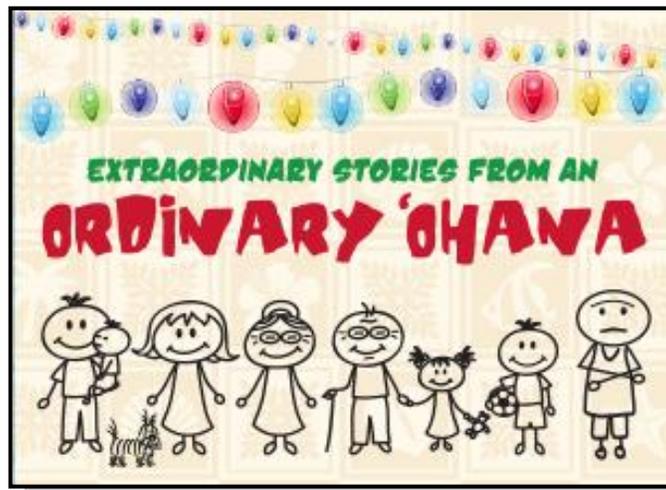




Second Stage study guide

Nov.-Dec. 2017



By Lee Cataluna

The Cast

Alvin Chan
Sean-Joseph Choo
Jocelyn Ishihara
Matthew Mazzella
Junior Tesoro
Christina Uyeno

The Artistic Staff

Director	Nathaniel Niemi
Set, Prop & Costume Design	Cheyne Gallarde
Light Design	Chesley Cannon
Sound Design	Sean Choo
Study Guide by	Rachael Chapman

WE WELCOME YOU TO HONOLULU THEATRE FOR YOUTH!

The year-round work of HTY is supported in part by a grant from the State Foundation on Culture and the Arts with funds from the Hawaii State Legislature. This support, with a grant from the National Endowment for the Arts and gifts from private foundations, the corporate community and individuals, enables HTY to offer plays to schools at nominal cost.

Introduction

TEACHER PREVIEW

HTY invites you & a guest FREE to *Ordinary Ohana* on Fri., Nov. 24 at 7:00pm or Sat, Nov.25 at 4:30 pm at Tenney Theatre. Please call ahead for reservations.

USING THIS GUIDE

For a more complete list of Standards Connections, please visit the HTY website:
<http://www.htyweb.org/wp-content/uploads/2017/03/ohana-standards.pdf>

BEFORE THE SHOW Activities	Page	STANDARD CONNECTION
Share the <i>Introduction from the Artistic Director</i>	3	
Try <i>People Power: An Opening Activity</i> theme activity	3	Common Core (CC) Reading; CC Writing; HCPS World Languages
Read aloud the original text the play was based on in class, <i>Ordinary 'Ohana</i>	4	CC Reading
Discuss <i>Themes of the Play</i> and engaged in <i>Pre-Show Discussion Questions</i>	4	CC Speaking/Listening
Create your own extraordinary family stories with <i>Snow Ball</i>	5	CC Writing, Speaking/Listening; HCPS Fine Arts
Create a your own collection of stories with an <i>'Ohana Collage</i>	6	CC Speaking/Listening; HCPS Fine Arts

---Take your trip to the HTY production of Extraordinary Stories from an Ordinary 'Ohana---

AFTER THE SHOW Activities	Page	STANDARD CONNECTION
Conduct an <i>Interview with a Family Member</i> using the FOR STUDENTS: Interview page	7&11	CC Reading, Writing, Speaking/Listening; HCPS Social Studies
Play with and create your own <i>Mad Libs</i> with FOR STUDENTS: Aunty Adventures & One Time, Me and My Cousin worksheets	7&12	CC Reading, Writing, Speaking/Listening
Communicate your feelings with no words in <i>Snapshots</i>	8	HCPS Fine Arts
Create a unique holiday gifts with <i>Trash to Treasure</i> crafts	9&10	HCPS Fine Arts

CONTACT US. TELL US WHAT YOU THINK.

Feedback Forms: Please return an evaluation form after seeing the performance. We often contact teachers for further information, so include your name, school address and email address.

HTY Online: Visit our website for last minute changes or special offers, www.htyweb.org.

