



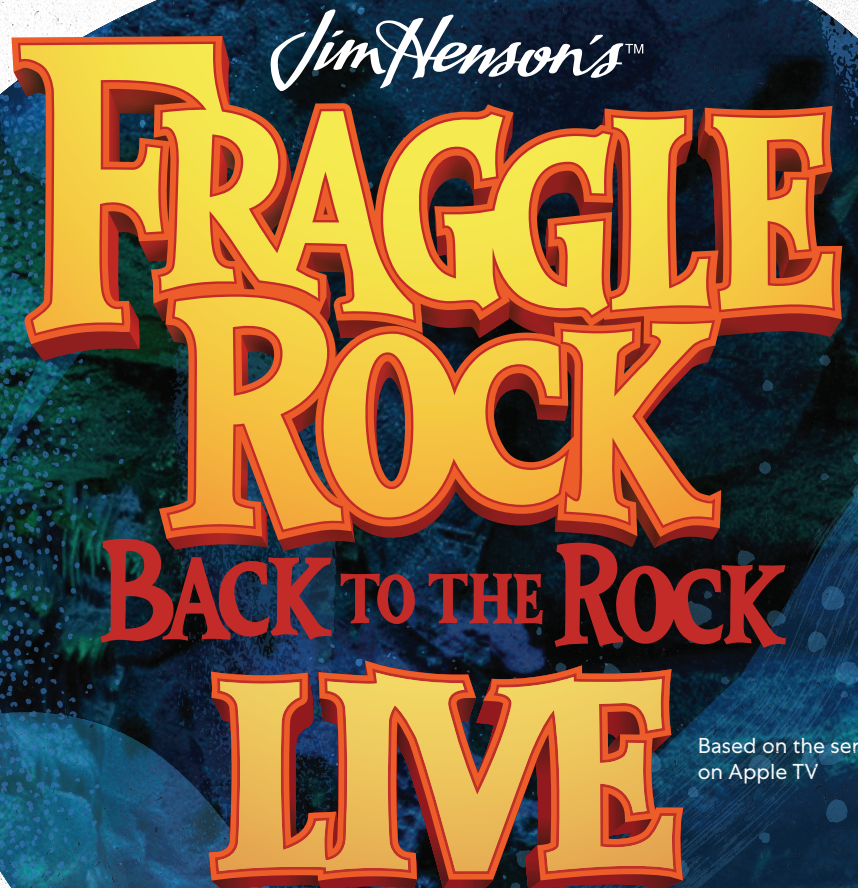
NEW VICTORY[®]

SCHOOL TOOL[®]

RESOURCE GUIDE



inspired by...



Jim Henson's[™]
**FRAGGLE
ROCK**
BACK TO THE ROCK
LIVE

Based on the series
on Apple TV



powered by
**NEW
42**

NEW VICTORY EDUCATION

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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.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Filled with practical, engaging and ready-to-implement activities that allow any teacher to incorporate performing arts into their curricula, NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich students' arts skills and creative expression.

Jobs for Young People

The NEW 42® Youth Corps is a youth development program that pairs life skills training with jobs in the arts for high school and college students. Designed to meet students where they are, NEW 42 Youth Corps provides flexible paid employment through a mix of on-the-job experience as well as personal, academic and professional development through a series of workshops, speakers and networking opportunities.



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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Council on the Arts

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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

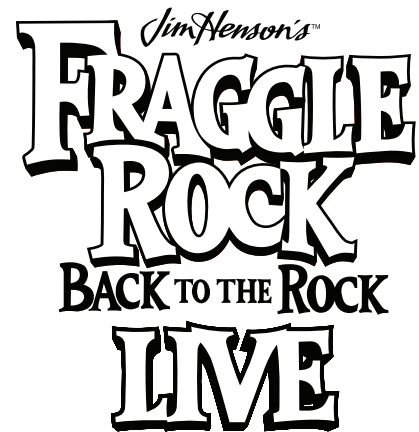
- Creating, Performing,
- Responding, Connecting

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...



