NEW VICTORY®

SCHOOL TOOL®

RESOURCE GUIDE

inspired by...

ROSIE REVERE, ADA TWIST, AND IGGY PECK: THE QUESTIONEERS

NEW VICTORY THEATER

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 157 Partner Schools and 18,500 NYC kids through performances, Classroom Workshops, teacher professional learning and resources in the 2025-26 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.

NEW 42

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:

Cornelia T. Bailey Foundation, The Edward John and Patricia Rosenwald Foundation, The Hearst Foundation, Inc., May and Samuel Rudin Family Foundation, New York City Council Member Erik Bottcher, New York City Council Member Julie Menin, New York City Council Member Keith Powers, New York City Department of Cultural Affairs in partnership with the City Council, New York City Department of Education, New York State Council on the Arts with the support of the Office of the Governor and the New York State Legislature, The New York Community Trust, The Scripps Family Fund for Education and the Arts, Society of American Magicians Magic Endowment Fund

NYC Cultural Affairs

New York State Council on the Arts

New Victory School Tool Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangello, 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...

ROSIE REVERE, ADA TWIST, AND IGGY PECK: THE QUESTIONEERS

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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 longitudinal arts-based activities with curricular connections that explore the production's cultural, thematic and artistic concepts.



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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. *Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers* uses original songs and movement to explore the characters in Miss Lila Greer's class. Other examples of musical theater include *Into the Woods*, *Hamilton* and *Seussical the Musical*.

Set Design

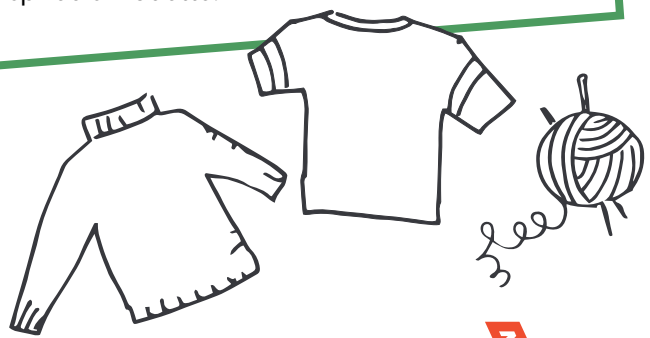
It's not just the performance that helps build the world of the show, but also the physical space. The scenic design, or the artificial environment where the show takes place, can be just as important in bringing a staged act to life. In the case of *Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers*, the set helps create different elements of the story, like the bus and the bridge, while also paying homage to the original books' illustrations by David Roberts. Each set piece is designed in the same style as the children's books to cultivate familiarity and make it feel like Miss Greer's class has popped off the page and into the theater.

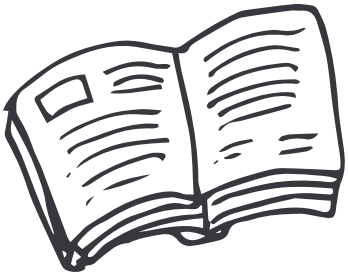
Adaptation

Stage productions are often inspired by other forms of media, like books, movies and folklore. Adapting a story is a form of art in and of itself: the creators decide which aspects should stay, what new perspectives should be added and how to engage with the context of the original work. *Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers* is a page-to-stage adaptation of three children's books by Andrea Beaty with illustrations by David Roberts. The musical keeps the same characters and spirit of the original books while adding an entertaining plot that weaves all three stories together.

Costume Design

Costume design helps bring a character to life before they ever speak a word. Designers think about color, silhouette and texture to show an audience who a character is and how they see themselves. In *Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers*, Rosie, Ada and Iggy's costumes distinguish their individual personalities and passions, from Rosie's tool-filled overalls to Iggy's structural, architect-inspired silhouette.



