



PERFORMANCE GUIDE

# HAPA: THE MUSICAL ABOUT BEING MANY THINGS

BY THE HTY ENSEMBLE



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

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



**Aloha!**

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. When that happens, we often find great similarities with our fellow humans that strengthen our sense of belonging and shared purpose. 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.

Thank you so much for taking the time to look over these resource materials. If you would like more information on the company or our work, please look us up at [htyweb.org](http://htyweb.org).

# CONTENTS

<b>ALOHA FROM HTY ARTISTIC DIRECTOR, ERIC JOHNSON</b>	<b>2</b>
<b>PRODUCTION CREDITS</b>	<b>3</b>
<b>ABOUT OUR SHOW</b>	<b>4</b>
<b>LYRICS TO THE HAPA THEME SONG</b>	<b>4</b>
<b>BACKGROUND AND TERMS USED IN THE SHOW</b>	<b>5</b>
<b>RESOURCES: BOOKS AND WEBSITES</b>	<b>7</b>
<b>POST SHOW DISCUSSION QUESTIONS</b>	<b>8</b>
<b>CLASSROOM ACTIVITY: CONNECTING AND RESPONDING</b>	<b>9</b>
<b>VISUAL ARTS ACTIVITY: CONNECTING AND REFLECTING</b>	<b>10</b>
<b>ABOUT HTY</b>	<b>13</b>



## PRODUCTION CREDITS

**Created by** The HTY Ensemble

**Directed by** Eric Johnson

**Original Music by** Matt Glickstein

**Choreography by** Ahnya Chang

**Set and Lighting Design by** Chesley Cannon

**Costume Design by** Iris Kim

**Props and Technical Direction by** Eric West

**Additional Music by** Mattea Mazzella

**Performed by**

Jarren Amian, Serina Dunham, Moses Goods, Annie Lokomaika'i Lipscomb,  
Emily Wright, and Sean-Joseph Choo (Understudy)

**Stage Manager**

Sarah Danvers

**Performance Guide by** Reiko Ho

**National Core Arts Standards** compiled by Daniel A. Kelin II

## ACKNOWLEDGEMENTS

A very special mahalo to  
The National Endowment for the Arts  
for their generous support



## ABOUT OUR SHOW

---

### SYNOPSIS

This brand-new musical created by the HTY Ensemble is a celebration of diversity within our community and within every individual. “Hapa” in Hawaiian, means “part”. See how the HTY ensemble honors the many parts of an individual by sharing their own personal stories about being hapa. Audience will enjoy this interactive and uplifting production performed by an all-Hapa cast.

### LYRICS TO THE HAPA THEME SONG

---

**HAPAHĀ, HAPALUA,  
KA HUINA O NĀ HAPA.  
‘O KA MEA KA HELUNA O NĀ  
HAPA O LOKO.  
HAPAHĀ, HAPALUA,  
KA HUINA O NĀ HAPA.  
‘O KA MEA KA HELUNA O NĀ  
HAPA O LOKO.**

A QUARTER, A HALF,  
THE SUM OF THE PAST  
TO BE THE SUM OF ALL PARTS  
A QUARTER, A HALF,  
THE SUM OF THE PAST  
TO BE THE SUM OF ALL PARTS

*show photos by Chesley Cannon*

## WHAT IS "HAPA"?



Hapa is a Hawaiian word that means “part.”

In the 1900s Kingdom of Hawai‘i, *hapa haole* was used to describe individuals with one Hawaiian parent and one white (or foreign) parent. As immigrants from China, Japan, Korea, and the Philippines arrived to work on sugar plantations, the term adapted to describe children born of those immigrants and native Hawaiians. (For example: *hapa pake* for Chinese-Hawaiian.)

Over time, the term evolved to include and identify people of mixed Asian/Pacific Islander descent, regardless of whether they have Hawaiian ancestry. The use of the term has spread to the continental US and even

Japan. However, there is debate in the Hawaiian community over the use of the term to include those with no Hawaiian ancestry and its appropriation outside of Hawai‘i.

Today, in Hawai‘i, *hapa* is a widely used term that refers to a person of mixed-race.

Did you know that there are more mixed-race or *hapa* people in Hawai‘i than anywhere in the United States? According to the Pew Research Center and the Census Bureau, approximately 24% to 24.5% of Hawai‘i’s population identifies as mixed-race which means that more than 330,000 residents identify as two or more races. This makes Hawai‘i the national leader in racial diversity. By comparison, national statistics from the 2020 Census show that approximately 10.2% of the overall population identify as mixed-race.

The HTY Ensemble performing in the show all identify as *hapa* and the show is a very personal expression of their experience growing up *hapa*.



