

NEW VICTORY

THEATER

NEW VICTORY® SCHOOL TOOL®

RESOURCE GUIDE

# FOUR GO WILD IN Wellies



2019-20 SEASON

THE NEW VICTORY® THEATER

New York's Theater for Kids and Families

POWERED BY NEW 42

# NEW VICTORY EDUCATION

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

New Victory opens new worlds to young people and families through extraordinary performances, education and engagement programs. Bringing kids to the arts and the arts to kids since 1995, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the United States. Featuring artistic disciplines and traditions from a multitude of cultures, New Victory presents theatrical stories and experiences that spark the imagination and broaden our understanding of the world and our place in it.

New Victory provides more kids in more grades with more live performing arts than any other cultural organization in the city. Every year, NEW VICTORY Education makes it possible for 40,000 kids to attend student matinees and see New Victory shows for little to no cost. In schools across the city, New Victory pairs these visits with free, arts-based classroom workshops and residencies, and offers artistic professional development to educators who want to incorporate the arts into their daily curriculum.

New Victory is committed to arts access for all communities of New York to experience and engage with the exemplary international shows on its stages. The nonprofit is celebrated for programs including Victory Dance, which provides free dance performances and education to NYC summer schools; SPARK, a multi-year program to infuse arts-deprived school communities with live performing arts and arts education; and GIVE, a new initiative to address equitable student engagement in inclusion classrooms.

## NEW VICTORY SCHOOL TOOL Resource Guides

Available to School Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides are designed for educators to explore the artistry and key themes of each production.

Filled with practical, engaging and ready-to-implement activities that allow any teacher to incorporate New Victory into their classroom, NEW VICTORY SCHOOL TOOLS are designed to enrich the performance experience before, during and after the students' trip to the theater.

## JOBS FOR YOUNG PEOPLE

Discover the New 42 Youth Corps, a youth development initiative that pairs life skills training with jobs in the arts for high school and college students. The Youth Corps is composed of four different tracks to meet students where they are academically and professionally, and to serve New York City with a diverse, creative pipeline of young talent.

### NEW VICTORY Usher Corps

At New Victory, students ages 16-19 can apply to join the Usher Corps, a rigorous three-year program that offers:

- Live theater from around the world
- Job training and workshops
- A supportive team of young adults from across the city
- Hands-on work with kids and families in a friendly, fast-paced environment
- Personal and professional growth

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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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# 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

New Victory Theater is excited to provide educators and students with this 2019-20 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 *Blueprint* Strands for Teaching and Learning and New York State Standards in the Arts. Have fun exploring and we'll see you at the theater!

## NEXT GENERATION LEARNING STANDARDS:

- Reading: 1; 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!

Dancing Through

Fun Facts

The Art Forms

Unit Plan Brainstorms

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# Dancing Through: Indepen-dance 4

It's time to explore the great outdoors! What do we need? Tiny tents, bobble hats, scarves and wellies, of course! With all of the foliage and fun of any good forest adventure, **FOUR GO WILD IN WELLIES** features an inclusive dance company who reminds us that nothing is more natural than a kid's curiosity.



Where in the world is Indepen-dance 4 from?

GLASGOW, SCOTLAND



**BOOGIEING DOWN  
WITH INDEPEN-DANCE 4**

Indepen-dance 4 is the professional inclusive performance group under the larger Company, Indepen-dance, which is quickly growing a reputation for innovative and high quality work. This award-winning inclusive dance company for disabled and non-disabled people promotes a diverse and inclusive society, which is not only enriching but is the foundation of a more sustainable future for everyone in the dance field and beyond. Its artistic approach is to ensure the arts, and dance in particular, are inclusive and that children, young people and adults who are disabled are fully included in the creative process of making, performing and being an audience for dance.

**FOUR GO WILD IN WELLIES** has been created with Indepen-dance 4 by director Anna Newell (2017 Tonic Theatre Award winner for "women who are changing the face of UK Theatre"), award-winning composer David Goodall and choreographer Stevie Prickett, who have worked together for more than 20 years creating work for younger audiences that has toured as far afield as South Africa and Off-Broadway.

Play **x** Curiosity **+**  
Physical Theater **x** Dance

=

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## Fun Facts

Hand these Fun Facts out to your students so that they can learn more about the show they're going to see on the NEW VICTORY stage!

1.

What exactly are wellies? Rain boots! Wellies, short for Wellingtons, are what rain boots are called in Scotland, and in other parts of the United Kingdom.



2.

Rain boots have a lot of different names around the world. For instance, they're also called galoshes or billy boots!



3.

Glasgow, Scotland, is home to Fossil Grove, located in Victoria Park, where visitors will find eleven extinct fossilized trees that are, get this, 330 million years old. That's twice as old as dinosaurs!

4.

Castles are classified as being the dwelling of a noble figure or a lord. Scotland has been home to nearly 2,000 castles, though many of those castles are no longer standing and only live on in historical records.



5.