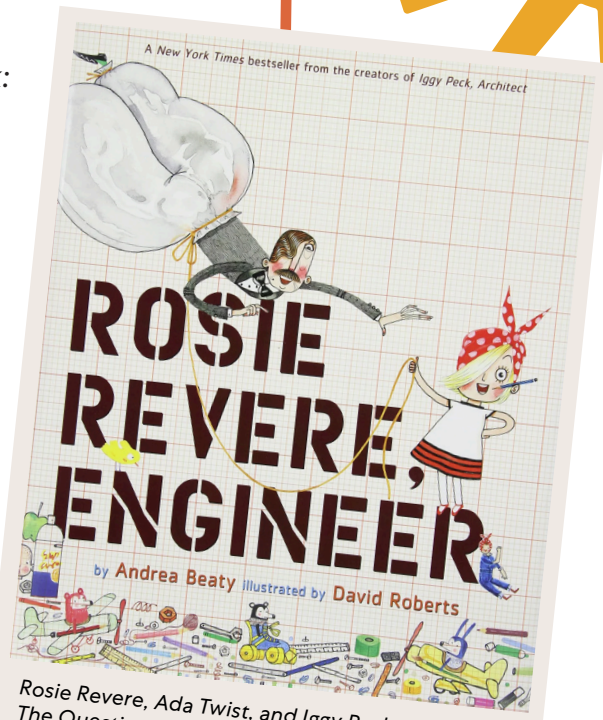


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THE COMPANY, THE SHOW AND INFO TO KNOW

What's the Show About?

When Miss Greer's second-grade class gets marooned on an island, who will save the day? Three out-of-the-box thinkers, of course—*Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers!* Based on the bestselling STEM-centric book series, this original musical sees everyone's favorite kid engineer, scientist and architect team up to tackle big problems with ingenuity, cooperation and a measure of encouragement from the adults in their lives.
Let's test! Let's build! Let's go!



Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers is based on three different books by author Andrea Beaty. Image: *ABRAMS*

Who Are the Creators?

TheaterWorksUSA has produced over 140 shows, enjoyed by families all over the United States. Founded in 1961, this critically acclaimed company strives to create exceptional, transformative theatrical experiences that are universally accessible. A winner of a Helen Hayes Award, Drama Desk Award and Lucille Lortel Award, TheaterWorksUSA inspires and empowers children with stories that encourage a positive, inclusive worldview.



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:

How do you work together as a class to solve problems?

Do you have a special interest or passion? What do you love about it?

If you could turn any book into a musical, which would you choose and why?

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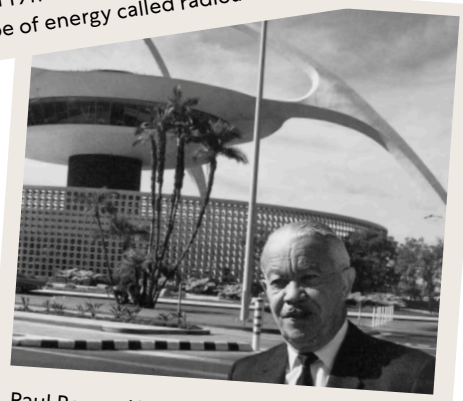
CONTEXT TO CONSIDER



Rosie Revere takes inspiration from Rosie the Riveter. Ironically, Rosie was not an engineer, but a fictitious character designed in the 1940s to recruit women for factory work when male enlistment in World War II led to labor shortages around the United States. Image: *History.com*



Ada Twist, Scientist is partially based on French scientist Marie Curie, who won the Nobel Prize in 1903 and 1911 for discovering new elements and exploring a type of energy called radioactivity. Image: Britannica



Paul Revere Williams, known as the "Architect to the Stars," designed over 2,000 buildings in Los Angeles, including many celebrity homes. He was also the first Black member of the American Institute of Architects (AIA). Image: *Floyd Home*

Engineers, Scientists and Architects, Oh My!

Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers is based on the books *Rosie Revere, Engineer*; *Ada Twist, Scientist*; and *Iggy Peck, Architect* by Andrea Beaty with illustrations by David Roberts. But what exactly is an engineer? A scientist? An architect? What do they do, and what makes their jobs unique? Follow along to learn more about these professions and some of the groundbreaking pioneers that helped inspire Andrea Beaty's characters.