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Becky Dunning, *Managing Director*
 Eric Johnson, *Artistic Director*
 Daniel A. Kelin, II, *Director of Drama Education*
 Stu Hirayama, *School Reservations Manager*

For Teachers

INTRODUCTION from Artistic Director, Eric Johnson

Thank you so much for being an important part of HTY's Ohana. We hope that this production and the activities and information in this study guide provide a useful addition to your curriculum and your classroom. We also hope this production brings some joy and humor to your classroom this Holiday season. Lee Cataluna has written a hilarious series of scenes exploring contemporary family life in Hawaii. We hope this provides an opportunity for you and your students to explore your own families, personal history and traditions. We look forward to seeing you at the theatre!

PEOPLE POWER: An Opening Activity

Our 2017-18 season theme is 'The Power of People!' Start your HTY journey before traveling to the theatre with the following activity, giving students the opportunity to imagine their own story, together.

ONE WORD STORY

Preparation: Sitting in a circle, the class will create a story together. Each participant contributes one word at a time as you go around the circle. The words should connect to create sentences and the sentences string together to create a single story.

Guidelines:

- Do not think too hard. It is only one word. Trust intuition.
- Words like "a," "and" and "the" are important words.
- Do not tell anyone else what word to say.

Procedure: As students slowly build off of each other to create the story, occasionally repeat it back, so students can stay abreast of the basic plot. Guide the students to incorporate the following simple properties to help shape the story and give it purpose:

- Character(s)
- Want/Goal
- Problem/Obstacle

RESOURCES

BOOKS (local library)

Family Stories

Ordinary Ohana by Lee Cataluna

My Family Your Family by Lisa Bullard

Tell Me Again About the Night I Was Born
by Jamie Lee Curtis

Hawaiian Holiday Tales

Santa's Hawaiian Holiday by Malia Collins

The Musubi Man: Hawaii's Ginger Bread Man
by Sandi Takayama

Too Many Mangos by Tammy Paikai

For Teachers

Before seeing the Show

ORDINARY 'OHANA: Read the Book in Class

Kainoa is a young boy with a BIG Hawaiian family. In this text, Kainoa shares stories about his 'ohana. Even though Kainoa thinks they're pretty ordinary, his everyday family is truly extraordinary in their own right. Kainoa reassures the readers that a diverse family is the best kind of family, because ultimately a family is who you choose, and who you love.

HTY's play is an original stage version of the above text. After reading, it will be fun to see how the story is played out on the stage in HTY's production.

THEMES OF THE PLAY

Both the text and play offer many themes to think about. The activities in this guide explore a few, but you might find others to connect with in your class.

Family Values

Traditions

Culture

Diversity

PRE-SHOW DISCUSSION

EXTRAORDINARY STORIES FROM AN ORDINARY 'OHANA covers many topics related to family values and holiday traditions. Before attending the HTY production, have a discussion with your students about the following topics.

Memories: Special experiences are important to each of us.

- What's one of the most exciting experience you remember having with your family?
- What is one of the scariest?

Family: We each have extraordinary moments with our own ordinary families.

- What's something you enjoy doing with your family?
- What's a special holiday that your family enjoys spending together?

Food: We all like or dislike many kinds of food and remember special events because of the food.

- What's your favorite food? When and where do you usually eat it?
- What's a special event that you enjoy that features special foods?

Objects: Each of us owns objects that mean a lot to us; presents, things we made or found.

- What's a special object you own? What makes it so special?

For Teachers

Before seeing the Show

SNOW BALL

Guide your students to explore how 'extraordinary' family stories can be in the following activity by Jessica Swale from her text *Drama Games for Devising*.

