

CRANKED

THE REMIX BY MICHAEL P. NORTHEY

STUDY GUIDE

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An agency of the Province of British Columbia



CITY OF
VANCOUVER



RBC
Emerging Artists
Project



COMPANY LIST

Playwright
Original Songs and Lyrics:
Stan
DJ

Michael P. Northey
Kyprios & Chin Injeti
Caleb Dyks
Demi Pedersen

PRODUCTION TEAM:

Director
Assistant Director
Rehearsal Stage Manager
Tour Stage Manager
Set Designer
Costume Designer

Rachel Aberle
Nathan Kay
Evan Ren
Samantha Pawliuk
Kimira Reddy
Melissa McCowell

GREEN THUMB THEATRE:

Artistic Director
General Manager
Production & Facilities Manager
Tour & Company Manager
Development & Communications Coordinator
Education Liaison
Accountant

Rachel Aberle
Shannon Maung
Madelaine Walker
Miku Beer
Camila Fitzgibbon
Aliya Griffin
Susan Cai

Green Thumb Theatre is a member of the Professional Association of Canadian Theatres and engages under the terms of the Canadian Theatre Agreement, professional Artists who are members of Canadian Actors' Equity Association. Thank you to Jordana Jackson for her contributions to the study guide resources.

As a touring company, Green Thumb Theatre's work often takes place throughout the traditional homelands of most of the Indigenous Nations and cultures across British Columbia and beyond. Green Thumb's offices are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətaʔ (Tsleil-Waututh) Nations.

Photos of Chirag Naik and Stephanie Wong in 2021 Livestream production of CRANKED by Michael P. Northey.
Photos by Sarah Race Photography. Set Design by Justus Hayes. Lighting Design by Jacob Wan.

Study Guide Design by Markian Tarasiuk at The Art Left - www.theartleft.com

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USING THIS GUIDE

Green Thumb is committed to telling stories that spark thought and provoke dialogue. To us, a really successful show gets people talking. The following study guide is intended to facilitate classroom discussions both before and after the performance.

This study guide will help you decide how to prepare your students to see **CRANKED: The ReMix**. Throughout this guide we'll look deeper into understanding the themes of the play. Through pre and post show questions, activities, and discussion we'll invite exploration of the main topics of the show: healthy living, mental health, and the realities of drug addiction.

CURRICULUM CONNECTIONS:

Mental Health | Addiction | Social Justice | Social Responsibility



"Wow, that was truly amazing, a masterpiece! I thought it would be all boring, non-eventful and little kiddish, but I was completely wrong. This performance was awesome, two big GREEN thumbs up. I give you mad props for this show, man. Peace!"

- Ben Gourley, student.

"Omg omg omg that was the most amazing play I have ever seen in my whole life! The actor was 100/10 I thought he was actually a real meth addict. It made me understand everything about meth and I swear to never do it. But I do want to become a rapper and this helped me realize my goal. Amazing Play!"

-Bryce Charles Kenner, student

"We live in Northern BC, a community easily accessed by drugs but not so by performances like 'CRANKED'. I feel fortunate that our students had an opportunity to watch a performance of such high caliber. One many of them can relate to."

- Educator, SD #81

TIPS FOR A GREAT AUDIENCE EXPERIENCE

PREPARING STUDENTS FOR THE PLAY

When young people attend a live theatrical performance for the first time, they often don't realize it is different from watching a movie or TV show. You can help them prepare for a live theatre experience by:

- Giving them a chance to use the bathroom or get a drink of water before the show begins.
- Reminding them that photos and recordings of any kind are not allowed.
- Letting them know that there will be time to ask questions of the performers at the end of the show.
- Encouraging them to be active listeners by asking them to focus not only on the story, but the set, costumes, and sound design.
- Including the questions and activities from this study guide in your discussions before and after the show.



