



# Second Stage study guide

Aug.-Dec. 2017



**BY ANNIE CUSICK WOOD**

## The Cast

Maile Holck  
Nathaniel Niemi

## The Artistic Staff

Director	Annie Cusick Wood
Set, Prop Design	Karen Kiefer
Costume Design	Karen Tennent
Composer/Sound Designer	Matthew Mazzella
Study Guide by	Daniel A. Kelin, II

**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 OUCH on Sat., Nov. 4 at 9:30 am or 11:30 am 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/ouch-standards.pdf>

BEFORE THE SHOW Activities	Page	STANDARD CONNECTION
Read <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
Read <i>Get to Know OUCH</i>	4	CC Speaking/Listening
Have a <i>Pre-Show Discussion</i>	4	CC Speaking/Listening
Read aloud books with <i>Connect Literature to the Play</i>	4	CC Reading

---See the HTY production of OUCH---

AFTER THE SHOW Activities	Page	STANDARD CONNECTION
Try the <i>Drama Circle: How Will You Help a Friend</i>	5	HCPS Fine Arts HCPS Health
Guide students to <i>Draw: Help the Earth Feel Well</i>	5&6	HCPS Fine Arts HCPS Science
<i>Draw the HTY Show</i>	7&8	HCPS Fine Arts CC Speaking/Listening
Have fun with <i>Imaging Stories</i>	7	HCPS Fine Arts CC Reading
Take a <i>Nature Walk</i>	7	HCPS Science

## 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](http://www.htyweb.org).

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 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**

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Welcome to Honolulu Theatre for Youth's 63rd Season. We are celebrating "the power of people" this season. I believe our preschool performances are a perfect venue for exploring how we interact with one another. As the father of a two year old I know that "ouches" are a regular and interesting topic. I also know that building empathy towards others and an understanding of how we may weather uncomfortable moments (both physical and emotional) are crucial to our development. As hurting is a part of life our ability to empathize and to heal ourselves and others may be our greatest super power. We are extremely fortunate to have back our exceptional team of specialists creating this show specifically for local students and families. We hope this guide will assist you in preparing for the performance and continuing to use the story in your classroom after the performance. We look forward to many more adventures in the year to come.

## **PEOPLE POWER: AN OPENING ACTIVITY**

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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.

### **OUR OWN STORY**

**Preparation:** Students sitting together in front of the teacher.

#### **Guidelines for Teacher:**

- Introduce to the students that you need their help in creating a new story.
- You will tell only short bits of the story and then stop to collect their ideas.

#### **Procedure:**

- Start with a common story opening, such as, "Once upon a time there was..."
- Stop to ask the students for a character or characters.
- Add the character into the beginning of the story, "(Character) really wanted..."
- Stop to ask the students what the character wants.
- Continue the story, "(Character) really wanted a (idea), so she/he went to ..."
- Stop to ask the students where the character might go to get that want.
- Continue the story, but stop before the character gets that want, asking, "What problem might happen to our character?"
- Continue on, having fun posing problems and solutions before the story ends happily.

## **RESOURCES**

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### **BOOKS (local library)**

#### **Caring for the Earth**

*The Earth and I* by Frank Asch

*The EARTH Book* by Todd Parr

*One Plastic Bag* by Miranda Paul

#### **Feelings and Emotions**

*The Feelings Book* by Todd Parr

*Hurty Feelings* by Helen Lester

*I Don't Want to Go to the Hospital* by Tony Ross  
*A Sick Day for Amos McGee* by Philip Christian Stead

### **WEBSITES**

#### **Earth Day Activities for Kids**

<http://www.dltk-kids.com/crafts/earth/index.html>

# For Teachers

## Before Seeing the Show

### GET TO KNOW OUCH

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OUCH is a place where things get fixed. The fixers are brother and sister, Boo and Hoo. They are very busy. Lots of patients come and go from OUCH. Boo and Hoo try to fix them all so they can go back out and enjoy their life and their world.

One evening a sparkly bag arrives in OUCH. Inside is a small inflatable Earth. The Earth seems fine at first but then it begins to deflate...

How will Boo and Hoo fix the Earth?

### PRE SHOW DISCUSSION

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Below are some questions related to the themes and action of the play.

#### Imagination

- Who likes to pretend? What do you like to pretend? What do you like to pretend to be?

#### Friendship

- How do friends care for each other? What do friends like to do together?
- What happens when your friend is feeling bad? How do you help your friend?

#### Sick/Hurt

- Who has felt sick or hurt before? What happened?
- Who helped you get better? How did that person help you?

### CONNECT LITERATURE TO THE PLAY

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There are many books on local library shelves that contain themes and ideas that are similar to OUCH. Use your play-going experience to introduce and explore new books with your students and to discuss those themes and ideas.