MATERIALS

- Paper & Pencils
- Space to Move About In

PROCEDURE

- 1.) Engage the students in a class discussion.
 - What does the word 'extraordinary' mean?
 - What are some examples of 'extraordinary' things, people, or events?
- 2.) Give each student a piece of paper and a pencil.
- 3.) Give the students 30 seconds to write an extraordinary person in their family and a short description of that person.
- 4.) After 30 seconds, ask the students to fold their statement over so it cannot be seen, then screw up the piece of paper (like a snowball) and throw it to someone else in the room.
- 5.) When everyone has caught a snow ball, ask the students to unravel their ball, leaving the top section folded. (They must *not* read the first character description.) They then write the description of another extraordinary family member.
- 6.) When this is completed, continue the exercise for two more rounds, keeping the previous information folded out of sight throughout. Each round, the snowball should be thrown to a new player. In round three, players must write a description of a location in Hawaii – e.g. 'Longs.' In round four, a simple family dilemma – e.g. 'Who is going to take out the trash?'
- 7.) After these four rounds, everyone must toss their snowballs in the air simultaneously, and try to catch one.
- 8.) Guide students to get into pairs, unravel their sheets and read the 4 elements on each.
- 9.) Guide the pairs to choose one of the snowballs, give the pairs a minute or two to create a frozen picture of the family story that was created on their paper. Guide the students to make a title for their frozen picture. OR Guide the students to write a short story that includes all 4 elements on their snowball.
- 10.) Guide the pairs to recite their title, and make their frozen picture simultaneously.
- 11.) Guide pairs to share their scenes OR stories with another pair, and then in front of the class.



For Teachers

Before seeing the Show

'OHANA COLLAGE

EXTRAORDINARY STORIES FROM AN ORDINARY 'OHANA is a collage of stories. HTY invites your class to bring a collage of your own to the performance you attend. Collages brought to the show could be one poster board sized piece about 'ohana created by the entire class, or smaller individual collages created by your students. Before the show, actors will be in the audience to take a look at the collages and hear your students' stories about their own 'ohana.

MATERIALS

- Blank Piece of Paper (Base)
- Family Photos & Collected Images
- Scissors & Glue

PREP

- Explain to your students that a collage is a piece of art made from a combination of materials such as photographs and pieces of paper.
- Show your students examples of collages.
- Guide your students to collect photos of their family and/or images that remind them of their family. Ask your students to bring their collected images to school and be ready to share their stories!

PROCEDURE

- Give your students a base for their collage.
- Guide your students to plan their collage by arrange the images on the base.
- Guide your students to glue their images to the base. Let the glue dry completely.

PREPARE TO TELL YOUR STORY

Ask the students to find a partner, guide the students to take turns telling stories about the images in their collage. Each student should have about two minutes to tell their partner everything about the images.

- Who is in the collage?
- What are they doing in the pictures?
- What do the images represent?
- What are some of your favorite memories of your family?
- What are some of your family's traditions?
- What makes your family special?

TELL YOU STORY

After practicing with a partner, guide your students to share their best or favorite little story with the whole class.

After a student shares his or her story, guide the class to note what they enjoyed about the student's tale.



For Teachers

Writing Activities

INTERVIEW WITH A FAMILY MEMBER

Talk to your students about conducting interviews. Explain how an interview is just a conversation with active listening. Guide students through the following steps and write interview questions, using the template in this guide, *FOR STUDENTS: Interview*.

PREPARE Choose someone to interview – Your mom or dad, a grandparent, an aunty or uncle, even a cousin! Pick someone whose story you'd like to discover.

PLAN Write questions. For starters, first use questions about your interview subject's own personal memories. These will relax your subject and help you gather information about your subject's personal experiences.

INTERVIEW Meet with your subject. Be on time. Bring along your questions. Record the interview (computer, smartphone, tablet), but be sure your subject agrees to it. If your subject tells a different story than your question, let him or her finish and then ask your next question.

FOLLOW UP Be sure to send a thank-you letter to your interview subject.

MAD LIBS

In EXTRAORDINARY STORIES FROM AN ORDINARY 'OHANA there are a couple 'Mad Libs.' This is a great game to get your students playing with words such as verbs, adjectives and nouns.

PROCEDURE

- If possible, project the *FOR STUDENTS: Aunty Adventures* Mad Lib on the board. Ask the class for suggestions and fill in the blanks. Read the Mad Lib to the class, or ask volunteers to read individual sentences.
- Guide the students to get into pairs. Give pairs a couple copies of the *FOR STUDENTS: One Time, Me and My Cousin* Mad Lib.
- Guide the students to decide who is A and who is B. A's prompt the B's for a list of words to fill in the blanks in the Mad Lib. When done, guide the A's to read the completed story out loud to their partner.
- Guide the A's and B's to swap roles.