## OTHER TERMS USED IN THE SHOW

In the show, there are a few terms that are used that may be unfamiliar to students.

### 1. “Code Switching”

Code switching is changing how you speak, act, or dress to fit into different situations. For example a student might behave one way at a library and behave in a completely different way with friends on a playground. Hapa kids often code switch between the different cultures and communities they are a part of. It involves shifting behaviors, languages, or even clothes and appearances in order to be understood, feel comfortable, or belong. Hapa kids are masters of code switching, understanding from a young age that behavior and language choices reflect links to cultural identity and social roles.

Check out this video for teachers from Study.com: <https://study.com/academy/lesson/video/code-switching-in-the-classroom.html>

### 1. “Labels”

Labels, in the context of the show, are related to identity and stereotyping. Imagine that label is like a small box that you group people in. A stereotype is making the assumption that the people in the box are the same.



Once a label is put on a group or a person, it can be hard to remove and may have a negative affect even if the original intent of the label was positive. A label might describe one part of person or group, but it cannot describe a whole person or group. Labels and stereotypes can stop people from seeing how special and different everyone is and may create situations where some people may feel like they are excluded or limited.

Here are some websites and videos that may provide useful teaching tools:

Code-Switching- Why It Matters <https://headstart.gov/sites/default/files/pdf/code-switching-why-it-matters-eng.pdf> -from Headstart.gov

Stereotypes: <https://study.com/academy/lesson/video/stereotypes-lesson-for-kids-definition-examples.html>

What is a Stereotype? video: <https://www.youtube.com/watch?v=sCXR8Mz5vXk>

**BOOKS FOR THE CLASSROOM**



- *Mama’s Love Language: Sometimes Love Tastes Like Hainan Chicken Rice* by Elisa Stad  
-a story about a family with a Vietnamese mom and a Caucasian dad.
- *Cooper’s Lesson* by Sun Yung Shin  
- Cooper who is Korean/Caucasian feels uncomfortable in a Korean American store, because his Korean language skills are limited.
- *Dumpling Soup* by Jama Kim Rattigan  
- Set in Hawai’i and centered around a family that has Asian, Native Hawaiian, and European heritage.
- *I am Flippish!* by Leslie V. Ryan  
- Ryan is Filipino and Irish. One day at school, a mom jokingly asks Ryan why he does not look like his dad.
- *I am Hapa! / !Soy Hapa!* by Crystal Smith  
-A trilingual (English, Spanish, Chinese) book celebrating mixed heritage.
- *Olu’s Dream* by Shane W. Evans  
- Imaginative story whose main character is half Black, half Asian.

**VIDEOS AND WEBSITES**

- *HAPA: One Step at a Time* (PBS KIDS): A thought-provoking exploration of what it means to be a mixed-race American in the 2000s. <https://www.pbs.org/video/hapa-one-step-at-a-time-6f8ty5/>
- *The HAPA Project*: NPR interview about artist, Kip Fulbeck’s 25 year project around mixed race identity. <https://www.npr.org/2025/05/28/nx-s1-5391503/hapa-project-mixed-race-photography>



# POST SHOW DISCUSSION

WHAT DOES THE WORD HAPA MEAN?

ARE YOU HAPA? DO YOU KNOW SOMEONE WHO IS?

WHAT DOES IT MEAN TO CODE SWITCH?

WHAT IS A LABEL? DISCUSS.

WAS THERE A CHARACTER THAT YOU RELATED TO? WHY?

WHAT WAS YOUR FAVORITE PART OF OUR PERFORMANCE? AND WHY?

## THE PENCIL GAME

In our play, we learn that everyone is made up of many different things or parts. Use this simple activity to start a discussion about labels and empathy.

### Lesson Objective

To deepen a student's understanding of labels and stereotypes and their effect.



### Instructions

Instruct each student to finish this sentence to describe a common object, a pencil:

A pencil is \_\_\_\_\_.

For example: A pencil is skinny or a pencil is long or has a pointy end.

This could be done in writing or verbally.  
If shared verbally, write the answers on the board.

After everyone has shared, take out a mechanical pencil or a colored pencil and show it to the class. Did everyone think of a yellow pencil?

Ask the class to follow this same procedure with the newly introduced pencils that differ from the description in some way.

When you've done this a number of times, invite students to draw conclusions about this exercise. Affirm responses that point out the following:

*There are obviously many different kinds of pencils.*

*It is difficult to come up with one description or label that covers the individual characteristics of every single pencil.*

*Even though they are all pencils, they all have individual and unique differences.*

Ask students what they learned about stereotypes and labels from this activity.  
Discuss.

**THIS IS ME: INSIDE AND OUT**

**. Lesson Objective**

For students to reflect on the many parts that make them a unique and special individual.

