

**NEW VICTORY  
THEATER**

**NEW VICTORY® SCHOOL TOOL®**

RESOURCE GUIDE

# BECAUSE I SAY



# SO

**2019-20 SEASON**

**THE NEW VICTORY® THEATER**

New York's Theater for Kids and Families

POWERED BY NEW 42



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# OUR GUIDING PILLARS

*Want to know what guides the work we do in NEW VICTORY Education?  
The Guiding Pillars on this page are the foundation of how we strive  
to cultivate collaboration and creativity for everyone!*

## ARTS FOR ALL

How is the work accessible to and inclusive of everyone?

## ART FORM

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

## COMMUNITY

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

## CREATE

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

## DISCOVERY

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

## PLAY

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

# LEARNING STANDARDS

The New Victory is excited to provide educators and students with this 2019-20 NEW VICTORY SCHOOL TOOL Resource Guide! The activities, creativity pages and reflection tools included in this guide will allow everyone to engage with a variety of art forms and themes that you will see on stage at the New Victory. All activities and creativity pages can be directly connected to the Next Generation Learning Standards, the New York State Standards in the Arts and *Blueprint* Strands for Teaching and Learning. Have fun exploring and we'll see you at the theater!

## NEXT GENERATION LEARNING STANDARDS:

Reading: 1; 2; 3

Writing: 2; 3

Speaking and Listening: 1; 2; 3; 4; 5; 6

Language: 1; 2; 3

## NEW YORK STATE LEARNING STANDARDS FOR THE ARTS:

Creating, Performing, Responding, Connecting

## BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS:

Theater: Theater Making, Developing Theater Literacy, Making Connections

Visual Arts: Art Making, Developing Art Literacy, Making Connections





## PULLING BACK THE CURTAIN

This section, which includes everything you need to know before seeing a live performance at the New Victory, is a behind-the-scenes look at the artists, the company and the art forms and themes of this production. Use these engaging activities and creativity pages to prepare for your live theatrical experience!

[Hearing More](#)

[Fun Facts](#)

[The Art Forms](#)

[Unit Plan Brainstorms](#)

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# Hearing More From UNGA KLARA

Where in the world is Unga Klara from?

STOCKHOLM, SWEDEN

## A Bit About BECAUSE I SAY SO

From offbeat ideas to curious habits, each kid is truly one of a kind. In the unique universe of BECAUSE I SAY SO, colorfully-clad performers in trendy tracksuits ask the question: *What if kids had absolute agency?* With endless imagination, derring-do and daring dance, this renowned Swedish theater company helps us see and move through the world as little ones do.



## HEARING MORE about Unga Klara

Unga Klara is Sweden's Theatre with a National Assignment for Young Audiences (designated on January 1, 2018). Since its founding in 1975, Unga Klara has focused on performing newly-written dramas, particularly those which present a child's perspective. The Company's writers and collaborators adapt serious topics into playful and sometimes provocative forms, combining different levels of abstractions as well as heavy and light emotional modalities. They examine and develop their ideas using test audiences from the very beginning of rehearsals and throughout the production process. The past 40 years of encounters, explorations, and purposeful efforts have positioned Unga Klara uniquely within the Swedish and international cultural scene. Unga Klara has a long tradition of working in partnership with organizations with social missions such as preventing bullying, ending child labor and advocating for the LGBT community.

Dance + Physical Theater x Play =

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# Fun Facts

Share these fun facts with your students so that they can learn more about the show they're going to see on stage!



What if you could trick-or-treat yourself to candy feasts two times per year? Children in Unga Klara's home country of Sweden dress up in costumes to collect candy from neighbors in the fall for Halloween *and* in the spring time for Easter! Sweet!



Most Swedish preschoolers get to go on a nature walk through local green spaces at least once per week. This means extra outside playtime for everybody!



Based on the average walking speed of a kid, it would take you almost 53 days to walk the 3,925 miles from Sweden to 42nd Street in New York City!



A kid's brain builds new synapses almost every second, that is why you are so good at learning things. As an adult, about half of these synapses in your head, determined to soak up new information, will end up closed off! Keep learning with your fresh, fast mind!



Wanna get paid to be a kid? Well, go to Sweden! Starting at 16 years of age, children in Sweden receive a monthly allowance from the government as long they stay in school.