ADVANCED

- Challenge you students to create their own original family based Mad Libs.

For Teachers Drama

SNAPSHOTS

In EXTRAORDINARY STORIES FROM AN ORDINARY 'OHANA Kainoa has a cousin named Terri-Lynn. She is unable to talk or walk but she loves to laugh and is able to communicate with Kainoa through body language and facial expressions.

DISCUSSION Guide your students to imagine what it would be like trying to communicate with someone when you cannot talk. What would be some of the challenges?

1. PREPARATION Ask the students to come up with different types of feelings, moods and attitudes. Write the students answers on the board. Guide students to stand in a neutral position (feet together, hands at their side, facing forward) in their own personal space.

2. PROMPT

- Prompt students with: "How can you shape/freeze your body to look like (one of the emotions on the board)?"
- Allow students 3-5 seconds to shape their bodies into a frozen image/statue based on the prompt.
- Call 'Snapshot' and students freeze their bodies showing the image they created.

3. VALIDATE

- Describe strong choices anonymously. "I see (specific body parts) that are (specific shapes.)"
- Briefly assess choices and consider which Traits to challenge them to improve.

Body: Students engage the whole body to show an idea, varying shape, size, levels and direction.

Imagination: Snapshots convey an idea in personal and engaging ways.

4. REVISE

- Challenge students to revise/improve their images focused on specific traits to further explore the prompt. (See Reflect.)
- Repeat the process, following Steps 2-3 and 4 as desired.

5. REFLECT

- What other ways might you **shape** your body to express your idea?
- How might you use more **space** above, below and around you?

6. RESPOND

- Ask individuals who made strong choices to share their snapshots, or guide half the class to share their snapshots with the other half of the class and switch.
- Facilitate student reflection as they share. – "How do you imagine they were feeling? What were they doing to suggest that?"

For Students

Make Holiday Ornaments

TRASH TO TREASURE

In the play EXTRAORDINARY STORIES FROM AN ORDINARY 'OHANA Kainoa and his family have a couple traditions. Grandma Alice asks the children to pick up five pieces of rubbish on the beach before they go swimming in the ocean. During the holiday season, Grandma Alice puts up decorations on her Norfolk pine that Kainoa's great grandfather made out of tin cans and paint. Now it's your turn to turn someone else's trash into a holiday treasure.

Recycled Popsicle Stick Frames

You will need:

Glue
Recycled Popsicle sticks if you can (or craft sticks)
Scissors
Ruler
Paint
Plastic students collected from the beach
Note: Make sure to properly clean the plastic and break it down into workable pieces



Instructions:

- Glue four Popsicle sticks together to form a square.
- Repeat step one to make a second square.
- Let the glue dry completely.
- Paint both squares. Let the paint dry completely.
- Decorate the squares and glue on the pieces of plastic. Let the glue dry completely.
Note: You can glue a ribbon on the top two corners of the frame to turn it into an ornament.
- Glue the two squares together back to back.
- Measure a photograph or drawn picture of your family with a ruler. Then measure the picture frame. Use a pair of scissors to trim the photograph to fit inside the picture frame.
- Insert the photograph or picture, stand back, and admire your picture frame.

For More Info Visit: <http://www.elmers.com/projects/project/craft-stick-picture-frame>

