves into them and always respect our own. The things to be achieved require effort, you should not trust who offers easy shortcuts.

Context and HIIT games description:

Key points / tricks and tips:

- 1 Start with all children in a circle, always.
- 2 Remember always which is the main scope for the episode and the general goal of the story. It is very useful to start from the last action in the previous episode to awake body memory and to connect the work.
- 3 In this episode, the teacher will be the leader
- 4 The leader will perform the Genie of the Lamp for the whole episode. It is meaningful and poignant that the teacher plays the role of a bad teacher exaggerating the bad behaviors with

humor, so that at the end they can all engage in a discussion about teacher's role and student's role.

- 5 During this episode the participants try to get back what they had in Neverland (food, games and their leader Peter): at first they think that the Genie can fulfill their needs but they soon realize that he is a bad master.
- 6 Each game is repeated twice: at first attempt they do not achieve the purpose.

HIIT games description:

- 1 Setting: number 2.



- 2 Materials: ladders, mattress, and cones.

- 3 HIIT scheme: 3 exercises x 2 times.

- 4 HIIT duration: 90 seconds of exercise and 120 seconds of rest.

- 5 Description of HIIT exercises:

- 1. **Ladders-Cross over the rocks.** Ladders represents rocks. The rocks are placed on a river and they are not stable. In addition, there are angry fishes in this river that try to bite the children's feet...they have to be fast to cross them! Different agility foot works have to performed with ladders. (x2) Theatrical context: fight against instable rocks and dangerous fishes. Rest time: the participants stand still in the corridor between one station and the other.



2. Mattress-flying carpet of the Genie. The mattress represents the flying carpet. The Genie is tricking the children and he asks them to make it fly. Skip movements, running drills, and different agility foot work on the mattress or on the side of the mattress to try to make it fly. (x2) Theatrical context: to try the carpet to fly away in search of Peter Pan. Rest time: the participants stand still in the corridor between one station and the other.



3. **Cones-Find the right code/combination using mushrooms to open the fence.** Little cones of different colors represent the mushrooms. The participants are realizing that Genie is only tricking them and, therefore, they try to escape from him. To do that, they have to push the right combination of mushrooms to open the final fence. Different running bouts among cones touching them in different ways (only red ones, only yellow ones, one red and one yellow, and so on...). (x2) Theatrical context: to find the right combination to escape
Rest time: the children stand still in the corridor between one station and the other.

Possible dramatization:

L.B.: “What an awful place, bristling with rocks and ravines!”

“We are now on the island of the Genie of the Lamp!”

“At last! He can advise us about how to find Peter Pan” “It's a magic lamp, you have to rub it to know whatever we want, only rub it!” “Easy, isn't it?”

“Let's ask him!”

G: "It's been a long time since someone passed here! I was bored to death! At last, someone I can play with and teach something! Guys, I'll help you, but before that, you must play with me!"

[...]

EPISODE 5. IN THE KINGDOM OF SNOW WHITE

Story:

Fleeing from the Genie, the children arrive in the realm of Snow White. When Snow white defeated the Wicked Witch and ascended the throne, she decides to produce apples – poisoned apples –; she built a factory, and put the Dwarfs to the very hard labours and to the production of apples. Indeed the economy of the kingdom is based on exercise and the workforce of the Dwarfs. When the participants, after entering the factory see the apples, red, big, and tempting as huge candies, they decide to steal them and taste them. But they soon realize that they are poisoned and they have to fight against the Seven Dwarfs who are guarding those apples. The Lost Boys, before escaping from the realm of Snow White, try to convert the apples from poisoned to healthy. To do that, they reach the garden outside the factory and try jumping on the trees to put the apples on the branches. And they do that with the Dwarfs' aid, who in the meantime have been released from forced labour. At the end they can continue in their search for Peter Pan.