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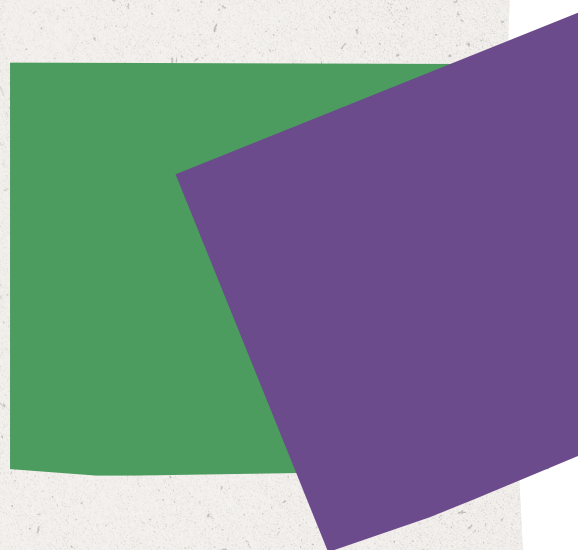
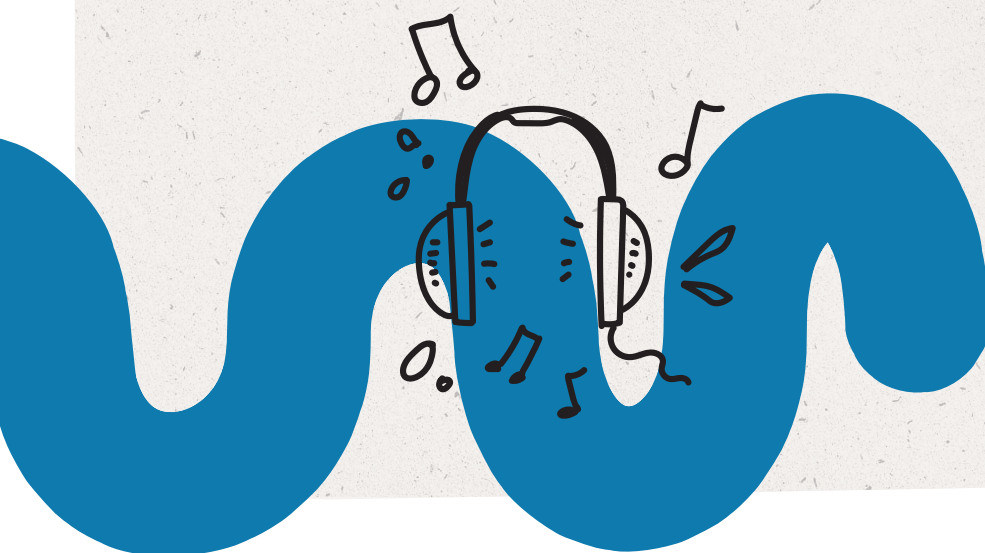
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Learn and Engage



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. Other examples of musical theater include *Into the Woods*, *Hamilton* and *Seussical the Musical*.

Costume Design

Costume design is the art of selecting and, often, creating the clothes and accessories of a performance to visually tell a story. Every garment someone wears on stage, from the shape and color to the texture and silhouette, conveys pivotal information to the audience about the characters and mood of the piece. Whether crafted, sewn or sourced, a costume can range from a simple t-shirt to an embellished gown, but it's always handpicked by a designer to enhance the performance.

Puppetry

When an object is animated and manipulated by a performer (a puppeteer), giving it personality and the illusion of independent movement, this is known as puppetry! Examples of puppetry include *The Muppets*, Disney's *The Lion King*, and Little Amal, the 11.5-foot tall puppet 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.



THE COMPANY, THE SHOW AND INFO TO KNOW

What's the Show About?

Whoopee! Dance your cares away with Gobo, Mokey, Wembley, Boober and Red in *Fraggle Rock: Back to the Rock LIVE*, a brand-new stage musical from The Jim Henson Company based on its Emmy®-winning Apple TV series. The legend of the lost Celebration Stone promises untold party potential—if the Fraggles can find it! Their beloved world bursts to life with walk-around versions of the Fraggles, hand puppet-sized Doozers, new characters and even a visit from a larger-than-life Gorg, all from Jim Henson's Creature Shop™. Charming and colorful, this nostalgia-filled adventure welcomes Silly Creatures young and old to the raucous revelry down in Fraggles Rock.