THE PLOT AT A GLANCE

Stan, a.k.a. “Definition” is a rising freestyle MC – or at least he was, until his life’s passion lost out to his drug habit. Now on the road to recovery and preparing for a come-back show, Stan confronts his demons and recounts his harrowing journey through the wild highs and deep lows of addiction.

Featuring a live DJ, spoken word, and hip hop, this pulse-pounding, full-sensory experience deals in the brutal realities of addiction and drug culture, and the redemption that can lie in recovery. This highly popular production has been updated and includes content addressing the current fentanyl and opioid crises. Join us for this timely view into addiction and celebrity in an era of 15-minute fame. As addiction weaves its way through communities across Canada, this powerful piece is more relevant than ever.

A NOTE FROM THE PLAYWRIGHT

MICHAEL P. NORTHEY



In 2005, Green Thumb commissioned me to write a one man show, using hip hop and spoken word about drug addiction for teenagers. I had seen many of my friends, people I grew up with, become addicts. These were hardworking, ‘normal’ people who had lost everything due to their addiction. Some had their lives destroyed. Others lost their lives altogether. None of us needs to look far to see the devastating effects of drugs all around us. And just when we thought the destructive nature of drug addiction couldn’t get any worse... along came Fentanyl, and the world for those struggling with addiction became significantly more lethal.

In 2017, there were more than 1400 drug overdose deaths in B.C, much of those attributed to Fentanyl. This was a number that caused the government to declare a public health emergency, and Green Thumb and I decided we needed to update **CRANKED** and incorporate the decimating and deadly effects of street Fentanyl which a variety of street drugs are now laced with, including methamphetamine.

2022, 5.4 deaths daily in B.C, 161 deaths in April alone. Nothing has improved. Instead... it is getting worse. These sad statistics clearly illustrate how important it is that this show continue to reach a new generation of young people. The simple fact is that drugs affect everyone – I have no doubt that almost every single person who sees this show has, or will have, a relationship with drug addiction in some way. Whether it be themselves, or a loved-one. But it’s my hope that, through education and knowledge, we can catch those people before they lose themselves to a life-shattering addiction that all too often leads to destruction and death.

This is a conversation that seems even more important now, as we find ourselves, 17 years later, in the middle of one of the biggest health epidemics to sweep through North America in our history. I hope that with this updated content and material, along with a new music score, **CRANKED: The ReMix** still resonates as much with teenagers today, as it has throughout the show’s nearly two decades of touring and performances.

After seeing **CRANKED: The ReMix**, I hope people realize the realities of meth and its effects, as well as the new hazards of street Fentanyl, and the high, often fatal risks it comes with. Of course, I hope they’re entertained at the same time, but also horrified – because drug addiction is horrifying, and the only way to break the misunderstanding and stigma that surrounds it, is to talk about it openly. That’s the starting point. So, I hope this show gets you talking.

PRE PERFORMANCE QUESTIONS

1. What does 'addiction' mean to you?
2. Why do you think people start using drugs?
3. What are some signs that someone you know is 'using'?
4. What would you do if a friend or family member was using drugs?

POST PERFORMANCE QUESTIONS

1. How did the production elements contribute to the story (music, costumes, set, etc.)
2. Did the play leave you with any questions? If so, what were they?
3. Do you relate to Stan? Why? Why not?
4. What do you think Stan could have done to alter his path?

DEFINITIONS

ADDICTION: The fact or condition of being addicted (physically and mentally dependent) to a particular substance, thing, or activity.

ADVANCE: An advance payment, or simply an advance, is part of a contractually due sum that is paid or received in advance for goods or services.

JUNKIE: A derogatory term used to describe a drug addict, especially one addicted to heroin.

MC: Acronym for 'master of ceremonies'. A potent freestyler, battle rapper who focuses on lyricism and writes their own stuff.

METH: A synthetic drug with rapid and lasting effects, often used illegally as a stimulant.

REHAB: A course of treatment for drug or alcohol dependence, typically done in a residential facility.

TWITCHING: A involuntary muscle reaction that occurs when someone is either withdrawing or high on meth, causing their body to twitch uncontrollably.

