

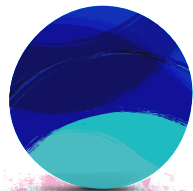
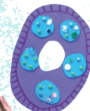
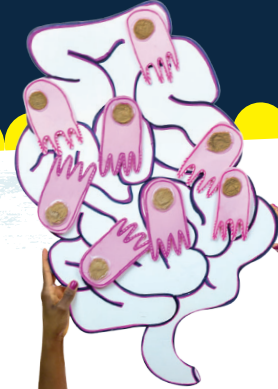
NEW VICTORY

THEATER

# NEW VICTORY® SCHOOL TOOL®

RESOURCE GUIDE

## THE WORLD INSIDE Me



2018-19 SEASON

# THE NEW VICTORY® THEATER

New York's Theater for Kids and Families

A PROJECT OF THE NEW 42ND STREET

# 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.

Please be advised that the unauthorized reproduction or distribution of NEW VICTORY® SCHOOL TOOL® Resource Guides for any purpose other than educational, such as for commercial or monetary gain, may constitute copyright infringement and may be punishable by law. For more information, please contact the NEW VICTORY Education Department at [Education@NewVictory.org](mailto:Education@NewVictory.org)

## 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

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[Education@NewVictory.org](mailto: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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# THE WORLD INSIDE Me



# 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

**Speaking and Listening:** 1; 3; 4

**Language:** 1; 2; 3

## NEW YORK STATE STANDARDS

**Arts:** Creating, Performing, Responding,  
Connecting

**English Language Arts:** 1; 4

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making, Developing  
Theater Literacy, Making  
Connections

**Visual Arts:** Art Making, Making  
Connections

## Summary

Wobbly first steps, ouchie boo-boos, funny faces and lilting lullabies. **THE WORLD INSIDE ME** uses gentle interactive play, live music, dance and visual effects to illustrate the inner life of our growing bodies. Explore the sights, sounds and sensory surprises that come with each new day.



## THE WORLD INSIDE ME

THE NEW VICTORY® THEATER

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Where in the world is  
SPELLBOUND THEATRE from?

NEW YORK, NEW YORK



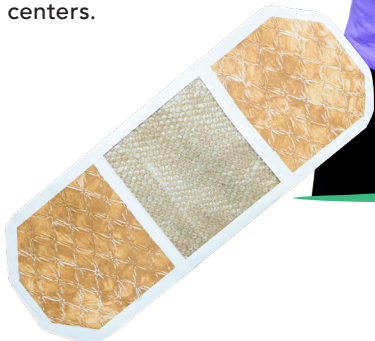
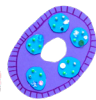
### DID YOU KNOW:

Spellbound Theatre has performed to sold-out family audiences as a multi-year company-in-residence at the Old Stone House in Park Slope, Brooklyn, and has been 2014-15, 2016-17 and 2018-19 New VICTORY Theater LabWorks Artists in Residence!

Lauren Jost the Founder and Artistic Director of Spellbound Theatre has been a member of the New VICTORY Teaching Artist Ensemble since 2005.

Spellbound Theatre began touring their unique performances nationwide in 2018.

Spellbound Theatre hosts Free Family Art Days, opportunities for families to play, imagine and explore through a variety of different art forms. These events are free for the public and presented in partnership with local businesses, libraries and community centers.



CURIOSITY × PLAY + MUSIC =

# THE WORLD INSIDE Me



## A closer look:

Spellbound Theatre first workshopped THE WORLD INSIDE ME in 2016-2017 as a part of the New VICTORY LabWorks program! After holding open rehearsals and inviting audiences into the show's creative process, Spellbound co-founder and New VICTORY Teaching Artist, Lauren Jost, decided to develop two different versions to cater to audiences' unique abilities and interests. Spellbound Theatre was founded in 2011 and was recently awarded the 2017 Winifred Ward Zeta Phi Eta Outstanding New Children's Theater Award by the American Alliance of Theater & Education.

