

NEW VICTORY® SCHOOL TOOL®

2017-18 SEASON

RESOURCE GUIDE



PING CHONG + COMPANY

UNDESIRABLE ELEMENTS: GENERATION NYZ



THE NEW VICTORY THEATER

The New Victory Theater brings kids to the arts and the arts to kids. Created in 1995 on iconic 42nd Street, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the U.S. Reflecting and serving the diverse city it calls home, The New Victory is committed to arts access for all students, teachers, kids, families and communities of New York to experience and engage with the exemplary international programming of theater, dance, circus, puppetry and opera on its stages. A leader in arts education, youth employment and audience engagement, The New Victory Theater has been honored by the President's Committee on the Arts and the Humanities with the 2014 National Arts and Humanities Youth Program Award, by Americans for the Arts with a national Arts Education Award, and by the Drama Desk for "providing enchanting, sophisticated children's theater that appeals to the child in all of us, and for nurturing a love of theater in young people."

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. This nationally-recognized program exemplifies the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of New York City kids.

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

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Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

The New 42nd Street Youth Corps

Available for high school and college-age youth, The New 42nd Street Youth Corps offers paid employment, job training, academic support and mentorship through jobs in the arts. At The New Victory you are greeted by the New Victory Usher Corps, a rigorous three-year program for New Yorkers ages 16-22, and at The Duke on 42nd Street you are greeted by the New 42nd Street College Corps, a program offered to current CUNY students pursuing graduation. Participants of these programs are paid for their time as front of house staff and for participating in professional development workshops. In our administrative offices, the New 42nd Street Apprentice Corps employs college and graduate students who want hands-on experience in the daily operations of a nonprofit performing arts organization. They are joined by members of the New 42nd Street Fellows Corps, which provides career-launching employment and networking opportunities for former New Victory Ushers who are actively pursuing non-performing theater careers. Together, these four programs of The New 42nd Street Youth Corps expose students to invaluable life skills and the power of live performance.

CONTACT INFORMATION

209 W 42nd Street, New York, NY 10036
Education@NewVictory.org
646.223.3090



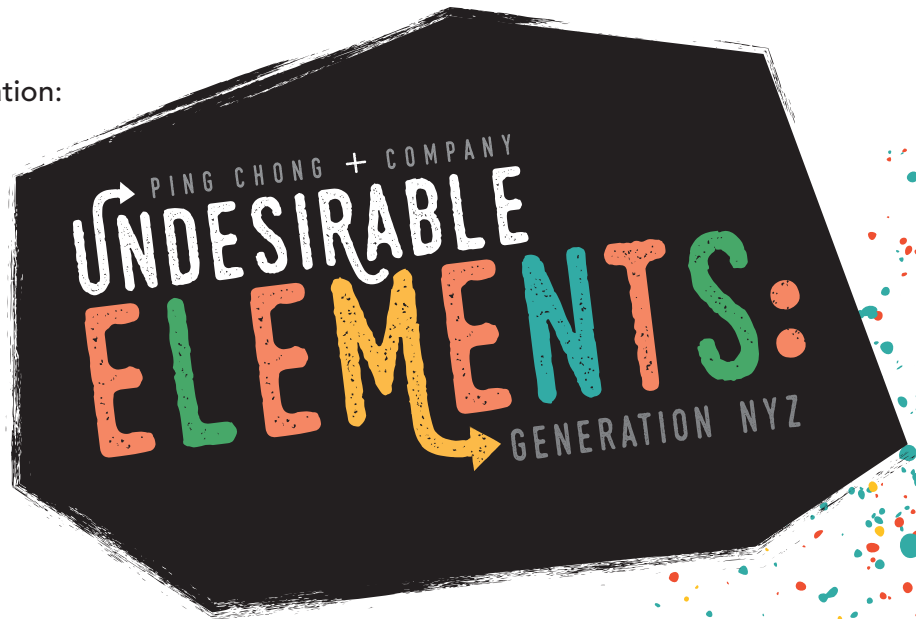
NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.





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WHAT GUIDES NEW VICTORY EDUCATION: **OUR GUIDING PILLARS!**

*Want to know what guides the work we do in New Victory Education? We'll tell you!
The Guiding Pillars on this page are the foundation of how we strive to cultivate
collaboration and creativity for everyone!*

PLAY

How is the work sparking imagination,
encouraging joy in learning
and evoking laughter?