Who Are the Creators?

The Jim Henson Company has remained an established leader in family entertainment for over 70 years and is recognized as an innovator in puppetry, animatronics and digital animation. The Company's most recent credits include the hit holiday special for Apple TV *The First Snow of Fraggles Rock*, as well as the Emmy-nominated *Alexander and the Terrible, Horrible, No Good, Very Bad Road Trip* for Disney+, the Oscar®-winning *Guillermo Del Toro's Pinocchio* for Netflix and the Emmy-winning *Fraggle Rock: Back to the Rock* for Apple TV. Other television credits include *Slumberland* and *Harriet the Spy* for Apple TV; *Dinosaur Train*, *Splash and Bubbles*, and *Sid the Science Kid* for PBS; *Earth to Ned* for Disney+; and the Netflix series *Word Party* and the Emmy-winning *The Dark Crystal: Age of Resistance*. Iconic catalogue titles include *Fraggle Rock*, *The Storyteller*, *Farscape*, and the ground-breaking fantasy classics *The Dark Crystal* and *Labyrinth*.



What do your students already know?

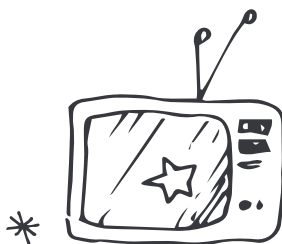
Ask your students questions to find out how much they already know about the art forms and themes of the show. Some questions to start with are:

What comes to mind when you think of puppets? Why?

If you were to have the greatest party of all time, what would it look like? Who would you invite?

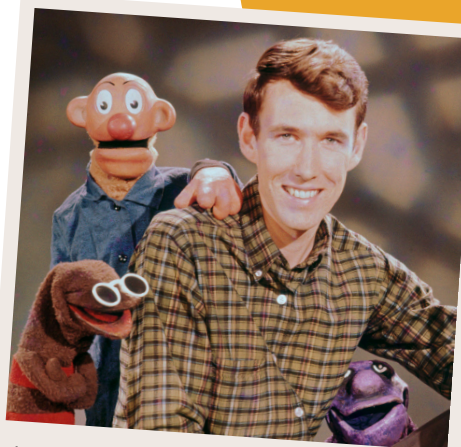
What is something in your life that you want to celebrate? What song would you play to celebrate it?

CONTEXT TO CONSIDER



Jim Henson and *Fraggle Rock*

Jim Henson is one of the most famous American puppeteers, whose iconic work spanned television and film and persists today. His career began at the University of Maryland in the 1950s, where he debuted a puppet show called *Sam and Friends* on a local television network. This show featured a whole new cast of puppets created just for television screens and included an early version of Kermit the Frog. Jim made up his own name for his kind of puppets; he called them Muppets and they revolutionized the way puppets would be used on television.



Jim Henson posing with characters from *Sam and Friends*. Photo courtesy of The Jim Henson Company

In 1966, Jim Henson was asked to work on a new educational television show that was entering production: *Sesame Street*. For this show, Henson invented characters like Bert and Ernie, Oscar the Grouch and Cookie Monster, and *Sesame Street* gained national popularity when it premiered in 1969. This success led Henson to create a show for the whole family, including adults: *The Muppet Show*. *The Muppet Show* debuted in 1976 and featured Kermit the Frog, Miss Piggy, Animal and many other iconic characters. Reaching an international audience, the show would ultimately lead to eight Hollywood movies. Shortly after, Henson also created two original fantasy movies with groundbreaking puppetry technology: *The Dark Crystal* and *Labyrinth*. In 1983, Henson also premiered a new television series called *Fraggle Rock*. This television series focused on fostering peace by appreciating diversity and empathy. The series was revived around 40 years later in the Emmy-Award winning Apple TV *Fraggle Rock: Back to the Rock* that inspired the stage version of the same name.

