

# Stories of Oceania

*By The HTY Ensemble*



**Performance Guide and Classroom Activities**

# 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 and look forward to any questions or feedback you may have about the show, our company or these materials. We believe whole heartedly 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, please look us up at [htyweb.org](http://htyweb.org).

## Table of Contents

Welcome and Table of Contents.....	2
About the Show.....	3
How to Use this Guide.....	4
Activities for The Classroom.....	4-9
<ul style="list-style-type: none"><li>• Pre-Show Discussion</li><li>• Activity I: Mapping Characters and Histories</li><li>• Activity II: Be a Storyteller</li><li>• Activity III: Make a Lei of Encouragement</li></ul>	

## About the Show

### Show Synopsis

Join Native Hawaiian student, Kāpili, as he learns about respecting and honoring people of different cultures through the stories of his classmates. The show explores themes of stereotype and acceptance as Kāpili navigates starting a new school and making friends. The play features stories from our neighbors in the Pacific that celebrate the cultural traditions that connect us. *Recommended for ages 8+.*

## Original Production Credits



**Written by** The HTY Ensemble

**Directed by** Moses Goods & Chesley Cannon

### HTY Ensemble

Sean-Joseph Choo

Moses Goods

Maki'ilei Ishihara

Pō'ai Lincoln

### The Cast

**Kāpili** Sean Choo

**Vai/Ghost** Serina Dunham

**Anitelu/Asi/Ghost** Moses Goods

**Tana/Ghost** Maki'ilei Ishihara

**Mom/Manu/Ghost** Pō'ai Lincoln

**Kōra** Matthew Mazzella

**Asi (voice)** Theoren Nansen

**Inise** Destiny Qalo

**Pwun** Junior Tesoro

**Ghost** Eric West

**Music by** Sean Choo



### Digital Production Team

Chesley Cannon, Sean Choo, Moses Goods, Iris Kim, Maki'ilei Ishihara, Pō'ai Lincoln, and Eric West

# How to Use this Study Guide

This guide is intended for you to use with your students to enhance your experience watching *Stories of Oceania*. As the show and this guide are intended for a wide age range, simplify or supplement the materials as you see fit. The activities included can be explored sequentially or you can choose a single activity to engage with. You know your students and the classroom environment the best! If you choose to use any or all of the activities, below is the order in which we suggest you complete them.

## Before the Show

- Discussing Assumptions and Stereotypes
- Where is Oceania? Mapping Characters and Histories Part 1

## After the Show

- Mapping Characters and Histories Part 2 & 3
- Be a Storyteller
- Make a Lei of Encouragement

## Pre-Show Discussion

In the play, the main character Kāpili, makes assumptions about his classmates which prove to be incorrect and at times hurtful. Before watching, take some time to discuss the definition of the terms ***stereotype*** and ***assumption***. (Definitions below are from *The Oxford English Dictionary*.)

### Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

It can be used as both a noun and a verb.

### Assumption

Noun. A belief or feeling that something is true or that something will happen, although there is no proof.

### Guiding Questions

- Can you name some general examples of stereotypes?
- Can a stereotype be negative? How? Discuss examples.
- Can a stereotype be positive? How? Discuss examples.
- Can you name some general examples of assumptions?
- How do you think stereotypes and assumptions affect people?

# Where and What is Oceania?

There are a variety of cultures from Oceania represented in the play. Oceania is defined as a region made up of thousands of islands throughout the Central and South Pacific Ocean. It is divided into 4 subregions: Australia and New Zealand, Polynesia, Melanesia, and Micronesia.