For Students

Make Holiday Ornaments

TRASH TO TREASURE

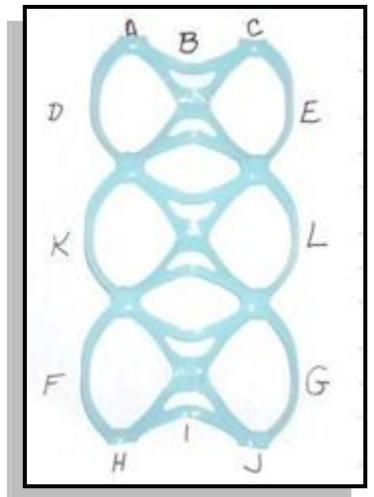
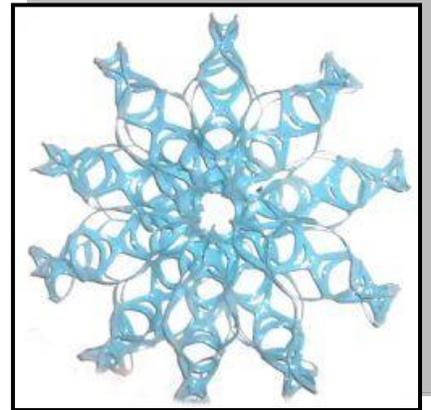
Recycled Plastic Ring Snowflakes

You will need:

Recycled 6 soda can pack plastic rings
Staples
Paints
Glitter
Craft Fishing Line

Instructions:

- Take 2 holders, and put them back to back.
- Staple together at points B & I.
- Staple points D & E together on each holder.
- Staple point F & G together on each holder.
- Repeat steps 1-4, nine more times, you now have all the pieces you need for 1 snowflake.
- Now staple tab C to tab A of another holder, and continue until all ten pieces are in one line. Flip over and staple the other side, same way.
- Staple K to L of the piece next to it, go all the way around. Flip over and repeat.
- To make it sturdier staple tabs A & C together, as close to the center as possible, flip over and repeat.
- Paint and glitter as you desire.



For More Info: <http://www.freekidscrafts.com/recycled-plastic-ring-snowflake/#EvD344H59e6a0jhA.99>

For An Instructional Video Watch: <https://www.youtube.com/watch?v=O9nHh0s49jA>

For Students Interview

Write three **warm-up** questions about the person's place of birth, hometown, occupation, childhood, or favorite family activities.

1. _____
2. _____
3. _____

Write at least six questions to help you get stories

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Prepare some follow-up questions. These questions should help you to get more detailed information from your interviews.

1. _____
2. _____
3. _____
4. _____

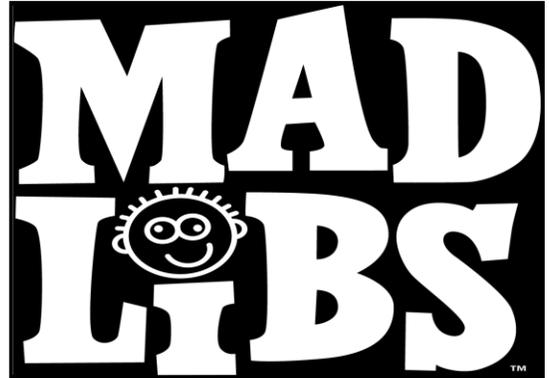
Sample questions to get you started...

What are some of your childhood memories? What games did you play when you were a child?
How are holidays traditionally celebrated in your family? What holidays are the most important?
What was the happiest (funniest or saddest) memory?
What was your biggest accomplishment?
What actions would you change if you had a chance to re-live those years again?

Ask for details or explanations...

How did the story begin or end? Why did this happen...? Why was this important?
What happened next...? Can you describe the scene...? Who was there with you?

For Students



Let's tell an Aunty Adventure together ...

1. Name of an aunty
2. Place you'd like to visit
3. Something you'd find in a playground
4. A kind of fruit
5. A kind of vehicle
6. A color
7. An action verb

On time, my Aunty _____ took me to see the _____ .

It was so hot when we got there, she said, "Let's sit down on the _____ and drink some _____ juice." As we were resting, a parade came by with all kinds of colorful _____. My Aunty said, "Let's join the parade!" So we put on our _____ shoes and went _____ along.

First we need some suggestions for

1. A nickname
2. Something you do after school
3. A place near your grandma's house (corner store, library, fish pond)
4. A color
5. An animal
6. A funny food
7. Something your mom always says

This one time, me and my Cousin _____ were _____ down at the _____ . When we looked up, we saw the most amazing thing! It was a _____ and it was eating _____ .

My cousin said, " _____ " and I said, "OK!" and so we all posed for Selfies, bought popsicles and ran home.