Did you know that the world's tallest hedge can be found near Meikleour, Scotland? Yep! The hedge spans over 1,700 feet in length and it's 100 feet high!

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# Dancing Through: The Art Forms



**DANCE:** This theatrical, performative art form consists of myriad sequences of human movement, intentionally selected and often set to music or rhythmic sounds. Choreography, style and repertoire of movement, historical period and origin are the means by which dance can be described and, ultimately, categorized. FOUR GO WILD IN WELLIES

uses dance to examine and explore, for example, the joy of curiosity, the negotiation of social structures, how friendships are built, broken and mended, and how kids interact with one another and with the world around them!

.....

**STORYTELLING:** Stories are universal devices with which we, as human beings, connect and express ourselves outwardly to one another. We use storytelling as a tool for education, entertainment, cultural preservation and self-expression. FOUR GO WILD IN WELLIES employs dance, music, physical theater and non-verbal communication as storytelling devices in order to convey play, the spectrum between collaboration and competition and interaction with, and discovery of, nature.



.....

**MUSIC:** While choreography is very important for telling stories in an engaging way, the music creates the mood of the production! Using music to underscore different scenes helps the audience empathize with the emotions of the characters and understand the feeling of what is happening. This is especially helpful with shows like FOUR GO WILD IN WELLIES whose performers interact with one another and tell a story using non-verbal communication.



## What do your students already know?

Prior to exploring FOUR GO WILD IN WELLIES with your students, find out how much they already know about **DANCE** and **MUSIC**. In addition, allow them to explore the themes: **PLAY** and **FRIENDSHIP**.

*What is dance?*

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

*What is music?*

*What types of music do you listen to? How does it make you feel?*

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

*What is a friend? What does the word "friendship" mean to you?*

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# Dancing Through: Unit Plan Brainstorms

## **HEAR THAT? NATURE CALLS!** (THEATER, SCIENCE; PRE-K FOR ALL: *My Five Senses, Where We Live, Plants*)

In a concrete jungle of nearly 8.5 million people, nature walks are often a rarity. But they're an excellent way to get kids out of the classroom and into the great outdoors, whether it be on school grounds or at a local park! Nature walks give kids opportunities to learn more about science, geography and art, and are a fantastic way to observe plants and animals. Use the experience of seeing **FOUR GO WILD IN WELLIES** to take your class on an outdoor expedition through a nearby green space. Put on your park ranger hat and guide your little voyagers in a nature observation by asking questions like: *What do you see down low on the ground? What do you see up high towards the sky? What colors do you see and what sounds do you hear? How do these observations make you feel?* After you've finished your outdoor exploration, head back into the classroom and have a class discussion about what the kids experienced. As they're describing their outdoor adventures, scribe words you hear, especially words or phrases that describe exactly what they saw (i.e., green leaves, tall trees, fluffy clouds). Using your students' experience and the list of scribed words, play alongside your students to create a "Celebration of Nature" dance in which everyone embodies different things found in nature and tells the story of their great, fun, playful outdoor expedition!

**To support this unit, use the Activity *Going Wild with Morning Routines* in the Before The Show section.**

## **THESE WELLIES WERE MADE FOR DANCIN'** (DANCE; PRE-K FOR ALL: *All About Us*)

The play, exploration and movement you'll see onstage in **FOUR GO WILD IN WELLIES** will likely spark your students' interest in storytelling through dance. Use this opportunity to play with the different ways to express their emotions. To get started, ask questions like: *What are some of the ways you dance with your family? What are dance moves you can teach to the rest of the class? How can we all tell a story we've been reading together through dance?* Now, it's time to create some unique dance moves of your own! Together, choreograph a class dance that you can use in transitions, on your way to lunch, to focus or to start each day off in unison. To begin, play around with rhythm by clapping, stomping or using objects from around the room, remembering to experiment with different levels (high/low) and tempos (fast/slow). Build on that by playing DJ for a day and adding recorded music, or make music of your own with classroom instruments or found objects. Ask questions like: *How does music make you feel? How do different kinds of music make you move?* Finally, put together a sequence of moves that everyone can do and decide what time(s) of day you'll be using this dance. Now you have a unique dance that only your class knows. Isn't that wild?!

**To support this unit, use the Activity *Going Wild with Morning Routines* in the Before The Show section.**

## **THE PLAYFUL BATTLE OF FORT COZY** (VISUAL ART; PRE-K FOR ALL: *All About Us*)

Use the experience of seeing **FOUR GO WILD IN WELLIES** to recreate the great outdoors in right in your very own classroom. How? Build a fort meant for your students' cozy escape! In the rush of hectic city life, kids will appreciate the rare opportunity to create a space all their own. To start, provide materials like large cardboard boxes to create your fort, giving students the opportunity to use other open-ended materials to create doors, windows and other decorations they'd like to make their cozy structure their own. Alternatively, you could drape sheets or blankets over a series of chairs or pile them on the floor, stack pillows atop one another and include class puppets or stuffed animals for companions inside the fort. The object here is to give students agency to use their imagination to design this space. After all, this fort is a place where, in their home away from home, they can feel at ease. Next recreate the feeling of being outdoors by making cutouts of trees, leaves or even hanging class-made clouds from the ceiling above their fort. To add an extra layer to this re-creation, find playful, realistic outdoor sound effects playlists on streaming services like Spotify or YouTube to help feed their imagination while they're building and relaxing in their fort. Oh, and don't forget the most important part of an indoor fort—picture books about exploring the great outdoors!

