



## Characters

- Which character were you most interested in? What did that character do that you enjoyed watching?
- Which character surprised you? How did that character surprise you?
- Which character changed the most in the story? What changed about the character? Describe the character's personality at the beginning of the story. Describe the difference at the end.
- Which words would you use to describe each character?

Oslo	=	_____
Ruthy	=	_____
Mishka	=	_____
Tony	=	_____
Danica	=	_____

## Play & Stories

- What did you like best about the play? Which part of the play would you like to see again?
- What was each of the characters trying to achieve? How did the characters achieve their desire?
- What surprised you in the play? What amazed you? What made you laugh?
- Stories are an important part of the play. Which story most help you understand the characters? Which story felt most like the 'love luggage'?
- What part of the play was closest to your own life?

## Quotes and Comprehension

- In the play, the character of Oslo says, "Now that is a good story." Why is that such an important statement for the play?
- Ruthy, Oslo's mother, is described this way: "When a couple of teenagers set fire to the bus stop and everyone wanted them in jail, Mum got involved and made them do woodcarving workshops with her instead. One of those boys is the local carpenter now and he makes something every year on her birthday." How is Ruthy's attitude helpful?
- What does Ruthy mean when she says, "Cause I reckon most times when someone's deciding something, they really know the answer already, in their heart."
- How is this statement important to the play? "The stories people remember about something precious, and the family they can tell those stories to – that's important. I've got a million stories about your dad. And I'll tell you every single one."



## Teacher Narrated Story – Acting it Out

In Love, the characters shared and performed memorable stories. Children enjoy pretending to be a part of stories they hear. Choose a simple story with lots of action, read it and then guide your students to act out the characters and action as you tell it.

### PREPARATION

After listening to a story, guide your students to act out the characters and the action of the story. Multiple students may play a single character together, if desired, which can make it a little easier for the littlest ones.

### PROCEDURE

#### 1. PROMPT

- a. “I will tell the story and you will act out the action.”
- b. “If I stop, please help me speak like the character, adding what the character might say.”
- c. “How can you show what the characters look and act like?”

#### 2. NARRATE the story

3. **VALIDATE:** Note strong choices made by students as they enact the story and encourage students to add details that show the actions and reactions of their character.

#### 4. REVISE

- a. Encourage more detailed exploration of the story and characters.
- b. Ask students to suggest other lines of dialogue that the characters might say.





## Draw/Write an Adventure

Engage your students in a brief discussion about ‘Love Luggage’ adventures. In LOVE, the characters had different kinds of treasured adventures they wished to always remember. As the character Ruthy said, *“The stories people remember about something precious, and the family they can tell those stories to – that’s important.”*

What was the focus of each ‘Love Luggage’ adventure story? Why was each adventure so memorable?

After the discussion, task students with drawing a ‘Love Luggage’ adventure story of their own. Encourage students to consider ideas beyond trips to the water park or the ocean. How was an adventure memorable? Why do you wish to remember that adventure experience for the rest of your life?

To extend the activity, task students to describe the adventure on the back of the drawing.

Have volunteers share their stories and pictures, or pair students up and have them share for each other.



## My Storm Suitcase



In Love, a storm threatens a small town in Australia.

**Prompt:** Guide your students to imagine that a big storm is coming. They have only a short amount of time to pack their belongings before they have to leave. What will they bring with them?

**Procedure:**

- Guide your students to take out a pencil and paper.
- On your cue, allow the students only 60-90 seconds to write down what they would pack.
- Guide the students to share their lists and explain why they packed what they did.

**Prompt:** Guide your students to now imagine that they have enough room to pack one special item in their suitcase. What item will they bring, why is it important to them?