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# Hearing More: The Art Forms

## DANCE THEATER

Dance Theater refers to a performance form that combines dance, music, conventional theater and visuals. In its exploration of this art form, BECAUSE I SAY SO combines dance, physical theater, comedy, music and sound effects to tell a story.



## PHYSICAL THEATER

Physical Theater is a mode of performance that approaches storytelling or drama through physicality and full-body movement. BECAUSE I SAY SO is a humorous performance that utilizes physical theater to communicate story elements, including relationships, tone and emotions, to the audience.



## CLOWNING

Clowning is an ancient form of theater that is rooted in physical comedy. This art form embraces and highlights the absurdity of everyday situations and has the power to transcend verbal language and cultural barriers through visual spectacle. Although no one knows who first bore the title of "clown," the Native American Pueblo tribe called the Zunis dubbed this type of character the "Contrary." Adorned with a striped costume and sporting a cone-shaped hat, the Contrary's sole task was to draw attention to the absurdity of everyday life by highlighting, through physical action, the clumsy, inarticulate, badly-behaved mirror image of humanity. Though not as prominently featured in the show as dance, clowning certainly has a presence and adds elements of theatricality and amusement throughout the show!



## What do your students already know?

Prior to exploring BECAUSE I SAY SO with your students, find out how much they already know about **DANCE** and **CLOWNING**. In addition, allow them to explore the theme: **PLAY**

*Have you ever seen a dance performance? How did it make you feel?*

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

*What does "clowning" mean to you?*

*What does the term "play" mean to you?*

*How does "play" make you feel?*

*Where do you think you might see "play" in BECAUSE I SAY SO?*



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# Hearing More: Unit Plan Brainstorms

## **I WON'T GROW UP: A COSPLAY RAVE** (THEATER; PRE-K FOR ALL: *All About Us*)

It's time to have a dance party, and for the kids in your class to remind the adults in your school what being a kid is all about. Tell your students that the class is going to throw a rave, using BECAUSE I SAY SO as inspiration! To prepare for the party, ask your students the following questions: *What was your favorite part of the show? Who were your favorite performers or your favorite character(s) and why? What part(s) of the show made you laugh the most? What other emotions did you feel while watching the show?* As a class, pick a party theme and design costumes to wear, using sheets, newspapers, paper bags and aluminum foil! Then, choose what music you'd like to play, what snacks you'd like to have and what kinds of attire would be best for your themed rave. Next, in small groups, have students create and deliver small invitations for the adults in your building, such as your principal, assistant principal or other classroom teachers and other school staff. When it's finally time to throw your dance party, and all the guests have arrived, turn off the lights, let the music play and dance the day away! Why? Because the kids say so!

**To support this unit, use the Creativity Page *Time to (Track)Suit Up* in the Heading to the Theater section.**

## **KIDS' CHOICE** (SOCIAL STUDIES; PRE-K FOR ALL: *Welcome to Pre-K, All About Us*)

BECAUSE I SAY SO is inspired by the book "Childism: Confronting Prejudice Against Children," which confronts the belief that kids are inferior, should have no agency and should be controlled. But what if kids could be decision-makers—even just for a day? Try it out! You've designed your days in the classroom. Now it's time to let the kids have a say. As a class, choose a day to be "opposite day" in your classroom in which you let them choose how their daily routine is structured or approached. To help guide this exercise, work with students to create a list of different ways they might want to change how their day in the classroom goes. For instance, allow kids to choose how a full class day is structured, have volunteers help you lead your morning meeting or have kids choose transitions between daily routines. Finally, have a group discussion about what it was like for them to be able to make the big decisions in the classroom, celebrating each kid's individual voice!

**To support this unit, use the Activity *Moving Through Emotions* in the After the Show section.**

## **WHAT THE WORLD COULD BE** (SOCIAL STUDIES, THEATER; PRE-K FOR ALL: *Where We Live, All About Us*)

Kids see the world in such a different way than adults. The world is big, it's grand, it's colorful. The world is also sometimes loud, overwhelming and downright scary. Adults know this very well and are often at a loss for how to change it. It's kids who have the most potential to make the world better, brighter, more inclusive and more beautiful. *If you and your students could work together to change the world for the better, how would you do that?* Put that question into action with some "I hope/I wish" statements! Offer your students prompts like: *Wouldn't it be great if everybody \_\_\_\_\_?; I hope that, when I grow up, adults get to \_\_\_\_\_; If I were a grown up today, I would \_\_\_\_\_.* Have them choose one of these prompts and draw or paint an artistic response. Then, ask each student to embody their artwork using one physical gesture. Have them share their gesture with the class. Next, make a class collage of all students' artwork, using both the visual art and a combination of all students' gestures to create a class dance piece. Finally, share all of the art you've created with another class!