WITHDRAWAL: A symptom one experiences when they stop using a drug after being dependant on it. Usually includes insomnia, sweating, throwing up, and shaking.

ZOMBIES: A fictional, undead being created through reanimation of a human corpse. Most commonly found in the horror and fantasy genre.

UNDERSTANDING CRYSTAL METH

WHAT IS CRYSTAL METH?

Short for methamphetamine. A white crystalline drug that people take by snorting it (through the nose), smoking, or injecting with a needle. It creates a false sense of happiness and well-being, hyper activeness, and energy. It's also referred to as crank, crystal, ice, glass, chalk, and crypto.

WHAT MAKES CRYSTAL METH SO DANGEROUS?

Crystal meth has longer lasting and more toxic effects to the nervous system than other closely related drugs. It is highly addictive, cheaper than other drugs, and initially requires only a small amount to produce a long, intense high. According to the RCMP, when smoked, inhaled, or injected, crystal meth is considered to be one of the most powerful psycho-stimulants available on the illicit drug market. Users become physically and psychologically dependant on it rapidly and crystal meth addiction is one of the hardest dependencies to treat.

SIGNS THAT SOMEONE MIGHT BE USING METH:

- Loss of appetite and weight loss
- Aggression
- Dilated pupils
- Rapid speech
- Compulsive actions
- Anxiety
- Psychotic symptoms (hallucinations and delusions)
- Headaches
- Burn marks on fingers or mouth
- Changes in dress, friends, and language

FENTANYL

WHAT IS AN OPIOD?

A class of drug or medication which includes heroin, morphine, fentanyl, methadone, and codeine. They are most often prescribed for pain relief.

WHAT IS FENTANYL?

Fentanyl is a synthetic opioid that is as small as a grain of salt, and 50 - 100 times more toxic than morphine. Fentanyl originated as a pain relief drug and was prescribed by physicians to help control severe pain, but in recent years it's been heavily produced in illegal labs and sold on the streets, often mixed with other drugs to make them more potent.

GAME CHANGER.

In early 2012, RCMP began noticing a spike in drug overdose deaths due to drugs being laced with a new drug called 'fentanyl'.

THE FENTANYL CRISIS IN A NUTSHELL:

There were 2,236 illicit drug overdose deaths in 2021, and fentanyl was the cause of 83% of those deaths. In 2012, only 4% of drug overdose deaths were caused by fentanyl.

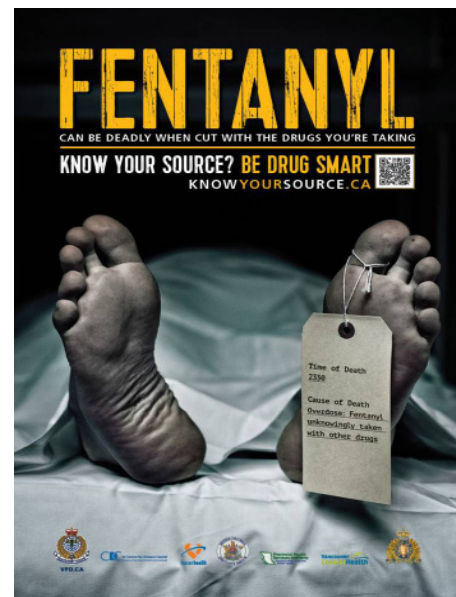
When fentanyl is combined with other opioids like heroin, morphine, meth, or cocaine, or even if simply taken with alcohol, it significantly increases the risk of accidental overdose. There is no easy way to know if the drugs you have are laced with fentanyl because it's not something you can see. Because of this, many people - even first-time users - are unknowingly taking fentanyl or even worse, carfentanil.

WHAT IS CARFENTANIL AND HOW IS IT DIFFERENT THAN FENTANYL?

Carfentanil is an animal tranquilizer. An analogue of fentanyl, but 100 times more toxic. It's commonly used as a sedative for elephants.