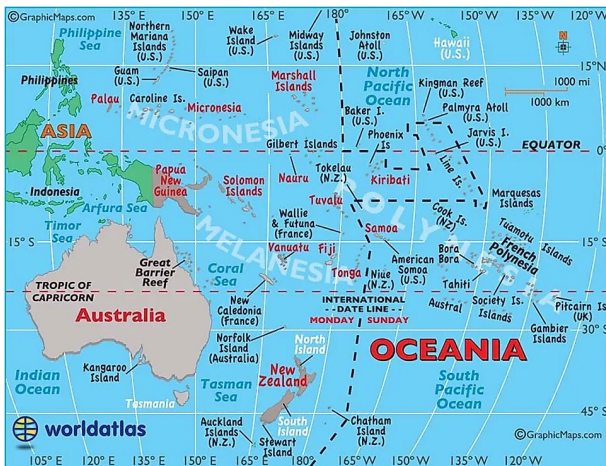
It is home to 43 million people.

The following three-part activity will allow students to become more familiar with the region, its people, and its rich history. If time permits, Part 1 could be completed prior to viewing the performance.

## Activity I: Mapping Characters and Histories

### Part 1: Make a Map of Oceania

Familiarize your students with a map Oceania and the nine places mentioned in the show: Hawai'i, Marshall Islands, Chuuk, Fiji, Samoa, Satawal, Aotearoa (New Zealand), Tahiti, and Palau.



#### Materials

#### Printable Map of Oceania (at left):

Go to the link below to print maps for your students  
<https://www.worldatlas.com/webimage/countrys/oceania/aulargez.htm>

#### Interactive Digital Maps:

<https://mapmaker.nationalgeographic.org>

<https://mrunssbaum.com/australia-and-oceania-interactive-map>

#### Instructions

- Print out maps and cut up into 5-10 “puzzle” pieces.
- Students reconstruct the map puzzle individually or in small groups.
- Instruct student to find the places in the show listed above.

### Part 2: Match Characters with Places

After watching the show, use the map of Oceania and match the characters in the show with the places they are from.

#### List of Characters

Kāpili, Vai, Anitelu, Tana, Manu, Kōra, Asi, Inise, Pwun

### Part 3: Be a Historian

Have each student (or student group) do some research about a particular island or group of people that live in Oceania. The topics we encourage you and your students to cover are included in the table below and are related to characters in the show. Other places in Oceania that your students can research include: Tuvalu, Tonga, Solomon Islands, Vanuatu, Papua New Guinea, New Caledonia, Nauru, Yap, and more!

Place	Character	Prompts and Guiding Questions
<b>Hawai'i</b>	Kāpili	<p>Many Kānaka Maoli (Indigenous Hawaiians) do not consider themselves to be citizens of the United States. Why this is? How did Hawai'i come to be the 50th state?</p> <p>Hawai'i has two official languages, 'Ōlelo Hawai'i (the Hawaiian language) and English. What other languages are spoken in Hawai'i and how did that come to be?</p> <p>How many islands make up Hawai'i? How many are inhabited?</p> <p>Who lived in Hawai'i before it became a state and who lives there now?</p>
<b>Marshall Islands</b>	Anitelu	<p>How many islands make up the Marshall Islands? What is an island, an islet, and an atoll? How do you travel between them?</p> <p>When did people first settle in the Marshall Islands? How did they travel to the islands and where did they come from?</p> <p>What are the two most populated atolls in the Marshall Islands. Why do people choose to live on those atolls?</p> <p>What impact has the nuclear bomb testing by the United States had on the islands and their inhabitants?</p>
<b>Chuuk</b>	Tana	<p>How is the state of Chuuk organized?</p> <p>What countries have colonized and controlled Chuuk? Explore Chuuk's history and fight for independence.</p> <p>Where do most people in the Chuuk State live? Why?</p>
<b>Fiji</b>	Inise	<p>How many islands make up the Nation of Fiji? How were they formed? What is the climate like today?</p> <p>When did the first settlers arrive in Fiji? Who were they? Where did they come from?</p> <p>There are three official languages of Fiji: Fijian, English, and Fiji Hindi. Explore the history of the Fiji Hindi language. How and why did this develop?</p>