Jim Henson passed away in 1990, but his legacy lives on to this day. Henson's body of work revolutionized puppetry and entertainment at large. Prior to his career, puppetry was mainly reserved for theatrical performances, never mainstream television or film. Additionally, Henson advanced the innovations of animatronics and puppetry, combining technology, visual art and cinema. Today, over a dozen museums nationwide display his original work, including the Museum of the Moving Image and Smithsonian Museum of American History, which houses the original Kermit from *Sam and Friends*. There, Smithsonian entertainment curator Ryan Lintelman argues that "Kermit has had as much influence on American history and culture as George Washington's uniform or Abraham Lincoln's hat." This surely proves true as characters like Kermit, Big Bird, Miss Piggy and Elmo continue to be household names beloved worldwide.

Puppet People

Unlike the TV series, the Fraggles in *Fraggle Rock: Back to the Rock LIVE* are portrayed by real-life humans in large costume pieces. These "walkaround" costume puppets come in two parts: a full-body costume and a headpiece that goes over the performer's head. They also have a hand trigger that opens and closes the mouth of the character. Audiences may be familiar with "walkaround" characters like these from theater, amusement parks or sporting events. If students ever get scared or nervous about seeing a Fraggles, feel free to remind them that, behind the masks, they're just friendly performers operating the costumes to bring joy and cheer!



SYNOPSIS

Act 1

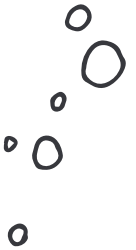


Gobo, Mokey, Wembley, Boober and Red sing and dance their cares away to kick off a joyous day in Fraggle Rock. The gang wonders about all the exciting adventures and partying that await them while Boober just wants to do his laundry. Surprised, they notice the audience watching them from their seats! They decide to give the audience a warm welcome to Fraggle Rock by anointing them as honorary Fraggles!



Afterward, the Fraggles receive a message from the World's Oldest Fraggles who informs them that today is the anniversary of the loss of the Celebration Stone, a magical artifact that enabled the greatest party imaginable with endless confetti and cake. Unfortunately, the stone was lost five gullundred rock turns ago, and the journey to find it is challenging and dangerous.

Enticed, Gobo, Mokey, Wembley and Red set their sights on finding the stone to bring about an awesome party. Boober, on the other hand, opposes the trip, awash with apprehension about the journey ahead. With a grand musical number and dance break, the others convince Boober to “go with the flow” and explore Map Moth Cavern, where a map may tell them how to find the stone.



In Map Moth Cavern, the Fraggles harness the power of the moon to locate the correct map, which tells them that an ancient cavequake shattered the Celebration Stone into four different pieces, scattered far and wide. The Fraggles travel through tunnels and caves to visit the first locale: Bubbling Rollie Ravine. There, they excavate pebbles called Rollies to reveal hundreds of bubbles and the first piece of the Stone!

Along the way, Gobo's Traveling Uncle Matt sends them a message from Outer Space to say hello. Next, the Fraggles navigate Bouncing Boulder Tunnel, where they sing a calming song to the boulders to allow them safe passage into Tangled Root Cavern. In the cavern, the Fraggles successfully locate the second piece of the stone. Their success goes to Gobo's head, leading him to get braggadocious and disregard the advice of the map to avoid the grip of the “Hairy Mountain,” which drags him offstage into the unknown.



SYNOPSIS (CONTINUED)



Act 2



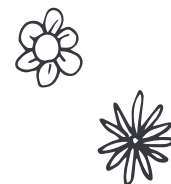
Without Gobo, the rest of the Fraggles, especially Wembley, all begin to spiral. To get them back on track, they sing an uplifting song to stop moping. Red decides to lead an investigation to find Gobo and begins to look for clues through song. She finds Gobo's missing map, and the Fraggles hear Gobo off stage calling for help. As they follow his voice, they also keep track of their map, which tells them to go "where the rock meets the sky."



Their travels bring them to the Gorg's Garden. There, Junior Gorg greets the Fraggles and reunites them with Gobo. It turns out that Junior Gorg had accidentally taken Gobo while picking radishes, since the Gorg's radish patch is right above Tangled Root Cavern. The gang celebrates their reunion and their new friendship with Junior Gorg, who reveals that he recently found a musical rock that he has been holding onto: the third piece of the Celebration Stone!