**To support this unit, use the Creativity Page *Gettin' Tucked Into Your Cozy Zone* in the Before The Show section.**

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## 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!

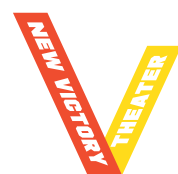
Activity: Going Wild with Morning Routines!

Creativity Page: Gettin' Tucked into Your Cozy Zone

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## BEFORE THE SHOW: Activity

### going wild with morning routines

FOUR GO WILD IN WELLIES employs the art form of dance, mixed with lots of play and a dash of curiosity, to explore the great outdoors—something that we all have in common! What's another commonality you and your students share? Daily routines! Find out what your students' daily routines are, from the moment they wake up until the moment they arrive in your classroom, and explore those routines as a class through movement and dance!

**Materials Needed:** chart paper, marker, list of emotions

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 aspect of what a morning routine looks like, begin to discover the emotions they 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, along with a dash of imagination, create a class campground, complete with trees, leaves and tents!
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 and how the student performing is feeling!
6. Finally, have a group discussion about the similarities and differences between everyone's morning 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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# GETTIN' TUCKED INTO YOUR COZY ZONE

All around this page is the word "cozy," a fun little word meaning comfortable, in 8 different languages. What does the word "cozy" mean to you? What do you do and where do you go to be your most comfortable? In other words:

What's your cozy zone? Think about it and then draw it below!

HELLOIX

ACCOGLIENTE

KNUS

KOMOD

ACOGEDOR  
COZY  
COMFORTABLE  
WYGODNY

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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!

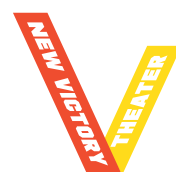
Family Fun Facts/  
FUN FACTivity!

Resource for Families

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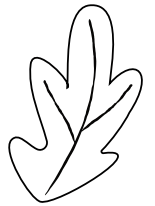
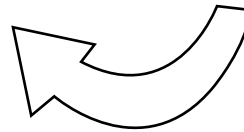
## AT HOME: FUN FACTivity



1

What exactly are wellies? Rain boots! Wellies, short for Wellingtons, are what rain boots are called in Scotland, and in other parts of the United Kingdom.

If you could create your very own rain boots that could be both walking boots and dancing shoes, what would they look like? Brainstorm with a family member, then draw and design them in the space provided!



2

Rain boots have a lot of different names around the world. For instance, they're also called galoshes or billy boots!

Work with a family member to do some research. How many different variations of "rain boots" can you find? List them here!

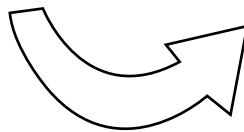
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3

Glasgow, Scotland, is home to Fossil Grove, located in Victoria Park, where visitors will find eleven extinct fossilized trees that are, get this, 330 million years old. That's twice as old as dinosaurs!



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## AT HOME: FUN FACTivity



4.

Castles are classified as being the dwelling of a noble figure or a lord. Scotland has been home to nearly 2,000 castles, though many of those castles are no longer standing and only live on in historical records.

When you think of the word "castle," what comes to mind? If you could build and live in your own castle, what would it look like? Imagine it, then, with the help of a family member, design and draw it in the space provided! Finally, on the blank line below, name your castle!



5.

Did you know that the world's tallest hedge can be found near Meikleour, Scotland? Yep! The hedge spans over 1,700 feet in length and it's 100 feet high!



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# AT HOME: Resource For Families

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

### WATCH

Check out the video trailer and a message from  
FOUR GO WILD IN WELLIES 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 is?*

*What do you think wellies are?*

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

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

### 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).



#### Ask your kid AFTER the show:

*What was your favorite part of the show?*

*How would you describe a non-verbal dance piece?*

*Did anything about the show surprise you?*

#### 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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## 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

Creativity Page:  
Dancin' in the Rain (Boots)

Trip Guide

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## Heads Up!

FOUR GO WILD IN WELLIES is a completely non-verbal show which will be presented at the Duke on 42nd Street. As the audience enters the theater space, you and your students will hear pre-recorded woodland sounds. On the stage, you'll see four tents, Wellington boots, clothing and scattered silk leaves. Halfway through the show, silk leaves are thrown into the audience.\* At the end of the show, audience members may be invited to touch the leaves and look inside the tents. Our Duke on 42nd Street ushers and staff will assist during this time. There will also be time at the end of the show for a photo/meet and greet opportunity with the dancers!

\*Audience members are encouraged to leave the silk leaves behind as they exit the theater.