HOW MUCH CARFENTANIL CAN BE FATAL TO A PERSON?

Carfentanil is the same size as a grain of table salt. And you only have to ingest one or two grains before it becomes fatal. Which is what makes doing any drug that can be laced with it a potential death threat. Try this: with a salt shaker, see if you can shake just one or two grains into your palm. You can't. This is why overdoses happen so easily with drugs like these.



OVERVIEW OF RAP

HISTORY OF RAP

Rapping (also rhyming, spitting, emceeing, MCing) is a musical form of vocal delivery that incorporates “rhyme, rhythmic speech, and street vernacular,” which is then performed or chanted in a variety of ways, usually over a backbeat or musical accompaniment. The main components of rap are content (what is being said), flow (rhythm, rhyme) and delivery (cadence, tone). Rap is usually delivered over a beat, typically provided by a DJ, turntablist, or Beatboxer. It can also be performed a cappella (without accompaniment). Stylistically, rap occupies a grey area between speech, prose, poetry, and singing.

EMCEE

In **CRANKED: The ReMix**, Stan refers to himself as an MC. How does the differ from a ‘rapper’?

In the 1970s, the term Emcee or MC surfaced as an alternative title for rapper. An MC uses rhyming verses, pre-written or ad libbed (‘freestyled’) to introduce the DJ with whom they work and to keep the crowd entertained. As hip hop progressed, the title MC acquired backronyms such as ‘mike chanter’, ‘microphone controller’, ‘music commentator’ and the one who ‘moves the crowd’.



ACTIVITIES

ACTIVITY #1: UNDERSTANDING STRUGGLES & BUILDING SELF-AWARENESS

OVERVIEW:

Writing Exercise with Prompts:

OBJECTIVES:

Students will be able to personalize the play for themselves, as well as explore emotions surrounding addiction and write from that perspective.

TOOLS:

Writing utensils. This can be done on their own or in groups.

INSTRUCTIONS:

1. Imagine that you are one of the other characters in the play (Mom, Dad, Pamela, ASSAULT, the drug counsellor, Stan's teacher Mrs. Chan, etc.) and re-tell one moment of the story (the divorce, the stolen necklace, the rap battle, the overdose, rehab, the classroom report, etc.) from their perspective. What does this person see when they look at Stan? What do they think of him and how does he treat them? Is there something they want to say to him?

This will allow the students to explore emotions of people on the other side of drug addiction. Have your students hand the monologues in or present them to the class, or in a small group. From the monologues they could also write small scenes of what a 'confrontation' would look like between these characters and Stan.

2. Make a list of what you like or value the most about your life. Choose one of the items and write about how it might be changed or affected if you were struggling with an addiction.

This will allow students to realize how addiction affects everything in their life. This can also be presented as a monologue or handed in.

3. Write about a time that you were frustrated and wished there was some way to escape. What did you do to get out of this situation?

Stan uses drugs as his escape from the pressure and sadness that he feels inside. Write a monologue from either his or your perspective of a time he wanted to escape using drugs, but instead did something else. (eg. "All I wanted to do was score some meth, but instead I ____) How does it feel to 'escape' doing something healthy like exercise or reading or going for a hike?

This will allow students to recognize we all need to escape at different times, but it's how we escape that makes all the difference. Building coping tools is an important way to combat addiction early on in life. This activity works best if shared in smaller groups. Allow students to talk candidly about wanting to escape and in what other ways that can be done. Discuss what the difference is.

ACTIVITY #2: ADDICTION VS CONNECTION

OVERVIEW

Inspired by Johann Hari's TEDtalk "Everything you think about addiction is wrong" (London- International)

OBJECTIVES

Students will be able to understand addiction as a need for connection and in turn find similarities between themselves and people experiencing addiction. Hopefully, this will contribute to breaking the stigmas and stereotypes we have around addiction.

