



**PERFORMANCE GUIDE**

# CHRISTMAS TALK STORY

**BY YOKANAAN KEARNS, SEAN T. C. O'MALLEY, GARY PAK,  
LEE A. TONOUCHI, Y YORK & THE HTY ENSEMBLE**



[WWW.HTYWEB.ORG](http://WWW.HTYWEB.ORG)

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## **ALOHA FROM ARTISTIC DIRECTOR, ERIC JOHNSON**

Aloha and welcome to the work of Honolulu Theatre for Youth! We are delighted to share these resources with you. We believe wholeheartedly in the power of stories to bring us together across time and distance. When that happens we often find great similarities with our fellow humans that strengthen our sense of belonging, heritage and shared purpose. We also find profound differences which should be equally celebrated. Differences stretch our sense of self and tickle our curiosity for what is possible. Coming from a place that is both geographically remote and culturally diverse, we treasure stories in our community and are deeply honored to share this one with you now. If you would like more information on the company or our work, look us up at [htyweb.org](http://htyweb.org).





## **OUR PARTNERS & SPONSORS**

We are very grateful to our generous sponsor who supported this production.

**The Hawai'i State Department of Health  
Chronic Disease Prevention and Health Promotion Division**

## **PRODUCTION CREDITS**

### **Written by**

Yokanaan Kearns  
Sean T. C. O'Malley  
Gary Pak  
Lee A. Tonouchi  
Y York  
& The HTY Ensemble

### **Directed by**

Eric Johnson

### **Music Direction by**

Jarren Amian

### **Set and Prop Design by**

Eric West

### **Lighting Design by**

Chesley Cannon

### **Costume Design by**

Iris Kim

### **Stage Manager**

Sarah Danvers

### **Performed by**

Jarren Amian  
Alysia Kepa'a  
Lokomaika'i Lipscomb  
Kaonohiokalaealohilohinei Muller





## ABOUT THE SHOW

*Christmas Talk Story* began in 1998 as a collaboration between author Gary Pak and playwright, Y York. The original production was titled *Holiday Wrappings* and was performed during the 1999-2000 season. The show was retitled *Christmas Talk Story* the following season and featured a new set of local writers alongside Pak. The production evolved into an HTY tradition that showcased beloved writers from the local community and culminated in ten productions spanning thirteen seasons.

*"We are so delighted to offer families an hour to spend laughing together, singing along with this amazing cast and creating precious new memories as an 'ohana."* said HTY Artistic Director, Eric Johnson. *"We can think of no better gift for our community this holiday season!"*

This year's version of the show includes classic scenes and monologues from writers Yokanaan Kearns, Sean T. C. O'Malley, Gary Pak, Lee A. Tonouchi, Y York, as well as new material by the HTY Ensemble. Next year, the company plans to hold an open submission for the community at large to generate new material and encourage emerging playwrights.

**CREATE A STORY FROM A HOLIDAY MEMORY**

Many wonderful memories and stories are made during the holiday season. Some of the writers featured in our show used holiday memories as the inspiration for their pieces.

**Instructions**

Have your students collect stories from their parents and relatives that describe special holiday moments or memories. Encourage students to ask for stories of when their parents were children.

**To collect stories:**

1. As a class, decide on what kind of stories you'd like to discover, i.e., happy, sad, funny, embarrassing, surprising.
2. As a class, decide on what kind of questions will help focus the story a parent or relative tells. For example: "What is your favorite memory of Christmas from when you were a kid?" or "What's the funniest thing that ever happened to you during the holidays?"
3. Have the students document their stories by writing or even recording on a device.
4. Pick a day to share your collected holiday memories.

**To extend the exercise:**

- Write out the stories.
- Illustrate the stories.
- Create your own class "Christmas Talk Story" book.



## ACTIVITY: READ A SCENE FROM THE PLAY

### CHRISTMAS SMELL BY SEAN T.C. O'MALLEY

*Share this scene in class and have a brief discussion.*

1. List the characters in the scene.
  - Who are the main characters?
  - How old or young is each? How can you tell?
  - What does the main character learn from the story?
2. Talk about where the scene takes place.
  - What is the setting or settings for the scene?
  - Describe what each place might look like.
3. Identify the author's intent.
  - How does the author want you to feel as you listen to or read the scene?
  - What does the author want you to think about?
  - What does the author hope you might learn from this story?

#### **CHRISTMAS SMELL by Sean T. C. O'Malley**

MANOLO

It's the first day of school and Leland from behind me on the bus goes,

LELAND

P.U., Manolo, you smell like Christmas!

MANOLO

It's 'cause my Mom kept my uniform in the closet all summer with an air fresh deodorization anti-bacterio pine tree bottle. It keeps away mildew. And Mom washes it but I go to school again and everybody remembers 'cause Leland keeps saying,

LELAND

Manolo smells like Christmas!