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

Thank you for being our partner and making the performing arts a priority for your students! The 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.



**Four**

# FOUR GO WILD in Wellies



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# DANCIN' IN THE RAIN (BOOTS)

In the show you're about to see, four curious kiddos dance the day away in wellies—rain boots! Can you picture yourself dancing in rain boots?

Using the outline below, design a pair of wildly creative, tricked out rain boots to showcase your personal flair!



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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.

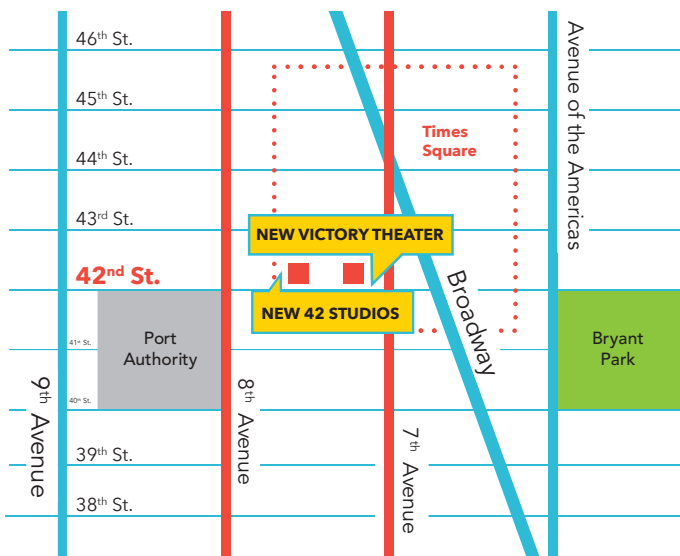
## Directions

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

**NEW 42 STUDIOS**  
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.







## 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:**  
A Case of the Sillies

**Creativity Page:** What  
Makes You Go Wild?

**Creativity Page:** Four Seasons  
for Four Dancing Puppets

### Sources

# FOUR Go Wild in Wellies

**NEW VICTORY® THEATER**

NEW VICTORY® SCHOOL TOOL® Resource Guides



# Performance Reflection

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 camping tent 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 sound effects evoked for them. 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 used dance and music to tell the story?*

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

**FOUR  
GO WILD IN  
Wellies**

**NEW VICTORY® THEATER**

NEW VICTORY® SCHOOL TOOL® Resource Guides





## AFTER THE SHOW: Activity

### a case of the sillies!

Use the experience of seeing **FOUR GO WILD IN WELLIES** to have a vibrant, silly dance party in your classroom!

**Materials:** music, kid's clothing (jackets or coats, shoes)

1. Begin by inviting students to come together in a seated circle and tell them, "Today is 'Silly Freeze Dance' day!"
2. Next, lead students in a brief, non-verbal stretch or physical warm-up to instrumental music of your choice.
3. Then, begin to lead a "Silly Dance" game by stepping into the center of the circle, being sure to hold your students' attention by moving with conviction.
4. Begin doing a simple dance move and choose one student to become your silly dance partner. Using eye contact and movement only, give them permission to move with you while staying in their spot in the circle. Dance in unison with your partner for a few seconds and then find an ending to your dance together. **Note:** For students whose culture(s) consider direct eye contact to be rude or disrespectful, offer other modes of indicating connection and non-verbal cues.
5. Next, find another partner and repeat. After a few silly dance pairings, add a freeze-pose into your movements so that, when you freeze, everyone freezes in that same pose.
6. Now that the rules of this silly dance game have been established, it's time to go wild. Have students choose an article of clothing to put on differently (i.e., wear their winter coat backwards or inside out).
7. Now, repeat **Steps 1 through 5** and give everyone the opportunity to go wild!

**A Wild Bonus:** If it feels right for everyone in the room, kids can take turns leading everyone in a dance move of their choosing from the center of the circle. Whoa, now that's a wild idea!

#### Reflection Questions:

*What was it like to dance together?*

*What was it like to be silly and play together?*

*What parts of this activity were your favorite?*

*What did you find challenging about this activity?*



**FOUR  
GO WILD IN  
Wellies**

**NEW VICTORY® THEATER**

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## AFTER THE SHOW: Creativity Page

# WHAT MAKES YOU GO WILD?

What are your favorite activities to do in each of the four seasons? For each time of the year, what do you wear? Which of the four seasons is your absolute favorite?

Now, pick a season—any season—and use the space below to design an outfit, including some fierce shoes, for enjoying that season!



