

Prince Charming

Education Pack



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Fine today ... can't get out of bed tomorrow. That was three months ago. I've been in these pants ever since.

It's a lot of pressure being Prince Charming. There's all those dragons to fight and kingdoms to save, not to mention being charming all the time. It's enough to make anyone a little worried.

Holed up in his bed, Prince Charming is making a list of his worries – from being struck by lightning or getting stuck in quicksand to the problem of his unfortunate name. Somebody needs to come to our Prince's rescue.

This new musical is funny, endearing and suitable for anyone who's ever felt a bit anxious.

The story is all about dealing with fears and worries, so this could affect children who share Prince Charming's fears or feel sad for him, but the focus is on helping him to feel better and the tone is warm and humorous. Scenes where he is frightened by the dark and a thunderstorm may be alarming for younger children or those who are sensitive to the effects. The only time the prince is in danger is when he is stuck in quicksand, and then he acts calmly to get himself out. Other fears discussed include 'the question of my existence' and 'the last day of the world'.

The last page of this pack contains links to useful online resources for teaching and supporting mental health and wellbeing to KS1 and KS2 age pupils



How did Little Angel Theatre start?



John Wright, the founder of Little Angel Theatre, was born in South Africa in 1906. He travelled to England in 1935 and worked as an assistant stage manager for the Ballet Rambert while studying at the Central School of Art and Design. During this time he saw a puppet performance by Podrecca's Piccoli and became hooked. John made his very first puppet in 1938.

In 1961 John and his troupe found a derelict temperance hall in Islington and transformed it into a theatre, designed for the presentation of marionette shows. It opened on Saturday 24th November 1961. This was to be the first purpose built puppet theatre the country had seen for many years and the only one with a permanent long string marionette bridge constructed backstage. The bridge was designed for puppeteers to stand on while they manipulate long stringed puppets who perform on the stage below leaving the audience unable to see the puppeteers. The original bridge is used to this day. The theatre has a traditional 'proscenium arch' and seats 100 audience members.

John Wright died in 1991 but the work of the theatre continued apace with family, friends and supporters working tirelessly to continue in his footsteps to make sure John's legacy would delight generations to come.

“Over the next 30 years, the Little Angel team created and performed over 30 full-scale shows”

Fairy Tale Character Stereotypes

Our Prince Charming worries that there is too much pressure on him to be charming! And brave, and handsome, and bold!

Pearl: Your name is Prince Charming?
Prince: Uh huh.
Pearl: So, you must be really charming right?
Prince: You'd think so.
Pearl: Say something charming.
Prince: It's a lot of pressure ...
Pearl: Go on, anything.



The Witch

The Damsel in Distress

The Prince

The Father

Beauty is often linked to being good. Sometimes you meet a good character who is not beautiful but they are usually under a spell and will eventually be turned back to their young, beautiful selves. The opposite is also true: wicked and evil characters are described as being ugly, such as Witches and Ugly Sisters.

What do you think about this idea of linking goodness to appearance?
 What is problem with this idea in real life?

The Stepmother

Create a Fairy Tale Character who breaks the stereotypes usually related to their type. A princess who fights dragons? A witch who uses magic for good? A Stepmother who is caring and kind? A Prince who is scared of the dark.....

Think about some of the standard characters we often find in Fairy Tales. List some

Writing an Alternative Fairy Tale

Using the character you have created as a starting point plan and write an alternative fairy tale that breaks common stereotypes.