**To support this unit, use the Creativity Page *I Went to the Theater!* in the After the Show section.**





## BEFORE THE SHOW

In this section, you'll find ready-to-implement teacher-led classroom activities and student-centered creativity pages which allow educators and kids to explore the themes and artistry of the show!

Activity: How We Move Through the Day

Creativity Page: I'm Going to the Theater!

## How We Move Through The Day

**Materials:** Chart paper, marker, list of emotions

Everyone has a daily routine. What's yours?

Use movement to explore your students' daily routines as a class!

1. To begin, have students think about the things they do every day before they come to school. Guide this discussion by asking questions like: *What time do you wake up? Does someone wake you up or do you have an alarm clock? What do you do to get ready? How do you get to school? What is the first thing you do when you get into the classroom?* As students respond, scribe their answers on the board or large chart paper.
2. As a group, have students physicalize what it looks and feels like to wake up. To guide them in this exercise, ask questions like: *What does it feel like to sit up in bed in the morning? How do you stretch when you wake up? Do you yawn? Do you scratch your sides or your tummy? How do you brush your teeth, style your hair or eat breakfast?* **Note:** *Feel free to explore these out of sequence at first and then put them into sequential order in preparation for the next few steps.*
3. After you've explored the physical aspects of what a morning routine looks like, begin to discover the emotions one might feel when waking up and moving through their morning routine! Offer prompts like: *When you first open your eyes in the morning, what emotions do you feel? What emotions do you feel when you stretch or yawn? How does it make you feel when you put on your socks, or your hat or gloves?* **Note:** *If you don't already have these posted in your room, it may be beneficial to have a pre-written list of emotions on the board or large chart paper for this portion of the activity.* Once you've explored all of the aspects of students' morning routines, put them in an order as you did in **Step 2**, adding in the emotions! You can build on this by adding verbal sound effects that reflect each emotion. For instance, if "happy" is thrown into the mix, you might do a physical action while smiling and shouting the word "yay."
4. Now that you've gone through physicalizing students' morning routines and adding emotions into the mix, it's time to theatricalize them by putting it all together! Using objects and furniture found in your classroom, create an apartment or house complete with a bedroom, bathroom, kitchen and dining room.
5. Using the set you've created, have volunteers show the class their morning routine without words. Encourage the audience to narrate or guess what is taking place, where it's happening and how the student performing is feeling!
6. Finally, have a group discussion about the similarities and differences between everyone's morning routines.

**Bonus:** *To deepen this activity, extend the exploration to students' full day routines!*

### Reflection Questions:

*What was your favorite part of this activity?*

*What was it like to act out your morning routine in your classroom?*

*What was it like to learn about your classmates' morning routines?*

*What surprised you about this activity?*

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# I'M GOING TO THE THEATER!

You're about to go on an adventure—to the theater! When you're there, you're going to see a live show, with actors and dancers. They'll be wearing colorful costumes and making interesting sounds. Most importantly, they're going to be telling you a story! What do you expect to see while you're sitting inside the theater? What do you think the show will be about? What do you think the people and costumes in the show will look like?

Use your imagination and use the space below to draw what you hope to see at the theater!

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## AT HOME

Print this section and send it home with your students' permission slips. This section includes engaging activities for the whole family that will help build anticipation for seeing a live performance and help to reflect on the experience of seeing a show!

Resource for Families

Family Fun Facts / FUN FACTivity!

# AT HOME: Resource For Families

## BE A PART OF YOUR KID'S FIELD TRIP!

### WATCH

Check out the video trailer and a message from BECAUSE I SAY SO at [www.NewVictory.org](http://www.NewVictory.org).