DISCOVERY

What methods are we employing and questions
are we asking to encourage opportunities for
meaning-making, deepening understanding, inquiry,
curiosity, risk-taking and learning about oneself,
ones' peers, and the world around us?

COMMUNITY

How are we encouraging ensemble and
collaboration within the communities
we work with?

ART FORM

How are we honoring and exploring
the technique of the art forms
presented on our stage?

CREATE

How can we activate art-making and creativity
to explore the art form in each production?

ARTS FOR ALL

How is the work accessible
to and inclusive of everyone?

INSIDE

A behind-the-curtain look at the artists, the company and the art form of this production

COMMON CORE STANDARDS

Reading: 4

Writing: 2; 3; 6; 7

Speaking and Listening: 1; 2; 4; 6

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: 4

Career Development

and Occupational Studies: 1

English Language Arts: 1; 4

Social Studies: 1; 2

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy

Making Connections

Exploring Careers and

Lifelong Learning

Visual Art: Art Making

Summary

Exclusively for The New Victory Theater, Ping Chong + Company will amplify the voices of young New Yorkers in the 25th Anniversary of the *Undesirable Elements* series with the New Victory's presentation of UNDESIRABLE ELEMENTS: GENERATION NYZ. For this world premiere production, National Medal of Arts recipient Ping Chong and his award-winning collaborators have conducted intensive interviews to capture the untold stories of New York City youth. From recent discord to distant dreams, hear every experience as they speak their truths and share their stories. Real People. Real Lives. Real Theater.



Photo Credit: Adam Nadel

PING CHONG + COMPANY
**UNDESIRABLE
ELEMENTS:**
GENERATION NYZ



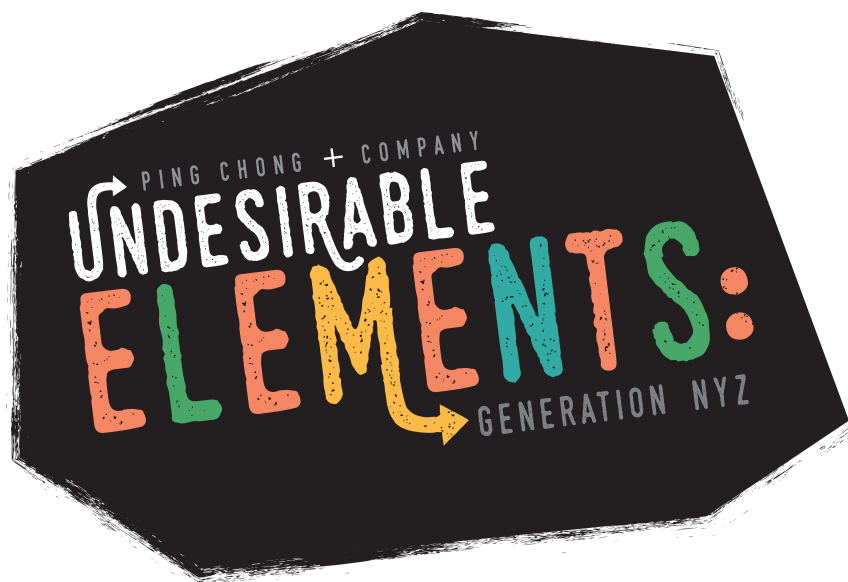
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Where in the world is
UNDESIRABLE ELEMENTS:
GENERATION NYZ from?

NEW YORK CITY



IDENTITY + COMMUNITY
× STORYTELLING =



DID YOU KNOW?

UNDESIRABLE ELEMENTS:
GENERATION NYZ is a work of
interview-based theater. The performers
you'll see on stage are telling their own
personal stories!

The show is not a traditional play performed
by trained actors. Instead, it is presented
as a chamber piece of storytelling and is
presented through the voices of the people
sharing their own stories.

All productions in the *Undesirable Elements*
series are created in partnership with a local
host organization in the community where the
show is being presented—in this case,
The New Victory Theater!

Ping Chong + Company refers to
Undesirable Elements as a "seated opera
of spoken word."

Many of the performers (or interviewees)
you'll see on stage in this production have
never before performed publicly!