# FOUR GO WILD IN Wellies

NEW VICTORY® THEATER  
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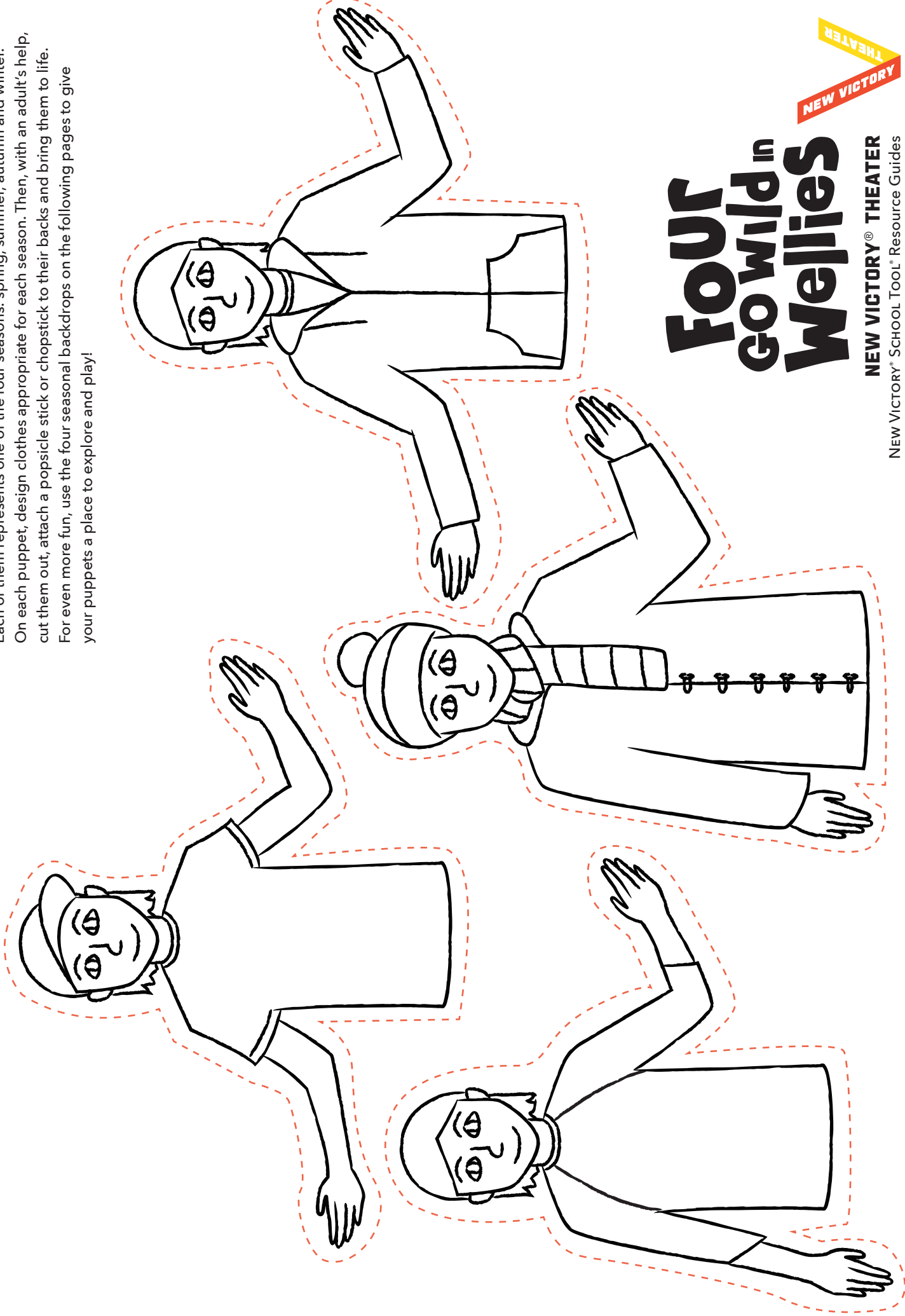
## FOUR SEASONS FOR FOUR DANCING PUPPETS!

Below are four outlines resembling characters from FOUR GO WILD WELLIES!

Each of them represents one of the four seasons: spring, summer, autumn and winter.

On each puppet, design clothes appropriate for each season. Then, with an adult's help, cut them out, attach a popsicle stick or chopstick to their backs and bring them to life.

For even more fun, use the four seasonal backdrops on the following pages to give your puppets a place to explore and play!