As one of the only companies in the U.S. making work exclusively for ages 0 – 5 and their adults, Spellbound Theatre believes you're never too young for innovative and imaginative arts experiences. And the idea of experience is key as the award-winning pioneers in the field of Theater for the Very Young tailor their multidisciplinary, multi-sensory productions to the interests of each audience and age group. Celebrating the accomplishments and experiences of growing up, each version of THE WORLD INSIDE ME meets kids where they are, for as we get bigger, our questions get bigger, and the show gets a little bigger too!

## THEATER FOR THE VERY YOUNG

This genre, which specifically targets the littlest theater-goers (approximately ages 6 and under) and their parents, often abandons a traditional, linear story and plot for more whimsical, creative presentations of art that delight the senses. In *THE WORLD INSIDE ME*, the audience is invited to engage in this innovative and interactive visual, musical experience that explores the world inside of all of us!

## INTERACTIVE THEATER

Interactive theater focuses on bringing the audience into the world of a play. Like an interactive museum exhibit, the set often surrounds the audience, or the audience is invited into the playing space of the performers. The audience is encouraged to engage with the show in some capacity, whether it's creating a costume or responding directly to the performers. Interactive theater can stimulate an audience's senses asking one to touch, feel or smell. Overall, it's all about making each audience member a part of the world of the show.

## LIVE MUSIC

*THE WORLD INSIDE ME* combines physical theater, live music and singing to explore the human body. The musician plays a banjo, which adds atmosphere and helps to convey a deeper level of emotion in the storytelling, allowing the performers to express themselves in many dynamic ways, beyond dialogue or monologue.

## MULTIMEDIA DESIGN

Multimedia design combines various artistic mediums such as images, projections, sound effects and lighting design into a theatrical performance. In this production, digital projection and music are used to create mesmerizing images that transport the audience into the world of *THE WORLD INSIDE ME*.

### WHAT DO YOUR STUDENTS ALREADY KNOW?

Prior to exploring *THE WORLD INSIDE ME* with your students, find out how much they already know about **THEATER** and **LIVE MUSIC**. In addition, allow them to explore the theme: **CURIOSITY**.

*Have you ever been to an interactive show before?*

*Have you ever seen a theatrical performance before? What did you enjoy about it and why?*

*What element(s) of theater do you like best? Why?*

*What do you know about how your body works?*

*What is live music?*

*Where do you think you might hear live music in *THE WORLD INSIDE ME*?*

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## A DAY IN THE LIFE OF YOU (ENGLISH LANGUAGE ARTS, THEATER)

Turn your classroom into a theater and your students into puppeteers! Work with your students to create puppets (or shadow puppets) using paper bags or cutouts and popsicle sticks, and use them to tell the story of their daily lives! Once their puppet creations are complete, have students share aloud what/who their puppet is and how their character could be used to help tell their story. Then, ask students questions about their daily life and routines: *What do you do before you come to school? What is your routine once you arrive at school?* Have students practice telling their stories with their puppet characters. Then have student volunteers perform their story, with the help of their puppet masterpieces, for another class! To support this unit, use the **Creativity Page: What Makes Me Unique** in the **Before** section, or the **Activity: The Music in You** in the **After** section.

## LET'S TALK ABOUT "HURT" (ENGLISH LANGUAGE ARTS, VISUAL ARTS)

There are two general types of trauma: physical and emotional. And we all cope with those types of trauma, or "boo boos," in very different ways. How do the students in your class deal with trauma? Help your students understand more about the different types of "hurt" that humans can feel by guiding them through a visual art-making process. Help them along by asking questions like: *Have you ever fallen or hurt yourself? What does it feel like? What are the different ways you can be physically hurt? What are other ways you can feel hurt, sad or angry? When you feel sad, what does that look like in your body? How do you change that feeling?* Once you've talked about these different types of "hurt," have each student create a visual art piece, using paper and crayons, colored pencils or paint, about hurt and how to cope with it. Then, if students feel comfortable with it, create a gallery wall, titled "All the Feels" that features students' art, celebrating their artistic work and their emotions! To support this unit, use the **Creativity Page: Artistic Ouchie** in the **After** section.

