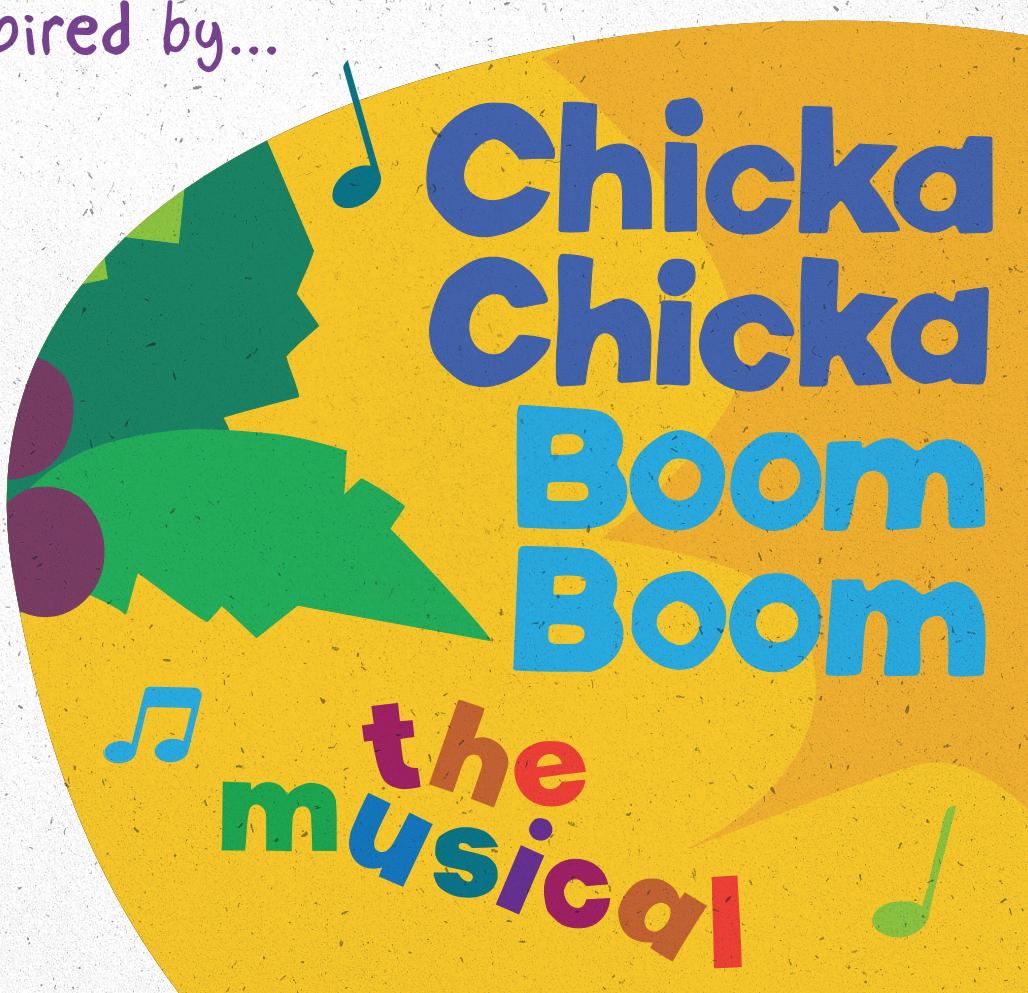


# NEW VICTORY® SCHOOL TOOL®

## RESOURCE GUIDE

inspired by...



# Chicka Chicka Boom Boom

## the musical!

# NEW VICTORY EDUCATION

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



Bringing kids to the arts and the arts to kids since 1995, New Victory opens new worlds to young people and families through extraordinary performances, education and engagement programs both online and in its historic Times Square theater.

Powered by New 42, a cultural nonprofit dedicated to empowering artists, educators and families through the performing arts, New Victory served 141 Partner Schools and 20,000 NYC kids through performances, Classroom Workshops, teacher professional learning and resources in the 2024-25 school year.

Featuring artistic disciplines and traditions from a multitude of cultures, New Victory has become a standard-bearer of quality performing arts for young audiences in the United States with theatrical stories and experiences that spark the imagination and broaden our understanding of the world and our place in it.



Under the leadership of President & CEO Russell Granet and Board Chair Henry Tisch, New 42 is a leading performing arts nonprofit whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward.

Through our signature projects, New Victory and New 42 Studios, we serve young people, artists and educators with invaluable arts engagement and resources in and beyond the performing arts.



## Support for New VICTORY Education has been provided by:

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NEW VICTORY SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scareglio, 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 content in this NEW VICTORY SCHOOL TOOL Resource Guide aligns with:

### 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, Exploring Careers and Lifelong Learning

- Visual Art: Art Making, Developing Art Literacy, Making Connections, Exploring Careers and Lifelong Learning



inspired by...

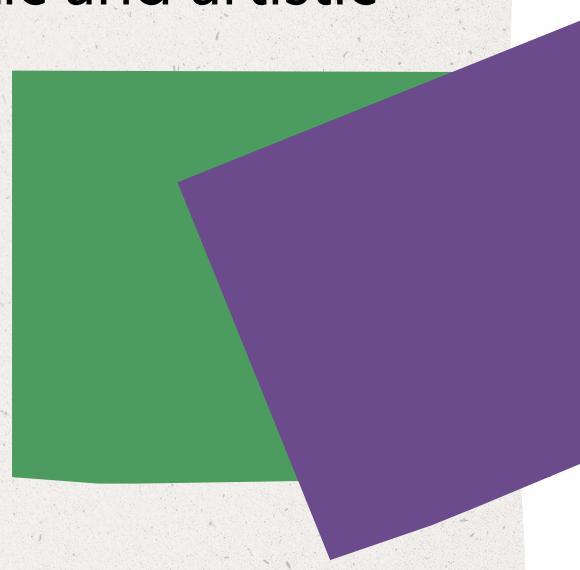
**Chicka Chicka Boom Boom** *the musical*

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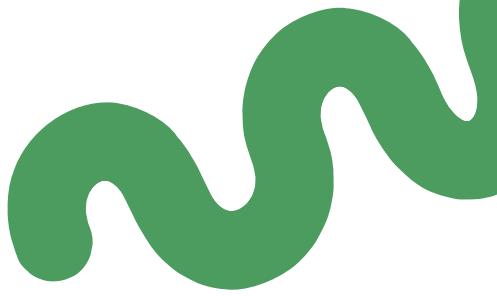
# Learn and Engage



This section is an introduction to the artists, company, art forms and themes of the production that inspired this resource guide! It also contains unit plan brainstorms that provide teachers with longitudinal ideas that have curricular connections to engage their students in the cultural, thematic and artistic concepts of the production.