# Four Go Wild in Wellies

THEATER  
NEW VICTORY

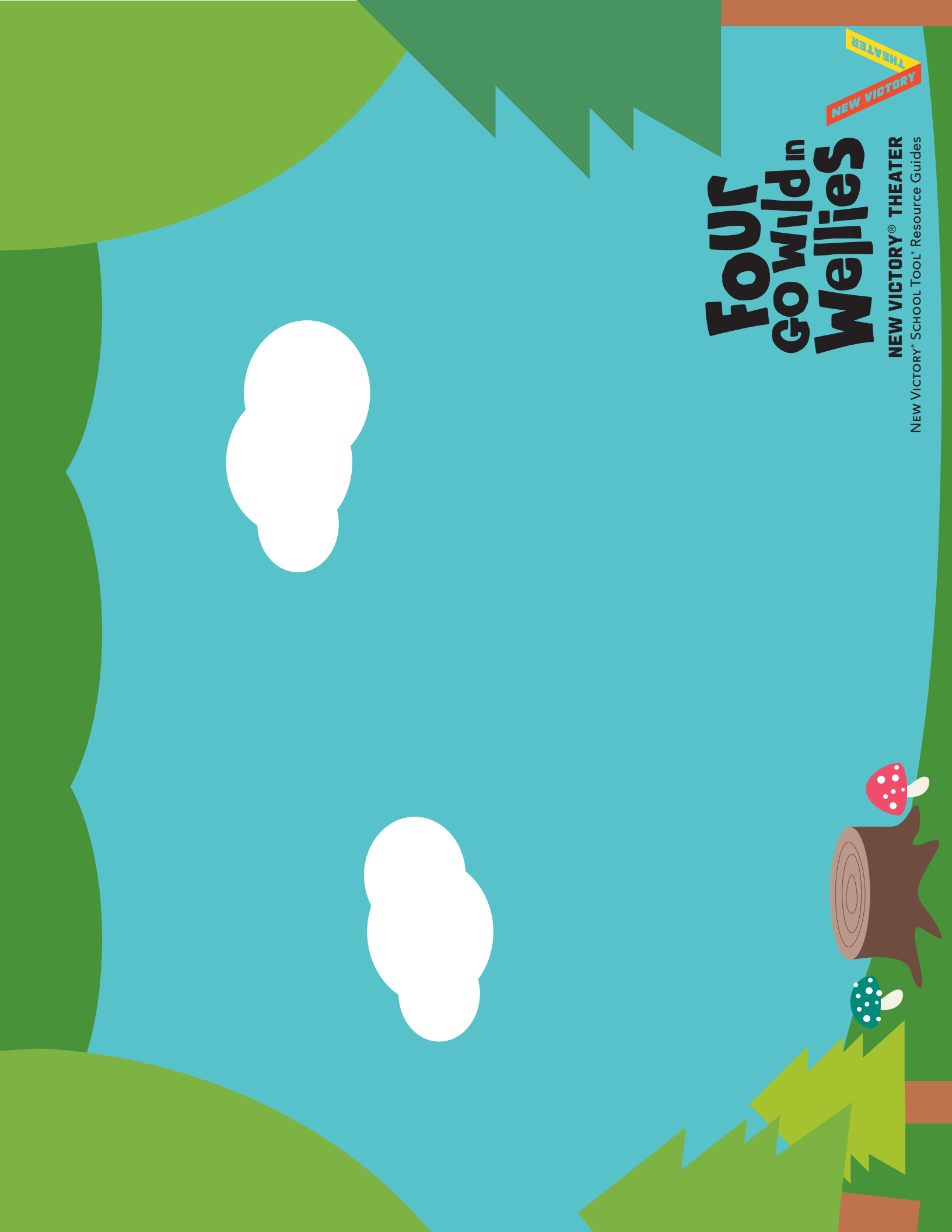
NEW VICTORY® THEATER

NEW VICTORY® SCHOOL TOOL® Resource Guides

# Four Go Wild<sup>in</sup> Wellies

NEW VICTORY<sup>®</sup> THEATER  
NEW VICTORY<sup>®</sup> SCHOOL TOOL<sup>®</sup> Resource Guides