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

### ASK

#### Ask your kid BEFORE the show:

*What do you think dance theater is?*

*How do you think the performers discovered their talent for dance?*

*What are you most excited about for your trip to 42nd Street?*



#### Ask your kid AFTER the show:

*What was your favorite part of the show?*

*How would you describe physical theater?*

*What was it like to see adults play kids?*

*Did anything about the show surprise you?*

### VISIT

#### Experience New Victory with your kid!

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.

**Use code ST1920 and save 20% on full price tickets.**

This offer is valid for all shows in the 2019-20 season, excluding performances on Nov 29 - Dec 1, 2019 and Dec 26, 2019 - Jan 1, 2020. Limit 8 tickets per order.

For a full list of shows in the New Victory 2019-20 season, visit [NewVictory.org](http://NewVictory.org).

#### ONLINE

Visit [NewVictory.org](http://NewVictory.org) and enter promo code **ST1920**

#### PHONE

Call 646.223.3010 and mention code **ST1920**

#### IN PERSON

Visit the New Victory box office and mention code **ST1920**

209 W 42nd Street, NYC (between 7th & 8th Aves)

Box office hours: Sunday - Monday: 11am-5pm;

Tuesday - Saturday: 12pm-7pm

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# AT HOME: Family Fun Facts



What if you could trick-or-treat yourself to candy feasts two times per year? Children in Unga Klara's home country of Sweden dress up in costumes to collect candy from neighbors in the fall for Halloween *and* in the spring time for Easter! Sweet!



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Based on the average walking speed of a kid, it would take you almost 53 days to walk the 3,925 miles from Sweden to 42nd Street in New York City!



A kid's brain builds new synapses almost every second, that is why you are so good at learning things. As an adult, about half of these synapses in your head, determined to soak up new information, will end up closed off! Keep learning with your fresh, fast mind!



Wanna get paid to be a kid? Well, go to Sweden! Starting at 16 years of age, children in Sweden receive a monthly allowance from the government as long they stay in school.

TODDLE ON OVER TO THE  
NEXT PAGE FOR A FUN FACTIVITY!

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# AT HOME: Family FUN FACTivity

Be a BECAUSE I SAY SO Boss

# HAVE YOUR SAY-SO

BECAUSE I SAY SO is all about kids having a say-so. It's time for you to be in charge!

In the space below, draw the first thing you would do if you had the chance to be the boss for a day. Maybe you'd go trick-or-treating twice a year? Maybe you'd spend more time outside or walk from New York to Sweden?

You get to choose! When you finish drawing your masterpiece, share it with a family member!

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## HEADING TO THE THEATER

Provide this resource to all teachers and chaperones attending the show. This section has information about how to get to the theater, New Victory's style of theater etiquette and includes engaging creative activities for students to do on their way to see the show!

Heads Up! / No-Hush Zone

Trip Guide

Creativity Page: Time to (Track)Suit Up

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# Heads Up!

The performers in BECAUSE I SAY SO do not speak in full sentences. In fact, throughout the dance piece, the only word they utter in the English language is “so,” with other words and sounds peppered throughout.

You and your students should plan to attend the performance without shoes on, so be sure that everyone is wearing socks! Don’t worry, as we’ll have places to hold your shoes while you’re enjoying the show.

**At the beginning of the show, the cast will greet the audience in the activity area and lead them into the performance space. The last 10-15 minutes of the show is an interactive dance party, after which the performers will lead the audience back to the activity area. There will also be an opportunity for a class photo with the cast directly after the show. Stay tuned for more info!**



OOOOOOOOOOHHHHHHHHHHH!



## NO-HUSH ZONE: OOHS, AAHS AND APPLAUSE

Thank you for being our partner and making the performing arts a priority for your students! New Victory prides itself on presenting performing arts that make kids (and adults) exclaim, dance, scream, laugh and giggle! We love when kids vocally and physically respond to what they’re seeing on stage. In fact, many of the visiting artists tell us that their favorite part of performing at the New Victory is the real-time, honest reactions from the kids in the audience. Therefore, we ask you and your fellow teachers to help us by making the New Victory a “no-hush zone.” Of course, we ask for your help in managing respectful behavior to avoid distractions that are not directly related to the action on stage. Additionally, please ensure your students follow the directions of the NEW VICTORY Ushers and other theater guidelines such as no electronic devices or eating and drinking in the theater.



AAAAAAAAAAAAHHHHHHHHHHH!