With only one part left to go, the Fraggles encounter Marjory the Trash Heap, who tells them that what they need to complete the Stone is right in front of them; they just have to look. Of course, she chooses to tell them this with a rocking musical number. Pondering Madame Trash Heap's advice, the Fraggles leave for Glowing Gorge, the final spot on the map. Only, as they take off, the wind blows the map out of their hands!

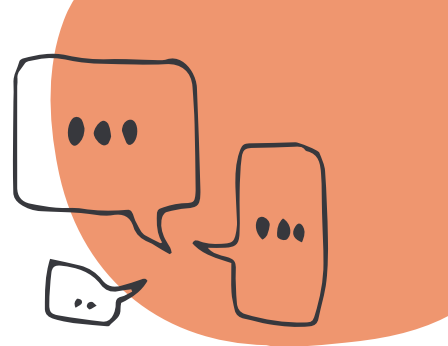
Without direction, the Fraggles find themselves in Foggy Flower Cavern. Not only is the cavern physically foggy, but the flowers produce a mental fog as well, causing the Fraggles to forget! The flowers lure the Fraggles into a forgetful trance with a musical number that makes them sashay in circles. Worried, the Doozers Cotterpin and Architect, immune to the flowers, appear on stage and encourage the audience to cheer and applaud, waking the Fraggles from their trance.



With the Doozers' help, the Fraggles finally get to Glowing Gorge, where there is construction on a new Doozer highway. There, the audience helps the Fraggles find the final piece of the Celebration Stone, only, when they unite all four pieces, nothing happens. Disappointed, the Fraggles speculate that maybe the Stone doesn't work after all, until they think back on the Trash Heap's advice. The Fraggles realize that the journey wasn't just about uniting the four parts of the Stone—it was about uniting all of Fraggles Rock: the Fraggles, Gorgs, Doozers and even the audience! With this new unification, everyone in Fraggles Rock begins to celebrate and have the greatest party of all time, complete with confetti.



UNIT PLAN BRAINSTORMS



Puppet Party! (Theater, Visual Arts)

Time to dance your cares away! As a class, think of something you want to celebrate—maybe the end of the school year, a special holiday or an event at your school. Tell your class that to make the celebration even more special, you're going to invite some very extraordinary friends to the party: homemade puppets! Create simple puppets from paper bags or popsicle sticks, decorating them with found objects in the classroom like googly eyes, markers, pom-poms or stickers. For more inspiration, use this [Make Your Own Puppet & Theater](#) sheet from *Jim Henson's Family Hub* to learn how to create a simple sock puppet. Once your students have their puppets, start preparing the party with decorations and posters. Create a rocking playlist and prompt students to figure out how their puppets like to groove. Encourage everyone to bring food potluck-style for the party, for both the students and the puppets! Once you have the music, food and decor, all that's left to do is party with your puppet friends. Have fun and rock on!

Old Toys, New Stories (Visual Arts, Social Studies)

Toys aren't just for kids—even adults have their favorite toys! Prompt your students to connect with people in their community by learning more about toys and trends from the past. First, ask students to choose an adult in their life, such as a family member, teacher or neighbor, to interview. In their interview, students should ask: *What's a toy you loved growing up? Why did you love it? What memories do you have with it?* As they interview, students should write, draw or voice-record responses. Note: If the adult doesn't have a favorite toy, students could interview them about their favorite childhood cartoon or television show instead. Afterward, challenge each student to recreate their interviewee's favorite toy using materials they have at home or in the classroom. One by one, ask students to share the childhood story of their community member along with the toy they made. To culminate, prompt each student to give their DIY toy to the person they interviewed as a reminder of their childhood joy.

One-Page Musical (Theater, English Language Arts, Music, Dance)

Turn one page of your favorite story into a musical! To start, choose your class's favorite book. Read through it together and decide on just one page that has the most exciting plot point or action. Next, develop this page into a song and dance! Start by creating simple lyrics that describe the main action of the page or express the main character's thoughts aloud. Turn these lyrics into a chorus by making the last words of each line rhyme and putting them to a catchy melody. You may want to use the melody of a popular song that your students already know, like "The Wheels on the Bus," "Twinkle Twinkle Little Star" or a current favorite song. Afterward, identify the emotions of the song: *Is it happy or sad? Courageous? Worried?* Try out some gestures or poses that embody these emotions to physicalize them! Next, string all the gestures together to create a simple dance. Feel free to add in any fun dance moves that your class already knows. Now, put the whole thing together by singing the song and doing the dance at the same time. Afterward, reflect on how your one-page musical added to or changed the original story, and perform the song whenever you want to add some theatrical spirit to your classroom!