# ART FORMS



## Musical Theater

Musical theater melds acting, singing and dancing into one all-encompassing theatrical production. Singing often conveys a deeper level of emotion than speaking, allowing the characters to express themselves beyond dialogue, monologue or soliloquy. Music and movement can help establish or elevate a production's mood or the circumstances of its characters, enhancing the audience's understanding of the story. *Chicka Chicka Boom Boom: The Musical* uses original songs, featuring different music genres, to give personalities to the different letters in the show. Other examples of musical theater include *Into the Woods*, *Hamilton* and *Seussical the Musical*.

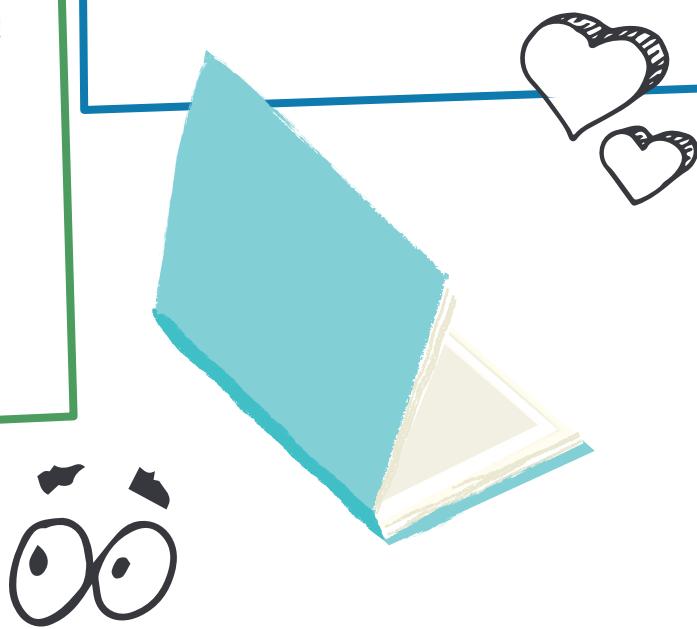


## Page-to-Stage

Page-to-stage theater is a technique often used to bring literature, like children's books, to life. Artists work to capture the tone and spirit of the underlying material with respect for the original intent of the author. Through a collaborative design process, they incorporate many aspects of theatrical production including music, technical elements and character development. *Chicka Chicka Boom Boom: The Musical* is based on the children's book of the same name by Bill Martin, Jr. and John Archambault with illustrations by Lois Ehlert. The musical keeps the same plot structure as the original book while adding entertaining backstories to the letters of the alphabet to make it unique!

## Puppetry

When an object is animated and manipulated by a performer, giving it personality and the illusion of independent movement, this is known as puppetry! Examples of puppetry include *The Muppets*, the Broadway production of *The Lion King* and, most recently, Little Amal, the 11.5-foot tall, partly-animatronic, giant puppet which was used as the focal point of performance art project *The Walk* in 2021. There are many kinds of puppets, such as marionettes, hand puppets, rod puppets and shadow puppets. In *Chicka Chicka Boom Boom: The Musical*, different letters are represented by puppets with googly eyes.



# THE COMPANY, THE SHOW AND INFO TO KNOW

## What's the Show About?

*Chicka chicka boom boom!  
Will there be enough room?*

Flip flop flee and find out in *Chicka Chicka Boom Boom: The Musical*, a playful adaptation of every kid's favorite alphabet book! From the adventuresome A, B and C to the lonely balladeer Z, little letters take on big personalities, puppeteered up the coconut tree to a mixtape of musical styles. And look who's coming! LMNOP—an inseparable pop band with a chart-topping bop! Sing, dance and skit skat skoodle doot to this joyous mingling of music and literacy for first-time theatergoers.

## Who Are the Creators?

*Chicka Chicka Boom Boom: The Musical* is a presentation from Third Wish Productions and Seattle Children's Theatre.

Third Wish Productions is dedicated to creating joyful and high-quality theatrical productions for audiences of all ages. Their work is rooted in wonder, inclusivity and the transformative power of live storytelling. With experience bringing productions to Broadway, Off-Broadway and London's West End, Third Wish Productions is committed to building new stories with new voices that spark curiosity and celebrate the magic of live theater.

Seattle Children's Theatre, or SCT, has a mission to provide children of all ages access to professional theater. They have produced over 269 plays, 120 of which were world premieres, at their home in Seattle, which includes two theaters and the Allen Family Technical Pavilion. Through a combination of public performances and educational efforts, SCT reaches roughly 250,000 students, teachers and families every year!



### What do your students already know?

Ask your students questions to find out how much they already know about the art forms and themes of the show. Some questions to start with are:

*What is your favorite letter of the alphabet and why?*

*If your favorite book was a musical, what would the music sound like?*

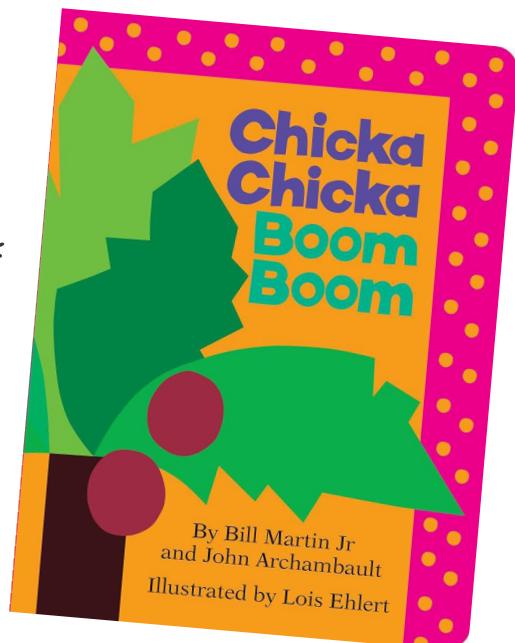
*What personality would the letter "A" have? What about "Z"?*  
*What about the first letter of your name?*

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# CONTEXT TO CONSIDER



*Chicka Chicka Boom Boom: The Musical* is based on the beloved children's book of the same name. The book was co-written by authors Bill Martin, Jr. and John Archambault with illustrations by Lois Ehlert. Since its publication in 1989, the book has become a staple in many children's lives and garnered literary acclaim, winning the Boston Globe-Horn Book Award, Kentucky Bluegrass Award and Parent's Choice Award. Its iconic illustrations with orange and pink polka dots make the book immediately recognizable and also heavily impacted the theatrical design of the stage version. The book even has two sequels: *Chicka Chicka 1, 2, 3* and *Boom Chicka Rock*. With over 30 million copies in print, *Chicka Chicka Boom Boom* is the number one best-selling title from Simon & Schuster Publishing!

