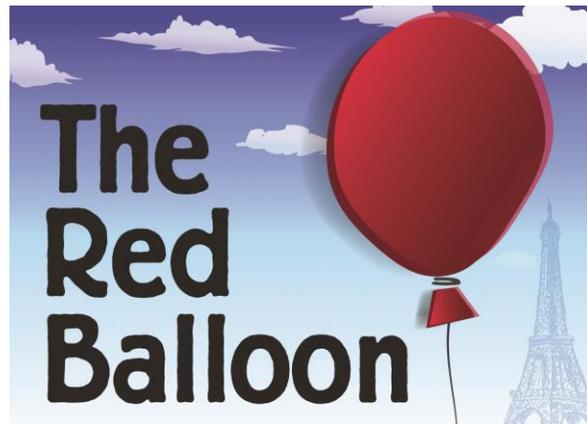


# Second Stage study guide

January 2018



**By Annie Cusick Wood**  
***(Based on the film by Albert Lamorisse)***

## The Cast

Christina Uyeno  
Junior Tesoro  
Maile Holck  
Matthew Mazzella

## The Artistic Staff

Director  
Set Design  
Costume Design  
Lighting Design  
Composer/Sound Design  
Choreographer  
Stage Manager  
Study Guide by

Annie Cusick Wood  
Karen Tennet  
Karen Kiefer  
Chesley Cannon  
Pierre Grille  
Nathaniel Niemi  
Eric West  
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 *The Red Balloon* on Fri., Jan. 12 at 7:00pm or Sat, Jan. 13 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/the-red-balloon-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	CC Reading; CC Writing; HCPS World Languages
Read aloud <i>The Story of The Red Balloon</i>	4	CC Speaking/Listening
Discuss <i>Themes of the Play</i>	4	CC Reading; Speaking/Listening
Engage students in a <i>Pre-Show Discussion</i>	4	CC Speaking/Listening

---Take your trip to the HTY production of The Red Balloon---

AFTER THE SHOW Activities	Page	STANDARD CONNECTION
Guide students to create <i>Simile Portraits</i> with <i>Simile Writing/Drawing</i>	5	HCPS Fine Arts CC Writing
<i>Read the Book and Compare: Reading and Theatre</i>	5	HCPS Fine Arts; CC Reading; Speaking/Listening
Have students <i>Map a Balloon Chase</i> with <i>FOR STUDENTS: Balloon Chase</i>	5&6	HCPS Fine Arts CC Writing
Discuss <i>Heroes and Bullies</i>	7	CC Writing; Speaking/Listening
Design a balloon friend with <i>For Students: Who's Your Balloon</i>	8	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](http://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

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Thank you so much for taking the time to look through this study guide and incorporate some of the activities and materials into your classroom. This play is theatre that will generate thought and discussion and with this guide you will be prepared for the show and have educational tools available to use immediately following the performance. This particular production was created by HTY's own Annie Cusick Wood. Over a decade ago this production launched Annie's international directing career and the play has toured across the world delighting audiences with its whimsy, heart and charm. We are so honored to have Annie and the HTY company breathing new life into a production which seems just as beautiful and timely today. We hope you and your students enjoy the production and this guide.

### 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.

#### 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

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#### BOOKS (local library)

##### Balloons

*Twenty-One Balloons* by William Pene DuBois  
*Where do Ballons Go?* by Jamie Lee Curtis  
*Emily's Balloon* by Kamako Sakai  
*You Can't Take a Balloon into the Metropolitan Museum* by Jacqueline Weitzman

#### WEBSITE

[ceedsofpeace.org](http://ceedsofpeace.org)  
*Raising peacebuilding leaders*

#### Friendship

*Being Friends* by Karen Beaumont  
*39 Uses for a Friend* by Harriet Ziefert

#### Imaginative Journeys

*Journey* by Aaron Becker  
*Jonathan and the Big Blue Boat* by Philip Stead

# For Teachers

## Before Seeing the Show

### THE STORY OF *The Red Balloon*

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*The Red Balloon* tells a tale of friendship. The little boy finds the balloon. The balloon follows him around. Some other children are jealous and steal the balloon, eventually breaking it. Balloons from all over the city come to the boy and take him up in the air, away from the cruelty of the other children.