**Instructions**

In our show, we learn that we are all made of different parts from our culture to things we love to do. Instruct students to reflect on all the parts that make them an individual.

**Prompts**

- What do you love to do?
- Are there traditions that you enjoy with your family?
- What is your favorite food?
- What is your favorite subject in school?
- What is your favorite hobby?
- Is there a sport or other activity you like to do after school?
- Are they hapa like the characters in the show?

Allow students to make a list or think of all their parts.

Use the templates on the next two pages (or have the student draw freehand) to draw inner and outer portraits.

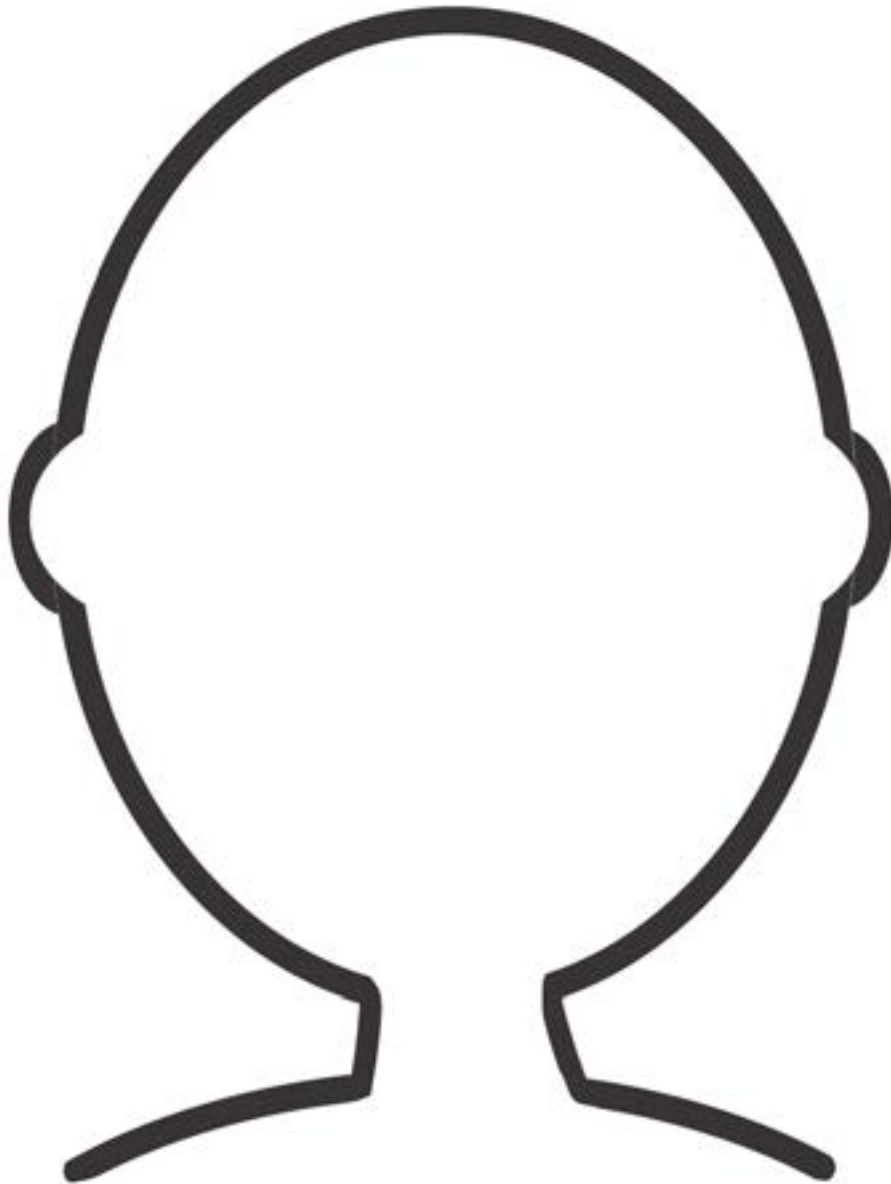
On one side of the paper, instruct student to draw what they look like on the outside.

Add hair, eyes, mouth, etc.

On the other side of the paper, have students fill in with all their many parts.