## AlphaBET You Didn't Know This

We use the alphabet every single day, but where exactly did our alphabet come from? The term “alphabet” comes from the Greek letters for A and B, alpha and beta. However, the concept of the alphabet dates all the way back to the second millennium BCE. Though it is widely debated, historians trace the origins of the modern English alphabet back to around 1700 BCE in the Middle East, from an ancient civilization, like Phoenicia. It’s theorized that this language was adapted from Egyptian hieroglyphics, then taken to the Greeks, adopted by the Romans and eventually brought to England in the 600s. Read below for some fun facts about the alphabet:

-  Lowercase letters didn't used to exist! They were invented during the Middle Ages to save time and parchment, which was paper made from animal skin. In fact, the terms “uppercase” and “lowercase” only came to be with the invention of the printing press. Printers organized letters into different drawers and would store big letters in the top case and small letters below, hence the terms upper and lowercase.
-  In ancient Greek and Latin writing, there wouldn't be any spaces or punctuation between letters. This style of writing was known as *scriptio continua*, ANDITMAYHAVELOOKEDLIKETHIS.
-  Japan famously has three different writing systems: hiragana, katakana and kanji. Hiragana and katakana are both Japan's versions of an alphabet, though they are more technically considered syllabaries since the characters denote syllables rather than individual sounds.
-  In the English language, the letter “E” is the most common letter. It can be found in 11% of all English words!
-  Many alphabets evolve over time, but Hangul, the Korean alphabet, was published deliberately by King Sejong in 1446 to increase his people's literacy. The alphabet even has its own day of celebration, which is October 9 in South Korea and January 15 in North Korea.

# SYNOPSIS

A large coconut tree grows on stage as five players introduce a musical all about the letters of the alphabet. They take out suitcases, filled with different letters, and we meet Little A, Little B, Little C and A's parent, Big A. Little A leaves to play with B and C, with Little Z following them. Unfortunately, Big A tells Little Z that because they're in different places of the alphabet, Z can't follow the ABCs.



As Little A, Little B and Little C play together, A comes up with a game: that they should all climb to the top of the coconut tree. After a little convincing, B and C agree. Though it proves difficult, the three climb up to the top of the coconut tree and invite all the other letters to join.

Next, D, E, F and G enter, playing tag. They run into Z, who is on their way to find A, B and C. They inform Z that since Z is at the end of the alphabet, they can't play with any of the other letters. After Z leaves, D, E, F and G realize that A, B and C have climbed the coconut tree! They decide that they need to go up there and join them. Will there be enough room for all 26 letters?



Afterwards, H, I, J and K enter in western getup, each dressed in cowboy hats with hobby horses. I, J and K want to climb the coconut tree, but H has hesitations and asks everyone to hold their horses. I, J and K convince H that there is a damsel in distress at the top of the coconut tree who needs a hero to save the day. H, newly motivated, decides to kick things into gear, and they all decide to climb the coconut tree. Little Z tries to get in on the action, but H, I, J and K reject them.



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# SYNOPSIS (CONTINUED)



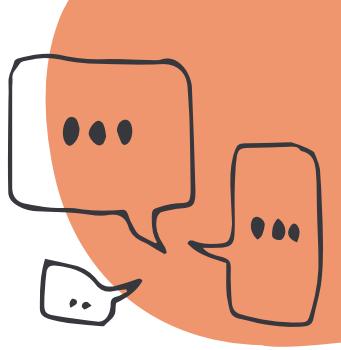
Enter LMNOP, the coolest, most stylish pop star group. Bedazzled with crystals and cool shades, LMNOP sing their latest hit to get the party started. After the pop group's dynamic song, they climb the tree as well. Next, it's time for Q, R, S, T, U and V to appear, but they have gone missing! Surprisingly, the letters are found in the audience, and they make their way to the stage to climb the coconut tree. Finally, W, X and Y join the letters in the coconut tree, but there's barely any room left! The letters all have to squeeze to make room.



Last in line, little old Z tries to join the letters in the coconut tree, but there's simply not enough room. The tree begins to shake and all of the letters begin tumbling out. The letters' parents, Big A, Big B and Big C get calls at their jobs telling them to leave work because all the letters have fallen out. One by one, they help the letters get on their feet and bandaged up from their big fall. Even Little Z's mom comes to help, and nighttime falls. Finally, there is peace in the coconut tree, and all the letters rest easy.



# UNIT PLAN BRAINSTORMS



## Alliteration Stations (English Language Arts, Theater)

Words from a letter stick together! Inspire your class to build a puppet theater, using only alliterative words. Start by choosing a letter of the alphabet and challenge your students to name as many words as they can that begin with that letter. Record these words on a large piece of chart paper. Using a shoebox, create a diorama and add drawings or cutouts of your alliterative words to create a puppet theater. For instance, if your class suggested the letter "O," your diorama may include an ocean, an orchard and an otter. Afterwards, cut out the letter you've chosen and attach it to a popsicle stick, creating a stick letter puppet (bonus points if it has googly eyes). With your class, send your letter puppet on a journey to explore the diorama world full of its own words. Once you've modeled it for the class, prompt each student to think of their own letter and create their own puppet theater with their chosen letter. To culminate, prompt each student to take their letter puppets and explore each others' sets. *Can the puppets combine to form different words? What if the puppets explored the classroom? What words might they find there?*



THE LETTER "T" EXPLORES A WORLD FULL OF "T" WORDS!

## Looking for Letters: The Musical (English Language Arts, Music)

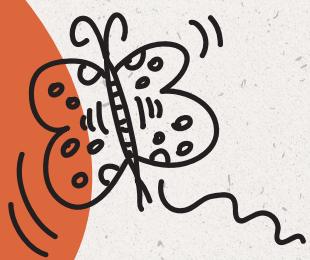
Each week, choose a different letter of the alphabet. Then, task your students with going into the world to find words that begin with that letter. These may be seen on advertisements, posters, signage or books, or heard in songs, from community members or on the street. At the end of every week, assemble all the words that the students found and write them down on a large piece of chart paper. Now it's time to create an original work called *[insert letter here]: The Musical!* With all of the words your class has found, start to create an original song. This could be by taking a well-known tune you sing in class and replacing significant words with the special words from your word bank. You can also feel free to make up an entirely new tune using your imagination! Either way, sing your special song during transitions and full group work as a way to gather or grab kids' attention. Then, get ready to create a whole new musical with another letter the following week!