Consideration:

Natural products do well, it is important to respect them. Physical exercise must be supported by a balanced and healthy diet. Physical exercise and effort are important in the right measure and must be done willingly, not forcibly. The exercises and efforts must be done with pleasure and shared with the others.

Context and games description

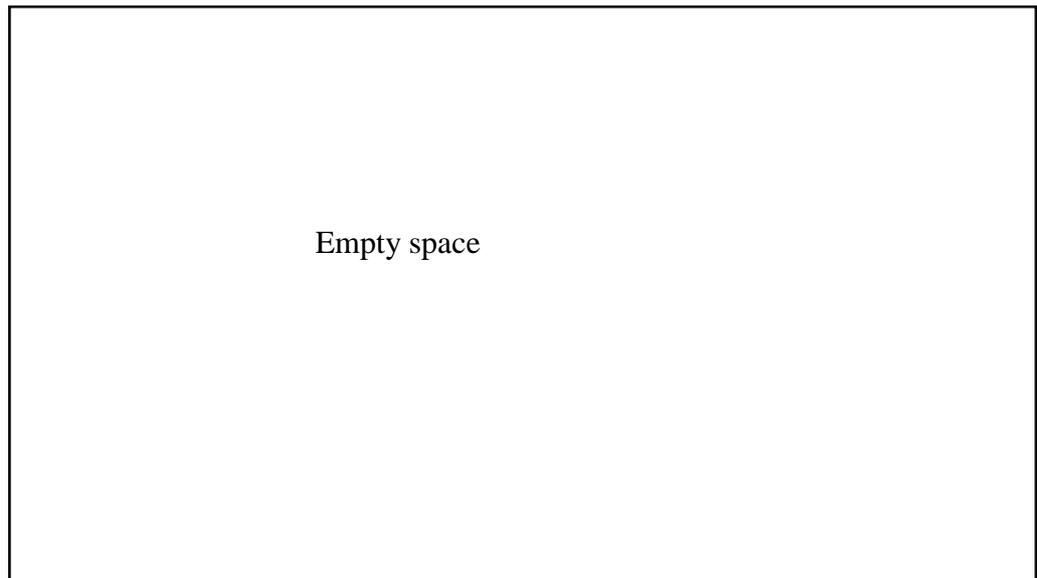
Key points / tricks and tips:

1. Start with all children in a circle, as always.
2. Always remind the participants the main purpose of the episode and the general goal of the story. It is very useful to start from the last action in the previous episode to awake body memory and to connect the work.
3. The Seven Dwarfs, oppressed by Snow White, represent villains at first, but as the participants face a situation that is dangerous for everybody, they have no other option but to act as a team and become friends in the process.

4. The Seven Dwarfs are portrayed by seven participants. The teacher can choose them through an improvisation during rest time by asking the students to show what they think the Seven Dwarfs look like.

HIIT games description:

1. Setting: number 3. (empty space)



2. Materials: tennis balls

3. HIIT scheme: 6 exercises

4. HIIT duration: 90 seconds of exercise and 120 seconds of rest.

5. Description of HIIT exercises:

- **1. HIIT Balls-Stole the apple.** Games with tennis ball that are apples. We put tennis balls on one side of the empty space and set the starting position in a line at the other side, by the shelves full of apples. Task is simple, they have to transfer all the tennis balls (red tempting apples that look like giant candy) to the other side of the space as quickly as possible. They can only carry one at a time. Theatrical context: to stole the apple, without wake up the Seven Dwarfs. Rest time: stay still and try the apples

2. HIIT Jumping Game. After having bitten the apples (balls) they have convulsions and start jumping around the empty space. Theatrical context: they are poisoned. Rest time: the participants stay still after being collapsed

3. HIIT Tag game. The Seven Dwarfs come to see what has been causing so much rumble in the apple factory and try to catch the Lost Boys. If they catch one of the other students, that student performs jumping jacks on the spot and cries “HELP!” They can be saved by the touch of one of their friends. Theatrical context: escape from the Seven Dwarf. Rest time: stay still and discuss what to do with apples

4. HIIT Balls-Running game. The children decide to transfer the apples out of the factory. They move all the tennis balls to the other side of the space as quickly as possible. The theatrical context: to ‘save’ the apples. Rest time: stay still in a safe side of the space

5. HIIT Jumping. The participants want to bring apples back to nature, so they jump whit the ball in hands to reach the trees. They want to bring the apples back to the trees as they are in nature. Theatrical context: to return apples to nature. Rest time: stay still and decide how to escape from the Snow White Land.