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.



Sock It to Me!

Use this activity to create your own sock puppet and bring it to life with personality and character!

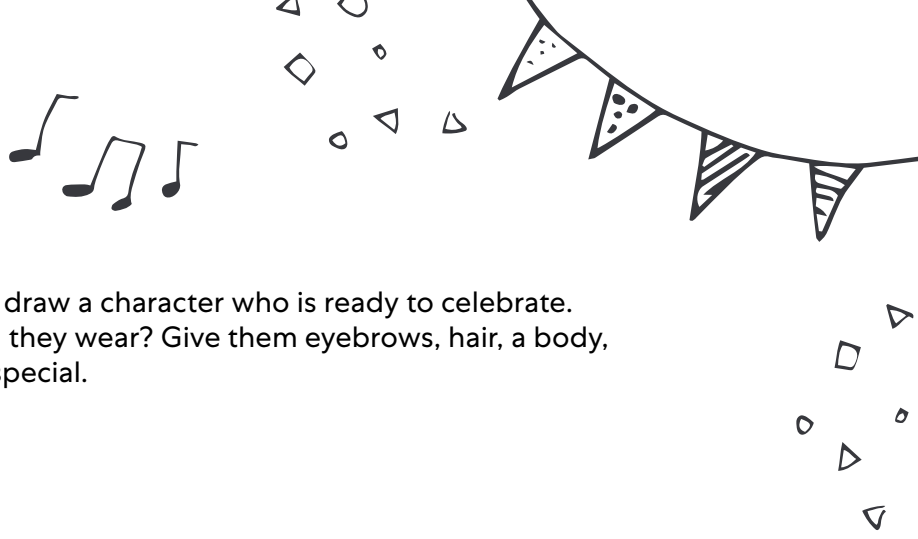
Materials Needed: Clean socks (one per student), googly eyes, glue sticks, markers, yarn or pipe cleaners (various colors for hair), felt scraps, pom-poms, scissors (teacher use only)

1. Show students a completed sock puppet. Put it on your hand and make it “talk” by opening and closing your hand. Say: “Today, we’re going to make our very own puppet friends! Puppets can be silly, brave, happy or any way we want them to be!” Have each student put a sock on their hand and practice making it “talk” by opening and closing their hand.
2. Have students choose where they want their puppet’s eyes to be and glue on googly eyes (or draw eyes with markers). Say to them: “Where you put the eyes changes how your puppet looks! You can put them close together, far apart, high up or low down!”
3. Ask them: *Does your puppet have long hair? Short and spiky? Lots of colors or just one?* Invite students to choose yarn or pipe cleaner colors for their puppet’s hair. Help them glue those to the top of the sock.
4. Students can use felt, pom-poms or markers to add a nose, mouth or other features. Encourage creativity: *What else does your puppet need? Freckles? A big smile? A fabulous outfit?*

5. Once their puppets are fully formed, gather in a circle. Have your puppet introduce themselves to the group. Go around the circle and invite each student to introduce their puppet.
6. Ask students simple questions about their puppet to help them discover more about their puppet’s personality: *Is your puppet silly or calm? Does your puppet like to jump around or move slowly? What makes your puppet happy? What makes them sad?* If needed, model with your puppet first. Then invite students to share one thing about their puppet’s personality.
7. Have students pair up or stay in the circle. Their puppets can “meet” each other and say hello! Model a simple conversation and encourage students to have their puppets talk to each other. End by having everyone give their puppet a round of applause!

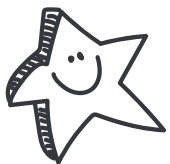
Reflection Questions:

- What was most exciting about creating your puppet?
- What did you learn from your classmates’ puppets?
- What is one thing that makes your puppet special?
- How did it feel to make your puppet come alive?