- An **engineer** is someone who designs and builds things to solve specific problems. There are many different types of engineers: civil engineers (who design and build roads and bridges), mechanical engineers (who design and build tools and machines), aerospace engineers (who design and build planes)... the list goes on and on! What unites all of these different engineers is that they all use math and science to creatively problem-solve and improve the world around us.

- A **scientist** explores the natural world by making discoveries. Scientists want to explain how and why things are the way they are, testing predictions that are known as hypotheses. There are many types of scientists: zoologists (who study animals), botanists (who study plants) and physicists (who study the laws of energy and the universe), just to name a few! Scientists can work in laboratories or out in the field. They are all around us collecting data to understand the world better.

- An **architect** is someone who designs and plans different spaces. Architects are known for designing buildings and structures of all sorts, including homes, factories, parks and more. Architects specifically think about the look and feel of a structure or space to make sure they match its intended use. They also make sure that buildings are safe, can be used by all, and are in accordance with local laws and regulations.

The work of engineers, scientists and architects is often connected. Each of them use creative problem-solving, math and the scientific method to help shape the world around us. In the professional world, engineers, scientists and architects often collaborate with one another to develop new ideas, build things and solve problems, just like Rosie, Ada and Iggy do in the musical.

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SYNOPSIS



Three friends, **Rosie**, **Ada** and **Iggy**, prepare for their first day of second grade in **Miss Lila Greer**'s class. Rosie is a sweet engineer obsessed with building machines, Ada is a curious scientist who conducts experiments and Iggy is a sophisticated architect who dreams up inventive structures. To get excited for the school year ahead, they sing about the epic summer they had and the projects they worked on.





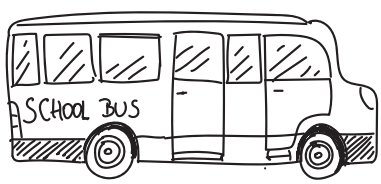


As the kids create mischievous contraptions out of school supplies, Miss Lila Greer reminds herself to breathe to deal with the chaos of her new classroom. This is her first time teaching second grade, and already she is stressed about straying from her curriculum. Unfortunately for Miss Greer, the kids' creative and zany energy takes control as they play with cheese hats and chalk volcanoes instead of following the math lesson. The kids and Miss Greer both have a crummy first day of school since they cannot get on the same page.

At home, Iggy laments Miss Greer's lack of enthusiasm toward his passions. His dad reminds him that he's an architect, and Iggy needs to build his relationship with his teacher block by block. Meanwhile, in Ada's home, Ada investigates everything around her through a scientific lens while her mother begs her to stop experimenting with their cat. In Rosie's home, Rosie writes to her **great-great-aunt Rose**, expressing that she's insecure about her engineering skills and plans to stop building altogether.



Miss Greer's class meets again. Great-Great-Aunt Rose surprises Rosie by chaperoning the class's field trip picnic andreveals that she is actually Rosie the Riveter. She begins hyping up the field trip to the students through an upbeat song, much to the chagrin of Miss Greer, who is trying to get everyone to remain calm and organized.



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SYNOPSIS (CONTINUED)

The class arrives at Blue River Pass, a beautiful picnic area near a bridge that crosses to an island. Miss Greer warns the students not to cross the bridge for their own safety, but Iggy, inspired by the bridge's architecture, can't help but explore its trusses and planks. When the rest of the class follows him, the bridge wobbles and gives way, leaving the class stranded on the island. Overwhelmed, Miss Greer faints, and Great-Great-Aunt Rose goes to look for help.