MANOLO

I do not smell like Christmas! Smell me! I don't! Arrrrgh! Wash it again, Mom! Please? Every single day at school Leland still says,

LELAND

Smell like Christmas! Smell like Christmas!

MANOLO

I don't want to smell like Christmas. Yuck yuck yuck Bleeaaauuh! And Lei and Rosaria go,

LEI/ROSARIA

Noel Smell! Candy Cane Kid!

MANOLO

And Shelline even called me...

SHELLINE

Baby Jesus.

## ACTIVITY: READ A SCENE FROM THE PLAY (CONTINUED)

MANOLO

But Sister Lourdes heard her and she got sent to the office.

MANOLO

Mom says,

MOM

It's a nice smell, sweetheart.

MANOLO

Buh. So what? So I smell like Christmas. I know what's gonna happen... On Thanksgiving, when the Matson boat is supposed to come from the Mainland with all the Christmas trees for Hawaii, and all the kids go to City Mill to open up the container to get their trees, they're all gonna start crying!!! You know why? 'Cause the Matson boat is late! And the trees got cooked in the sun too long! And guess what? No more Christmas Smell! Just mildew smell. The trees stink like my swimsuit I left in the car for three days all wet.

Now where can you get the Christmas Smell?

ACTOR 1

Hey, Manolo, can you and your Smell come to our Christmas party?

ACTOR 2

Manolo, maybe you could come visit our house and open presents with us?

ACTOR 3

Excuse me Manolo, would you like to come eat our Christmas Cookies? And Candy? And Cake?

MANOLO

Everybody likes to have the Christmas Smell when it's Christmas.



### BONUS ACTIVITY: Stage the Scene

After doing a readthrough of the script, stage the scene for performance.

- **Cast the Scene**

Assign the parts to different students. Multiple groups could perform.

- **Block the Scene**

Decide where each of the characters sits, stands, or moves during the scene.

- **Rehearse**

- **Perform**

Have the different groups perform their version of the scene for the class.



## POST SHOW ACTIVITY: WRITE YOUR OWN HOLIDAY SONG

### CREATE A HOLIDAY SONG

For a fun group activity, ask students to suggest ideas for the empty blanks. When finished, copy it on the board and try singing it together as a class to the tune of “Rudolph, the Red-nosed Reindeer.”

\_\_\_\_\_, the \_\_\_\_\_ - \_\_\_\_\_ had a very  
(Grandfather's first name) (color) (part of the face) (an animal or creature)

\_\_\_\_\_!  
(a funny sounding word) (part of face from before)

And if you ever saw it,

you would even say it \_\_\_\_\_.  
(descriptive action word)

All of the other \_\_\_\_\_  
(same animal used before)

used to laugh and call him names!

They never let poor \_\_\_\_\_  
(same grandfather's name)

join in any \_\_\_\_\_ games! Then, one \_\_\_\_\_  
(the animal used before) (a spooky sounding word)

\_\_\_\_\_ Eve, \_\_\_\_\_ came to say: \_\_\_\_\_  
(holiday or special day) (a famous person) (same grandfather's name)

with your \_\_\_\_\_ so \_\_\_\_\_, won't you  
(same face part from before) (adjective)

\_\_\_\_\_ my \_\_\_\_\_ tonight!  
(fast action verb) (vehicle you use to go places)

Then, how the \_\_\_\_\_ loved him, as they shouted out with \_\_\_\_\_!  
(same animals) (a really good feeling)

\_\_\_\_\_ the \_\_\_\_\_ - \_\_\_\_\_,  
(grandfather's name) (same color) (same part of the face) (same animal)

You'll go down in history!





**NATIONAL CORE ARTS STANDARDS FOR THEATRE:  
CHRISTMAS TALK STORY**

For Students Age 5+ (All Elementary)

**KINDERGARTEN**

**• CREATING**

TH: Cr1.1.K.b. With prompting and support, use non- representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cr2-K.a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cr3.1.K.a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**• PERFORMING**

TH: Pr4.1.K.a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Pr5.1.K.a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).

TH: Pr6.1.K.a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**• RESPONDING**

TH: Re7.1.K.a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Re8.1.K.b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Re9.1.K.a. With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).

**• CONNECTING**

TH: Cn10.1.K.a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cn11.1.K.a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cn11.2.K.b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**GRADE 1**

**CREATING**

TH: Cr1.1.1.c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

TH: Cr2-1.a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cr3.1.1.c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

**NATIONAL CORE ARTS STANDARDS FOR THEATRE:  
CHRISTMAS TALK STORY**

**GRADE 1 CONTINUED...**

**• PERFORMING**

TH: Pr4.1.1.a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Pr5.1.1.a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).

