

# Share Your Story

## Section A: Develop Your Story

Consider the questions below as you decide what story you want to share with your class.

STORY TITLE: \_\_\_\_\_

WHO OR WHAT WAS  
YOUR CALL TO ACTION?



WHO HELPED YOU  
ALONG THE WAY? DID  
YOU HAVE A MENTOR?



WHAT GOT IN  
YOUR WAY?



HOW DID  
YOU SUCCEED?



HOW WERE YOU  
CHANGED?



## Section B: Share Your Story

In the space below, write down your ideas for your personal story!

# Share Your Story

**ENGLISH LANGUAGE ARTS:** Storytelling

**USE THIS LESSON TO:** develop students' storytelling and public speaking skills through the ancient tradition of oral storytelling.

**TIME:** 45 minutes

**MATERIALS:**

- Copies of the "Share Your Story" activity sheet (provided in Downloadable Resources)
- "You're Welcome" Guide Vocal Track (included in the ShowKit®)
- Pens or pencils
- Music-playing device

**OBJECTIVES:** Students will:

- Understand the tradition of oral storytelling.
- Draw on their own experiences to create an epic story.
- Learn about the character of Maui in *Moana JR.* and understand his relevance in various Pacific Island cultures.

**READ ALOUD:** (1 minute) For thousands of years, across generations and many islands, Pacific Islanders and their ancestors have shared mythic legends and tales through oral storytelling. One character from *Moana JR.*, Maui, is inspired by a demigod that is loved and revered across the Pacific Islands. There are many different stories about Maui that vary based on location and culture. In this lesson, we will explore the different ways to orally share and celebrate your identity and accomplishments, using Maui's approach in the song "You're Welcome" as inspiration.

**WARM-UP:** (9 minutes)

1. Play the Guide Vocal Track "You're Welcome" from *Moana JR.*, and ask students to write down everything they know about the character of Maui and his accomplishments based on the song.
2. When the song ends, ask students, "How did Maui share his story?" (Possible answers include: in the third person, with multiple voices, through rap, etc.)
3. Next, prompt students to share some of the stories Maui sings about during the song.
4. As a class, brainstorm 3-5 themes that are prevalent in Maui's stories in "You're Welcome" (e.g., adventure, heroism, etc.).
5. Share that they will now tell a story about themselves that represents one or more of those themes.

**HOOK:** (10 minutes)

1. Distribute copies of the "Share Your Story" activity sheet.
2. Briefly review Section A: Develop Your Story, highlighting what plot points should be touched upon in the story the students will share.
3. Allow students time to brainstorm which personal story aligns with the themes in Maui's stories and connects to the different questions provided. Remind them that it should be a story from their lives that they would like to be remembered by.
4. Prompt students to write down their ideas in Section B: Share Your Story.

**MAIN ACTIVITY:** (20 minutes)

1. Tell students that they will now share this story out loud with a partner.
2. Remind students that during the time period of *Moana JR.*, Pacific Islanders did not write down their stories. Oral storytelling allows the storyteller to adapt the telling of the story based on the listener and location, and thus provides a unique connection to the audience.
3. First, ask students to consider how they want to share their story orally. Some ideas include song, spoken word, or monologue.
4. Tell students that their story should be about 1-2 minutes in length and allow students time to individually develop and practice their story.
5. Next, pair students with a partner and instruct them to practice their stories with each other. If time allows, ask students to provide each other with feedback and allow them to edit or adjust.
6. Wrap up this activity by creating a “storytelling circle” in an open space in your classroom. Invite volunteers to step into the center of the circle and share their stories.

**REFLECTION:** (5 minutes)

Facilitate a brief reflection using the following prompts:

- What was it like to celebrate your own accomplishments and stories aloud?
- Did you decide to make any changes to your story when you learned that you would be sharing it orally?
- If you had to write your story instead of tell it orally, would you focus on different aspects?

# Understanding Oceania

**SOCIAL STUDIES:** Geography

**USE THIS LESSON TO:** investigate the history of Pacific Island cultures and Oceania, and how they influenced the story of *Moana JR.*

**TIME:** 45 minutes

**MATERIALS:**

- Copies or visual representation of the “Map of Oceania” (provided as Downloadable Resource)
- Copies of the “Understanding Oceania” activity sheet (provided as Downloadable Resource)
- Access to a variety of internet resources and books on the Pacific Islands/Oceania
- Copies of the Dramaturgy section in the *Moana JR.* Director’s Guide (pp. F2-3)

**OBJECTIVES:** Students will:

- Research the geography and cultural elements of Oceania.
- Understand the timeline of Oceania and its inhabitants and how they relate to the setting and time of *Moana JR.*
- Investigate how connecting to the culture of a theatrical piece contributes to the production process.