#### BEFORE SEEING THE HTY PLAY

READ *A Sick Day for Amos McGee* by Philip Christian Stead

Talk about:

- Friends – Who were the friends in the story? What did they do?
- Caring – How did the friends care for each other?

#### AFTER SEEING THE HTY PLAY

READ *The Earth Book* by Todd Parr

Talk about:

- What are the children doing to help the Earth?
- Stop the reading on the 'because...' pages and ask students to predict the next page. Which pages are like you?
- There's a poster at the end of the book. Could your class make a poster of your own?

# For Teachers

After Seeing  
the Show

## DRAMA CIRCLE: HOW WILL YOU HELP A FRIEND

Guide students to imagine how they might help a friend who is hurt, sick or feeling bad.

**PREPARATION:** Sit together in one big circle.

**GUIDELINES:** Tell your students that you will take turns going into the middle of the circle to show what it looks like if you are hurt, sick or feeling bad. How might you show us that you hurt one part of your body? How could you make us believe you are at home, in bed, feeling sick?

**PROCEDURE:**

- One volunteer goes to the middle of the circle to show being hurt or sick or feeling bad. Encourage the volunteer to be specific. What part of the body is hurt? What does your body do when you are sick?
- Ask for a second volunteer to show how she/he might take care of or help. The more specific the help, the better!
- After each time, talk about the good choices each volunteer made. How did the action make the sick/hurt volunteer feel?

## DRAW: HELP THE EARTH FEEL WELL



Distribute copies of the **FOR STUDENTS: Help the Earth** page. The purpose of this activity is to have students imagine how they can take care of the Earth to make the world feel better.

**SUGGESTED INTRODUCTION**

- With a copy of the page in hand, talk students through the process.
- First, look at the Earth on top. How is Earth feeling?
- Why do you think Earth might feel that way?
- What have people done to Earth to make it feel sick?
- Second, look at Earth at the bottom. How is Earth feeling there? How can you tell?
- Third, look in the middle. What do you see?
- The empty box is to show how you might help Earth.
- What action could you do that might clean up the ground or the ocean?


Have students draw themselves taking care of the Earth. Share the drawings and ask students to tell how they want to take care of their Earth.

Try the same process with the **FOR STUDENTS: Help your Friend** page.

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### For Students

#### Help the Earth



The Earth is feeling sick.

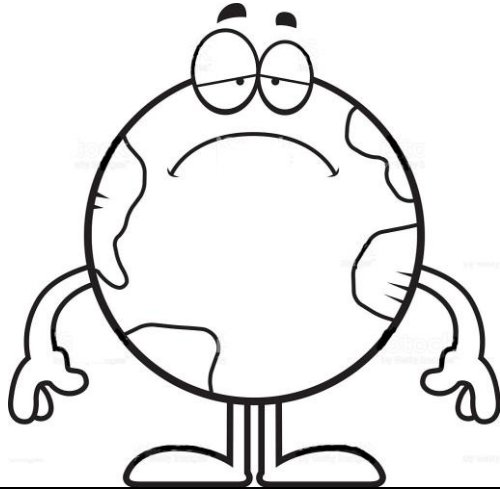
**DRAW**  
What can make the Earth change from **Sick to Well?**



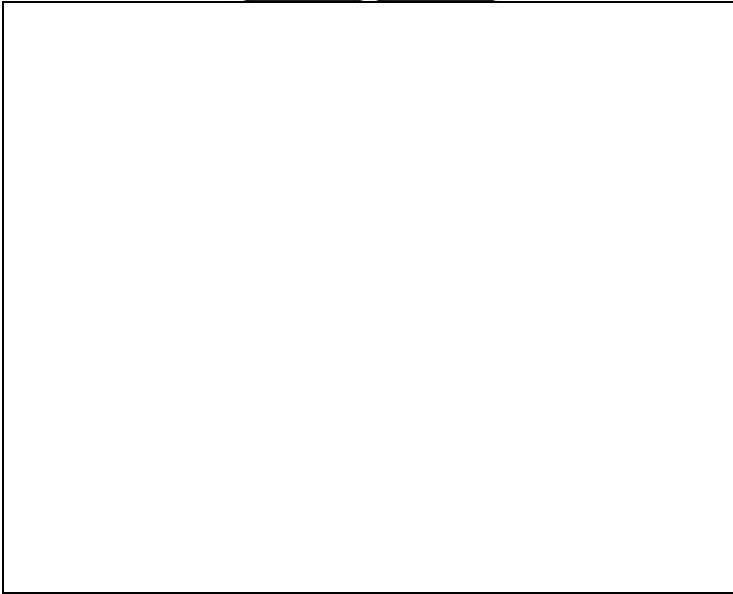
The Earth is feeling well!