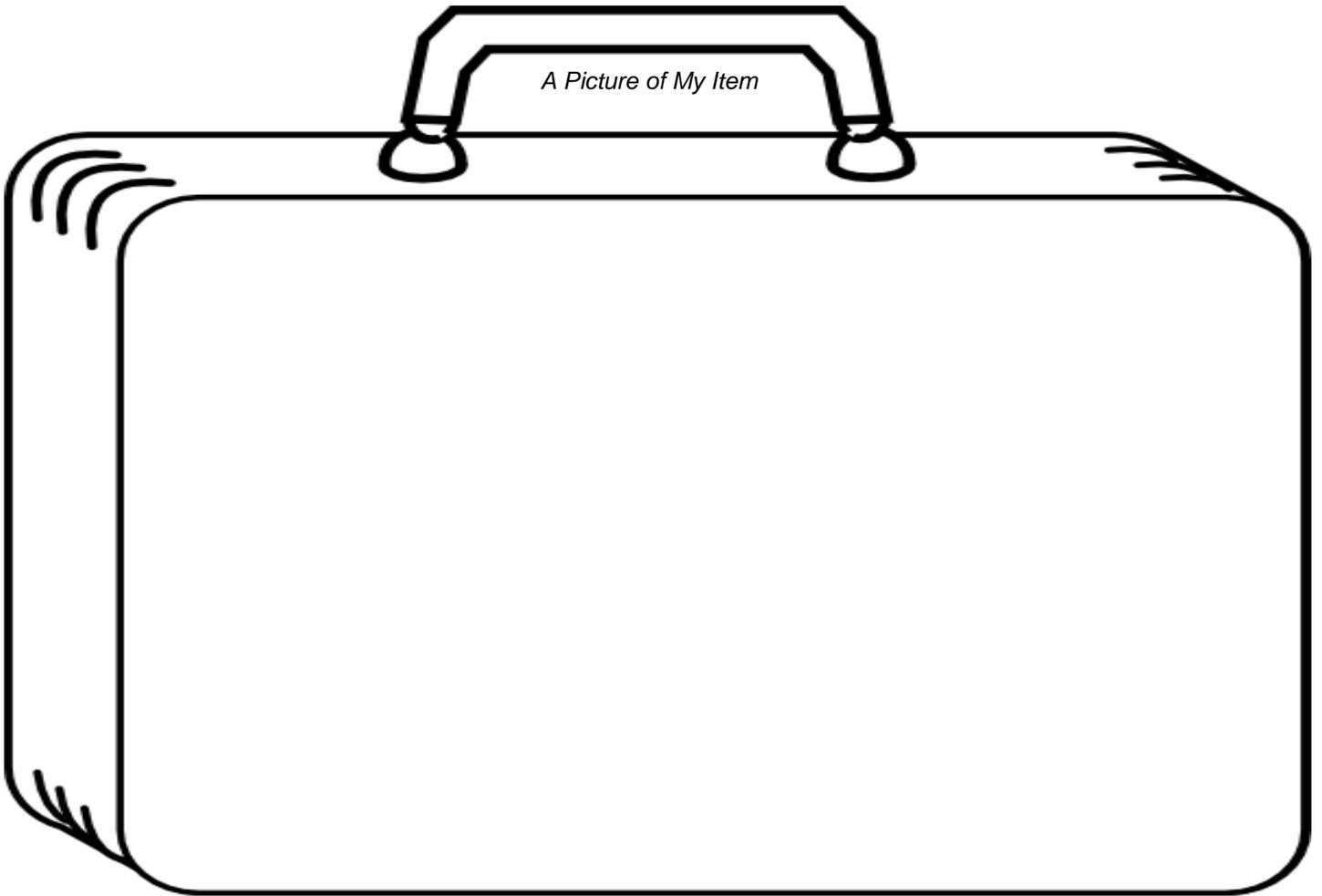
**Procedure:**

- If appropriate, distribute the *My Suitcase* page below.
- Assign student the task of drawing a picture of their special item.
- Ask students to then describe their item and why that one item is so important to them.
- Guide students to share their *My Suitcase* pages with each other and discuss their items.
- Hang the pictures in the classroom.



