

2024

PERFORMANCE GUIDE

CHRISTMAS TALK STORY

BY THE HTY ENSEMBLE, INSPIRED BY SUBMISSIONS FROM
STUDENTS FROM THE LOCAL COMMUNITY



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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.





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**

2024 PRODUCTION CREDITS

Written by

The HTY Ensemble

Inspired by Submissions from Students on O'ahu

Directed by

Eric Johnson

Music by

Mattea Mazzella and The HTY Ensemble

Set and Prop Design by

Eric West

Lighting Design by

Chesley Cannon

Costume Design by

Iris Kim

Sound Design by

Mattea Mazzella

Stage Manager

Sarah Danvers

Performed by

Lokomaika'i Lipscomb

Mattea Mazzella

Kaonohiokalaalohilohinei Muller

Emily Wright



ABOUT THE 2024 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 eleven productions spanning fourteen seasons.

This year's version of the show features new scenes, songs, poems, and monologues developed by the HTY Artistic Ensemble and students from the local community. Earlier this fall, HTY put out the call for submissions to teachers and students on O'ahu. The HTY Ensemble used the students' work to create pieces for the production.

"This year, we invited students to submit work. The show is structured around all the ways we tell stories- by 'talking story', through songs and music, poems, scenes. The performance is very interactive and will be fun for everyone in the family. 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." says HTY Artistic Director, Eric Johnson.

POST SHOW ACTIVITY: WRITE YOUR OWN “TALK STORY”

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.



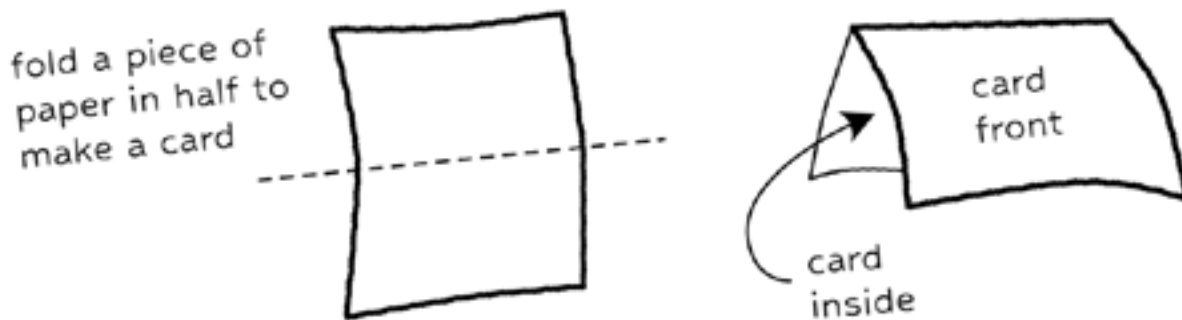
ACTIVITY: CREATE YOUR OWN HOLIDAY AND CARD

MAKE YOUR OWN HOLIDAY (CARD)

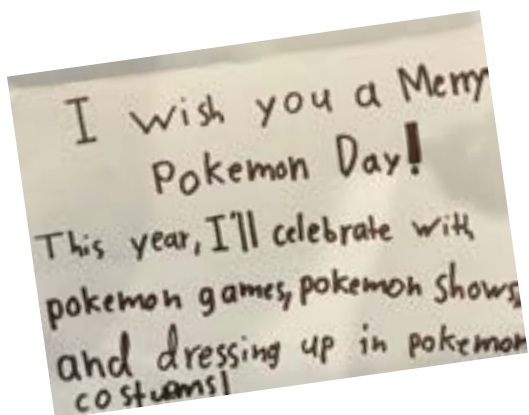
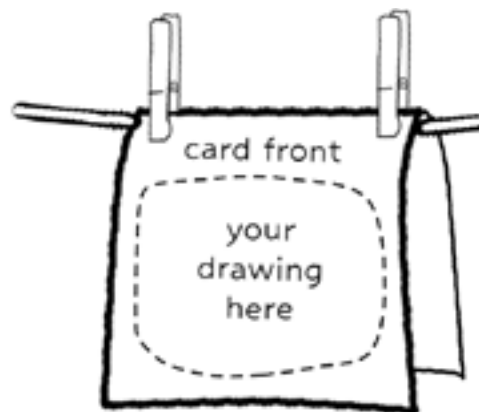
Use your imagination to create an original holiday that you would like to celebrate. Your holiday could include a favorite activity or food or something your family would like to do together. What holiday do you wish we could all celebrate with you?

Supplies needed:

Paper or Construction Paper
Markers or Crayons



On the inside of the card, tell us the name of your new holiday and list your three favorite things from your life that you would use or do to celebrate this holiday. You could include anything that's special to you. Then, draw those things on the front of the card.



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

Brad DeCaires
Box Office

Fay Ann Chun
Grants Manager

Jian Gu
Accounting

Stephanie Conching
House Manager

Eric Johnson
Artistic Director

Reiko Ho
Artistic Associate/Marketing

Moses Goods
Artistic Associate/Actor

Annie Cusick Wood
Artistic Associate

Artistic Ensemble
Jarren Amian
Chesley Cannon
Sarah Danvers
Serina Dunham
Iris Kim
Lokomaika'i Lipscomb
Mattea Mazzella
Kaonohiokalaalohilohinei Muller
Hermenigildo Tesoro Jr.
Eric West
Emily Wright

Daniel A. Kelin, II
Director of Drama Education

Chlloe Tower
Asst. Director of Drama Education

Tamara Smith
Drama Ed. Administrator

Clara Whippy
Teaching Artist

Ana Narrajos
Teaching Artist

Jill Jackson
Teaching Artist