**READ ALOUD:** (1 minute) In *Moana JR.*, Moana sets out on an adventure when her village on the island of Motunui needs her help. Though Motunui and other islands represented in the story are fictional, they are inspired by the geography, environment, people, and cultures found within Oceania. In this lesson, we will research these aspects of Oceania to better understand the setting and inspiration for the story.

**WARM-UP:** (5 minutes)

1. Distribute copies of the “Map of Oceania” image and the “Understanding Oceania” activity sheet.
2. Share with students that “Oceania” is how Pacific Islanders refer to the Pacific Ocean and the tens of thousands of islands within it.
3. Next, briefly review the following milestones in the expansion of Oceania:
  - Anthropologists believe that ancient Pacific Islanders originated in Taiwan approximately five thousand years ago.
  - Across two thousand years, they traveled east to Papua New Guinea and then voyaged by boat south to Fiji, Samoa, and Tonga.
  - Pacific Islanders paused voyaging for about one thousand years. The reason why is uncertain.
  - About two thousand years ago, they voyaged to the island of Tahiti.
4. Share with students that the “pause” in the travels of the Pacific Islanders is what inspired the original story for *Moana JR.* Due to this, New Zealand and Hawai’i were not yet inhabited, and the story is most inspired by the islands of Samoa, Fiji, Tonga, and Tahiti. Many of the lyrics in *Moana JR.* are from the languages native to the islands of Samoa and Tokelau.

**HOOK:** (5 minutes)

1. Share that in the theater, a dramaturg researches the themes, cultures, and historical background of the story and provides insight and creative support to the authors and other team members. Dramaturgs are instrumental in the historical and cultural accuracy, as well as the storytelling structure, of a piece of art.
2. Tell students that for the rest of this lesson, they are going to step into role as the dramaturgical team for your school’s production of *Moana JR.* to help the cast and creative team better understand life in Oceania.

3. Facilitate a brainstorm with your students using the following question to frame their research: What themes, topics, and aspects of daily life of ancient Oceanic culture would you want the cast and crew of *Moana JR.* to understand in order to ensure accurate representation of the people and cultures found in the Pacific Islands?

**MAIN ACTIVITY:** (29 minutes)

1. Divide students into four groups and assign each group one of the following islands in Oceania to research: Samoa, Fiji, Tonga, or Tahiti.
2. Next, instruct each group to select two categories on the activity sheet on which they would like to focus for today's research.
3. Distribute copies of the Dramaturgy section of *Moana JR.* to each group and allow students at least twenty minutes to research and categorize information about their assigned island and categories.

**Teacher Tip:** Consider hosting this class in the library or computer room so that students have access to computers or other internet devices, books on Oceania, and more, in addition to the resources provided.

4. After about twenty minutes of research, ask each group to select one aspect of the culture or people that is standing out to them as essential to telling the story of *Moana JR.*
5. Next, prompt them to create a tableau, or frozen image, that represents this essential idea.
6. Gather students into an open space in the classroom and invite two groups to share their tableaux simultaneously. Prompt the rest of the students to reflect on what they see in the images before inviting the other two groups to share.

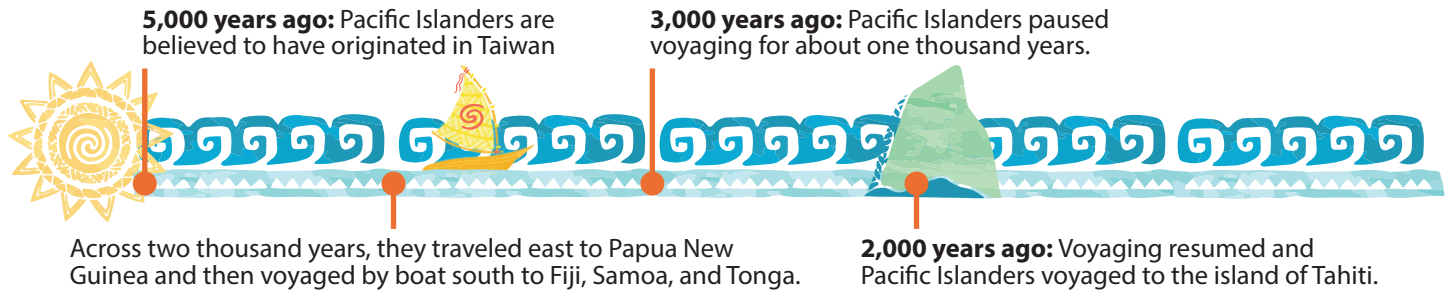
**REFLECTION:** (5 minutes)