TH: Pr6.1.1.a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

**• RESPONDING**

TH: Re7.1.1.a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Re8.1.1.b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

TH: Re9.1.1.c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

**• CONNECTING**

TH: Cn10.1.1.a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

TH: Cn11.1.1.a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cn11.2-1.b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

**GRADE 2**

**• CREATING**

TH: Cr1.1.2.c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

TH: Cr2-2.b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cr3.1.2.c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

**• PERFORMING**

TH: Pr4.1.2.a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Pr5.1.2.a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Pr6.1.2.a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.

**NATIONAL CORE ARTS STANDARDS FOR THEATRE:  
CHRISTMAS TALK STORY**

**GRADE 2 CONTINUED...**

**• RESPONDING**

TH: Re7.1.2.a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Re8.1.2.b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

TH: Re9.1.2.c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

**• CONNECTING**

TH: Cn10.1.2.a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cn11.1.2.a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cn11.2.2.b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

**GRADE 3**

**• CREATING**

TH: Cr1.1.3.c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

TH: Cr2-3.b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

TH: Cr3.1.3.b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

**• PERFORMING**

TH: Pr4.1.3.b. Investigate how movement and voice are incorporated into drama/theatre work.

TH: Pr5.1.3.a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

TH: Pr6.1.3.a. Practice drama/theatre work and share reflections individually and in small groups.

**• RESPONDING**

TH: Re7.1.3.a. Understand why artistic choices are made in a drama/theatre work.

TH: Re8.1.3.c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.

TH: Re9.1.3.c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

**• CONNECTING**

TH: Cn10.1.3.a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

TH: Cn11.1.3.a. Identify connections to community, social issues and other content areas in drama/theatre work.

**NATIONAL CORE ARTS STANDARDS FOR THEATRE:  
CHRISTMAS TALK STORY**

**GRADE 3 CONTINUED...**

**• CONNECTING**

TH: Cn11.2.3.a. Explore how stories are adapted from literature to drama/theatre work.

**GRADE 4**

**• CREATING**

TH: Cr1.1.4.c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

TH: Cr2-4.b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

TH: Cr3.1.4.a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.

**• PERFORMING**

TH: Pr4.1.4.b. Make physical choices to develop a character in a drama/theatre work.

TH: Pr5.1.4.a. Practice selected exercises that can be used in a group setting for drama/theatre work.

TH: Pr6.1.4.a. Share small-group drama/theatre work, with peers as audience.

**• RESPONDING**

TH: Re7.1.4.a. Identify artistic choices made in a drama/theatre work through participation and observation.

TH: Re8.1.4.b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.

TH: Re9.1.4.c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.

**• CONNECTING**

TH: Cn10.1.4.a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

TH: Cn11.1.4.a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

TH: Cn11.2.4.a. Investigate cross-cultural approaches to storytelling in drama/theatre work.

**GRADE 5**

**• CREATING**

TH: Cr.1.1.5.a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

TH: Cr2-5.a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

TH: Cr3.1.5.a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.



**NATIONAL CORE ARTS STANDARDS FOR THEATRE:  
CHRISTMAS TALK STORY**

**GRADE 5 CONTINUED...**

• **PERFORMING**

TH: Pr4.1.5.b. Use physical choices to create meaning in a drama/theatre work.

TH: Pr5.1.5.a. Choose acting exercises that can be applied to a drama/theatre work.

TH: Pr6.1.5.a. Present drama/theatre work informally to an audience.

• **RESPONDING**

TH: Re7.1.5.a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

TH: Re8.1.5.b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

TH: Re9.1.5.c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

• **CONNECTING**

TH: Cn10.1.5.a. Explain how drama/theatre connects oneself to a community or culture.

TH: Cn11.1.5.a. Investigate historical, global and social issues expressed in drama/theatre work.

TH: Cn11.2.5.a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.





## ABOUT HTY

Honolulu Theatre for Youth (HTY) is a theatre of place, deeply rooted in the cultures and people of the Pacific and dedicated to serving young people, families and educators across the Hawaiian Islands. Founded in 1955, HTY is one of the oldest professional TYA companies in the country and is recognized for its long history of innovative drama education programming and the creation of original theatrical works that celebrate the diverse cultures of Hawai'i.

## OUR COMPANY

**Becky Dunning**  
Managing Director

**Stu Hirayama**  
School Reservations

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**Fay Ann Chun**  
Grants Manager

**Jian Gu**  
Accounting

**Eric Johnson**  
Artistic Director

**Reiko Ho**  
Artistic Associate/Marketing

**Moses Goods**  
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**Annie Cusick Wood**  
Artistic Associate

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Chesley Cannon  
Sarah Danvers  
Serina Dunham  
Iris Kim  
Lokomaika'i Lipscomb  
Mattea Mazzella  
Kaonohiokalaealohilohinei Muller  
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