INSTRUCTIONS

Watch Johann Hari's TEDtalk about addiction and why it's such a wide spread problem:

https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong

CLASS TIME

The full video is 15 minutes long.

Bruce K. Alexander's experiment comes up at the 3:00 mark.

Essentially, what the video outlines is a study that Bruce K Alexander, a professor in psychology at SFU conducted many years ago.

They gave rats two choices of water – one regular water and one water infused with drugs. When given the choice, the rats would choose the drug water almost 100% of the time and keep going back again and again. They became addicts. Professor Alexander saw this and noticed that the rats were simply living in a blank cage, alone, with nothing else to do but drink the water. So, he conducted another study in which he put multiple rats in a cage together, and created a 'rat park' with lots of things for them to do and play with. When living in this environment, the rats almost never used the drug water. So, through the study, Alexander concluded that drug use is often the result of a much larger social issue and that when rats, just like people, are surrounded by others and given another purpose, addiction doesn't creep in as much.

DISCUSSION

With your students, discuss this study. What is their reaction to it?

In relation back to the play, what do they think Stan wanted that he was missing in his life? What connections were lost, and why did he try to find those connections through drugs?

What are some ways we can connect with people? Invite your students to write down three things they can do to connect with friends, family, and even strangers.

ACTIVITY #3:

DIVING INTO THE INTRICACIES OF RAP: UNDERSTANDING SIMILES AND METAPHORS

OVERVIEW:

Individual or Group activity

Tools: writing utensils

OBJECTIVES:

By understanding what goes into making a successful rap, students will be able to form their own opinions on what 'good' rap is, as well as develop a new way of expressing themselves.

CLASS TIME:

30 - 40 minutes + Presentation Time

INSTRUCTIONS:

Part One: Introduce the topic of metaphors and similes as well as other poetic devices to the class. Ask your students to define both of them and together come up with a some examples of each.

Metaphor

A metaphor is a type of figurative language where the writer compares two essentially unlike things and uses them as a direct comparison. eg. "your voice is music to my ears"

Simile

A simile is a type of figurative language where the writer compares two essentially unlike things using 'like', 'as' or 'than' as an indirect comparison. eg. "as busy as a bee."

Part Two: After talking through the elements of rap and poetry, have your students write a poem or rap about an event or something in their life. Maybe some aspect of their personality, their interests, or something that they had to work through in their life. These can be presented to smaller groups, or made into collaborations within smaller groups and then shown to the class. You may choose to incorporate music or not.

Discussion:

After the students have presented, talk about what types of elements worked for each student. Was it easier to talk about something when they could use figurative tools to help them express it?

RESOURCES

USEFUL WEBSITES

BC Mental Health and Substance Use Services

Provides a diverse range of specialized and one-of-a-kind tertiary mental health and substance use services for adults across the province.

www.bcmhsus.ca

CAMH: Centre for Addiction and Mental Health

Canada's largest mental health teaching hospital and one of the world's leading research centres. Where Mental Health is Health.

www.camh.ca

Youth in BC

Connects youth with support, information, and resources

www.youthinbc.com

RESOURCE CENTRES AND PROGRAMMING

Directions Youth Services

Directions Youth Services offers a range of programs and services to support youth under the age of 25 who are in crisis, experiencing homelessness, or are precariously housed as a result of abuse, neglect, substance use, or mental health challenges.

<https://www.directionsyouthservices.ca/>

The Foundry

Offers young people ages 12-24 health and wellness resources, services, and supports. Online and throughout BC at their integrated service centres.

www.foundrybc.ca

Pacific Community Resource Society

We provide substance use and mental health services that meet participants where they're at recognizing that participants have different relationships with substance use. With compassion and professionalism, we approach participants to help them see who they truly are outside of their addiction. We believe in striving to help them to live healthy, thriving, empowered lives.

<https://pcrs.ca/>

PHONELINES

Kids Help Phone

1 800-668-6868

310 Mental Health Support

310-6789 (no need to dial area code)

APPS

Better App

Connections to recovery resources, meetings, events, coping tools, and relapse prevention.

www.Betterapp.ca

The Brave App

Designed to prevent overdose death for anyone using alone.