The three classmates put their heads together and brainstorm all the ways that they can build a bridge to leave the island and return to safety. As they sing and hypothesize, they settle on the idea to tie all their shoelaces together to reach the other side. Discouraged, Rosie doubts that she's an engineer since her inventions have all been ridiculed in the past. However, Great-Great-Aunt Rose returns and cheers her on, helping her to launch the shoelaces across the ravine and gain her confidence back. Impassioned, the class designs, engineers and successfully builds a suspension bridge as a team. Together, they wake up Miss Greer and guide everyone back to safety.

Through their new experiment, they prove to Miss Greer that their wacky inventions were valuable all along. With new belief in her students, Miss Greer accepts the chaos of second grade, and the class embraces the successes and failures that accompany learning something new.



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UNIT PLAN BRAINSTORMS



All Work. All Play. (Theater, Social Studies, English Language Arts)

Just because grown-up jobs are worked by adults doesn't mean that they don't require childlike play! Investigate different careers in class, and see how they can relate to fun classroom activities. Each week, have your students name one profession that interests them. Define this job for the class and do some research into what someone with that job does. Use this as an opportunity to discuss not only what the job entails, but some fun skills that it may require. For example, a lawyer might need to have a strong speaking voice, so encourage your class to do different tongue twisters together. Alternatively, a surgeon may need to have very precise hands, so challenge your class to a round of Jenga where each student needs to surgically remove their block. Use each week as an opportunity to play different games while learning about what makes a job interesting and fun. To culminate, ask each student to display their favorite newfound skill to the class and talk about something they learned about a job that surprised them.

The Next Great Questioneer (Theater, English Language Arts)

First there was Iggy Peck, architect. Then there was Rosie Revere, engineer... Who's next? As a class, get inspired by *The Questioneers* series by Andrea Beaty with illustrations by David Roberts to create original stories and characters. First, read *Rosie Revere, Engineer* as a class, embodying the different characters as you read and bring them to life. After your students are familiar with the story, explain: *Rosie was interested in engineering, what are you all interested in?* Explore all the different passions that live in your class, and then use them to inspire another fictional character that might fit perfectly in *The Questioneers* series. Once you have invented this character's name and passion, imagine what adventures this fictional person might go on and what problems might they solve. Write a new book about this student in Lila Greer's class on chart paper. If your story needs structure, follow the format of the other books and use a Mad Libs-style template to help your class generate ideas. Afterward, act out the scenes from your new book and embody the character you invented!

Musical Theater Works! (Theater, Dance, Social Studies)

Musicals aren't just fun—they can be educational too! Characters in musicals work many different jobs that mimic real life and may be inspiring for your students. Host a dance party in your classroom to introduce your students to different musicals and how those musicals portray many different ways to make a living. Start by using this New Victory Education-curated playlist: Musical Theater Works!, which showcases musical theater songs that explore different professions. For each song, encourage your class to listen and move in a way that feels fun and natural to them. It should feel like a giant party! Supplement each listen by showing photos or videos from the musical to help illustrate who's singing and why. After each song, stop to have a discussion about the different profession that was referenced and what it entails. What did students hear regarding what that line of work is like? Would they ever want to have that job? Afterward, create a few dance moves that relate to that profession. Then, add those moves to the dance party and keep on grooving!

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Discover and Create





This section contains ready-to-facilitate activities and student-centered handouts that delve deeper into the production's art forms and themes.





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Activity

How to Succeed in Character Building Without Really Trying

Use this activity to help students step into the shoes, and the swagger, of a favorite character. Students will choose a character, discover how that character moves, sounds and speaks, then bring it all together with a costume and a runway walk.

Materials Needed: Open space for movement, optional dress-up items or accessories from home or a classroom bin (hats, scarves, glasses, capes, anything that sparks imagination), a music player

1. Begin by introducing students to Rosie Revere, Ada Twist and Iggy Peck, three characters who are curious, determined and unafraid to try, fail and try again. If students have not yet met the Questioneers, share a bit about each one: Rosie the engineer who builds big ideas out of everyday objects, Ada the scientist who asks "why?" about everything and Iggy the architect who sees buildings everywhere he looks. Ask students: *Do any of these characters remind you of someone you know? Do they remind you of yourself?*

2. Invite students to think about their favorite character from a book. They can choose Rosie, Ada or Iggy, or a character from any book they love.