Facilitate a brief discussion on dramaturgy and Oceania using the following prompts:

- Did you see any commonalities across the different islands? Did you notice any major differences?
- As the dramaturg, how would you deliver your research to the cast and design team?

# Understanding Oceania

## A TIMELINE OF OCEANIA



## THE RESEARCH BEGINS!

The story of *Moana JR.* is influenced by the people, cultures and life of Oceania. As the dramaturgy team, it is your job to understand life on your assigned island so that you can provide guidance to the creative team of the show.

Which island is your group researching?  SAMOA  FIJI  TONGA  TAHITI

## LIFE ON THE ISLAND:

Language(s): \_\_\_\_\_

Popular food items: \_\_\_\_\_

Nature, environmental elements and animals: \_\_\_\_\_

Daily tasks and jobs: \_\_\_\_\_

## A CHIEF'S ROLE:

In *Moana JR.*, Moana is preparing to become the chief of her village. What role does the chief play on the island?

## ART AND DESIGN:

As you research, draw or write about any costume, set, or prop design inspiration that is specific to the culture of this island.

## MILESTONES AND STORIES:

What are the memorable milestones and stories from this island in Oceania?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## THE SPIRIT OF THE PEOPLE:

What are the values of the people living on this island? What is most important to them and what additional information should anyone portraying them onstage know?



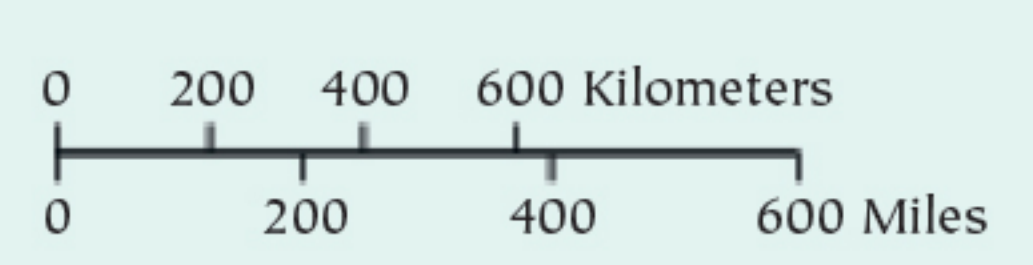


# OCEANIA



Scale 1:41,000,000

Mercator Projection





# Find Your Way

**SOCIAL STUDIES:** The Art of Wayfinding

**USE THIS LESSON TO:** connect your students to the art of wayfinding and navigation.

**TIME:** 45 minutes

**MATERIALS:**

- Copies of “Wayfinding Lesson Scene” excerpt from *Moana JR.* (provided as Downloadable Resource)
- Copies of the visual representations of the “Double-hulled Canoe” image (provided as Downloadable Resource)
- Open space

**OBJECTIVES:** Students will:

- Understand aspects of nature and environment that wayfinders rely on as they navigate the ocean.
- Connect to the lessons learned from the skill of wayfinding.
- Collaborate to create a scene that represents the process of wayfinding accurately.

**READ ALOUD:** (1 minute) Wayfinding is the ancient art of navigating on the open seas, utilizing observations of everything in nature to set one’s course. Many Pacific Islanders say that the ocean does not separate; it connects. Traditional wayfinders traveled the Pacific Ocean discovering new waters and landmarks. In the song “We Know the Way,” we get a look into how ancient chiefs passed along the skills of wayfinding across generations to keep the tradition alive. Wayfinding is a complicated method of navigation that we cannot learn in its entirety in 45 minutes, but today we will explore some key components and discover the many lessons we can take from the practice of wayfinding.