## Page-to-Stage Whoosh (English Language Arts, Theater)

Do you wish that your favorite picture books could be brought to life? They can with a classic story whoosh! First, decide with your class on a picture book that you would like to see on its feet. Next, stand in a circle and read the first page or two of the book. For each scene, have students jump in the middle and strike a tableau of what's going on in the story. Students can embody characters or objects. Everyone on the outside of the circle can create a soundscape, form the setting or help to direct the scene in the middle. You can even ask each character what they're thinking to hear their internal monologue! After you've created one scene, say, "Whoosh!", and send everyone back to the circle. Now, move on to the next page with new students jumping into the center to bring the action to life. To culminate, show off your adaptation to another class and ask them if you stayed true to the story! For more detailed instruction on how to perform a story whoosh in your class, visit page seven of the [Early Arts Learning Resource Guide](#).

# Discover and Create

This section contains ready-to-facilitate activities and student-centered creativity pages which provide opportunities to delve a bit deeper into the themes and artistry of the show.



# Activity

## Lost Letters, Found Words

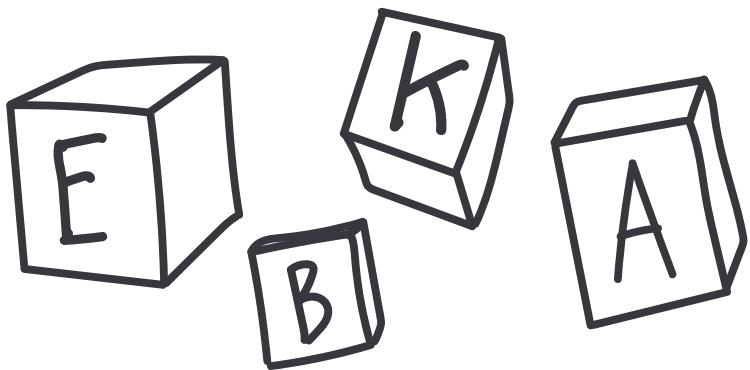
Use this activity to explore how letters come together to make words through movement, storytelling and collaboration!

**Materials Needed:** chart paper, markers, letter cards or cutouts (multiple sets of the alphabet)



1. Begin by guiding students to understand that letters need friends—letters are always looking for other letters to make words with!
2. Introduce a scenario by saying, “Letters ‘A’ and ‘R’ have lost their friend! They used to be part of a word together, but now they can’t remember which letter completes them.” Show letter cards for ‘A’ and ‘R’ and ask: *What letter could we add to make a word?* Guide students to discover that adding ‘E’ makes ‘ARE’! But wait—what if they found different friends? Adding ‘T’ makes ‘ART’ or ‘RAT’! Scribe discovered words on chart paper.
3. Show the class that you have cutouts or cards with letters on them. Offer each student one letter or letter card. Tell them, “Your letters have lost the other letters from their word!” Then, invite them to walk around the room to find two classmates to help them make a word. Work together to find one or more letters that will complete your word. **For younger students (Pre-K – K):** Provide specific letter sounds that form simple three-letter words they may know (C-A-T, D-O-G, S-U-N) or that they may be learning. **For older students (Grades 1 – 2):** Allow more open exploration with four- to five-letter combinations available, encouraging them to find multiple word possibilities.
4. Once groups have formed at least one word, invite them to create a short story about their letters’ search! Guide them with prompts like: *Where were your letters when they got separated? How did they feel when they were lost? What happened when they finally found each other?* Remind students they can use movement, sounds, silly voices and expressions. Give groups ample time to plan their letter adventure.

5. Have each group share their letter story for the class! After all groups have shared, offer up a suggestion to see if they made any discoveries while watching their peers’ performances! Ask: *Could your letters make different words with different friends?* and challenge groups to trade one letter with another group to discover brand new words! For example, if one group has C-A-T and another has D-O-G, what happens if the A and O switch places? You get C-O-T and D-A-G! Encourage students to experiment with multiple combinations and keep the curiosity going.



### Reflection Questions:

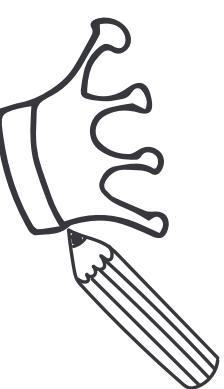
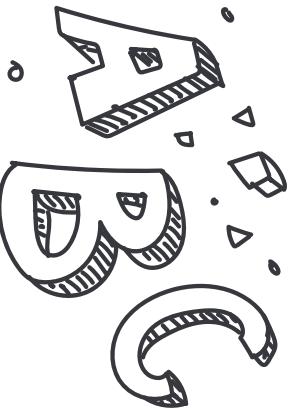
*What was it like to be a letter searching for your word friends?*

*How did you and your group decide which word or sound to make?*

*Were you surprised by how many different words your letters could make when they found new friends?*

# YOUR LETTER CROWN

In *Chicka Chicka Boom Boom: The Musical*, Little A is adventurous, Little H is hesitant and Little Z is patient and determined. What personality does your letter have? Choose the first letter of your first name, middle name or last name... or pick your favorite letter. Starting with your chosen letter, design and decorate your very own letter crown below. Give your letter crown lots of flare by adding colors, patterns, shapes or anything else you can imagine. Finally, give your crown a personality (see examples to the right). When you come to see the show, wear your crown and become your letter!

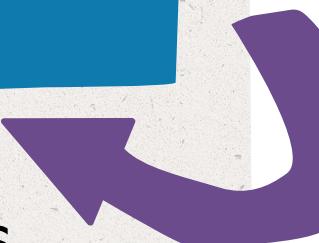


**What will your letter's personality be?**  
Choose any combination of these words or come up with your own!

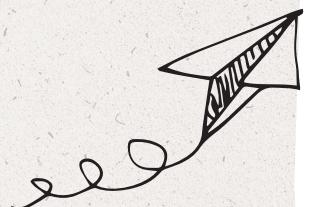
**SILLY FUN KIND CALM**  
**CARING ENERGETIC WILD**  
**PLAYFUL WEIRD BRAVE**



# Respond and Connect



Engage in activities and creativity pages that invite young people to reflect on the experience of seeing a live show, and provide opportunities to make connections to themselves, each other and the world around them.