3. Once students have chosen their character, ask them to think about physicality—how that character moves through the world. *Does your character walk with big confident steps, or does your character tiptoe and peek around corners? Does your character move quickly because their mind is racing or slowly because they want to focus on small details?* Give students time to experiment with their character's movement around the room.

4. Now ask students to turn that walk into a signature dance move, something small and repeatable that captures their character's personality in a single gesture. It might be a hop, a spin, a proud hand on the hip, or a thoughtful or pensive tap on the chin. Encourage students to practice their move a few times until it feels like it belongs to their character.

5. Ask students to think of one line their character would say, a phrase that captures how that character sees the world. It might be something the character says when they are excited, stuck on a problem, or proud of what they made. Give students a moment to say their line out loud, first quietly to themselves, then with confidence to a partner.

6. Next, ask students to think of a song that represents their character. One that, when played, would help inspire them to jump right back into exploring their character's physicality and dance move! Make a playlist of each character's song and get ready to play DJ as your creative students strut... in character, of course!

7. Finally, invite students to dress up as their character using whatever costume pieces are available, then walk the runway as their character. Create a runway path in your classroom, either using the whole room or turning one open aisle into the runway itself. Start your curated playlist as the soundtrack, letting each student's music cue play as they take their turn. Turn on some upbeat music as, one by one, students walk their character's walk, do their signature dance move and deliver their line. Celebrate every walk with applause.

Reflection Questions:

What was your favorite part of becoming your character?

How did moving like your character help you understand them better?

What is one thing about your character that you admire?

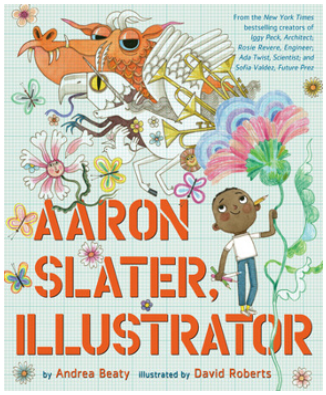
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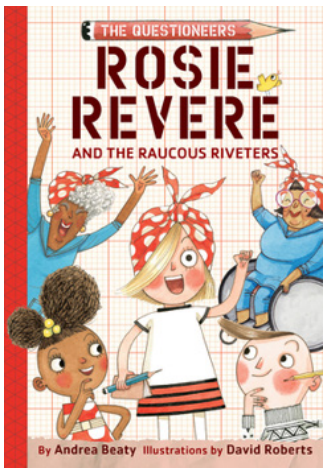
YOU AND THE BRILLIANT BOOK COVER!

Rosie Revere and her friends star in their very own book series in which they dream big about who and what they want to be. Now it's your turn to design a book cover, like the ones on this page, starring you! Think about what you might want to be when you grow up. An engineer like Rosie? A scientist like Ada? An architect like Iggy? What about a community leader like Sofia Valdez, a storyteller like Aaron Slater or an athlete like Billie Jean Peet? Maybe it's something totally different! Write your name and what you want to be. Then, using the book cover images on this page as inspiration, design a unique book cover that captures you doing just that. Make it big, make it bold and make it yours!.

your name

what you want to be







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Respond and Connect

This section includes activities and handouts that invite young people to reflect on the theatergoing experience, and provides opportunities to help them make connections to themselves, each other and the world around them.

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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...)*

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Reflection

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...

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Activity

The Terrific Teacher and The Marvelous Melody Makers

Use this activity to help students discover that their own interests, big or small, are worth celebrating, then turn those interests into one shared class song, written together in a circle.