Since 1992, nearly 200 individuals have
performed in the *Undesirable Elements*
series, which has been presented in over
40 cities in the U.S., Germany, the
Netherlands, Japan, France and Italy.

A Closer look:

The artists at Ping Chong + Company (*Cathay: Three Tales of China*, New Vic 2005)
use theater to bring communities together. Through a wide variety of art forms,
including puppetry, dance, oral history and documentary theater, they explore
the idea of social responsibility through artistic innovation. The company's artistic
director, Ping Chong, broadens his audience's understanding of identity by visiting
different, underserved communities and creates shows written by and starring
people living outside of society's norms. The company has won several awards for
their outstanding work in theater, including two Obies (the highest honor for Off-
Broadway productions) and five National Endowment for the Arts fellowships.

Ping Chong is a theater and visual artist. In 1992, he was making a visual arts
installation entitled, *A Facility for the Channeling and Containment of Undesirable
Elements*. Shortly before the opening, Ping was asked to create an accompanying
performance piece, which became the first production in the *Undesirable Elements*
series. The piece included a group of bilingual New Yorkers from different cultural
backgrounds, who explored what it meant to be "desirable" or "undesirable" in their
cultures of origin. Since then, *Undesirable Elements* has become an ever-evolving
series of stories told by real people from real communities across the globe!

Undesirable Elements, which celebrated its 25th Anniversary in October 2017, is an
ongoing series of community-specific, interview-based theater works examining
issues of culture and identity of individuals who identify as outsiders. The series,
including this production of UNDESIRABLE ELEMENTS: GENERATION NYZ,
is comprised of over 30 interview-based theater productions created by and
representing myriad communities! Other works in this series include: *Beyond Sacred:*
Voices of Muslim Identity (2015, LaGuardia Performing Arts Center), *PUSH: Real
Athletes, Real Stories, Real Theatre* (2015, Tangled Arts + Disability) and *South of the
8* (2017, La Jolla Playhouse).



INTERVIEW-BASED THEATER

This style of theater—sometimes referred to as Documentary Theater, Theater of Fact, Testimonial Theater, Tribunal Theater or Verbatim Theater, though they are each slightly different in execution—is created by using the spoken words of real people, gathered by way of recorded interviews. In **UNDESIRABLE ELEMENTS: GENERATION NYZ**, those interviews or testimonials, are curated by Co-writers Sara Zatz and Kira Taber into a cohesive script that is performed by the interviewees in front of a live audience.

STORYTELLING

UNDESIRABLE ELEMENTS: GENERATION NYZ is a work of interview-based theater. This production, which is the newest in Ping Chong + Company's *Undesirable Elements* series, features seven performers telling their personal stories, reflecting on what it means to be a young adult in New York City. **UNDESIRABLE ELEMENTS: GENERATION NYZ** uses music, rhythm, choral speaking, video projection and spoken word as a means to enhance the telling of these real life stories told by real people.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring **UNDESIRABLE ELEMENTS: GENERATION NYZ** with your students, find out how much they already know about **INTERVIEW-BASED THEATER**. In addition, allow them to explore the themes: **INDIVIDUALITY** and **COMMUNITY**.

What community or communities do you identify with? What does it mean to belong to a community?

Have you ever seen a piece of interview-based theater, spoken word or a personal storytelling performance? If so, how did you feel listening to the performer's personal stories?

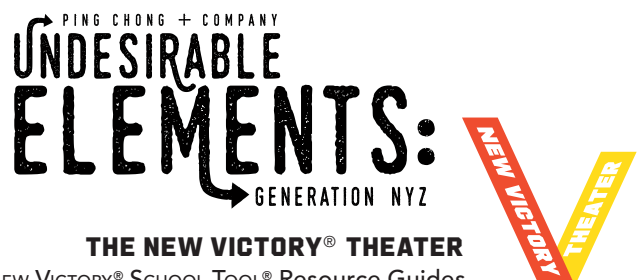
The outside world often tells us that conforming to societal norms is better than being our own individual self. How do you feel about that?

In what ways do you try to be your own unique self?

Do you feel a personal connection to your community? How does one belong to a community and maintain their self-identity?

What type(s) of stories are you hoping to hear or see represented on stage at the theater?

Do you have a personal story that you want to tell, but haven't? What do you think it would be like to tell that story in front of an entire audience?