- **6. HIIT Snail.** In order to get out of the Snow White Land, they have to squeeze through tunnels. They lay down on stomach with their legs and arms straight. Then they have to push forward just with their hands. Theatrical context: escape. Rest time: stay still outside Snow White Land

Possible dramatization:

L.B.: "Where we are?"

“Mmm ... there is a good scent...” “It seems to be a factory...but what is produced here?”

“Hey...look at there...they are apples!”

“They are big, red, bright... they look like giant candies!”

“Let’s try to steal them!”

“Hey pay attention...this is the Snow White factory! It’s written there!”

“Yes and those who sleep there ...are the Seven Dwarfs!!!”

“Shhhh...Silence...If we want the apples we have be silent and very quick!”

[...]

EPISODE 6. IN THE LAND OF PINOCCHIO

Story:

After leaving Snow white's kingdom and overcoming the Dwarfs' barrier, the Lost Boys find themselves in the land of Pinocchio, which, unsurprisingly, is a maze of trees. Here the child-marionette, instead of telling lies without interruption, has the ugly habit to tell whatever he thinks of the people he meets: he judges with ease and offends without caring for his interlocutors' sensitivity, each boy/girl when he/she hears the judgment concerning him/her is immobilized (they feel weak) and captured by Pinocchio. Then the children try to escape from Pinocchio's Land. At the end they manage to build a raft and escape and go back to their quest.

Consideration:

Words are important, we must not misuse them. It's very easy to judge others and hurt them gratuitously. Criticism must be constructive and useful, must learn how to impart and receive feedback. Before judging other people's mistakes we should be aware of our own's.

Context and HIIT games description

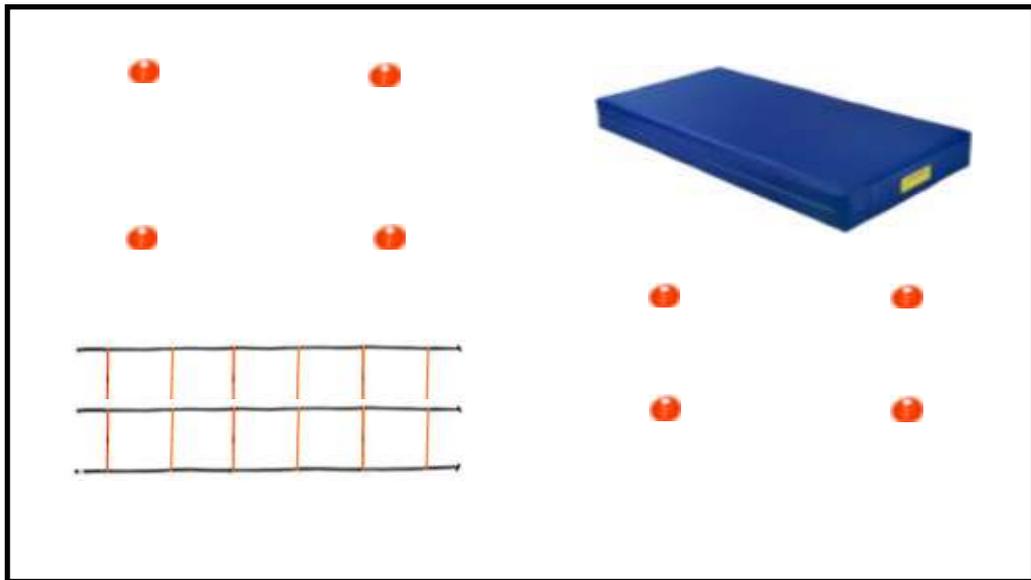
Key points / tricks and tips:

1. Start with all children in a circle, always.
2. Always remind the participants the main purpose of the episode and the general goal of the story. It is very useful to start from the last action in the previous episode to awake body memory and to connect the work.
3. It is becoming crucial now to find Peter Pan since their journey has become so dangerous. The need of something outside ourselves to determine our journey and to define who we are is a very interesting topic to be discussed in class at the end of the episode on in any suitable occasion.
4. In this episode, the teacher will be the leader

5. The leader will perform Pinocchio. In this case the teacher will play the role of a person who cannot give healthy feedback; she/he can offer an example of bad behavior using lightness and humor, so that at the end they can all engage in a discussion about teacher's role.
6. Each game is repeated twice: at first attempt they do not achieve the purpose.

HIIT games description:

1. Setting: number 1.



2. Materials: ladders, mattress, cones and sticks.
3. HIIT scheme: 3 exercises x 2 times.
4. HIIT duration: 90 seconds of exercise and 120 seconds of rest.
5. Description of HIIT exercises:

HIIT 1. Mattress-Trap-door. The mattress is a trap-door in the hut where Pinocchio locked up the children, after having judged and immobilized them. They push it trying to open it to escape. The children perform “mountain climbers”. Theatrical context: the participants want to escape. (2x) Rest time: slow movements through the corridor.



HIIT 2. Cones-Avoiding the giant pendulum. The participants try to cross the maze of trees, they find a passage but to pass through they have to avoid a giant ax that, as a pendulum, shakes fearfully. The children have to be very careful to move exactly in the opposite way as the ax (jump and duck down – “burpees”). Teatrical context: the participants get past the very dangerous pendulum in order to continue their search. The exercise is performed in the area marked by four cones. (2x) Rest time: slow movements through the corridor



HITT 3. Ladders-Trying to escape from Pinocchio’s land. The participants try to escape the land by constructing a raft with the branches of trees. They find ladders and they realize that at the top of the stairs there are a lot of branches cut. They decode to climb them in order to get out with the branches but they have to be very fast because the ladders become red hot as they touch them. They perform different agility foot works with the ladders. (x2) Theatrical context: avoid the red hot ladders in order to reach the branches to build the raft and go away. Rest time: to tie the branches making the raft, then go away slowly.



Possible dramatization:

P: “Hi guys, welcome to my home!

...Hey, look at his nose! So long! You look like an anteater!”

“And you?” “But how do you move? You have the grace of an elephant! Basically, you are a boulder!

“And you? Why are you staring at me in that way? You have the face of a monkey!”

L.B.: “Is it true? Is my nose so?

“Really I’m an elephant?”

“Let’s go away! He’s dangerous! Look at what he has done to him [points at a mate]... he is as stiff as a piece of wood!”

“Hey, Pinocchio drags us away!!!

[...]

EPISODE 7. CHANCING UPON CAPTAIN HOOK

Story:

The children escape from Pinocchio's jail and they cross the stormy seas on the raft built with branches. They try to orient themselves and the stars in the sky are their guide. At a certain point of their troubled navigation, they arrive in the last island where they find Captain Hook. He moored his galleon, which resembles of a great Fun Park full of food and games, in the harbour. He begins to play with the Lost Boys some cruel games, which are fear games. And after that he invites the Lost Boys on board, but they refuse. Then he seeks to capture them and bring them on the boat, but they manage to escape. The children are sorely tested. After this Captain Hook unveils his true identity ... *coup de théâtre!* ... he is Peter Pan! Now he can explain the children why he had disappeared: Peter Pan gave them a chance to grow and offered them the opportunity to explore their potentials; he stepped aside and let them find the way to reconnect with who they really are. He wanted them to discover they real power which they all had inside themselves all the way through. This is the only power that matters: COURAGE. The courage to face difficulties, to challenge our behaviours, to rely on our resources and to adapt to a new situation, the courage to change and to grow.