### THEMES OF THE PLAY

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*The Red Balloon* offers many themes to think about and explore. The activities in this guide explore a few, but you might find others to connect with in your class.

Friendship	Imagination	Adventure
Bullies	Journeys	Standing up for yourself
Jealousy	Creativity	Sharing

### PRE-SHOW DISCUSSION

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Here are some questions related to the themes of the play:

#### Imagination

- Who likes to pretend? What do you like to pretend? What do you like to pretend to be?
- What do you pretend with (imagination)?
- What can you do with the imagination that you can't do otherwise?

#### Adventurous Journeys

- What's the most adventurous journey you've been on? Where did you go? How did you get there?
- What's an adventure you'd like to go on one day?
- What makes a journey 'adventurous'?
- Whoever did something special for you that makes him/her a hero to you?
- Has anyone ever called you a hero? What did you do that made you a hero?

#### Friendship and Bullies

- What makes someone a friend?
- What do you and your friends most like to do?
- Have you and your friends ever had problems? What caused the problem between you? How did you fix it?
- What makes someone a bully?
- Why do people like bullying other people? What should you do if you encounter a bully?

#### Jealousy

- Sometimes we get jealous of what other people have or do. What makes you jealous?
- Can jealousy be a good thing? Why or why not?
- How can you change jealousy?

# For Teachers

## Play Related Activities

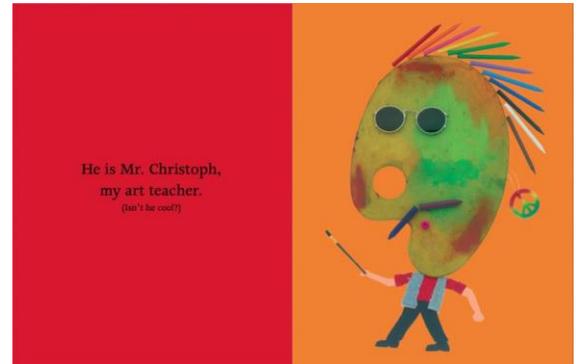
### **SIMILE PORTRAITS: *My Best Friend is as Sharp as a Pencil***

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*My Best Friend is as Sharp as a Pencil* by Hanoch Piven is a lovely and creative book that can stimulate students to imagine how objects can be used to represent their friends and to teach students how to write stories using similes. The book contains similes on every page, making for a great mentor text.

Examples from the text:

*“My favorite teacher is as mysterious as dark glasses and as artistic as a paint palette. He’s as relaxed as my favorite pair of jeans and always so colorful, just like my new set of crayons.”*



### **SIMILE WRITING/DRAWING: 'My Best Friend'**

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**Procedure:**

- Discuss how the balloon in *The Red Balloon* represented the young boy's best friend.
- If possible, read *My Best Friend is as Sharp as a Pencil*.
- Have students select a friend about whom to create a portrait and a description.
- Guide students to list EMOTIONS or ADJECTIVES about their friend.
- Guide students to list OBJECTS that their friend likes, uses a lot, wears or plays with.
- Guide students to complete the sentence: *My best friend is as \_\_\_\_\_ as \_\_\_\_\_.*
- Guide students to draw or paint a portrait of their friend based on their description.

### **READ THE BOOK 'The Red Balloon' AND COMPARE: Reading and Theatre**

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After seeing the HTY production of *The Red Balloon*, read aloud the book by Albert Lamorisse. Guide your class to compare the similarities and differences between seeing the play and reading the book.

- Which characters were similar? How were the characters different?
- How did the story change from book to play?
- How was it different hearing a book and seeing a play?
- What can a book do that theatre cannot? What can theatre do that reading a book cannot?

### **MAP A BALLOON CHASE**

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Distribute copies of the FOR STUDENTS page: Balloon Chase on page 6 of this guide. Guide students to imagine they are playing a game of hide and seek or chase with their own balloon friend. Mark on the map where the balloon might hide and where the chase might take them. If desired, guide students to write the story of their balloon best friend adventure.

# For Students

## Balloon Chase

The chase is on! Imagine you played a game of hide and seek with your own best friend balloon. Draw where the balloon might hide and where the chase might take you.