## WON'T YOU BE MY HELPER? (ENGLISH LANGUAGE ARTS, VISUAL ARTS)

Fred Rogers, of *Mr. Rogers' Neighborhood* fame, once wrote "When I was a boy and I would see scary things in the news, my mother would say to me, 'Look for the helpers. You will always find people who are helping.'" As a class, work to create "Just Because" cards to send to classrooms throughout the school! To help them get started, ask your students questions like: *How can we make other people feel good, just because? What can we do to achieve this?* Ask students to work together to create a large greeting card to send! Students can decorate it as they see fit. **Note:** Students can also create smaller cards in small groups if they wish! As students are creating their cards, ask them questions like: *What written messages can we include in the card? How can we decorate our card—by drawing, painting or collaging?* Also encourage them to discuss with you what makes them feel better when they're sad, or hurt or feel down even when they can't pinpoint a cause. When you've finished creating your card(s), seal them in an envelope and hand deliver them, with a smile, to their respective classrooms. Watch each classroom light up with smiles! To support this unit, use the **Creativity Page: Artistic Ouchie** in the **After** section.



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# BEFORE

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

## COMMON CORE STANDARDS

**Writing:** 1

**Speaking and Listening:** 1; 3

**Language:** 1; 3

## NEW YORK STATE STANDARDS

**Arts:** Creating, Performing, Responding, Connecting

**English Language Arts:** 1; 4

**Science:** 4

**Health:** 1

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making; Developing Theater Literacy; Making Connections



## THE WORLD INSIDE ME

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# LET'S GO ON A FANTASTIC VOYAGE!

THE WORLD INSIDE ME explores the human body, how it digests food and how it reacts to physical trauma. Use the activity below to follow the path of human blood cells to discover each organ along the way!

**Materials:** butcher paper with pre-drawn pathways of veins, crayons, markers, instrumental music, B.E.S.T. worksheet

1. To begin, tell students that you're going to go on an adventure through their imagination to create the world inside the human body right in your very own classroom! Unroll a large piece of butcher paper with pathways made of veins already drawn on it and tell students, "This is a map of the trip blood takes through the human body. See this trail? We're going to follow it to see what we can learn!"
2. Start off on your journey by telling students that the first place they're going to discover is the heart's right atrium. "Let's start in the center of the body!" Then, have students draw an artistic representation of what they think a heart looks like.
3. Now tell students, "Next, we must leave the heart and travel through this vein to the lungs!" As you arrive in the lungs, have them draw what they think lungs look like. *When they've finished, ask them questions like: What do you see around you? What does it sound like in here? What does it feel like?* Have them express an accompanying emotion on their face, then with a physical gesture or movement using their whole body. **Note:** Use the B.E.S.T. worksheet on the following page to aid in creating these movements!
4. Next, take two steps forward and tell students, "It's getting windy in these lungs, let's pick up some of this air and travel back to the left side of the heart!"
5. Then, take two steps forward and tell students, "Now we're going to launch through the aorta, the biggest vein in the body, to take oxygen to the brain!" When you arrive at the brain, which is your last stop on your trip, have them draw what they think a brain looks like. Give them prompts like: *This is the central communication hub for the rest of the body. Also, this is where your imagination comes from and where all of your memories are stored! Then ask questions like: What do you see around you? What does it sound like in here? What does it feel like?* Then, have each of them express their emotion on their face, then with their bodies.
6. Now that you've finished your fantastic voyage, discovering how blood flows through the human body, walk back through your map, starting in the heart, using the movements and physical expressions you explored the first time around. By the end, you will not only have re-examined the human body, but also the elements of dance!

## REFLECTION QUESTIONS:

*How did it feel to turn emotions into gestures and movements?*

*How do you think elements of dance will be used in THE WORLD INSIDE ME?*

*What did it feel like to follow and help create our map of the human body. Did you discover new things along the way?*

*What new things do you think you'll discover in THE WORLD INSIDE ME?*

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# BEING YOUR B.E.S.T. THE ELEMENTS OF DANCE

## BODY

### PARTS

HEAD  
ARMS  
HANDS  
PELVIS  
LEGS  
ELBOWS  
ETC.