Story Ideas:

- ***The Prince is shy and nervous and is scared of something (e.g. – the dark, heights, spiders, etc – you can choose what)***
- ***The Princess or Damsel is active, strong and brave***
- ***The Prince gets into difficulty and needs help***
- ***he Princess uses her brains and thinking powers to solve problems***
- ***The so-called Ugly people are good, loyal and brave. The so-called Beautiful people are wicked and selfish.***
- ***The older women are respected and trusted.***
- ***The Stepmother is part of the solution in the story and helps the children.***
- ***The Witch is an older woman; she has long hair and a big nose, she does have magical powers but she is not cruel or evil and does not want to eat children. She uses her powers to do good.***
- ***The Prince is selfish and lazy and doesn't do anything to help anyone else.***
- ***The Princess is beautiful but evil and is hatching a wicked plan to get her own way.***
- ***The Princess decides to go to University rather than get married.***
- ***The Prince decides he doesn't want to live in a Palace and have everything done for him. He decides to do something completely different – like***

Don't Forget to include:

Action, Dialogue or Description to start each section.

- *Beginning*
- *Event Ideas/Rising Action*
- *Conflict*
- *Middle/Climax*
- *How the conflict is solved*
- *Conclusion*

explore the North Pole or teach in a school in the middle of the rainforest.

Feeling Worried

Prince Charming is worried about a lot of things:

I'm worried about: The Dark, Being Struck by Lightning, The Problem of My Name, The Bermuda Triangle, The Question of my Existence, Quicksand and The Last Day.

Choose one of the things he is worried about and answer these questions:

- *Why do you think he is worried about this?*
- *What happens to him/how does he feel if he thinks about this?*
- *What does he think will happen?*
- *How likely is this to happen?*
- *How is he helped in the show to deal with this worry?*
- *What else do you think he could do or think about to help him with this worry?*
- *How would you help him with this worry if you were his friend?*



Talking about worries helps them seem less scary. It helps to hear what someone else thinks, they can reassure you or give you ideas about how to overcome your worries.

Think about something that makes you feel worried or scared.

Talk about this with a partner.

Ask them what makes them feel worried or scared.

Talk about the questions above together with your partner for each of your worries.

Prince Charming is taken to a beautiful beach to help him forget about his worries.



Think about creating your own 'happy place'. Somewhere that you can think about if you are feeling worried.

Close your eyes and imagine a wonderful place or a happy memory that would make you happy if you were there.

Draw a picture of the happy place or memory.



Feeling Happy

Discuss Ideas about things that we can do if we are feeling worried about something to help us feel better. These might include:

Ask for help at home—Your family love you and want you to be happy. They could help you or speak to you teacher if you feel you can't.



Ask you teacher—Don't be afraid to ask for help. It will be useful for your teachers to know if you don't understand something and you may not be the only person in your class who is feeling that way.

Talk to your friends—Your friends may be feeling the same and you can help each other. Talk to someone you trust. Sharing your worries and fears will help you get support to solve them and make them go away. If you really can't tell someone writing it down and sharing it that way is also a good idea.

Exercise—Doing physical things like sport, playing football, dancing or riding a bike can help us to relax and not think about our worries. It can help us to be worry free and escape from thoughts and feelings.

Eat healthily – Sometimes if we have worries we can eat too much or not want to eat at all, so eat healthy.



Sleep well – Sleep is very important. What happens when we sleep? Our bodies need to sleep to keep them working properly. Sometimes worries can keep you awake even if our body wants to sleep. Worries can do this so it is important to talk about them so as you can make them go away.

Take time to relax – Relaxation is another word for being calm ,it is something you can practice.

Can you think of how you might calm yourself?

Breathing slowly—In through your nose and out through your mouth slowly. As you breathe in feel the calm, cool air filling your body and when you breathe out feel the tense hot air leaving your body. You could do this slowly, up to 5 times.

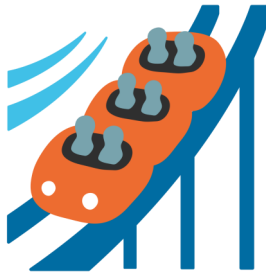
Choose a special memory—think of a happy time or place when you were having fun. Try to remember all the very small things of that special memory. What were you wearing? How did the air smell? What could you hear? What did you see? Thinking of good memories makes us feel really good inside and if you practice thinking of happy times will make you actually feel that way.