UNDESIRABLE ELEMENTS: GENERATION NYZ / THEMES

WHAT IS IT
LIKE TO BE:

SEARCHING FOR YOUR

**TRUE
IDENTITY?**

HOMELESS?

LOST AND ALONE?

ESTRANGED FROM YOUR
FAMILY?

AFFECTED BY NEIGHBORHOOD VIOLENCE?

SURROUNDED BY
DOMESTIC
VIOLENCE?

**AN IMMIGRANT
IN THIS COUNTRY?**

**DEPRESSED or
SUICIDAL?**

**STRUGGLING
WITH SELF-ACCEPTANCE?**

IN SEARCH OF COMMUNITY?

**A PERSON
OF COLOR**

IN THE FOSTER SYSTEM?

PICTURE THIS: DOCUMENTING REAL LIFE (SOCIAL STUDIES, ELA, VISUAL ARTS, MEDIA ARTS)

UNDESIRABLE ELEMENTS: GENERATION NYZ is an interview-based theater piece in which young people from New York City tell their personal stories of what it is like living in an urban environment, in their borough, in their neighborhood. Engage your students in a photojournalism unit in which they investigate their own communities! Have them take pictures of friends, neighbors, houses, buildings, parks, etc., and create a visual art gallery to tell the story of their respective communities! **Note:** For students who wish to take the digital route, have them create an Instagram series to tell their story using #RealLife. Finally, have each student share their investigative findings with the class! To support this unit, use the **Activity: Making Connections** in the **After** section

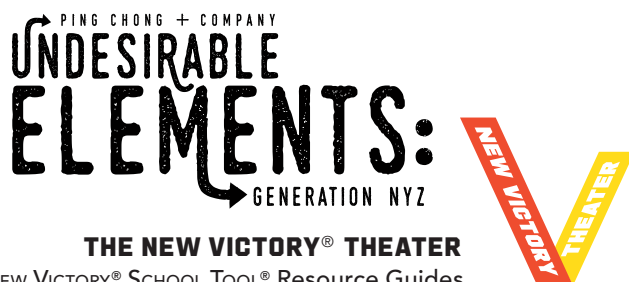
THE STORY OF US (THEATER, SOCIAL STUDIES, ELA)

If your class was going to create its very own version of *Undesirable Elements*, what would it be about? What would the themes be? What would the overall message be? As a class, work together to find out how students are alike and how they differ. Talk about themes that would be interesting to explore and bring to life through interview-based theater, making a list of prompts to help guide your theater-making process! Then, embark on a creative writing unit by instructing students to write a one page monologue or story based on the prompt or selection of prompts chosen by the class. Have each student share their written work with the rest of the class. Then, as a group, decide the best way(s) to bridge all of the students' personal stories into a cohesive storytelling performance! To support this unit, use the **Activity: Walk the Line** in the **Before** section.

GETTING SOCIAL (ELA, VISUAL ART, MEDIA ARTS, THEATER)

Now that you've seen **UNDESIRABLE ELEMENTS: GENERATION NYZ**, and you've created your very own version of *Undesirable Elements*, it's time to get the word out! Connecting this to the Unit Plan Brainstorm **The Story of Us**, how would you begin to market your production? Guide your students in a unit on marketing and audience development strategies. Ask questions like: *Who do we want to see our show? What is our mission? What are our core values? Why should people see our show?* Have students research how professional theater companies, like The New Victory Theater, market their own productions. Then, using materials found in your classroom, design posters to help promote your show! If you want to go the digital route, create online ads, including Twitter, Snapchat and Facebook campaigns! To support this unit, use the **Creativity Page: Doing Good** in the **After** section.

Teacher's Note: You may choose to use the questions on Page 8, which consider the myriad themes addressed in **UNDESIRABLE ELEMENTS: GENERATION NYZ**, as classroom conversation starters. Do this before OR after you see the performance!



BEFORE

Ready-to-implement classroom activities that explore the themes and artistry of the show

COMMON CORE STANDARDS

Speaking and Listening: 1; 2; 6

Language: 1; 3; 5

NEW YORK STATE STANDARDS

Arts: 1; 2

English Language Arts: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making
Developing Theater Literacy
Making Connections

Visual Arts: Art Making



Photo Credit: Chris Hartlove

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**UNDESIRABLE
ELEMENTS:**
GENERATION NYZ

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WALK THE LINE

Before you see UNDESIRABLE ELEMENTS: GENERATION NYZ, work with your students to discover and talk about their shared commonalities, while celebrating their differences, and encourage thoughtful discussion as they travel through the spectrum of discourse!