### SHAPES

CURVED  
STRAIGHT  
ANGULAR  
TWISTED  
SYMMETRIC  
ASYMMETRIC

### RELATIONSHIPS

NEAR  
APART  
ALONE  
AROUND  
BELOW  
BESIDE  
ETC.

### BALANCE

ON  
OFF

## ENERGY

### FLOW

FREE  
BOUND

### WEIGHT

STRONG  
LIGHT

### FORCE

SMOOTH  
(SUSTAINED)  
SHARP  
(SUDDEN)

### STILLNESS

ACTIVE  
PASSIVE

## SPACE

### PLACE

GENERAL  
SELF

### SIZE

BIG  
SMALL  
NEAR REACH  
FAR REACH

### LEVEL

HIGH  
MEDIUM  
LOW

### DIRECTION

FORWARD  
BACK  
SIDEWAYS  
DIAGONAL  
UP OR DOWN

### PATHWAY

STRAIGHT  
CURVED  
CIRCULAR  
ZIGZAG

### FOCUS

SINGLE  
MULTI

## TIME

### SPEED

SLOW  
FAST  
ACCELERATION  
DECELERATION

### RHYTHM

BREATH  
PULSE



## Be a part of your kid's field trip to THE WORLD INSIDE ME

### WATCH

Check out the video trailer and a message from THE WORLD INSIDE ME.

[NewVictory.org](http://NewVictory.org)

While you're there, do the suggested Family Activities to learn more about the show.



### ASK



**After your kid 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 interactive theater is?*

*How do you think the performers created THE WORLD INSIDE ME?*

*What are you most excited about for your trip to The New Victory Theater?*

#### AFTER the show:

*What was your favorite part of the show?*

*How did the performers interact with you as the audience?*

*Did anything about the show surprise you?*

### 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 2018-19 season, including shows to attend with your family, visit [NewVictory.org](http://NewVictory.org).

12 [NewVictory.org/SchoolTool](http://NewVictory.org/SchoolTool)

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# WHAT MAKES ME UNIQUE

Each of us is different, inside and out. But what exactly makes you who you are? In what ways are you like others? In what ways are you unique? Maybe your hair is super curly or your left eye is a different color from your right eye, or one ear is smaller than the other!

**Think about it and then draw your beautifully unique qualities in the space below!**

# 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

**NEW YORK STATE STANDARDS**  
Arts: Creating, Responding

**BLUEPRINT FOR THE ARTS**  
Visual Arts: Art Making;  
Making Connections

## Heads up!

THE WORLD INSIDE ME combines music, physical theater and singing to explore the complex systems inside of the human body! The performers interact directly with the audience, where you and your students will engage your senses and participate in certain aspects of the story. Prepare your students to watch how we care for ourselves when we're hurt, all five of our senses and how food becomes poop!



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# 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 NEW VICTORY venue 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 42<sup>nd</sup> Street between 7<sup>th</sup> and 8<sup>th</sup> Avenues.

## Arrival

When you reach 42<sup>nd</sup> 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 (42<sup>nd</sup> Street at 6<sup>th</sup> 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](mailto: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

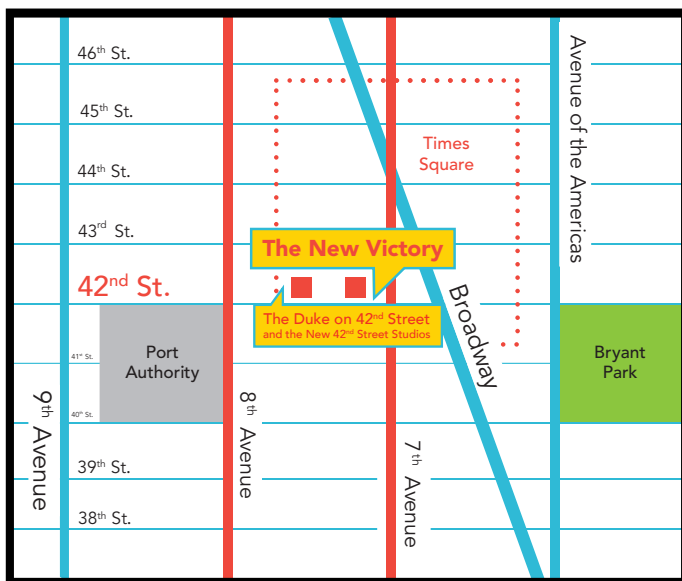
If you are traveling by bus, please also share this important information with the bus driver.

