



YAWP! SUMMER 2007 WRITING AND PERFORMANCE WORKSHOP

SESSION 2: HOME & NEIGHBORHOOD

6.22.07

FACILITATORS: ANIDA & FREEDOM (anida@atomickitchen.com PreedomN@yahoo.com)

TAS: JED & RYAN

MENTORS: CAROL, TINA, JESSICA, DAVE

Essential Question:

How do we as APIAs define home and how does this relate to our community?

Objectives: 1) get to know one another by understanding where we come from: home/neighborhood/community 2) define home/neighborhood/community 3) explore personal relationships within home/neighborhood/community 4.) write about growing up Asian American 5.) build a sense of belonging to our yawp community 6.) have some fun.

Schedule:

11:00 – 11:15	check-ins // Q: what do you think is unique about the neighborhood you grew up in?
11:15 – 11:20	Ice Breaker: “home/people/storm” game
11:20 – 12:00	LETS BUILD: Lead In question: What is the difference between home/neighborhood/community? how do they connect with one another? how do they differentiate? Reading: When I was Growing Up by Nellie Wong Write your own “When I was Growing Up” poem & volunteers share
12:00 – 12:15	SNACK!! get yer munch on.
12:20 – 1:20	SYNERGY: Sensory + Directions Exercise
1:25 – 1:50	Sharing
1:59 – 2:00	YAAAAAAWP!!!

Activity details:

YAWP! c/o ASIAN IMPROV ARTS MIDWEST

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ICE BREAKER: “HOME/PEOPLE/STORM” GAME

Facilitators should decide which language to learn the words for “home,” “people,” and “storm” Use any language, preferably not in English. This would be a good opportunity to learn words from a language that no one in the room knows. For example: Tagalog words are Bahai (home), Ta’o (person), Bagyo (storm). Or Khmer words are Pteh (home), Manuuh (person), Kchal Kchuuh (storm)...etc

Once you decide on the words – teach them to everyone in the room. Use gestures to help us learn the words quicker. Review often. Facilitators can also write the words up on the board/paper.

Divide everyone into groups of 3 people. Within each group 2 people will build a house with their arms (stands up and raises arms to create a triangular roof structure) while the other will be the person inside the house (this person sits squatting inside the house).

One person will be the “it” or odd person out. This person will say either 1 of the 3 words. Depending on which words shouted out people will move accordingly. If the it person says “home” then only the 2 people who are creating the roofs move. They must move to a different person and create home for that person. All “people” persons do not move. The “it” person also moves quickly to build a house. Whoever is left over is the new “it.” If the word for “people” is said, then only the people inside the homes move to a different spot that already has a rooftop. The roof people do not move. If “storm” is uttered then everyone moves and can take on any position as long as there are 3 people to a group. Play for a while and have fun.

LET’S BUILD: Read & Discuss: When I Was Growing Up (Total 40 Min)

- 1.) Prompt the reading by the following opening questions: So where are some of the neighborhoods that some of you come from? What is unique or special about it? How does it connect with you? What do you think the difference is between home, neighborhood, and community? (5 - 10 MIN)
- 2.) Have facilitators & youth read aloud “When I Was Growing Up,” by Nellie Wong. Provided the following questions and have the students create their own pieces (refer to Exercise). **Qs after reading: 1.) How did this poem make you feel? 2.) Did you connect with the writer? 3.) Do you think she talks about “home” or “community” in this poem, if so, how?** (10 - 15 MIN)
- 3.) **Exercise: Write your own poem/prose with beginning with the prompt: “When I Was Growing Up” Have youth come together, or split into groups and have volunteers share their pieces.** (20 MIN)

SYNERGY:

- 1.) **Sensory Visualization & Writing Exercise:** Have youth close their eyes for each of the sensory prompts? Begin to ask them questions with their eyes closed? Then after they open their eyes, have them freewrite. Each Prompt will be 3 minutes of freewriting (TOTAL 15 – 20 MIN)
 - A.) Sight – What do you see in your neighborhood? Who is in your neighborhood? What do they look like? What colors? What vegetation is there? What

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are the things striking in your neighborhood? What happens in your neighborhood? What are the different activities? What are people doing? Think about different colors, shapes, sizes, space, actions? What sticks out?