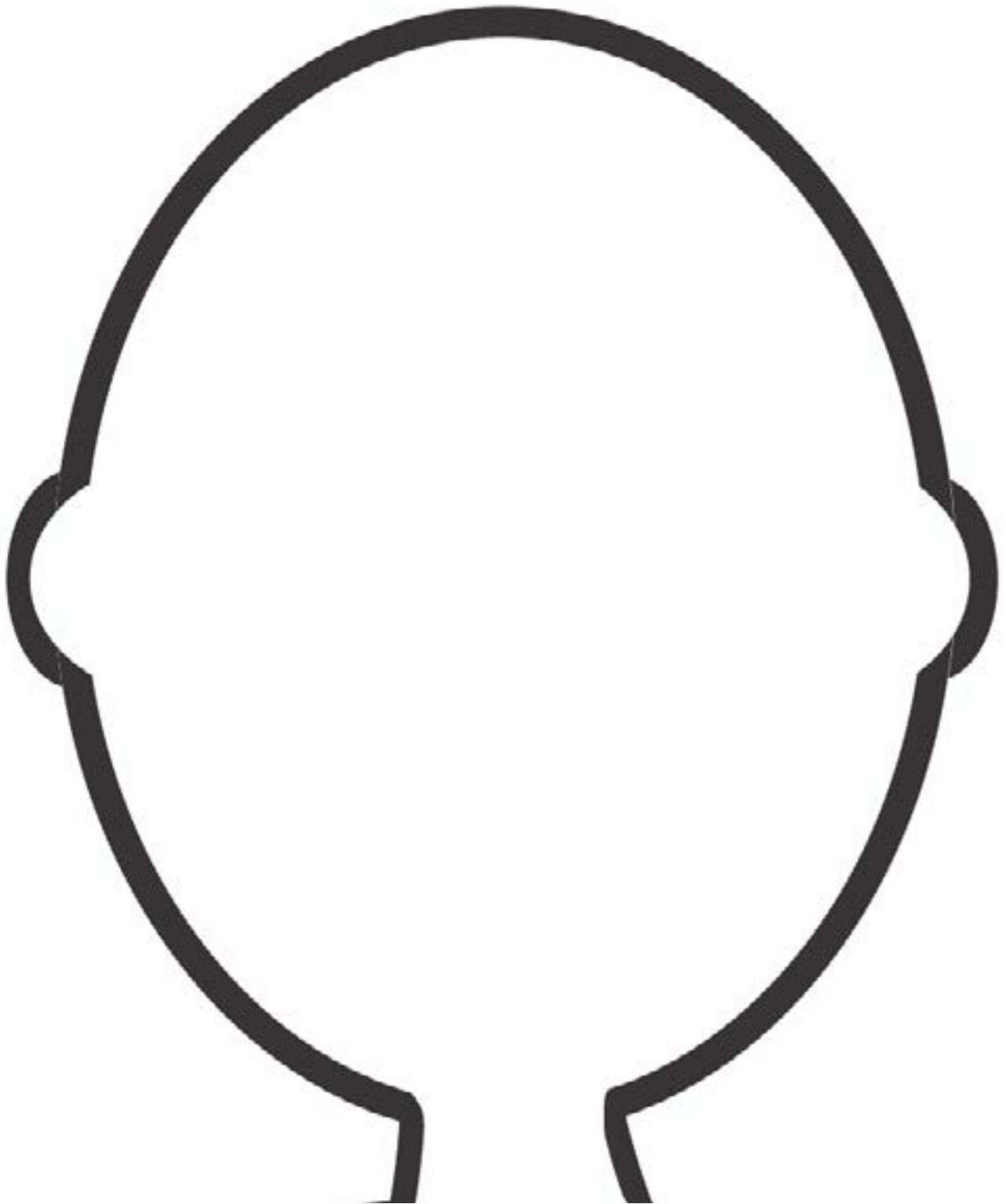
WHAT I LOOK LIKE ON THE OUTSIDE



**This Is Me!**

Copyright © The Seasonal Homeschool

WHAT I LOOK LIKE ON THE INSIDE





## 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. In 2023, HTY was awarded the Orlin Corey Medallion by the Children's Theatre Association of America, the highest honor in the field.

## OUR COMPANY

**Becky Dunning**  
Development Director

**Stu Hirayama**  
School Reservations

**Brad DeCaires**  
Box Office

**Stephanie Conching**  
House Manager

**Jian Gu**  
Accounting

**Eric Johnson**  
Artistic Director

**Reiko Ho**  
Artistic Associate/Marketing Dir.

**Moses Goods**  
Artistic Associate/Actor

**Annie Cusick Wood**  
Artistic Associate

**Misy Singson**  
Artistic Producer

**Artistic Team**  
Jarren Amian  
Chesley Cannon  
Sarah Danvers  
Serina Dunham  
Lokomaika'i Lipscomb  
Mattea Mazzella  
Hermenigildo Tesoro Jr.  
Eric West  
Emily Wright

**Daniel A. Kelin, II**  
Director of Drama Education

**Tamara Smith**  
Drama Ed. Administrator

**Erin O'Hara**  
Teaching Artist

**Ms. Lisa**  
Teaching Artist

**Kirsten Erickson**  
Teaching Artist

**Jill Jackson**  
Teaching Artist