# Full-Group Reflection

## Use Role on the Wall to Reflect

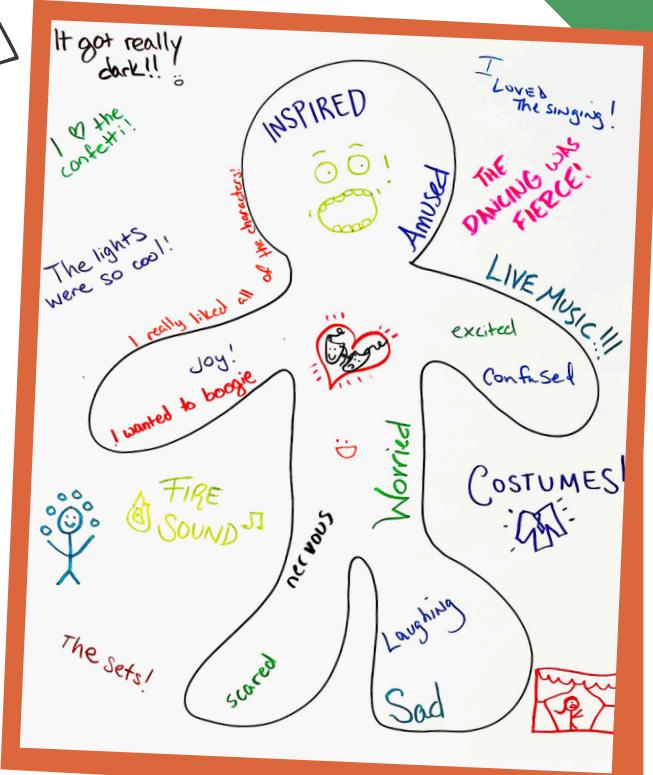
Have an active, hands-on conversation with your students to help them process their thoughts and feelings about the show, and the experience of seeing live theater.

1. First, on a large piece of chart paper, draw the outline of a person (see visual example). 
2. On the outside of the outline, have students write or draw their favorite moments from the show.
3. On the inside of the outline, have students write or draw their own feelings about the show and what emotions they felt while watching it.
4. Once you've completed the Role on the Wall exercise, use some of the questions below to lead students in a full-group discussion:

*What is something you will remember about this show?*

*What emotions did the show make you feel?*

*If you could change one thing about the show, what would it be?*



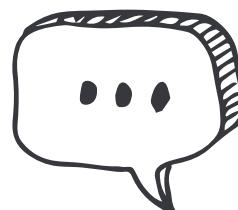
### Teacher Tip

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

**Describe (I noticed...)**



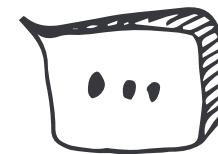
**Analyze (I wonder...)**



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



**Evaluate (I believe...)**



# The Critical Thinker



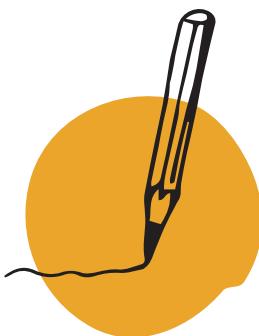
Answer the questions below, using words or drawings, to help you think critically about the show.



The part of the show that grabbed my attention the most was...

One thing I saw on stage during this show that I've never seen before was...

The show made me think about...



A question I have about the show is...

Before seeing this show, I didn't know that...

If I were the director, one thing I would change about the show is...

Overall, the show made me feel...



## Activity

# YOUR NAME: THE MUSICAL

Use this activity to celebrate each student's unique name through rhythm and movement!

**Materials Needed:** chart paper, markers, rhythm instruments (or found objects like pencils, cups, desks), optional: scarves or ribbons for movement

1. Gather students in a circle and introduce the activity by celebrating names! Tell them, "Everyone's name is special. Your name belongs to you and only you! Today, we're going to turn your name into music and movement." Model with your own name first. Write it on the board and clap out the syllables (e.g., "MIS-TER RO-GERS" = four claps). Invite students to clap it back to you.
2. Next, ask: *How many syllables are in your name?* Have each student say their name aloud, and invite everyone to repeat the name and clap the syllables together. Then, introduce the concept of a "name rhythm." Using your name as a model, create a simple rhythm pattern by clapping, stomping or tapping your desk for each syllable. For example, if your name is "Sarah," you might clap-stomp (SA-RAH). Invite three to four volunteers to share their name rhythms. As each student demonstrates, encourage the whole class to echo the rhythm back.
3. Now it's time to add movement! Tell students, "Each letter in your name can have its own special dance move." Model this by choosing three to four letters from your name and assigning each one a simple movement. For example: M = Arms reach up high (like the middle hump of the letter); A = Hands meet above your head in a point (like the top of A); T = Arms stretch out to the sides (like a T shape).
4. Have students practice these movements with you. Then, invite them to create their own movements for the letters in their names. Younger students might need suggestions, while older students might choose to think outside the box and use more abstract ideas.
5. Divide students into small groups (three to four per group) or have them work individually, depending on your class size and comfort level. Invite them to create their own "Name Performance" that includes:  
**For younger students (Pre-K - K):** Focus on rhythm and one simple movement. Students clap, use

objects or other simple actions to perform their name rhythm, then choose ONE signature dance move to repeat. **For older students (Grades 1 - 2):** Students can choreograph a short sequence where each letter of their name has a different movement, creating a mini-dance. They can also experiment with levels (high, medium, low) and tempo (fast, slow). Give students ample time to practice their performances.

6. Invite each student (or group) to perform their "Your Name: The Musical" piece for the class! Encourage the audience to be supportive by cheering, clapping or joining in with the rhythm if invited.
7. After everyone has shared their performance, bring the class back together for a grand finale! Write all students' first initials on the board in order (e.g., if you have Maya, Aiden and Rory, write M-A-R). Ask: *When we put all our first letters together, can we make any words?* Challenge the class to find words using these letters. Celebrate any words you find together and tell students, "When we come together, we create something new!"

## Reflection Questions:

*What was your favorite part of creating your name performance?*

*How did it feel to share your name song-and-dance with the class?*

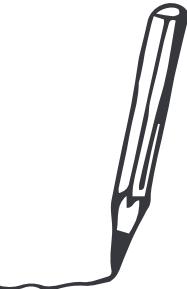
*What did you learn about someone else's name during their performance?*

*When we put all our initials together, were you surprised by the words we could make?*