1. Have students stand shoulder-to-shoulder in one line and walk across the room. Once students arrive at the other side, instruct them to turn around and walk back to their starting position, all the while attempting to stay connected at the shoulder.
2. After students have crossed the room two or three times, tell them that they are going to do yet another pass as you call out certain prompts. When they hear prompts that resonate with them they are to freeze in position, creating a shape with their body that conveys their connection (positive, negative or indifferent) to your prompt. They are to hold their pose until the line comes back to pick them up, effectively “sweeping” the room clean. Possible prompts are:
 - I am not originally from New York City.
 - My favorite pastime is reading books.
 - I don't know where my family is from originally.
 - My favorite type of music is R&B.
 - I have a strong connection to my community.
 - I have a story that I really want to share, but I'm too shy.
 - I am proud of my cultural heritage.
 - I have been bullied before.
 - I love the city I live in.
 - I am afraid of the current political climate.
3. State one prompt per pass across the room or choose to state a few in one walking pass. When the moving line of students reaches the other side of the room to which they are travelling, have them turn and look at the other students who are frozen in individual tableaux (frozen pictures) around the room.
4. Encourage students to take note of the shapes their peers are making with their bodies based on the given prompt(s) and ask questions like: *What do you see? What emotions are represented in these shapes? What does looking at this make you think?*
5. Next, choose a few students frozen in tableau to thought-track. *Note: Thought-tracking is a Process Drama technique in which the teacher taps a student on the shoulder and asks what their character is thinking. When a student replies, inform them that they are speaking aloud the thoughts of their character.*
6. Repeat this process periodically as you make statements and students create tableaux. After you have activated all of the prompts, have a full group discussion about the statements, noting students' individual reactions and the group's communal reaction to each of the prompts.

REFLECTION QUESTIONS:

How did it feel to think about these statements as individuals?

What was it like to see your classmates' physical reactions to these statements?

What surprised you about this activity?

What questions do you have after participating in this activity?

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 ELEMENTS:**
 GENERATION NYZ



Be a part of your kid's field trip to UNDESIRABLE ELEMENTS: GENERATION NYZ!

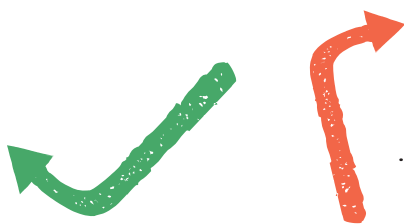
WATCH

Check out the link below for a message from Ping Chong + Company!

www.NewVictory.org/UndesirableElements



ASK



After your teen visits the New Vic, talk with them about their theater-going experience! Use the prompts below to engage in a conversation with them about what they saw and how the show made them feel!

BEFORE the show:

What do you think it will be like to see a play with real people telling their real life stories?

What are you most excited about for your trip to the Duke?

AFTER the show:

What was your favorite part of the show?

Did anything about the show surprise you?

What different elements of theater did you see the show incorporate?

Do you feel like you now know more about the city you live in, and the people in it?

VISIT

The New Victory is New York City's only performing arts theater exclusively devoted to kids, their families and classmates, bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to its historic stage in Times Square. For a full list of shows in the New Vic 2017-18 season, visit www.NewVictory.org.

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**UNDESIRABLE
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GENERATION NYZ