## 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.

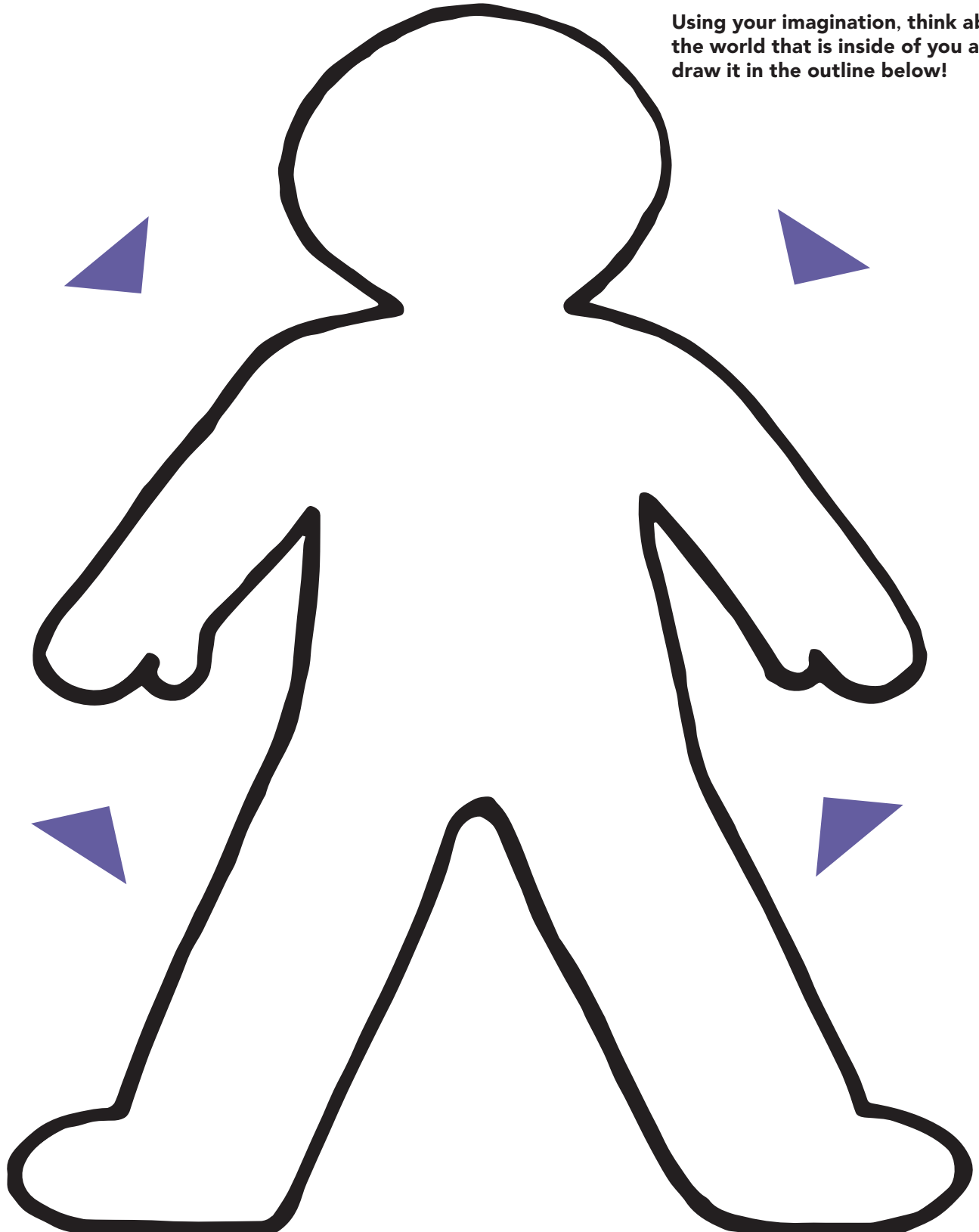




# IMAGINING THE VAST WORLD INSIDE YOU!

The show you're going to see explores the human body and everything that happens inside of you to make your body work properly. What do you think the world inside of you looks like? How does blood get from your heart to the rest of your body—by driving a tiny car? How does air travel from your lungs to your brain—by spaceship?