# Draw It, Spell It, Make It Art!

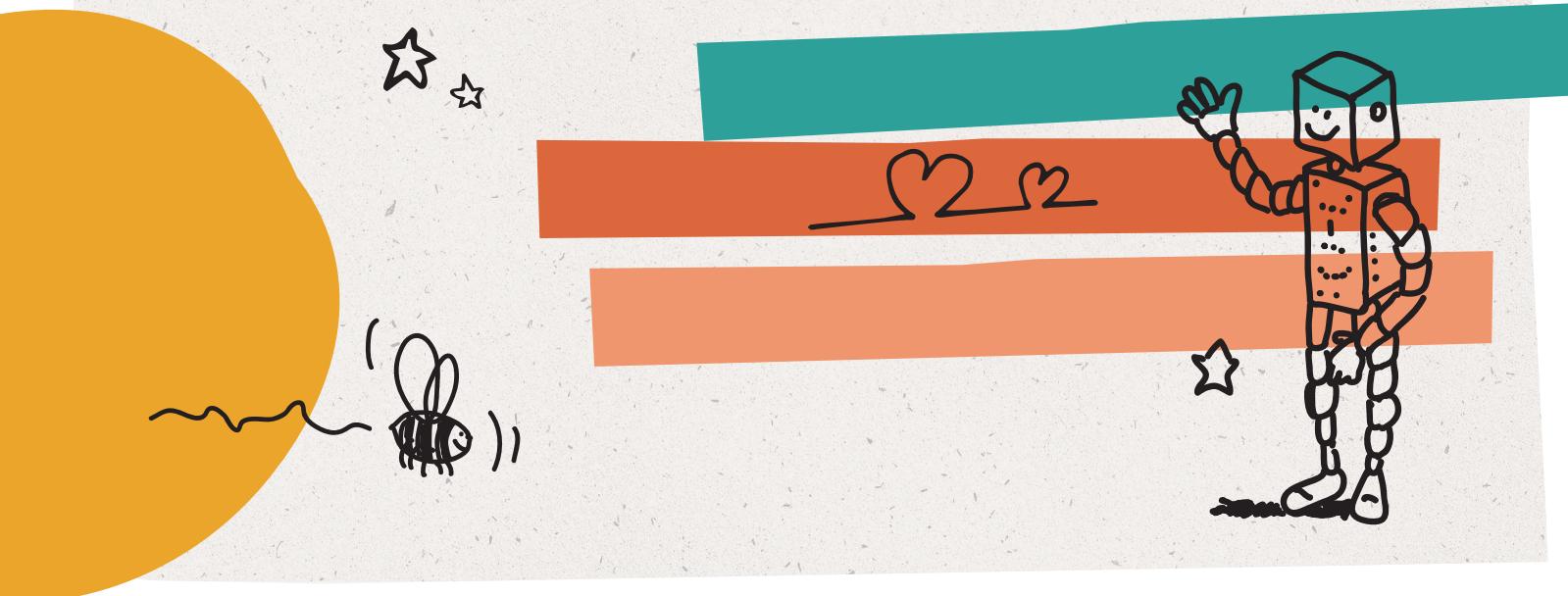
Letters aren't just for reading,—they're perfect for making art! Pick your favorite letter from the alphabet. In the space below, draw the outline of something that starts with that letter, like a butterfly for "B" or a sun for "S." Now, instead of coloring in the image you've drawn, fill it in by writing the word once or over and over again! Write it tiny, write it big, write it curvy, write it backwards. Just keep spelling the word until your picture is completely filled with letters. When you've finished, your letters will have made a unique work of art!



# The Arts at Home



Parents and caregivers can use this section to connect with their kids about their theatergoing experience. This section also provides a pathway to the NEW VICTORY Arts Education Resource Library to bring the performing arts into any space with free activities, videos and handouts.



# Be a part of your kid's viewing experience!

Ask your kids the questions below before and after their theatergoing experience to have a discussion about their prior knowledge and what it was like to see a live theatrical production!

## Ask

### Ask BEFORE they see the show:

- ▶ What's your favorite letter of the alphabet? Why do you like that letter?
- ▶ If all the letters of the alphabet went on an adventure, what kind of adventure would it be?

### Ask AFTER they see the show:

- ▶ Which letter in the show reminded you most of yourself? Why?
- ▶ What was your favorite part of the show? Was there a moment that made you laugh or surprised you?



## Watch ➤➤➤

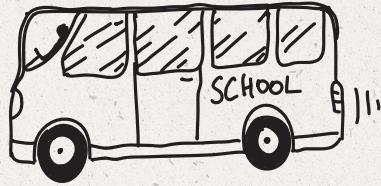
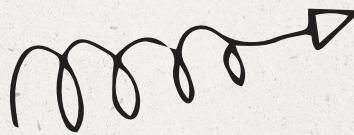
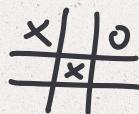
Now, watch the Chicka Chicka Boom Boom: The Musical trailer.

## Engage

Engage with the arts at home by visiting the NEW VICTORY Arts Education Resource Library to bring free, exciting art-making experiences into your home!

# Your Trip to the New Victory

In this section, you'll find information about how to get to the theater, what to expect when attending a live performance and accessibility supports. Please share this information with any teachers, chaperones or other adults attending the show.



# Field Trip Guide

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

**Chicka Chicka Boom Boom: The Musical** will be performed  
at the New Victory Theater,  
209 West 42nd Street, New York, NY

## 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 venue at least 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 are arriving by bus, ensure your driver drops your group off on the **north side of 42nd Street between 7th and 8th Avenues**.

## Arrival

When you reach the venue, a member of the New Victory Front of House (FOH) staff wearing a green vest will check in with the School Trip Leader. Upon arrival, please have ready the exact number of students and chaperones. One chaperone in your group should act as the transport point of contact who has the bus driver's contact information and bus number.

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 with 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. If you are unable to be dropped off near the theater, please record the bus number for our FOH staff. Please remember to have the School Trip Leader and the bus driver exchange cell numbers. 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 FOH staff member before entering the theater.

## Phone Usage

Please remind all students, school staff and chaperones that photography, videography and cell phone use are prohibited in the theater during the performance. Exceptions will be made only for devices being used for accessibility purposes.

## Food and Drink

The New Victory Theater is not equipped to host lunch/snacks. No food or drink is allowed in the building at any time.

## Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets ahead of time. NEW VICTORY Education staff carefully assign seats in advance of each performance, factoring in grade, group size and accessibility needs. We are not able to honor specific seating requests with the exception of requests required for accessibility. For safety and group traffic flow, 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, a NEW VICTORY 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.

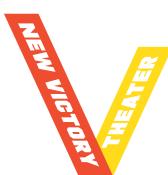
**Assistive listening devices:** Assistive listening devices are available for patrons who are d/Deaf, hard of hearing or experience hearing loss. We suggest you request this service in advance.

**Sign interpretation and audio description:** Designated performance dates are available with American Sign Language and/or audio description. If you plan to utilize these services, you must let us know in advance when booking tickets or by contacting [Education\\_Tickets@NewVictory.org](mailto:Education_Tickets@NewVictory.org).