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INSIDE AND OUT

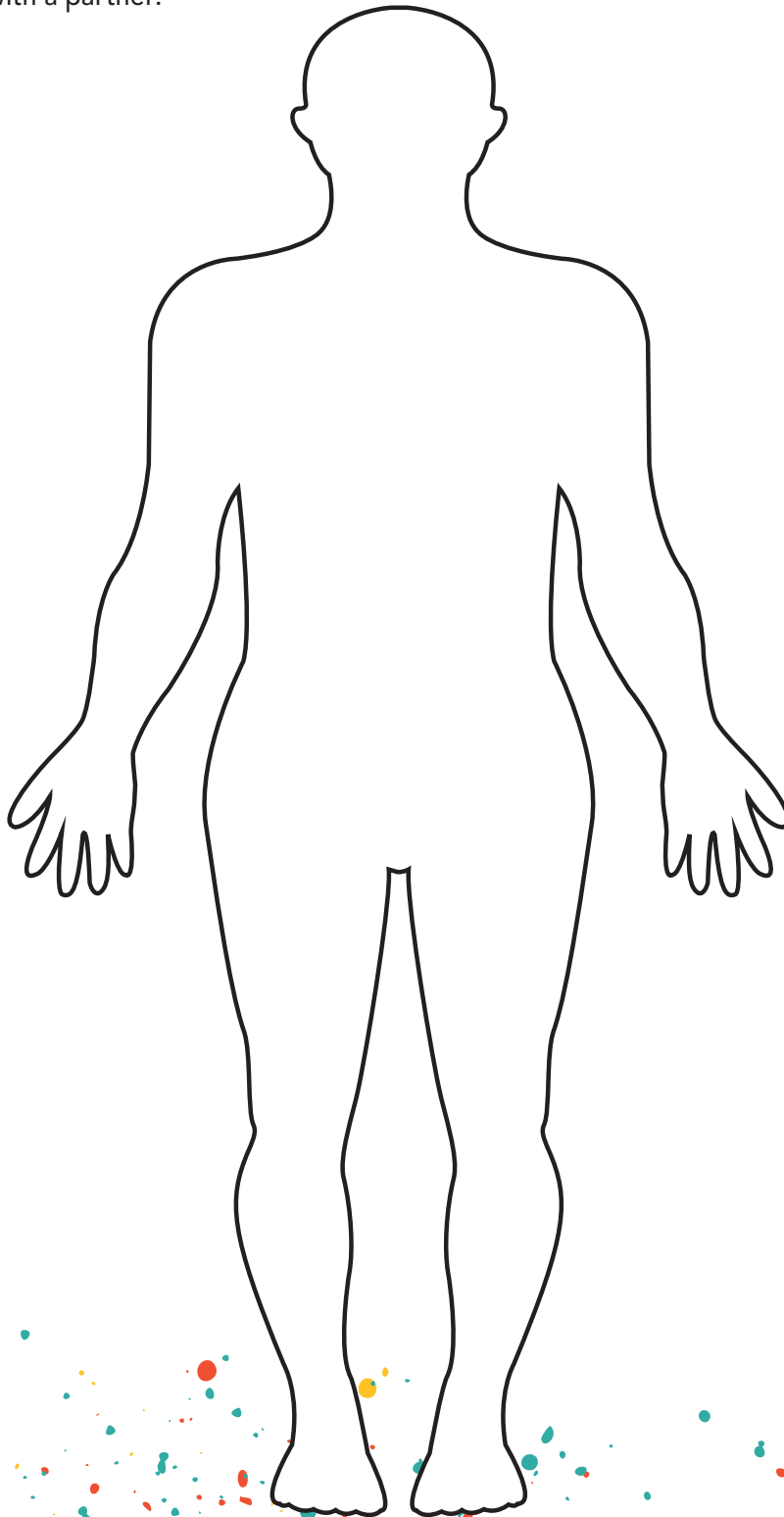
In UNDESIRABLE ELEMENTS: GENERATION NYZ, the performers you'll see on stage have looked inside themselves to tell captivating, personal stories to audiences just like you! Take a moment to look inside yourself, think about the kind of person you are or want to be. Consider the following questions: *How do you view yourself? How do people view you?* The outline below represents you. Use the space inside to write words or phrases to describe how you see yourself. And use the space on the outside to describe how the outside world sees you. Then, share your results with a partner!

WHO AM I?

WHAT ARE MY
LIFE GOALS?

WHAT DO I
STAND FOR?

WHO DO I
WANT TO BE?



EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show

Provide this section to all teachers and chaperones attending the show!

COMMON CORE STANDARDS

Reading: 1; 4; 7

Language: 1; 3

NEW YORK STATE STANDARDS

Arts: 1; 2

BLUEPRINT FOR THE ARTS

Visual Arts: Developing Theater Literacy
Making Connections

Heads up!

UNDESIRABLE ELEMENTS: GENERATION NYZ, being performed at The Duke on 42nd Street (229 West 42nd Street), is a production based in interview-based theater—real people telling real-life, personal stories about what it means to grow up in New York City. Prepare your students to listen and watch closely to listen to these captivating stories of real New Yorkers addressing themes such as cultural identity, sexuality and bullying, just to name a few and see what resonates.