Materials Needed: Open space to sit in a circle, chart paper or whiteboard, marker, optional simple percussion instruments

1. Gather students in a circle and explain that the Questioneers each have something that makes them special: Rosie loves to build, Ada loves to ask questions, Iggy loves to design. Ask students: *What is something you love to do or something that makes you,* ***you****?* Give a few students the chance to share out loud before moving on.
2. Introduce the song template the class will fill in together, written on chart paper or the whiteboard so everyone can see it. Something like:
   - *My name is _____, and I love to_____.*
   - *When I _____, I feel like _____.*
   - *That's me, that's me, being who I'm meant to be!*
3. Model the pattern yourself first, filling in the blanks with your own answers out loud to give students a clear example and show that silly, serious and everything in between are all welcome answers.
4. Go around the circle one student at a time, inviting each student to fill in the blanks with their own name and interest. As each student shares, write their line onto the chart paper beneath the one before it, so the song grows verse by verse in front of the whole class.
5. Once every student has contributed a verse, add a simple beat underneath the words—a steady clap, a pat on the knees or a gentle desk tap—so the song has rhythm as well as words.
6. Read or sing the whole song together as a class, verse by verse, with the beat underneath. If a simple melody comes naturally, hum it together; otherwise a spoken chant works just as well.



7. Close by asking students to notice how many different interests are in the room and how all those differences came together into one song.





Reflection Questions:

What did you learn about a classmate that surprised you?

How did it feel to have your own line become part of the class song?

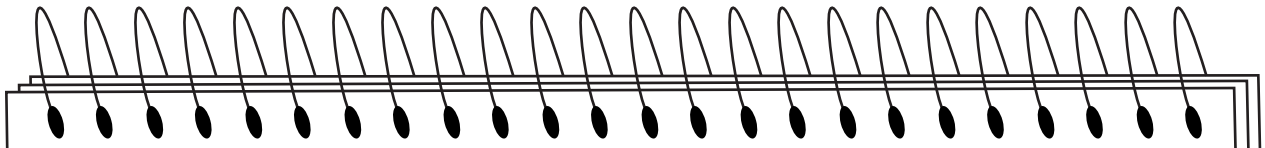
What made our class song different from a song any other class could have written?



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MY ADVENTURES WITH SUPERTEACHER

Ada Twist loves to ask questions, and now it's your turn to be a Questioneer, too! Grab a pencil and get ready to interview your teacher. Ask your teacher the questions on this page, listen closely to the answers and write them below. Then, flip to the next page and use what you've learned to draw how you see your teacher, plus one very important detail—their superpower! Some questions you might ask are:



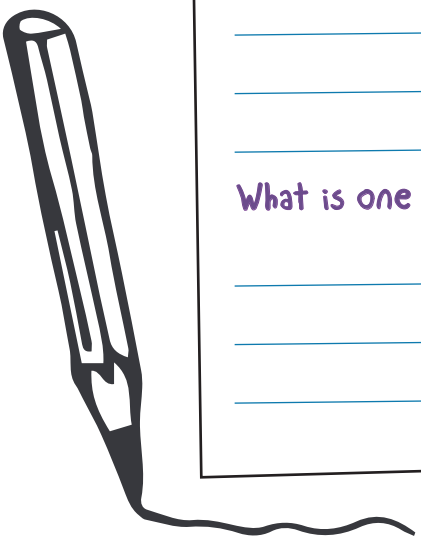
What did you want to be when you were a kid?

What is your favorite part of being a teacher?

What is something that made you curious when you were my age?

What is the hardest part about being a teacher, and how do you handle it?

What is one thing you hope your students remember about you?



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MY ILLUSTRATED ADVENTURES WITH SUPERTEACHER

Now that you know more about your teacher, draw a picture of them using everything you learned! Give your teacher a superpower that matches who they are. Are they super patient? Can they answer any question? Do they have the power to make difficult things feel easy? Draw your teacher as the superhero they really are, and then share your masterpiece with them to show how much you appreciate them!

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The Arts at Home



This section offers ways for parents and caregivers can use this section to connect with their kids about the theatergoing experience. It also provides a pathway to the New Victory Arts Education Resource Library—a free online resource filled with activities, handouts and instructional videos that can help bring the performing arts into any space.