**Using your imagination, think about the world that is inside of you and draw it in the outline below!**



# AFTER

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

## COMMON CORE STANDARDS

**Speaking and Listening:** 1; 3; 6  
**Language:** 3

## NEW YORK STATE STANDARDS

**Arts:** Creating; Performing; Responding;  
Connecting  
**English Language Arts:** 1; 3

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making; Developing  
Theater Literacy; Making  
Connections

**Music:** Music Making; Developing  
Music Literacy; Making  
Connections



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## AFTER / PERFORMANCE REFLECTION

Following your trip to The New Victory, 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. Then, lead students in a discussion:

**Engage in a conversation** with your students to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of a human body and use the prompts below to guide students through an active reflection. On the outside of the outline, have students write or draw their favorite moments and favorite moments from the show. On the inside of the outline, have students write or draw their own feelings about the show and what the imagery evoked. Then, lead students in a discussion:

*Who were the characters in the show?*

*What were they in search of? Did they find it?*

*What were your favorite parts of the show?*

*What shapes did you see on stage and on screen? Did they remind you of anything?*

*What did you think about how the performers used music and movement to talk about the human body?*

*What different production elements (music, lighting, costume, etc.) did you notice in the show?*

*How did the show make you feel?*

## 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...)



# THE MUSIC IN YOU

THE WORLD INSIDE ME offers lots of information about bodies and the parts and systems that make them work. Now it's time for your class to use that information, and students' prior knowledge, to get up on your feet and tell their own story!

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**Materials:** Large sheet of butcher paper, markers, music of your choice

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1. Begin by telling students that they are going to become choreographers (someone who creates their own dance moves and combinations)!
2. Have a conversation about THE WORLD INSIDE ME, asking students to recall different organs and body parts and what they do. Acting as scribe, place a large sheet of butcher paper on the wall. On it, create three columns, making a detailed list, with students' help, of the organs and body parts with their corresponding functions. In the third column, have the class come up with emotions that might accompany the listed organs and body parts. For instance, for **heart**, students might shout out "love!".
3. Then, tell students to think of a movement to correspond to each body part and function. Have students share and decide as a class on a movement to assign to each body part. For instance, if your organ is the **brain**, and your body part is the **head**, you might choose to bop your head left and right!
4. Repeat **Step 3** to explore all body parts, remembering to allow your chosen music and list of emotions to inform the movements you create and how fast or slow your movements are executed.
5. Next, combine all of your fancy moves; rehearse your choreography by calling out a body part and having students respond by doing the movement assigned to that body part.
6. Once the students have mastered their movements, sequence the body part movements into order to set your choreography.
7. Now, it's performance time! As a class, perform your choreography as a group and show off your moves!
8. Once the performance is complete, celebrate all the dancing anatomy experts in the class.
9. **Bonus:** Soundscape your performance by creating a vocal sound for each movement!