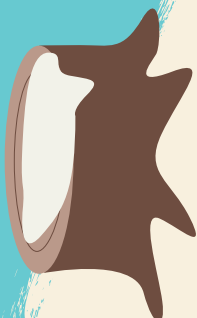
THEATER  
NEW VICTORY





# Four Go Wild<sup>in</sup> Wellies

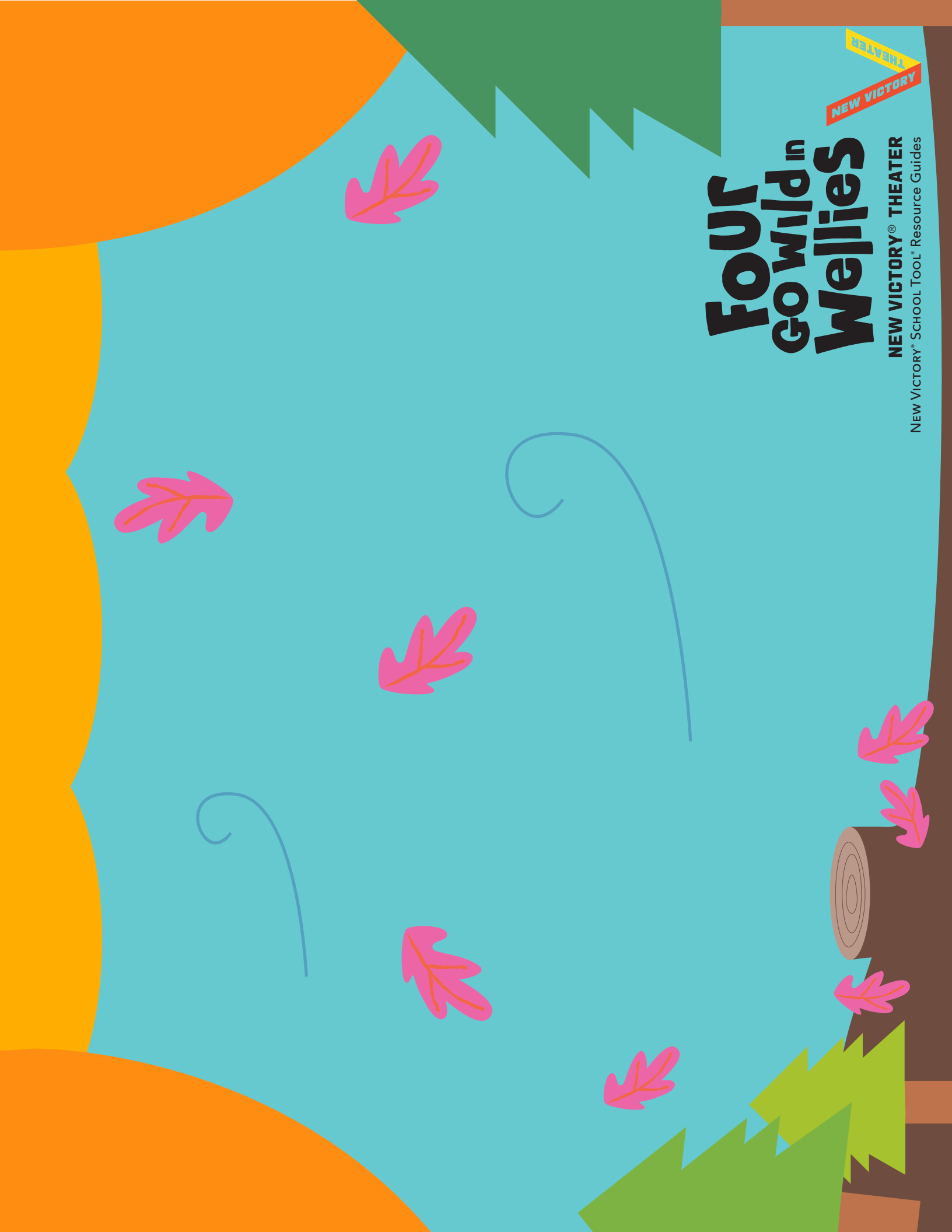
NEW VICTORY<sup>®</sup> THEATER  
NEW VICTORY<sup>®</sup> School Tool<sup>™</sup> Resource Guides



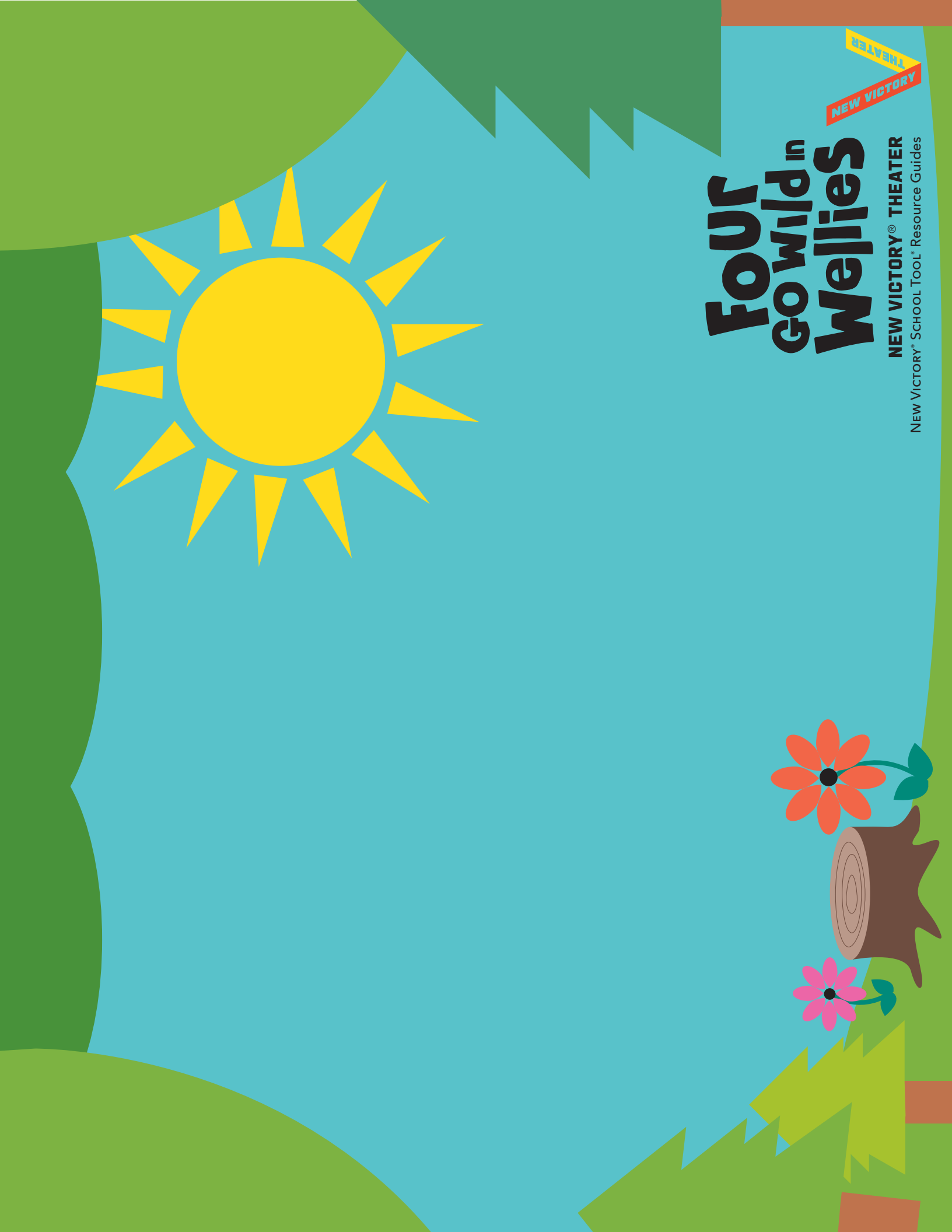
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THEATER