Place	Character	Prompts and Guiding Questions
<b>Samoa</b>	Asi	<p>What are the four inhabited islands that make up Samoa? Who were the first settlers in Samoa? How did they get there?</p> <p>What are traditional Samoan houses called? How are they constructed? What do they look like?</p> <p>What is the difference between Samoa and American Samoa? How did the different jurisdictions come to be?</p>
<b>Satawal</b>	Pwun	<p>How many islands make up Satawal's single atoll? Who calls this place home?</p> <p>What does daily life look like in Satawal? What do people eat? How do people spend their time?</p> <p>The people of Satawal are best known for keeping alive traditional navigational techniques. Research the Polynesian Voyaging Society and how master navigators like Mau Piailug can navigate the ocean without the navigation equipment widely used today.</p>
<b>Aotearoa</b> (New Zealand)	Manu	<p>Who were the first settlers of Aotearoa? When did they arrive and where did they come from? What does Aotearoa mean?</p> <p>How many islands make up New Zealand? How might it be different to live on North Island as opposed to Matakana Island?</p> <p>How has the culture and the demographics of the islands changed since being settled?</p> <p>How long is life expectancy in New Zealand? What is special about this and why?</p>
<b>Tahiti</b>	Vai	<p>Find a map of the island. How does it look? What is the topography like? How is the island divided up administratively?</p> <p>Who governs the island? How are laws made? What does this mean for the people who live there?</p> <p>In Tahiti, a traditional dance called the <i>ote'a</i> is very popular. Learn about this dance and how it is performed.</p>
<b>Palau</b>	Kōra	<p>How many islands make up the Republic of Palau? Are they all inhabited? Who lives there?</p> <p>Who were the first settlers in Palau? What is the makeup of the population in Palau today? Why is this so?</p> <p>How did Palau gain its independence as a country? What other countries have controlled Palau in its history?</p> <p>Palau is a matriarchal society. What does this mean?</p>

## Activity II: Be a Storyteller

### Share a Story

The characters in our play tell stories in many different ways. Manu tells a story through music. Anitelu tells a story through writing. Pwun, Tana, and Inise tell their their stories through making art. Ask students to tell a story using the medium of their choice— songs, poems, videos, writing, speaking, art.

### Story Idea Prompts

- Tell a story about a favorite tradition or celebration in your family or community.
- Share an experience or moment that made you who you are today.
- Share a story about someone that you respect or who has made a difference in your life.
- Share a story about your family’s history and culture.
- Share a favorite story told to you by a grandparent or other elder in your community.

Allow students time to prepare their stories and create a safe space for them to share with each other.





## Activity III: Make a Lei of Encouragement

### What is a Lei?

Every culture in Oceania has beautiful and meaningful ways of adorning themselves. In Hawai'i we have the tradition of lei making and giving. These garlands can be made from many things like flowers, shells, leaves, seeds and feathers. Hawaiians believe that when you make a lei, whatever you are feeling will go into it. It is important to be in the right frame of mind so that only good thoughts and energy get passed on to the one who will wear the lei.

### Make a Lei Pepa (Paper Lei)

Practice the art of lei making by creating lei made from paper with written words of encouragement and positive messages.

#### Materials

Colored strips of paper  
Tape, Glue, or Stapler to connect paper rings together  
Pens or Pencils

#### Instructions

- Cut colored strips of paper approximately 1 x 8 inches (strips from letter-sized sheets work well)
- Each student should have strips that equal the amount of students in the class.
- Pass out the strips of paper to students
- Have students write the name of a classmate on one side of the strip. 1 name per strip.
- Flip the strips over and write compliments or other positive messages to the person named.
  - Be sure to leave a margin of about 1 inch at the ends
  - Every student should write a message to every one of their peers.
- Collect strips and organize by student. Give students the strips with their name on it.
- Students construct their lei. Start by making a loop and secure it with tape, glue or staple.



- Continue and use the last strip of paper to connect the two ends of the chain into a circle.
- Have students wear their lei pepa and enjoy their positive messages.