B.) Smell – What are the smells & scents in your neighborhood? What smells remind you of your home and neighborhood? Do you like the smells? Is it stinky, sweet, fragrant, or disgusting? Where does the smell come from? Where does it go? Be descriptive in describing the smell? What does the smell make you do or make you want to do?

C.) Sounds -- What do you hear? What kind of sounds do you hear? Who or what makes the sound? Is it loud, quiet, sharp, annoying, pleasing? Is near or far, or does it get louder or softer.

D.) Touch – Think about the different surfaces and objects in your neighborhood and how you would touch them? with your hands, feet, shoes, body, face? What kind of objects and surfaces exist in your home and neighborhood? How frequent do you come into contact with this? What does it feel like when you touch this? is it rough, smooth, soft, jagged, dangerous, wet, hot, cold, dirty, uneven? What or whom does touching this remind you of?

E.) Taste – What does it mean to taste your home or neighborhood? What kinds of flavor exist here? Is it bitter, sweet, spicy, salty, tart ... and what or whom specifically makes it taste this way? Does it have any texture to it? What does it taste like? Where does the taste come from? How long does the flavor last? Has the taste changed over the years? Has it always been there or is it a new taste?

2.) **Give General Directions (5 MIN)** to your place (home/apt/resident): Please use direction oriented words like: Turn, Pass, Right/Left, North/South/East/West, Exit, Straight or Forward, Dead End, Merge, At the light, At the stop sign...etc; Use streetnames and landmarks; Go ahead and be your own mapquest!!!

3.) **Synergy Composition:**

Facilitators will read model poem outloud twice and youth will quietly listen.

Begin with model poem: “Directions to Where I Live” by Susan Hahn (p.6 – reader) **Qs after reading: How did this poem make you feel? What emotions are drawn out from this poem? What do you remember most from the poem? Any striking lines, moments or imagery? What do we learn about the writer’s home or neighborhood? Can you really get there based on the directions in this poem?**

NOW (DRUM ROLLS PLEASE...)

4.) **CREATE Direction poem;**

Youth will have 25 minutes to sit with their previous writings and compose their own direction poems with their own unique title!!!

Exercise: describe using landmarks, your general surrounding environment, and all the things in the sensory exercise/writings... **HOW TO GET TO YOUR PLACE!!!** Refrain from using street names; avoid sounding like mapquest or google maps! However,. Be creative – how do you get to where you live from any place you want. It can be from anywhere in the world!

YAWP (yôp) n. Young Asians With Power, formed in the summer of 2002 to address the need for a conscious, multi-disciplinary, for-youth-by-youth arts program for Asian/Pacific Islander American (APIA) teens in the Chicagoland area. Although we self-identify as APIA (Asian Pacific Islander American) we simultaneously redefine the term to be inclusive of West Asian (Middle Eastern), South Asian, and Multi-Racial peoples.

YAWP! exists as a hate-free, anti-racist, anti-sexist, anti-homophobic, safe space for young Asians to create, grow, change, cultivate, reflect, and transform through art as critical and conscious expression. In a city historically unaware, unresponsive, and all too often patronizing of the history, culture and issues of the Asian diaspora, YAWP! exists at the intersection of art and activism, individual growth and community empowerment.

YAWP! workshops are based upon the exploration, reflection, awareness and discussion of youth identity with an emphasis in APIA identity as a means to empower youth. The workshops are from 11AM -2 PM on Saturday afternoons. Below are some explanations of the terminology used in the workshop lesson plan.

Check-In: It is a structured beginning to each of our YAWP! workshops and events where all YAWP! members get some time to let everyone know how they're doing and share something about what's going on in their life.

Let's-Build: Name of first part of workshop where context of workshop topic/theme is presented and youth add to context presented by sharing their own experience.

YAWP!er: Term used for a "Young Asian With Power" participating in our workshop.

Synergy: Activity that brings together all the elements of the workshop and brings YAWP!ers together in a collaborative product (i.e. a sketch performance, a poem, prose, et cetera).

YAWP!Work: A YAWP!-centric way of saying "homework".

YAWWWWPPPPPPPPPP!!!!!!: How we end every YAWP! session, with a YAWP!, a sharp loud cry from the belly! (We YAWP! in unison, so it is a loud and powerful experience.)