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## Before you leave school

Bags will be collected by NEW VICTORY staff and stored during the performance when you arrive. We advise you to **leave all bags and lunches at school** if possible.

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, 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. Our staff member will record the bus number and give the School Trip Leader and the Bus Driver correlating tags. If you are unable to be dropped off in front of the theater please record the bus number for our Front of House staff. 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. If you are arriving by subway or other public transportation, please form a line outside the theater when you arrive and wait to check in with a Front of House Staff member before entering the theater.

## 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. NEW VICTORY Education staff carefully assign seats in advance of each performance, factoring in grade, group size and special circumstances. We are not able to honor specific seating requests with the exception of requests required for accessibility. We ask that your group remain seated after the show. As soon as we are able to escort you to your bus or the subway, an usher will come to you. 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 reservation, and is subject to availability.

**Assistive Listening Devices:** Assistive listening devices are available for patrons who have hearing impairments. We suggest you request this service in advance.

**Sign Interpretation and Audio Description:** A sign interpreted and/or audio described performance is available for each education production at New Victory. We suggest you reserve tickets to these performances for this service and request it during your order. Please contact [Education\\_Tickets@NewVictory.org](mailto:Education_Tickets@NewVictory.org) if you are not able to reserve tickets and need this service.

**Sensory Friendly:** NEW VICTORY Education offers sensory friendly performances for certain shows. The sound will be adjusted to lower levels. House lights will be left at half. Fidgets are available as needed at every NEW VICTORY performance. Please ask a staff member if you need one during your next visit.

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

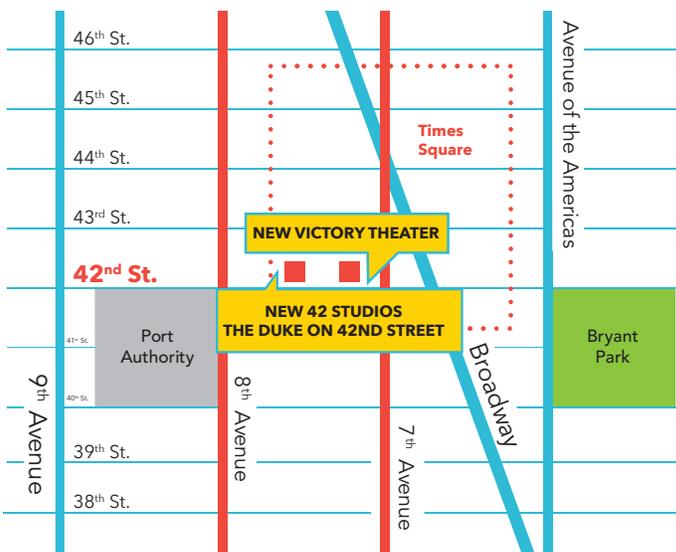
## Directions

**NEW VICTORY THEATER**  
209 West 42nd Street

**NEW 42 STUDIOS &  
THE DUKE ON 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.



### 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.**

### 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 15 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.



# TIME TO (TRACK)SUIT UP

The performers in BECAUSE I SAY SO will be wearing very colorful tracksuits, like the one pictured below!

Design and color your very own Tracksuit Name Tag. Wear it when you come to see the show!

MY NAME IS

NAME

FROM

SCHOOL OR CLASS NAME

MY FAVORITE COLOR IS

COLOR

BECAUSE IT MAKES ME FEEL

EMOTION



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## AFTER THE SHOW

Following your NEW VICTORY trip, engage your students in an active discussion about the show's art forms and themes. Take time to reflect on the experience of seeing a live show, making connections to themselves, each other and the world around them by thinking about the themes embedded in the show. The activities and creativity pages in this section are an extension of the theater-going experience, allowing opportunities for students to activate and articulate their own thoughts and hear their classmates' ideas!

- Performance Reflection
- Activity: Moving Through Emotions
- Creativity Page: I Went to the Theater!
- Creativity Page: Be a Boss for a Day
- Sources

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# Performance Reflection

Following your NEW VICTORY trip, 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 to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of a tracksuit, much like the ones worn in BECAUSE I SAY SO, 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 from the show. On the inside of the outline, have students write or draw their own feelings about the show and what the imagery, music and dancing evoked.