# For Teachers

## Heroes/Bullies

### HEROES AND BULLIES: AN EXPLORATION

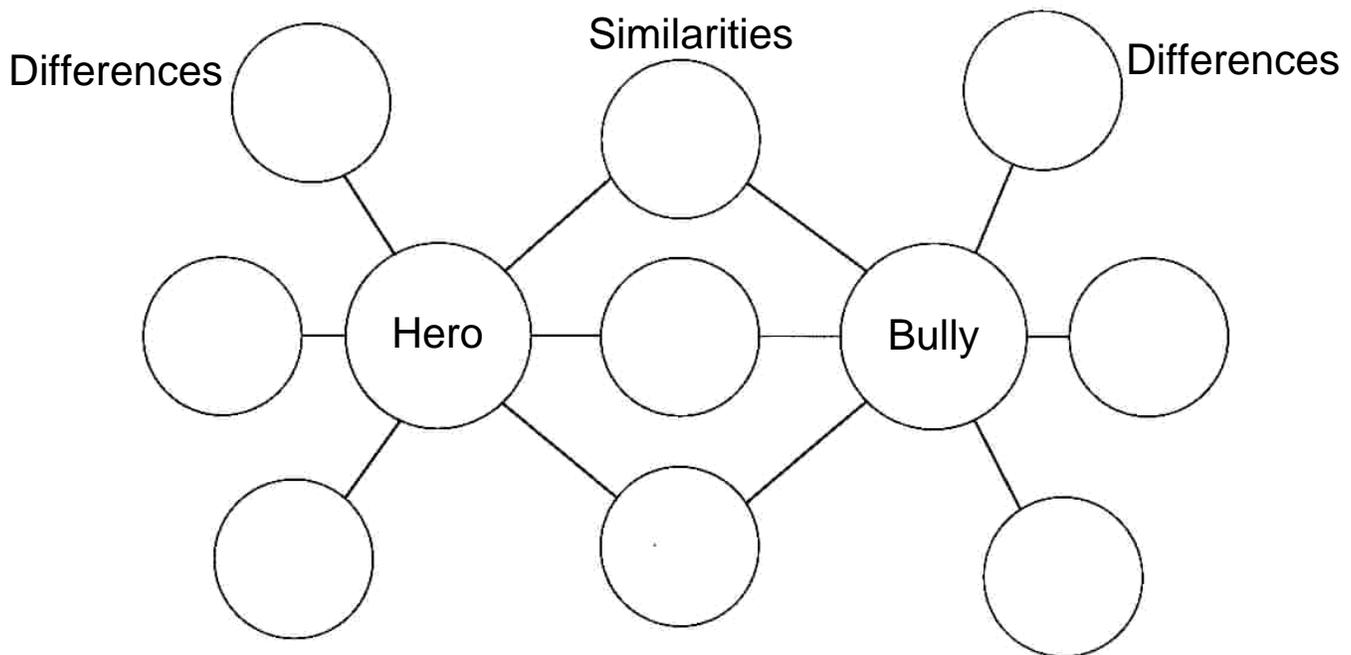
The word 'hero' is often linked with physical force; smashing things and physically defeating the 'enemy.' However, physical roughhousing—inspired by those ideas—can also be bullying.

This activity is designed to help students consider characteristics that emphasize the more humane and positive attitudes of a hero.

**Purpose:** To define the qualities of a hero beyond violent means to solve problems and defeat enemies.

#### Procedure

- Make two lists: the characteristics of a 'Hero' and of a 'Bully.' What does each do? What is the attitude of each? What is the goal of each?
- Draw a Comparison Diagram to investigate: What characteristics are unique to each? Which characteristics are similar between them?



With the Diagram in front of you, discuss what alternatives there are to physical confrontation. If a hero is more admirable than a bully, what ACTIONS or ATTITUDES show that difference?

- After seeing *The Red Balloon*, review the story, characters, actions and events.
- Next, list any actions in the story that might seem like 'playing' but can also be 'bullying.'
- Next, discuss which actions from your list could be changed from 'bullying' to friends playing in a respectful and cooperative way.
- Finally, suggest ways the children in the story could have showed 'friendship' instead of 'bullying.'

# For Students

Who's Your  
Balloon?

If you had a balloon with a personality, what might your balloon's face look like? Draw it here!