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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:

- *This show is based on picture books. What do you think might be different when a book is turned into a musical?*
- *What do you think it might be like to see characters from a book come to life on stage?*

Ask AFTER they see the show:

- *Which character reminded you most of yourself: Rosie, Ada or Iggy? Why?*
- *What is one problem the characters solved, and how did they solve it?*



Watch

Now, watch the *Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers* 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!

Library.NewVictory.org
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Your Trip to the New Victory

This section contains information about how to get to the theater and what to expect when attending a live performance, as well as helpful details regarding accessibility supports. Please share this information with any teachers, chaperones or other adults attending the show.









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Field Trip Guide

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

Rosie Revere, Ada Twist, and Iggy Peck: The Questioneers
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.

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Field Trip Guide

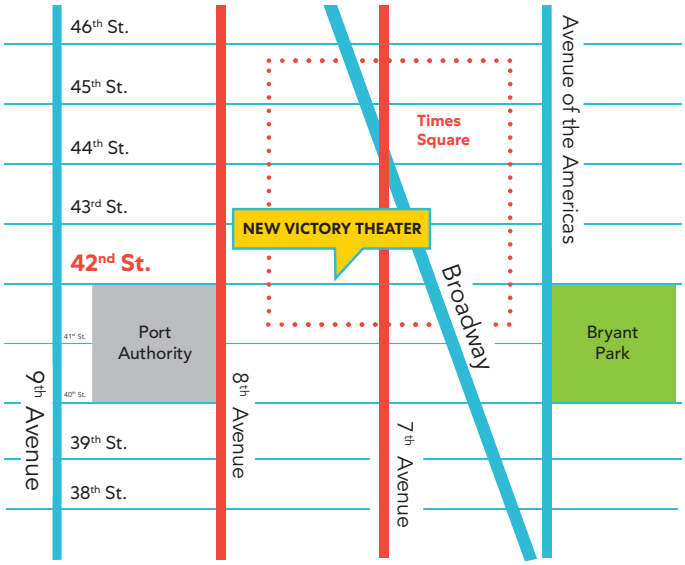
If you are traveling by bus, please also share this important information with the bus driver.

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.

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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.

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Accessibility Supports

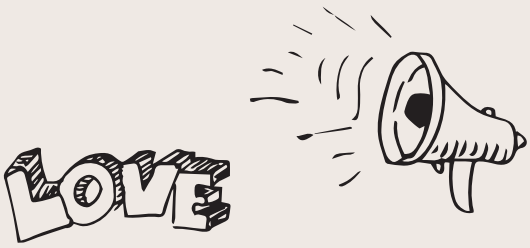
New Victory is committed to making our programs, shows and spaces accessible for everyone. If you have questions, need assistance or need an accommodation not mentioned, please contact Asha John, Assistant Director of Education / School Management, at **646.223.3090** or **AJohn@New42.org**.

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.







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Sources

COMPANY

TheaterWorksUSA

CONTENT & THEMES

Andrea Beaty

Architecture | Cal Poly Pomona

Engineering Is Not Science | Boston University

Frank Lloyd Wright | Guggenheim NYC

Marie Curie | The Nobel Prize

Rosie the Riveter | History.com

Scientists | Britannica Kids

What Is an Engineer? | Crash Course Kids

PRODUCTION PHOTOS

Jeremy Daniel

Abrams Publishing's Educator Resource

Now that you've explored this School Tool, feel free to check out this *Questioneers* Resource Guide by Abrams Publishing!

New Victory Arts Education Resource Library

Check out Library.NewVictory.org for more ready-to-implement arts-based activities and handouts.

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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.

Create

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

Play

Spark imagination, encourage joy in learning and evoke laughter.

Art Form

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

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.

Social Justice

Honor and uplift identity to foster joyful resistance and empower kids, families and teachers to take positive action through the arts.

Community

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

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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