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THEATER  
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# Four Go Wild<sup>in</sup> Wellies

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New Victory<sup>®</sup> School Tool<sup>®</sup> Resource Guides

# SOURCES:

## COMPANY:

### Indepen-dance:

[www.indepen-dance.org.uk](http://www.indepen-dance.org.uk)

### Indepen-dance 4:

[www.indepen-dance.org.uk/ind4](http://www.indepen-dance.org.uk/ind4)

## CONTENT & THEMES:

### Castles in Scotland:

<https://www.historic-uk.com/HistoryMagazine/DestinationsUK/CastlesinScotland/>

### History of Wellies:

<http://tiny.cc/i5gkjz>

### Scotland:

<https://www.scotland.org/>

### Scottish Culture and Traditions:

<https://www.scotlandinfo.eu/scottish-culture-and-traditions/>

## FOUR GO WILD IN WELLIES Photos: Brian Hartley



# 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.

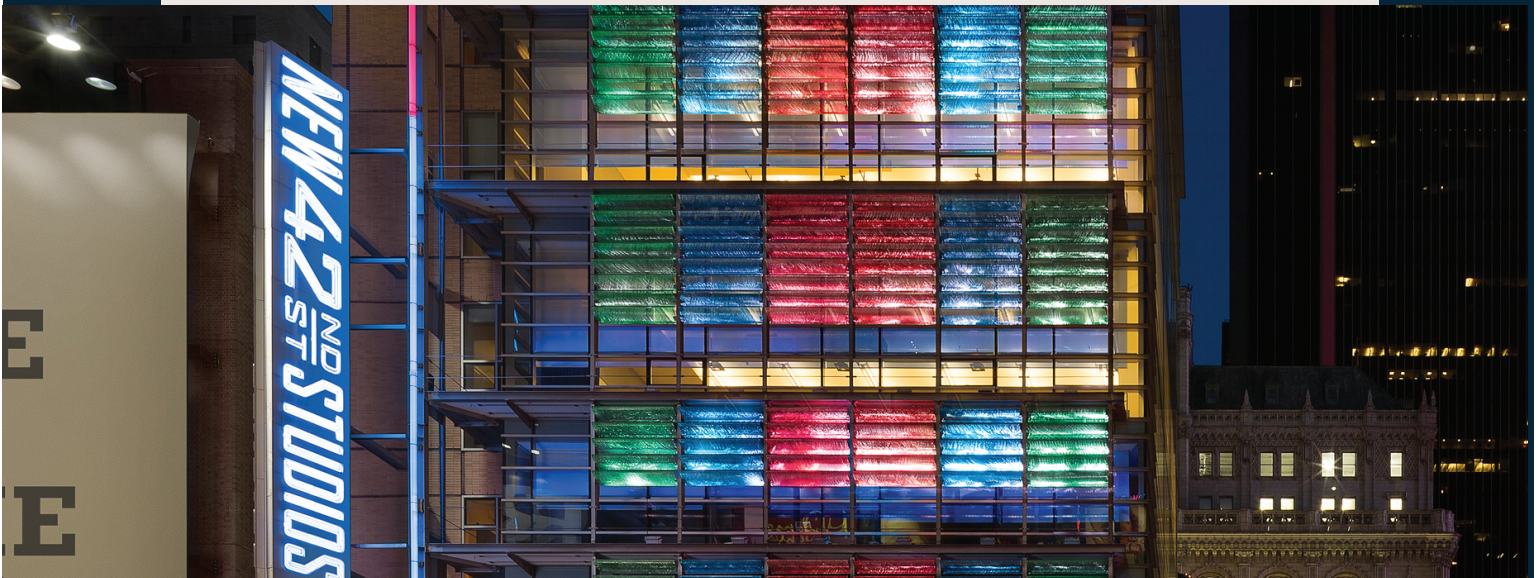


Photo: Mark LaRosa



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.