**Then, lead students in a discussion:**

*Was there a story? What was it about?*

*Who were the characters and what was their relationship to each other?*

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

*What were your favorite parts of the show?*

*What objects did you see onstage? How were they used? Did they remind you of anything?*

*What did you think about how the performers created musical sounds?*

*What different production elements (music, lighting, costumes, set, 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...*)



## Moving Through Emotions

**Materials:** large chart paper; marker; various objects or images of objects

In *BECAUSE I SAY SO*, clowning is an essential part of the storytelling.

As a class, try the activity below to heighten focus, explore emotions and find your funny!

1. To begin, invite students to form a line and tell them that they are going to discover different ways of expressing themselves using only their bodies (gestures, physicality and levels), but they must follow the leader on their journey! Then, ask for a volunteer to be your first leader.
2. Tell students to move through the space, following the person in front of them and mirroring the actions (physicality and gestures) of the leader at the front of the line. After some time, have the leader move to the back of the line, making the second person in line the new leader. Repeat this until everyone has had a chance to become the leader!
3. Next, have students stand in a circle. Ask students: *Can you tell me how you're feeling today?* Scribe each of their answers on large chart paper. As a group, have students explore each of the listed emotions, first on their face then with their whole body.
4. Have students get back in line and, using the list of emotions as a starting point, choose one student at a time to become the leader. This time, the leader must show their emotion while moving through the space in the room. The other students should copy that emotion.
5. Next, have students spread out to find their own space in the room and introduce them to the game *Look/Shape/Take*. A "look" is seeing and registering an object. A "shape" is the embodiment of an emotion. Explain that a "take" is the moment a clown shares their thoughts, feelings and reactions with an audience. A "take" is done without speaking, using only body language and facial expressions.
6. Next, hold up an image, like an ice cream sundae, a beautiful sunrise or a birthday cake! Tell students to look downward to the floor. When "Look" is called out, students should look at the image you are holding and freeze. Do this a few times to establish that call and response.
7. Next, tell students to look at the image and call out the word "Shape!" Tell them that "shape" is their cue to put the shape into their bodies that show their reaction to the ice cream. For instance, if they think "yum" or "wonder," then they should embody that word. Do this a few times to establish that call and response.
8. Next, shout, "Take!" Tell students to keep the shape of their bodies and only move just their heads to show the emotion they're expressing to one person, such as a volunteer student, another adult in the classroom or an imaginary audience member located somewhere else in the room. Refer to the list the class created earlier in the activity as possible emotions to use. Do this a few times to establish that call and response.
9. Finally, combine "look", "shape" and "take"! Have students stay in their respective spots in the room as you move from point to point in the room, changing from image to image, for each round of the game. And now, your students have become honorary clowns!

### Reflection Questions:

*What does the word "clown" mean to you?  
Did this activity change that for you?*

*What was your favorite part of this activity?*

*Where in BECAUSE I SAY SO did you see  
clowning at work (or at play)?*

*How did the performers in BECAUSE I SAY SO  
show their feelings to the audience?*

**BECAUSE  
I SAY SO**

**NEW VICTORY® THEATER**

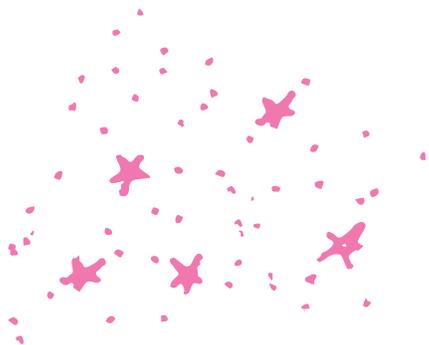
NEW VICTORY® SCHOOL TOOL® Resource Guides



# I WENT TO THE THEATER!

You went on an adventure—to the theater! When you were there, what did you see? What did you hear?  
How did going to the theater make you feel? How did it feel to see a live show?

Use the space below to draw what you saw and how it made you feel!



**BECAUSE  
I SAY SO**

**NEW VICTORY® THEATER**

NEW VICTORY® SCHOOL TOOL® Resource Guides



# BE A BOSS FOR A DAY

In the classroom, the teacher's in charge. But, what if YOU could be in charge for the day? Just imagine it! Would you have a classroom or something outrageously different? What would it look like? What kinds of objects would be in your room? Think about it!

Design a world in which you are the boss and then draw it below!