<https://www.thebraveapp.com/>

DETOX

Carlile Inpatient

(604) 984-5000

http://www.vch.ca/locations-services/result?res_id=1311

Creekside Youth Detox

(604) 587-3755

<https://www.fraserhealth.ca/Service-Directory/Services/mental-health-and-substance-use/youth-substance-use-services/creekside-withdrawal-management-for-youth#.Ys834HbMKUk>

YOUTH TREATMENT CENTRES

Daughters And Sisters

604-871-0450

<https://www.plea.ca/youth-programs/addictions/daughters-and-sisters/>

Peak House

(604) 253-3381

www.peakhouse.ca

The Last Door Youth Program

1 866-247-9890

www.lastdoor.org

Waypoint

604-871-0450

<https://www.plea.ca/youth-programs/addictions/waypoint/>

Westminster House Youth Program

1-866-524-5633

www.westminsterhouse.ca

SHARE YOUR THOUGHTS AND OPINIONS

We love getting mail and your students' feedback!

GREEN THUMB THEATRE:

Mailing address: 5522 McKinnon Street, Vancouver, BC, V5R 0B6

Email: info@greenthumb.bc.ca

Phone: 604-254-4055

Fax: 604-251-7002

Write a Letter!

Ask your students to write us a letter to share their thoughts and opinions on the performance of **CRANKED: The ReMix**. Send it to us at Green Thumb!

Write a Review!

Have your students write a theatre review about this performance of **CRANKED: The ReMix**. Send it in to us at Green Thumb!

A theatre review usually includes the following:

- A brief summary of the story.
- A comment on the quality of the play itself.
- A description of the costumes and set and a comment on whether these were interesting and appropriate.
- A comment on the actors' portrayal of the characters and on the director's skill at pulling the whole show together.

There are many examples of reviews in newspapers and online that you could use to introduce the concept and format of a theatre review. Take a look at "How to Write a Play Review" on Wiki How.

<http://www.wikihow.com/Write-a-Play-Review>

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 /GREENTHUMBTHEATRE

 @GR_THUMBTHEATRE

 GREEN THUMB THEATRE

WWW.GREENTHUMB.BC.CA



Ontario-specific Resources

WEBSITES

CAMH: Centre for Addiction and Mental Health

Canada's largest mental health teaching hospital and one of the world's leading research centers. Where Mental Health is Health.

www.camh.ca

ConnexOntario

Provides free and confidential health services information for people experiencing problems with alcohol and drugs, mental illness or gambling by connecting them with services in their area.

<https://www.connexontario.ca/en-ca/>

Canadian Mental Health Association (CMHA)

Connects youth/parents with support, information, and resources.

<https://ontario.cmha.ca/documents/finding-and-navigating-addiction-services-for-children-and-youth/>

PHONELINES

Kids Help Phone

1-800-668-6868

<http://www.kidshelpphone.ca>

ConnexOntario Drug and Alcohol Helpline

1-800-565-8603

<http://www.drugandalcoholhelpline.ca>

211 Ontario

211 is a free and confidential service that easily connects people to the critical social and community supports they need. The helpline is answered by real people 24/7. Service is available in 150+ languages. Text is available Monday to Friday from 7am to 9pm ET.

Dial 2-1-1 Text 2-1-1 Toll-Free: 1-877-330-3213 TTY: 855-405-7446



APPS

Better App

Connections to recovery resources, meetings, events, coping tools, and relapse prevention.

www.Betterapp.ca

The Brave App

Designed to prevent overdose death for anyone using alone.

<https://www.thebraveapp.com/>

ConnexGO

ConnexGO provides on the go, guided navigation to Mental Health, Substance Use, and Problem Gambling services within Ontario.

<https://www.connexontario.ca/en-ca/products>



THANK YOU