Consideration:

We must learn how to distinguish between the important desires and the superficial ones: between goals and needs. We must have the courage of perseverance and tenacity when we decide to make our dreams come true, even when it seems that everything goes wrong. Illusions can lead us in the wrong direction.

Context and HIIT games description:

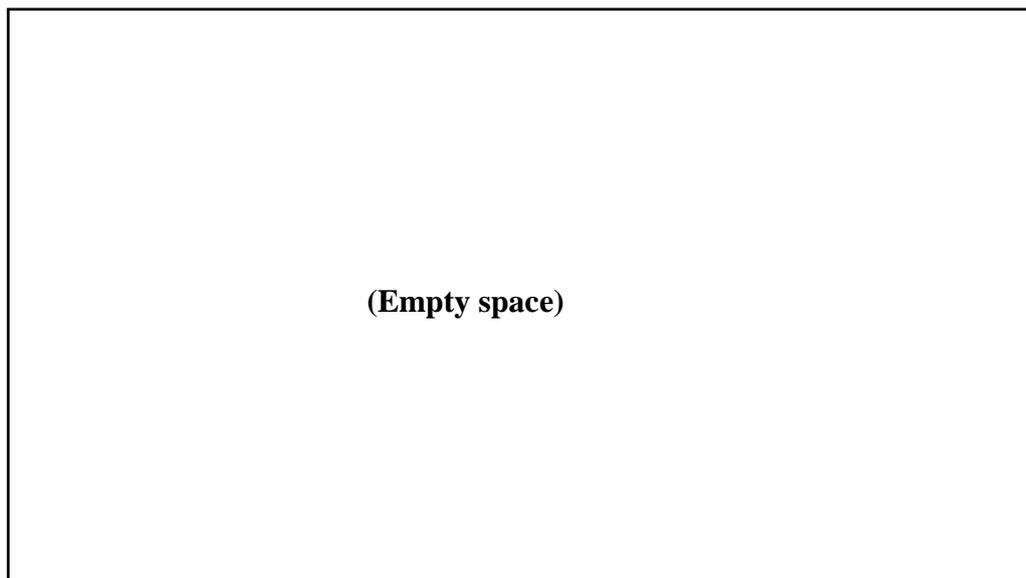
Key points / tricks and tips:

- 1 Start with all children in a circle, always.
- 2 Remember always which is the main scope for the episode and the general goal of the story.
- 3 In this episode, the teacher will be the leader.

- 4 The leader will perform Captain Hook/Peter Pan for the whole episode. In this characterization of “the bad guy” the teacher has the opportunity to express the bad manners of the “bully” and the frustration of someone unable to have an effect on others: despite his super powers, the Lost Boys face the challenge and overcome their fears. It could be useful to put time aside in another session to discuss this character and to talk about meaningful topics such as manipulation, frustration and fear.
- 5 In this episode there is the last obstacle in front of them: Captain Hook/Peter Pan. He wants to play some “fear-games” with them. Peter reveals to them that they were pursuing a fake ideal.

HIIT games description:

1. Setting: number 3.



2. Materials: sticks and cones + tennis balls only for fear games nr 3.
3. HIIT scheme: 3 exercises x 2 times.
4. HIIT duration: 90 seconds of exercise and 120 seconds of rest.
5. Description of HIIT exercises:

HIIT 1. Fear game nr 1. Tag-game. Captain Hook is touching the children saying/screaming their fears (e.g.: spiders, ghost, lightings, and so on...). The participants try to escape, imitating the fear (e.g., running like ghost), and not to get touched by him. (x2) Theatrical context: feel the fears.

Rest time: the participants stand still.