**BECAUSE  
I SAY SO**



# SOURCES:

## COMPANY

<https://www.ungaklara.se/unga-klara-on-tour-2019>

## CONTENT & THEMES

<https://tocaboca.com/magazine/childism-definition/>

**Photos:** Anna Drvnik

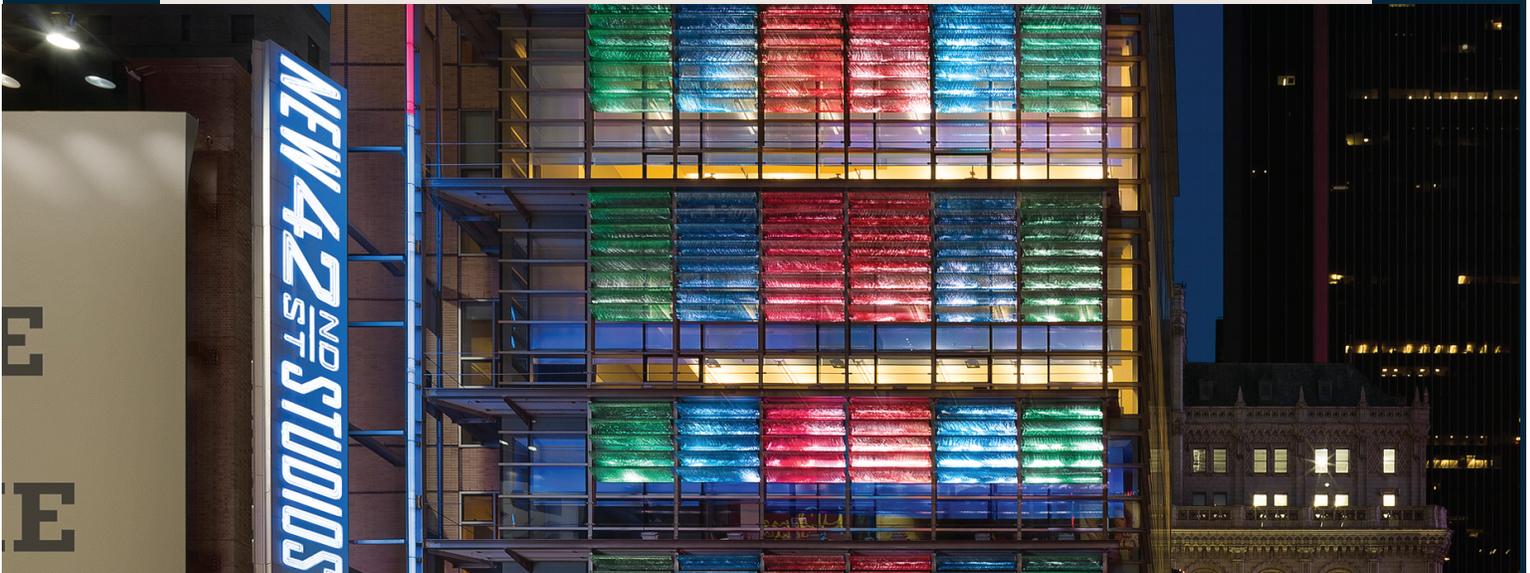


# Land Acknowledgement

New 42nd Street Studios, including The Duke on 42nd Street, is on the island known as Mannahatta, now called Manhattan, in Lenapehoking, the homeland of the Lenape people. These lands are the intertribal trade lands under the stewardship of many more Nations. We acknowledge the systematic erasure of many Nations and recognize those still among us.

New York City is home to over 115,000 intertribal Native American, First Nations and Indigenous peoples, the largest of any urban city across Turtle Island, known today as North America. Some were born here with family roots that go back generations within the area's surrounding Nations. Others have come to New York to find what couldn't be found anywhere else. All contribute to the rich and diverse culture that is New York City's urban Native community today.

New 42nd Street Studios, including The Duke on 42nd Street, respects all Native peoples past, present and future and their continuing presence in the homeland throughout the Indigenous diaspora. We offer our gratitude to the Indigenous peoples of many Nations who continue to act as stewards of the land and encourage everyone to learn more about these vibrant communities.



Thank you to Ty Defoe, IBEX Puppetry and the cast and cultural consultants of *Ajijaak on Turtle Island*, presented by New Victory Theater, March 2019, for their contributions to this language.