Feeling Fear

Anxiety and the Fight or Flight Response

Everybody has fears from time to time. Fear can even be good for you sometimes and even help you stay healthy. Fear of getting too close to a fire may save you from a bad burn and fear of getting a bad mark on a test may make you study harder.



Some people even enjoy being a little scared. That's why they like to watch scary movies or go on roller coaster rides.



The body's reaction to fear is called the "fight or flight" response and people have had it since the beginning of time. Thousands of years ago caveman or cavewoman came face to face with a number of animals that were ready to eat them such as the sabre toothed tiger. At this point they could do one of two things; either run for it (that's flight), or pick up a spear and battle with the tiger (that's fight). Doing nothing wasn't an option—unless they wanted to be eaten!

To prepare for fight or flight, your body produces adrenaline that has the following effects:

- It increases the strength and speed of your heart beat so that more blood can be pumped around the body. This can cause your heart to race.
- Your lungs take in air faster to supply your body with oxygen.
- The pupils in your eyes get larger so you can see well.
- Blood drains away from the stomach which may cause a churning feeling or "butterflies".
- Tension increases in the muscles preparing them to spring into action. This sometimes causing the muscle to tremble or shake especially in the hands, arms and legs. It can make us feel tense all over particularly the scalp, neck and shoulder muscles, causing headaches or a feeling of a tight band around the head.
- Adrenaline also drains blood away from the brain making it difficult to concentrate. This can make you feel light headed or dizzy.



Although these are unpleasant sensations, that can make you feel tired and scared,

NONE OF THE

Creating Dramatic Dialogue

Top Tips From the writer of *Prince Charming*, Jenny Worton

The basics:

Creating good dialogue for theatre, TV or film is all about drama.

We create drama through conflict – pitting two characters against each other.

- *The characters must be driven by opposing wants. In the opening scene of Prince Charming we find Gomo wanting to get the Prince out of bed, and Prince Charming doing absolutely everything he can to stay there.*
- *Once the conflicting objectives are set up, then the characters play tactics to get what they want. In Prince Charming, the Prince pretends to be asleep to avoid leaving his room, Gomo tickles his feet to prove he's awake.*
- *Each tactic becomes more absurd and overblown than the last: the harder the character pursues their objective, the higher the stakes are in the drama.*
- *Comedy is created by the audience observing the lengths a character will go to in order to get what they want.*



Have a Go!

- *Begin with a location, set your scene in an interesting place, a bit of detail around situation might help here (see examples on next page).*
- *Dream up two characters, give them names, ages and a brief biography. Work out the relationship between them. Have they met before? Do they know each other well? How much do they like each other?*
- *Give each character an objective / a want. Ensure that these wants are in conflict with each other, and that neither character can achieve their want unless the other one allows it or gives up. Remember the location of the scene should be relevant to the wants.*
- *Plan out a series of tactics to achieve their want. It might help to write them down on cards for the audience to hold up as the scene plays out.*
- *Start with one character using a particular tactic, and then the other character responding. Allow it to play out until either the second character introduces their own tactic (or you can introduce it for them) or the first character wins.*

Creating Dramatic Dialogue

More Top Tips From the writer of Prince Charming, Jenny Worton

You might also want to:

- *Look at how changing the order of the tactics changes the way the drama works. What is funnier? How is comedy earned?*
- *Think about power and status, at what points in the development of the scene does the power shift from one character to another and what happens to the comedy in these moments?*

Some examples

Locations:

- *A visit to a chocolate factory*
- *Accidentally locked in a zoo at night*
- *Waiting for a film to start at the cinema*
- *In the cockpit of an aeroplane*
- *A hiding place in a game of sardines*



Opposing Wants:

- *A wants to go home / B wants to do something else (be specific depending on location)*
- *A wants to conceal a secret / B knows A has a secret and wants to reveal it*
- *A wants to get to know B / B does not want to get to know A*
- *A wants to tell the truth about something / B wants to tell a lie*
- *A wants to be in company / B wants to be alone*

Tactics:

- *Refusing to answer / giving the silent treatment*
- *Making everything into a joke*
- *Pretending to be sick*
- *Being superior or pompous*
- *Faking any emotion – crying, shouting, stomping, tantruming*

With tactics, remember that the want is absolutely real and sacrosanct for the character. The tactics might be fake and ridiculous but the want is not. If we don't think the character really cares about what they're pursuing then there's nothing for anyone to lose in the scene, and the audience won't stay engaged.