## REFLECTION QUESTIONS:

*What was it like to create your own choreography?*

*How did it feel to explore each organ and body part through movement?*

*What elements of this activity reminded you of THE WORLD INSIDE ME?*

*What made you successful in this activity?*

*What were some challenges you encountered?*

**THE  
WORLD  
INSIDE ME**

**THE NEW VICTORY® THEATER**

NEW VICTORY® SCHOOL TOOL® Resource Guides

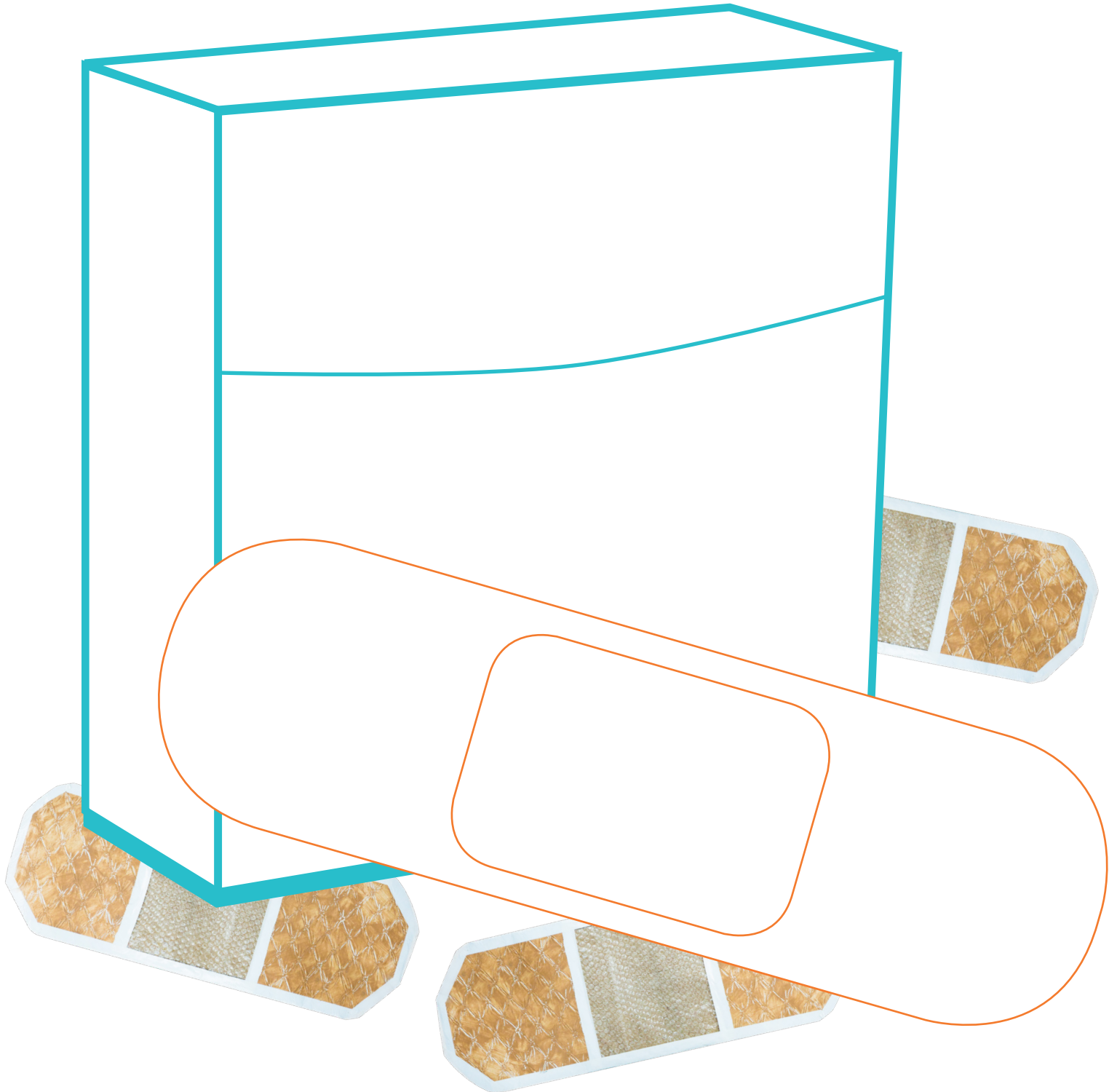




# ARTISTIC OUCHIE

In **THE WORLD INSIDE ME**, the performers took care of themselves when they were hurt by putting bandages on their injuries. Bandages don't need to be ordinary and dull, they can be fun and colorful, too!

**In the spaces below, design your own bandage and bandage box to show off your artistic style, even when you're taking care of an ouchie!**



## Sources

<http://www.spellboundtheatre.com/>

<http://chicagochildrenstheatre.org/>

<http://www.50states.com/facts/new-york.htm>

<https://list25.com/25-fascinating-facts-about-new-york-city/>

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