**WARM-UP:** (14 minutes)

1. Invite students to join you in 2-4 rows facing one direction.
2. Establish where in the room the sun would rise. Remind them that because the sun rises in the east and sets in the west, this is the east side of your classroom.
3. Next, indicate what areas in your classroom are north, south, and west.
4. Share with students that you will step into role as the “wayfinder” and guide them in a modified game of “Simon Says.” When you say “Wayfinder says move northwest,” students should move to the northwest area of your classroom.
5. Play several rounds of “Wayfinder Says,” ensuring students are comfortable with the different directions and establishing where they are in the classroom.
6. Next, share with the class that wayfinders look for clues from the earth, water, and skies to help them understand what direction they are going.
7. Continue playing “Wayfinder Says” using prompts like the examples below to offer students the opportunity to embody the different elements that show wayfinders the way to their destination or to understand how they may respond to the elements:
  - Wayfinder says you spotted a school of fish moving east, follow them!
  - Wayfinder says the birds are flying south back to the shore, follow them!
  - Wayfinder says move west, the waves are pushing your canoe.
  - Wayfinder says move toward the sunset.
  - Wayfinder says that the coral and the surrounding reefs have suddenly changed; move northeast to get back on course.



8. Transition out of this activity by saying “You can see the clouds north, so you are almost at your destination. Wayfinder says move to a standing circle.”

**HOOK:** (10 minutes)

1. Facilitate a discussion about wayfinding using the following prompts:
  - Based on “Wayfinder Says,” what clues found in nature can a wayfinder use to help find their way? Are there other elements you think may guide the wayfinders that weren’t mentioned?
  - Wayfinders depend on observations to assist their decisions. What might a wayfinder do if they see something for the first time, or do not see what they were expecting to see on their voyage?
  - Wayfinders depend on what’s above them, what’s around them, what’s underneath them, and also who is with them to reach their destination. How do you think “who is with them” influences the process?

### Optional Extension

If your geographic location allows, take your students outside to the park or a body of water to experience listening and observing nature, animals, and landmarks. Consider playing “Wayfinder Says” outdoors, using the real sun and environment as a reference, or take time recording observations and discussing their influences on navigation.

**MAIN ACTIVITY:** (15 minutes)

1. Divide students into groups of 6-8 and distribute copies of the “Wayfinding Lesson” scene excerpt from *Moana JR.*, and display the “Double-hulled Canoe” image.
2. Share with students that in this scene, Maui is mentoring Moana on sailing and the navigational process. If time allows, invite two volunteers to read the scene aloud for everyone to hear.
3. Instruct the groups to cast their scene with the following characters: Moana, Maui, the ocean, birds, and fish.
4. Next, share with students that blocking is a theater term that refers to the movement and positioning of actors to help tell the story clearly and accurately. Tell them that they will now create blocking for the scene excerpt using their knowledge of wayfinding and their image of a canoe for reference.
5. Allow time for students to create their scenes. As they work, side coach the groups to root their blocking choices in what they have learned about wayfinding.
6. If time allows, ask for volunteers to perform their scene and blocking for the class.

**REFLECTION:** (5 minutes)

Facilitate a discussion on the lessons learned from wayfinding using the following prompts:

- How did it feel to experiment with navigation and nature without technology, props, or all of the information on how to get to your destination?
- What do you think are the main lessons of wayfinding? How can you carry these lessons into your daily life on land?

# Sustaining the Art of Nature

**VISUAL ARTS:** Creating Sustainable Art

**USE THIS LESSON TO:** explore the theme of environmental impact in *Moana JR.* using found and sustainable materials.

**TIME:** 45 minutes

**MATERIALS:**

- A variety of found, recycled, environmentally-sourced, or eco-friendly materials. Some suggestions include: environmental debris, shells, recycled paper or fabric, seeds, homemade charcoal sticks, fallen leaves and tree bark, and pigment from expiring vegetables and fruits. Please be mindful of any student allergies as you select your sustainable art supplies!
- *Moana JR.* Guide Vocal Tracks (optional); ask the director of *Moana JR.* for access to the Guide Vocal Tracks from the ShowKit®.

**OBJECTIVES:** Students will:

- Understand the impact one person can have on the environment using the story and characters from *Moana JR.* as artistic inspiration.
- Explore how to create art with a sustainable and eco-friendly approach.
- Create art that represents various aspects of the environment, both symbolically and through the materials utilized during artmaking.