PARTY ROCK

It's time for a party! Around the eyes below, draw a character who is ready to celebrate. What will your character look like? What will they wear? Give them eyebrows, hair, a body, clothes and anything else that makes them special.



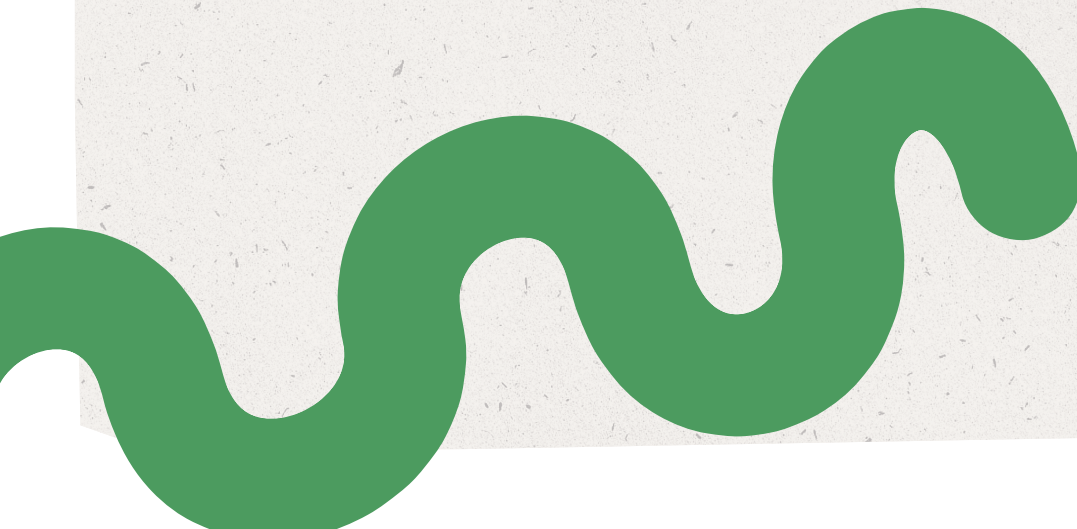
My character's name is: _____



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...)

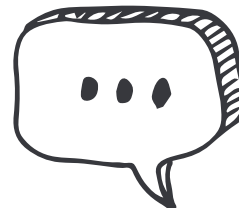


Analyze (I wonder...)

Interpret (I think/feel...)



Evaluate (I believe...)



Critic's Corner



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...



A Doozy of a Quest

Use this activity to transform your classroom into an adventure land in which you and your students travel to different zones, overcome fun obstacles and collect pieces of a special celebration stone!

Materials Needed: Chart paper and markers (for treasure map), four or five pieces of colored construction paper or cardboard (stone fragments with words of affirmation), masking tape (to mark zones), pre-made treasure map, music

1. Gather students and show them the treasure map. Explain that you're going on a classroom adventure to find the pieces of a celebration stone, but you have to travel to different places and work together to overcome obstacles along the way.
2. Look at the map together and point out the first zone. Tell students this is the **Cave of Catastrophe**, but warn them that there are bouncing boulders blocking the way. Lead students to the designated Cave area of your classroom. Have everyone jump or hop to avoid the imaginary boulders. Once everyone makes it through, reveal the first stone fragment (word-side-down for now) and celebrate finding it.
3. Check the map for the next zone and tell students you're traveling to the **Pit of Despair**, but it's very slippery, and they might slide around! Have everyone move in slow motion, pretending to float and slip through the treacherous terrain. Once you arrive, reveal the second stone fragment.
4. Continue to the third zone. Tell students you're heading to the **Tunnel of Time**, but this tunnel is very tight and narrow, and time has a way of speeding by in this mysterious place. Have everyone crawl or walk in a single-file line, staying close together. Locate the third stone fragment.
5. Move to the fourth zone and explain that this adventure takes you to the **Foggy Forest**, where it's difficult to see, so you have to follow your leader very closely. Choose a student volunteer to lead the line. Have everyone follow behind, moving carefully. Once you've made it through, reveal the fourth fragment.
6. Check the map one final time and tell students the last piece is at the tippy top of **Mount Meridian**, and you have to climb to reach it. Lead students, or choose another to lead, and ask everyone to climb by reaching up high, standing on tiptoes and stretching. Retrieve the final stone fragment.
7. Gather everyone in a circle with all the stone fragments still word-side-down. Work together to assemble them on the floor like a puzzle, then flip them over together to reveal the message: "Together We Are Stronger!" (or whichever affirmation you choose to write that feels appropriate for your group). Read the message aloud together. Tell students that, just like these pieces needed to come together to make the stone complete, everyone in the class worked together to complete this quest. Activate your celebration stone, put on some music and finish up with a fabulous dance party!