**Sensory-Friendly:** NEW VICTORY Education offers Sensory-Friendly performances for certain shows. There are additional staff members on site to support audience members. The sound will be adjusted to lower levels and the house lights will be left at half. Fidgets, earplugs and other access tools are available as needed at every NEW VICTORY performance; please ask a staff member if you need one during your next visit.

**NEW VICTORY® THEATER**

NEW VICTORY® SCHOOL TOOL® Resource Guides  
A NEW 42® Project



# Field Trip Guide

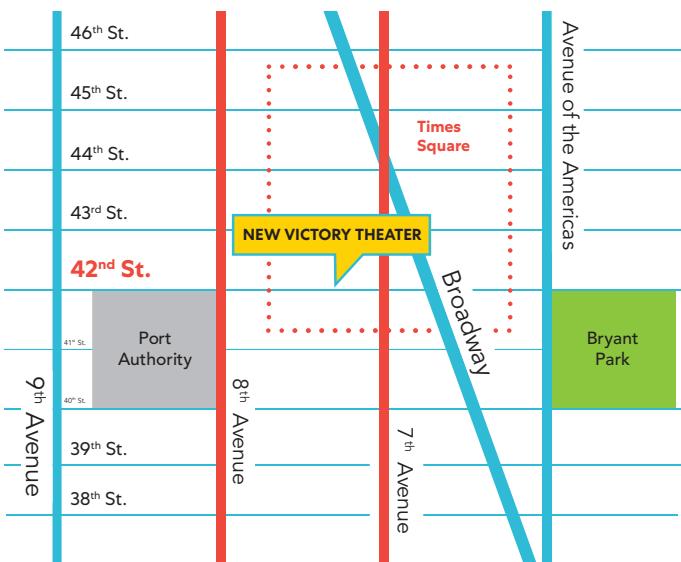
If you are traveling by bus, please also share this important information with the bus driver.

## Directions

### THE NEW VICTORY THEATER 209 West 42nd Street

## ARRIVING 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.



## ARRIVING BY MTA (Subway or City Bus)

### 1/2/3 N/R/Q/W/7 to Times Square—42nd Street

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. The performance venue is 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 the performance venue.

### B/D/F/M to 42nd Street—Bryant Park

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

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

## Bus Parking 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 block the nearby bus stop.** However, with special permission granted by the city, NEW VICTORY staff will direct buses to line up on 42nd Street where they will be permitted to stay parked for the duration of the performance. After the performance, NEW VICTORY staff will escort groups to their bus.

### Parking Alternatives

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 who choose to use a nearby parking alternative should leave their waiting location approximately 15 minutes prior to the return time given by the Front-of-House (FOH) staff. FOH staff will also help find a spot on 42nd Street to safely load your student group after the show has ended. For safety purposes, once FOH staff have verified that your bus is in a secure location for pick up, your school group will be escorted to load up.



# Building Spaces of Belonging

## COMMUNITY AGREEMENTS

Thank you for being our Partner and making the performing arts a priority for your students! We're excited to spend time together at the New Victory Theater, a place where everyone belongs. Let's take care of each other by following these shared agreements:

**Belonging and Access:** Help us cultivate a space in which everyone is valued, ensuring an inclusive environment where everyone can participate without limitation, barriers or judgment.

**Respect:** We invite you to respectfully interact with NEW VICTORY staff and ushers, who are committed to helping you feel welcome, safe and supported while you're here.

**Empathy:** Please extend kindness and patience to all NEW VICTORY staff and fellow audience members, recognizing that each person brings their own experiences and emotions to this shared space.

**Community:** We encourage thoughtful conversations and reflections about the performance, fostering community and perspective-sharing with fellow audience members.



## NO HUSH ZONE: OOHs, AAHS AND APPLAUSE

**Everyone is welcome to show appreciation for the performers.** New Victory prides itself on presenting performing arts that make young people (and adults) exclaim, dance, scream, laugh and giggle! We love when audiences 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 young people in the audience. 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 that you, your colleagues and students follow the directions of the NEW VICTORY Ushers and other theater guidelines such as no electronic devices, unless they're being used for access, as well as no eating and drinking in the theater. Remember that NEW VICTORY Ushers—New York City students gaining professional experience—are present to help audiences and help keep everyone safe.

# Accessibility Supports

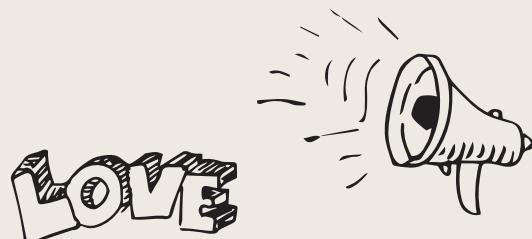
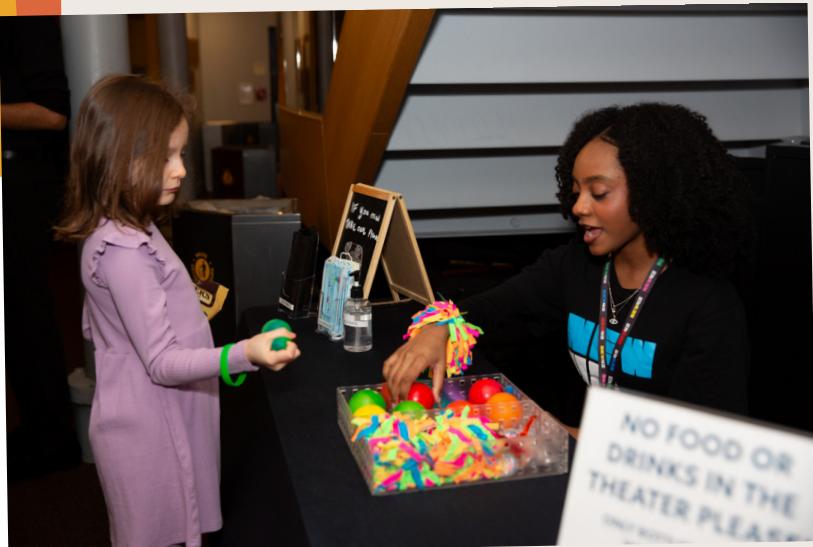
New Victory is committed to making our programs, shows and spaces accessible for everyone. If you have questions, need assistance or need an accommodation not mentioned, please contact Asha John, Assistant Director of Education / School Management, at **646.223.3090** or [\*\*AJohn@New42.org\*\*](mailto:AJohn@New42.org).

Speak to a House Manager when you arrive to borrow any support items needed:

- Sensory fidgets
- Foam earplugs
- Ear defenders
- Light-sensitivity sunglasses

- Assistive listening devices
- Induction neckloops
- Bariatric or standard wheelchairs

Some support items may require an exchange of a government-issued identification to borrow; it will be given back when the item is returned.