# For Students

## Help the Earth



The Earth is feeling sick.



### **DRAW**

What can you make  
the Earth change  
from  
***Sick to Well?***



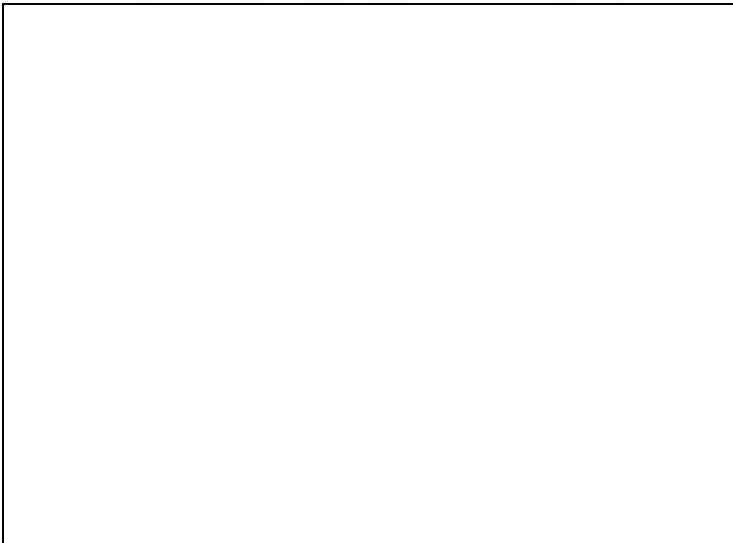
The Earth is feeling well!

# For Students

## Help your Friend



How is your friend feeling?  
Why might she feel that way?



### DRAW

Which one of these might make your friend feel **better**?

- |                 |                   |               |
|-----------------|-------------------|---------------|
| a kiss or hug   | Band-aid          | flowers       |
| antiseptic wipe | Visit the doctor  | get well card |
| a nap           | go out for a walk | a smile       |
|                 |                   | chocolate     |



How does she feel now?



# For Teachers

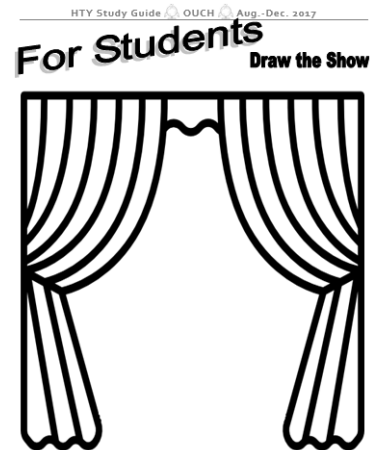
After Seeing  
the Show

## DRAW THE HTY SHOW

Engage your students in a discussion about visiting the HTY play. What did they like? Which parts were their favorite? Which part of the play was surprising? Which part was sad? What did the characters do that made you laugh?

Distribute copies of the **FOR STUDENTS: Draw the HTY Show** page (on pg. 8 in this guide). Task students with drawing a picture that shows what they enjoyed about *OUCH*.

When students are finished drawing, share the pictures as you talk about the different parts of the play, the characters and why it was so much fun to see the show!



## IMAGINING STORIES

Wordless picture books can be a wonderful way to encourage students to understand characters and imagine and tell whole stories. Below is a list of several wordless books available in the local libraries. Select one or two and:

- Show the entire story to students.
- Discuss with them what the story seems to be about. Who are the characters? What are they doing? What's a problem they might be having in the story? How do they make things better?
- Go back through the story slowly, encouraging students to help tell the story and talk like the characters.

### Wordless Stories

- *Alligator's Toothache* by Diane de Groat: An alligator with a toothache is afraid of the dentist.
- *A Boy, a Dog, and a Frog* by Mercer Mayer: A boy's unsuccessful attempts to catch a frog.
- *Frog, Where are You?* By Mercer Mayer: A boy and his dog search for an escaped pet frog.
- *Do You Want to be My Friend* by Eric Carle: A mouse searches everywhere for a friend.
- *The Farmer and the Clown* by Marla Frazee: A farmer rescues a baby clown who's bounced off the circus train, and reunites him with his clown family.

## NATURE WALK

Take a walk outdoors with your students. As you walk, encourage your students to look for two things:

- 1) What makes nature look healthy? What do you see that is colorful, growing, flowing, flying, running?
- 2) What makes nature look unhealthy? What do you see that doesn't belong, that people might have thrown out into nature?

Back in class, make a list together. What belongs and what doesn't?



# For Students

**Draw the Show**