Reflection Questions:

- What was your favorite obstacle to overcome?
- How did we help each other during our adventure?
- What made you feel brave during our quest?
- How does our celebration stone message remind us about what it means to work together?

SING IT LOUD, DANCE IT PROUD!

Create your very own song that celebrates the people in your class! Fill in the blanks below, then sing and dance it out loud to the rhythm or tune of your choice!



Our Class Celebration Song

We love to _____!
(action)

We _____ in every way!
(fun action)

We want to _____!
(action)

Our friends are _____,
(compliment)

Our class is _____,
(emotion)

Hip hip hooray!

And we love to celebrate!

We are _____!
(your class name)

When we're together every day,

Yahoo! Woohoo! Let's celebrate!

Draw Your Celebration Dance

Use the space below to draw what your celebration dance looks like. Then, share it with your teacher!



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:

- ▶ Have you ever seen puppets perform before? What do you think makes a puppet come alive?
- ▶ This show is about going on an adventure with friends to find something special. If you could go on an adventure with your friends, where would you go?
- ▶ The show has lots of singing, dancing and celebrating! What makes you want to celebrate and dance?

Ask **AFTER** they see the show:

- ▶ Who was your favorite character? What did you like about them?
- ▶ The characters went on a big adventure and worked together as a team. How did they help each other?
- ▶ What was the most exciting or funniest part of the show? What made you laugh or cheer?



Watch

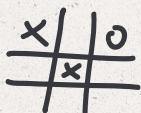
Now, [watch the Jim Henson's Fraggle Rock: Back to the Rock LIVE trailer.](#)

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.

Jim Henson's Fraggle Rock: Back to the Rock LIVE 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.

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.

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.



Field Trip Guide

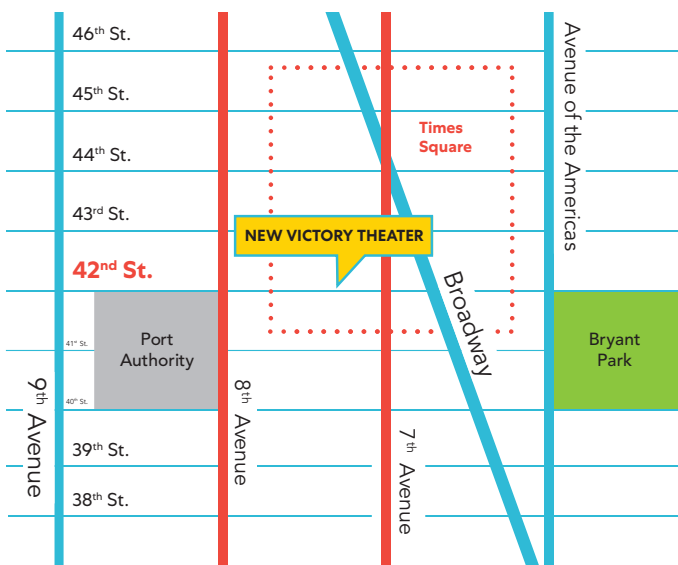
If you are traveling by bus, please also share this important information with the bus driver.

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**.

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

[The Jim Henson Company](#)

CONTENT & THEMES

[Jim Henson | Britannica](#)

[Our Founders | The Jim Henson Company](#)

[What Made Jim Henson One of the Most Beloved Cultural Figures | Smithsonian](#)

PRODUCTION PHOTOS

Alexis Buatti-Ramos

NEW VICTORY Arts Education Resource Library

Check out 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