**READ ALOUD:** (1 minute) At the heart of *Moana JR.* is a commitment to the conservation of our oceans and environment. In *Moana JR.*, Motunui and its environmental balance is thrown off when the character Maui steals the Heart of Te Fiti. When Moana sets out to restore the Heart, she discovers Te Kā, a lava monster born of Te Fiti's loss. These two characters represent the destruction that can spread if we take too much from our environment out of greed. When Moana restores the Heart, Te Fiti is whole once more and life is brought back to the islands. Today we will use the story of these characters as inspiration for our artwork. We will also experiment with only using sustainable art materials to continue to connect with the themes of respecting and conserving our environment.

**WARM-UP:** (9 minutes)

1. Share with students the following character introductions for Te Fiti and Te Kā:
  - **Te Fiti:** The fabled mother island, creator of all life; a goddess; regal and benevolent
  - **Te Kā:** Demon of earth and fire; a ferocious lava monster
2. After each character description, brainstorm with students how they would visually represent each of these characters. Prompt them to consider color, texture, and artistic medium (paint, clay, collage etc.), as well as natural elements (flowers, smoke, trees, etc.).
3. Remind students that Te Fiti and Te Kā are transformations of each other. Briefly facilitate a discussion about what these two characters may have in common visually to illustrate their connection.

**HOOK:** (5 minutes)

1. Share with students that their task is to create one piece of art that illustrates both Te Fiti and Te Kā and that tells the story of their transformation and their environmental symbolism.
2. Walk students through the variety of art supplies at their disposal, highlighting how they are sustainable or where in nature they can be found.



3. Briefly facilitate a discussion using the following question: Apart from using found materials, how else can we make our artmaking sustainable for the environment? (e.g., only using what materials you definitely need, sharing supplies, etc.)

### Optional Extension

Consider involving students and community members in the retrieving and creation of sustainable materials for this activity. Ask students to collect shells, sticks, fallen leaves, and other debris from their backyards or neighborhoods. If time and resources allow, consider facilitating a session where students re-process recycled paper to hand-make their own! You can also establish relationships with supermarkets or farmers' markets in your community and ask them to save scraps or expired items for you to incorporate into your supplies.

#### MAIN ACTIVITY: (25 minutes)

1. Now that students know what they are representing artistically and understand the intention behind the sustainable materials, allow them time to create their art!  
**Teacher Tip:** Consider posting photographs of mountains, lava, lush greenery, and flora and fauna from the Pacific Islands as inspiration.
2. Play the Guide Vocal Tracks for students to enjoy as they work, providing further connection to the story of *Moana JR.* and the presence of the characters' environment throughout the story.
3. Prompt students to name their artwork with a title that signifies the message of environmental impact through their visual representation of Te Fiti and Te Kā.
4. Set up a gallery area in your classroom for students to observe and reflect on each other's artwork.

### Optional Extension

Collaborate with the producer of *Moana JR.* at your school to develop a gallery space outside of the auditorium for students to showcase their artwork for audience members and the larger school community.

#### REFLECTION: (5 minutes)

Facilitate a brief reflection using the following prompts:

- What found or sustainable material was your favorite to create with? Did any of the materials surprise you?
- How can you use the ideas of sustainability explored in this activity to lessen your daily environmental footprint?

# Wayfinding

(This scene is an excerpt from *Moana JR.*)

**MOANA**

You said I can't sail. So teach me.

**MAUI**

It's called "wayfinding." And it's not just sails and knots. It's seeing where you're going in your mind... knowing where you are by knowing where you've been.

**MOANA**

Okay... Wayfinding, lesson one: hit it!

**MAUI**

Turn the sheet to the left.

(MOANA tries to adjust the sail.)

**MAUI**

Your other left.

(MOANA switches.)

**MAUI**

Use the ocean swells to find your path.

**MAUI**

You're measuring the stars, not giving the sky a high five. Stars rise in the east and set in the west.

**MOANA**

Like the sun!

**MAUI**

Exactly! But you're not only using the stars to guide you. Notice the shape of the waves, the clouds.

(MOANA takes in her surroundings.)

**MOANA**

Hey! The wind is back!

**MAUI**

So, what do you do?

**MOANA**

I... turn the sail.

**MAUI**

Bingo.