HIIT 2. Cones-Fear game nr 2. Empty field. Captain Hook wants to play another fear games and he splits the participants into two groups and the field in two parts (using cones). Tennis balls are used to represent the different children's fears and, for this reason, they have to get rid of them as fast as possible throwing the balls to the other side of the field. The aim is to empty the half-field as fast as possible. (x2) Theatrical context: to get rid of the fears. Rest time: the participants stand still

HIIT 3. Tag-game. Captain Hook invites the children on board from of his galleon which resembles a great Luna Park with all the lights on. Because of they refuse, he tries to capture them. There are corners -safe area where the children take refuge. The participants have to run away and reach another corner to not get touched (choosing randomly the corner that they prefers). (x2) Theatrical context: escape from Captain Hook. Rest time: the participants listen to Peter's talk



Possible dramatization:

P. "That's the North Star! This is the right direction, let's go northward! Come on!"

"We'll never succeed... the sea will engulf us!" "We have been sailing for days and we don't see land!"

CH: Welcome guys!!! Do you recognize me? I'm Captain Hook!!!

W: Oh my God!!! Captain Hook!!!

C.H.: Where are you going? Are you still looking for Peter Pan? You are too scary to find him!

I show you... What is your greatest fear?

[..]

Now I am a terrible spider and I'll catch you!

[...]

Now that you have overcome your fears ...please...come on board! This is a floating Neverland! And I'm your protector Peter Pan !!! You've found me! Aren't you happy?! Come on board!

LB: "Peter Pan is Capitan Hook !!!"

"I will not go there!"

"Neither will I! Let's go on... we had so much fun ... much better than Neverland!"

"Careful! Let's run away from him" [...]

A FINAL

At the end the Lost Boys understand that Peter Pan, had disappeared because he disapproved their lifestyle at Neverland: this is the reason why he vanished away and transformed himself in Captain Hook. Thus, they are reconciled with him and understand the reason behind their adventure as well. After that The Lost Boys are free and then they decide to continue the journey to look for a new land where to establish their new country. Then, as celebration of the empowerment, the participants can decide to found their own Neverland...or better the "Land-That-Is"

A kind of ceremony or participatory celebration is required to honour the journey, mark the new beginning and celebrate the achievements of each participant. The teachers can find different ways to create this ceremony. The following is one example: the participants form a circle and raise their sticks; one by one the participants take the centre and receive the blessing of the group like an investiture. The group will recite in unison: "*Name of participant, you are the King of the Land-that-you-want*". Teachers can find the most suitable definition (King, Knight, etc.) according to the outcomes and insights received by the class from this experience.

Consideration:

It is important to unmask the evil hiding beneath a mask of good and learn how to defend ourselves against it. Often, their true desires turn out to be different from what we thought. Growing up means not only to pursue our dreams but also to try to make them come true with our own means. The best of all possible worlds is not the one imposed by the others but it's the world that we build, of which we feel to be responsible and which we share with others.

SHARING

Family and Friends participation

This is a very important part of the process and we highly recommend that teachers take it into consideration when proposing the journey. The journey will complete with a SHARING: a presentation of the journey to our families and friends. Instead of having the audience sitting on a chair witnessing parts of our work, we will actively involve the audience. We will ask them to step on stage and to be part of the journey WITH us; in this way that they can experience what we went through and share our struggles, our feelings and our understandings. The participants, guided by the teachers, will spend time choosing the setting and the exercises they want to share with their families, they will write a short journal or diary expressing the insights and what they have learnt in each episode. This journal will be read or recite by different people within the class. Participants will select parts of each episode and combine them together or will decide to share only one entire episode; this decision has to be made with the class. On the day of the sharing, the audience will be guided through the journey and actively participate to the exercises. At the end, the celebration can be even greater as the participants will “initiate” their family to a new way to conceive their life and to look at their attitude. By sharing this experience, both families and participants will create a great bond and have the opportunity to establish a new way to relate to each other and to face challenges together.

The support and understanding of our family is fundamental when we decide to change something in our life.