# My Suitcase

*A Picture of My Item*





## Read a Scene from the Play

Distribute the following scene from Love to groups of three students. Have them decide who will read which character, then read it aloud with each other. Since the characters are narrating their own story, guide your students to experiment with how they might add action as they read/perform the scene.

OSLO: I'm seven years old and I'm wearing a Transformers t-shirt and painted gumboots that Mum made me decorate in a Childhood Empowerment Workshop . And I'm standing on the beach, and so's Mum, and so's Dad. And I've never been allowed out on the boat before, overnight, but now I'm seven and Dad reckons that's old enough, and Mum's not sure, and Dad says:

DAD: What say we flip a coin for it? If it falls heads, then I'll take all three of us out for a catch. And if it's tails, then he can head home in the car with you.

OSLO: And Mum agrees and Dad flicks the coin and it spins round and round and round a hundred, a thousand, times in the air. And then – pap – it lands in the sand, next to Dad's big black fishing boots. And he says:

DAD: You pick it up, Oz. It's your destiny, not mine.

OSLO: And I do. And it's heads!

*The family set to sea.*

RUTHY: We went out all that day, and overnight as well, and the next morning. And you and I uncoiled the nets and threw them off the back of the boat, and your dad gunned the engine and bounced us over the choppy waves.

OSLO: And when it got dark, he dropped the anchor, and I helped him with the winch, and then we sat drinking tea together in the cabin, just the three of us, and I fell asleep in a tie-dye blanket Mum made in her Indonesian Appreciation Community Course.

RUTHY: And I gave you a kiss goodnight, and then your dad did too, and he leant in close... and he gave you the coin.

OSLO: Then he left and I lay there, listening to them laughing as they packed the iceboxes, and turning the coin over and over in my hands – 'heads, heads, heads, heads'. Ah!

RUTHY: It was a trick coin, one with no tails. Only heads. So your dad knew all along we were coming with him.

OSLO: And you too I reckon. You were trickers like that sometimes. But then... he never asked me for the coin back.

And now whenever I have a big choice to make, I use the coin – I think about my two options. And then I think about the one I want the most, and make that one heads. And then I flick it – and it lands right.

RUTHY: 'Cause I reckon most times when someone's deciding something, they really know the answer already, in their heart.

OSLO: You and Dad always said that at least. And I agree with pretty much everything they say.

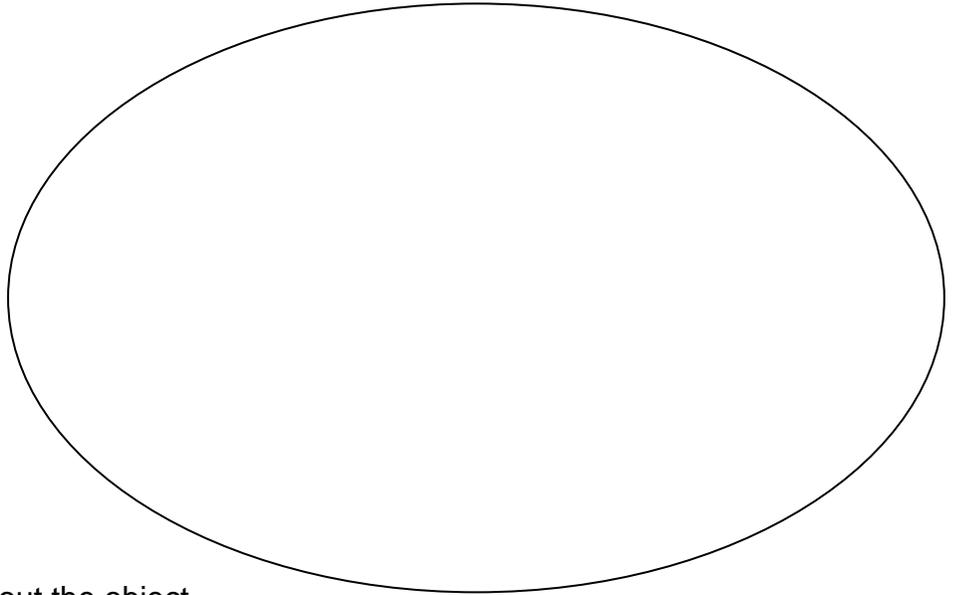


## Story of a Special Object

Bring a special object from home. It could be:

- 1) Something from an important event or time (race, birthday, school trip, vacation, summer camp)
- 2) An achievement award, a special gift given to you, something you made, or a memento from a favorite trip or adventure, like a fancy-colored rock from a school camping trip.

**My special object is**



Be ready to share the story about the object.

What is it? How did you get it? Who gave it to you or how did you earn it? Why is it important to you? What do you do with it?

**My object is special because...**

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In Love, you saw the actors not only performed the play, but also characters who shared and performed their own stories.

## FIRST: The HTY Actors

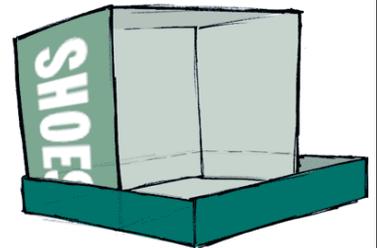
- How did the HTY actors engage:
  - Their voices, facial expressions and body actions?
  - Props, music, and sound effects?
- How did they make the stories enjoyable to listen to? Funny? Friendly? Dreamlike?
- What did they do with music to help tell the stories?

## SECOND: The stories

- Think about the stories in Love-- which one did you like the most? Why did you like it? What did the actors do to make that story enjoyable?
- With a partner, talk about what happened in the story that you thought was cool. Tell your friend how the actors used their voices, faces and bodies to tell the story. What else did they do?

## Find your own Story: PROCEDURE

- Create a "me-box:" Find and decorate a shoebox or other small box.
- Collect three special objects from home, such as special photographs, clothes, shoes, ribbons, trophies or toys. Think of objects that show different parts of your life—when you were very young or something from your last birthday.
- Think about what each object tells about you—what you like and what's special about you.
- Place the objects in the box and bring it to school.
- Share your stories about each object!



## Prepare to tell your Story

With a partner, take turns telling about one item in your "me-box." You should have about two minutes to tell your partner everything about the special object.

- When did you get it? Why did you get it?
- Who gave it to you?
- What was special about that day?
- How did the person give it to you (a present? A reward? An award?)?
- Why do you keep it? Where do you keep it?

## Tell your Story

It's Tellers' Theatre time! You had time to practice, now it's time to let everyone know your story. Share your best or favorite little story with the whole class. Remember what you saw in the HTY to make stories fun to listen to. Try some of those ideas yourself.

After your classmates tell their stories, share what you liked about his/her story and the way he/she told it.



## Writing: The Poetry of Life

### Objective

To think and write about the special qualities of everyday life, just as the author Margaret Wise Brown did in her book, THE IMPORTANT BOOK.

### Description

In Margaret Wise Brown's THE IMPORTANT BOOK, each page is a verse about a different element. One example is:

*The important thing  
about the sky is that it is always  
there. It is true that it is blue,  
and high, and full of clouds,  
and made of air.  
But the most important thing about  
the sky is that it is always there.*

Notice how the author wrote the poem; the beginning line is repeated in the end line, while in the middle she writes about what makes the sky special.

Write your own 'important' poem. Choose something from everyday life. Think about its most important quality. Why is it so important? What does it do that makes it special? Its color, smell, size, shape, sound or texture? Maybe even why that element might be important in history or in stories.

### Student Example, 4<sup>th</sup> grader:

*The most important thing  
about the moon  
is that it is yellow  
The moon is small  
but it lights up the sky  
the moon is round  
but the most important thing  
about the moon  
is that it is yellow*

THE 'THING': \_\_\_\_\_

ITS IMPORTANCE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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