# Sources

## COMPANY

[Third Wish Productions](#)

[Seattle Children's Theater](#)

## CONTENT & THEMES

[About Bill Martin Jr. | Bill Martin Jr.](#)

[Alphabet Origins: From Kipling to Sinai | The Met](#)

[Hangul, An Alphabet Unlike Any Other | US Language Services](#)

[How the Greeks Influenced Our Alphabet | Merriam Webster](#)

[Johanna Drucker: The ABCs of “Inventing the Alphabet” | UCLA](#)

[Scriptio Continua: Lauren Levin’s Nightwork | Michigan Quarterly Review](#)

## PRODUCTION PHOTOS

Truman Buffett

## NEW VICTORY Arts Education Resource Library

Check out [Library.NewVictory.org](http://Library.NewVictory.org) for more ready-to-implement arts-based activities and handouts.



# Our Guiding Pillars



*The Guiding Pillars on this page are the foundation of the ways in which NEW VICTORY Education strives to cultivate collaboration and creativity for everyone. As we continue to grow and evolve, so do our pillars, and we continue to rethink their meaning and overall impact. We hope these values offer inspiration as you engage in creative art-making through the unit plan brainstorms, activities and creativity pages in this NEW VICTORY SCHOOL TOOL Resource Guide!*

## Arts for All

Invite everyone to create art in ways that are accessible to and inclusive of everyone.

## Art Form

Honor and explore the technique of the art forms represented in the works we present.

## Community

Encourage ensemble and collaboration within the communities with which we engage.

## Create

Activate art-making and creativity to explore the art form in each production and beyond.

## Discovery

Employ methods and ask questions that encourage opportunities for curiosity, risk-taking, inquiry, meaning-making, deepening understanding, and learning about oneself, one's peers and the world around us.

## Play

Spark imagination, encourage joy in learning and evoke laughter.

# A Land Acknowledgement

The New Victory Theater is on the island known as Mannahatta, now called Manhattan, in Lenapehoking, the homeland of the Lenape people. These lands are intertribal trade lands under the stewardship of many Nations, and New Victory acknowledges the systematic erasure of their true history.

The land of the five boroughs that make up New York City was and still is inhabited by the Lenape, Merrick, Canarsie, Rockaway and Matinecock Nations. We celebrate and pay deep respect to the Peoples of these Nations, their cultures, their communities, their elders past and present, those with us today and all their future generations.

We recognize that seized lands are historically inhabited by people who are racialized, marginalized and displaced by those in power, and we offer this land acknowledgement as a step in reexamining our relationship to that history. We offer our gratitude to the Indigenous peoples of the many Nations who continue to act as stewards of the land, and we encourage you to learn more about these vibrant communities.

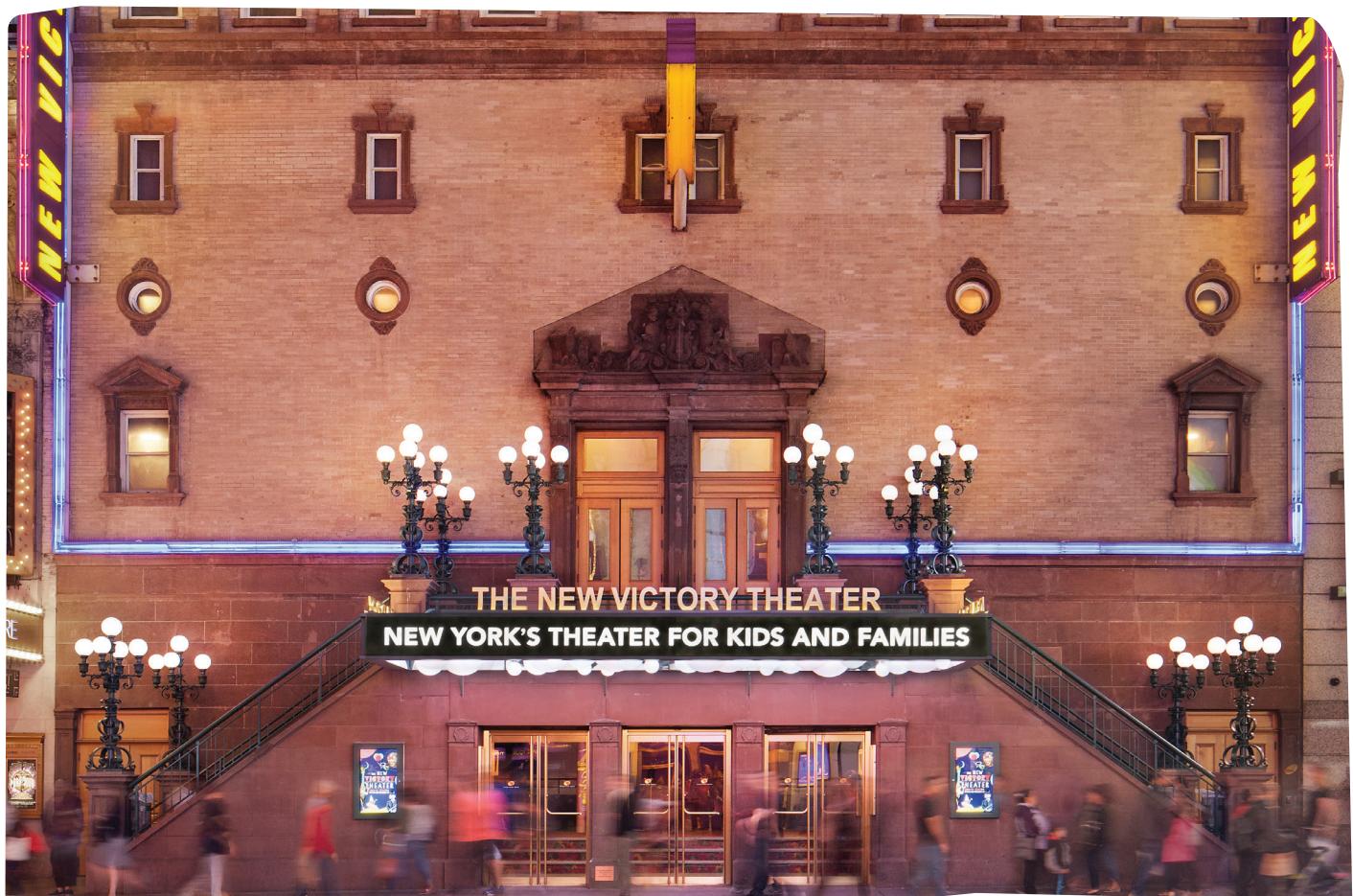


Photo: Mark LaRosa