Photo Credit: Adam Nadel

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**UNDESIRABLE
ELEMENTS:**
GENERATION NYZ



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ALONE TOGETHER: OBSERVING HUMAN BEHAVIOR

In UNDESIRABLE ELEMENTS: GENERATION NYZ, you'll hear stories about community and isolation. In a city of nearly 8.5 million people, what connects us all? What keeps us from connecting? On your way to the theater, observe people on the subway train or on the city sidewalks. Choose a subject or group of subjects and ask yourself: *How are they interacting? What made that happen? How are they not interacting? What prohibited them from making a connection?* Use the space below to write a detailed story or create a visual work of art based on what you observed. When you've finished, share it with a partner or the class!



TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by NEW VICTORY staff and stored during the performance.

Plan to arrive at The Duke on 42nd Street (229 West 42nd Street) at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

Arrival

When you reach 42nd Street, a member of the NEW VICTORY Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.

The Front of House staff will give a time for the bus to return to pick up your school group.

The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: Education_Tickets@NewVictory.org.

Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



TRIP GUIDE

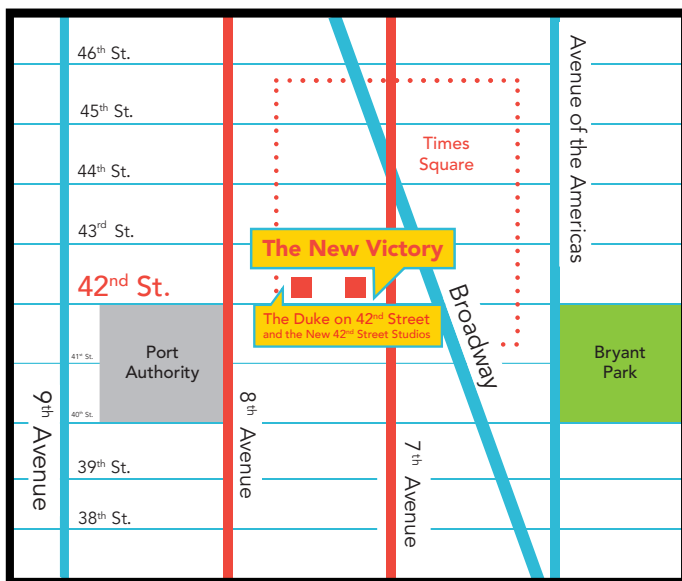
If you are traveling by bus, please also share this important information with the bus driver.

Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/
NEW 42ND STREET STUDIOS
209 West 42nd Street
229 West 42nd Street

BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater.



During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3, N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.



AFTER

Ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance

COMMON CORE STANDARDS

Reading: 1

Writing: 2; 4

Speaking and Listening: 1; 2; 3; 4; 6

Language: 1; 3

NEW YORK STATE STANDARDS

Arts: 1; 2; 3

English Language Arts: 1; 3

BLUEPRINT FOR THE ARTS

Theater: Theater Making

Developing Theater Literacy

Making Connections



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AFTER / PERFORMANCE REFLECTION

Following your trip to the Duke on 42nd Street, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

Engage in a conversation with your students regarding their thoughts and feelings about the show. Use the following questions as prompts:

What was it like to hear real stories from young New Yorkers like yourselves?

How do you think it felt for the performers to tell their own personal stories in front of an audience?

What do you think the rehearsal process was like?

Which story resonated most with you? Why?

What surprised you?

TEACHER TIP

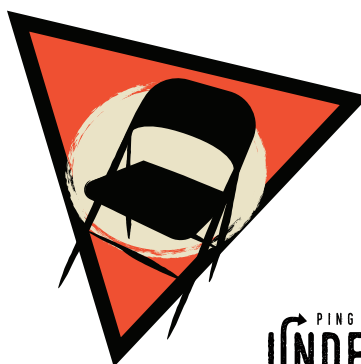
Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (*I saw...*)

Analyze (*I wonder...*)

Interpret (*I think/feel...*)

Evaluate (*I believe...*)