Make a Crown

Make a Crown using a Paper Plate!

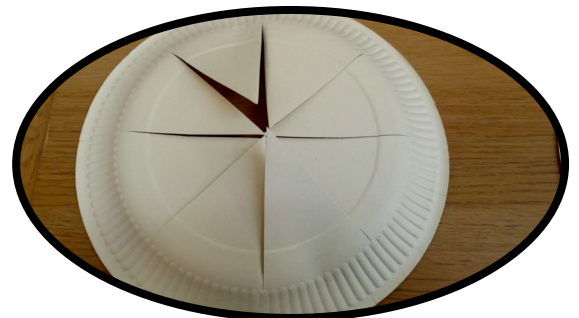
Not all Princes and Princesses wear crowns, but sometimes what you wear can help you feel happy! Wear your crown with pride!

What you need:

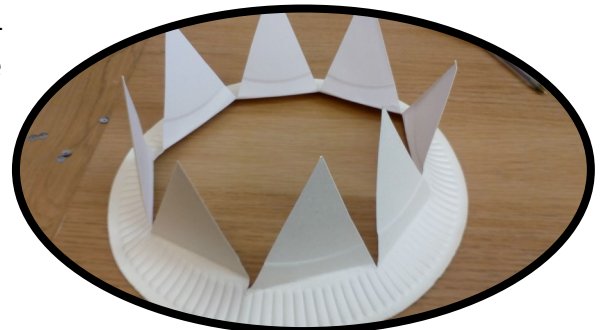
1. Paper plates (size depending on the size of the heads!)
2. Scissors
3. Paint if you want to colour white plates
4. Decorations and glue

What to do:

1. If your plate is already coloured you are ready to start. If you are using white plates you can paint them before you make your crown. Leave them to dry before you follow the next step.
2. **Cut slits down the plate, as if you're slicing a cake or a pizza**– Fold the plate in half and make three cuts with the scissors, dividing it into four triangles, but don't cut all the way to the edge of the plate! Stop about an inch or two from the edge. Open the folded plate out and make two more cuts along the folded lines that have been created down the middle, again do not cut all the way to the edge.



3. **With the plate face down, bend the eight slices upwards** – You'll now have triangles poking upwards, and you should be able to wear the plate so it looks like a crown.



Decorate the crown! –

For an added touch, cut out paper circles or diamonds and paste onto the tips of the triangles. Or go wild with craft supplies so that each child's crown is an outlet for their artistic talent and an expression of their personality.

Links and resources

Children's Mental Health Support for Teachers:

BBC Teach Resources

[Mental Health Awareness Week 2024 – Live Lesson - BBC Teach](#)

PSHE Association—Mental Health and Emotional Wellbeing pack for KS1 and KS2

[Mental health and emotional wellbeing pack \(pshe-association.org.uk\)](#)

Mentally Healthy Schools—Resources and Lesson Plans

[Primary : Mentally Healthy Schools](#)

The Place2be - Children's Mental Health Support

<https://www.place2be.org.uk/>

Little Angel Theatre - Resources, shows and workshops for schools

[For Schools | Little Angel Theatre](#)

Credits

Written by Jenny Worton

Directed & Designed by Ross MacKay

Lighting Designed by Sherry Coenen

Associate Director / Dramaturg Lu Kemp

Composed by Tom Gray

Lyrics by Jenny Worton & Tom Gray

Education resource pack written by Sarah Schofield, for Little Angel Theatre .

Production photographs Ellie Kurttz