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ELEMENTS:**
GENERATION NYZ

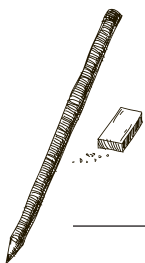




AFTER / PERFORMANCE REFLECTION

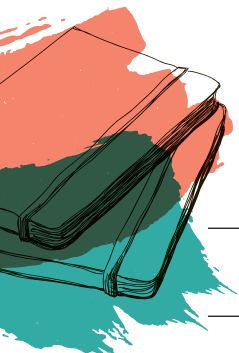
THE CRITICAL THINKER

IF I WAS WRITING A NEWSPAPER ARTICLE ABOUT THIS SHOW, THE HEADLINE WOULD READ:

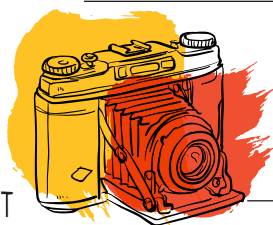


THE PART OF THE SHOW
THAT GRABBED MY ATTENTION
THE MOST WAS

WHILE WATCHING THE SHOW,
THE STRONGEST REACTION I HAD WAS



THE SHOW MADE ME THINK ABOUT



A QUESTION I HAVE
ABOUT THIS SHOW IS

ONE THING I SAW ON STAGE
DURING THIS SHOW THAT I'VE
NEVER SEEN BEFORE WAS



BEFORE SEEING THIS SHOW,
I DIDN'T KNOW THAT



IF I WAS THE DIRECTOR,
ONE CHANGE I WOULD MAKE
TO THE SHOW WOULD BE



AFTER SEEING THE SHOW,
MY FRIENDS AND I TALKED ABOUT

OVERALL, THE SHOW MADE ME FEEL

MAKING CONNECTIONS

One of the themes of UNDESIRABLE ELEMENTS: GENERATION NYZ is community and listening to the stories of other individuals that live in the world around us. Have your students think of someone in their neighborhood they encounter every day and encourage them to make connections and learn more about a member of their community!

1. Have students think of the people they see in their neighborhood every day but have little to no interaction with (i.e., a bus driver, deli counter worker, subway station attendant, etc.).
2. Next, have students decide which of their community members they would like to interview and, as a class, devise a set of questions to ask their chosen person, like:
 - What is your name?
 - Where are you from originally?
 - Why did you choose to live/stay in New York City?
 - What is your cultural background?
 - What is your favorite thing about your neighborhood?
3. Once they've conducted their interviews, have students write a monologue or short story from their interviewee's point of view. **Note:** *Be sure to encourage them to stay true to the interviewee's statements and not to build in unnecessary story elements. The idea is to identify, respect and honor another person's untold story.*
4. Finally, have each student share their monologue or short story with the class, encouraging each student to tell the story with authenticity.

Bonus: Connect this activity with the Unit Plan Brainstorm **Picture This: Documenting Real Life** in the **INSIDE** section!

REFLECTION QUESTIONS:

What was your favorite part of this process?

What was it like to interview someone you didn't know very well?

Do you feel more or less connected to your community now that you've learned more about it?

How did it feel to tell your interviewee's story to your class?

PING CHONG + COMPANY
**UNDESIRABLE
 ELEMENTS:**
 GENERATION NYZ



THE NEW VICTORY® THEATER
 NEW VICTORY® SCHOOL TOOL® Resource Guides

DOING GOOD

What is an issue that is meaningful to you? Maybe it's global warming, animal rights, women's rights or LGBTQ rights, community outreach or peer counseling! Use one of the spaces below to write a letter to an elected official (local, state or federal) to advocate for your cause. Use the other space to create an online campaign to help gather public support! Consider the following questions as you write: *What do I believe in that, if implemented, would help better the world around me? Why do I want to fight for this cause? What is my connection to this belief? What other actions can be taken to help advocate for this cause?*

UE UNDESIREABLE ELEMENTS

What do I believe in that would help better the world around me?



LIKE



COMMENT



SHARE

SEND

Why do I want to fight for this?



LIKE



COMMENT



SHARE

SEND

What actions do I plan to take to address this issue and make the world a better place?



LIKE



COMMENT



SHARE

SEND

Sources

<http://www.pingchong.org/>

<http://howlround.com/your-guide-to-theatre-education-ping-chong-company>

<http://www.dramaonlinelibrary.com/genres/verbatim-theatre-iid-2551>