



NEW VICTORY® SCHOOL TOOL®

RESOURCE GUIDE

EARLY ARTS LEARNING

NEW VICTORY® EDUCATION

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

NEW VICTORY Education has made it possible for more than 610,000 students across 200 NYC schools to experience international performing arts with their classmates for little to no cost. Typically serving approximately 40,000 schoolkids every year, New Victory pairs these visits with free, arts-based classroom workshops and residencies, and offers professional development for educators who want to incorporate the arts into their daily curriculum.

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

JOBS FOR YOUNG PEOPLE

Visit New42.org to discover the New 42 Youth Corps, a youth development initiative that pairs life skills training with jobs in the arts for high school and college students. The Youth Corps is composed of three different tracks to meet students where they are academically and professionally, and to serve New York City with a diverse, creative pipeline of young talent.

NEW VICTORY® 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.

During a typical NEW VICTORY season, NEW VICTORY SCHOOL TOOLS are available to school partners for every show, designed for educators to explore the artistry and key themes of each production.

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Council on the Arts

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OUR GUIDING PILLARS

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

ARTS FOR ALL

How is the work accessible to and inclusive of everyone?

ART FORM

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

COMMUNITY

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

CREATE

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

DISCOVERY

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

PLAY

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

In this NEW VICTORY SCHOOL TOOL Resource Guide, you will find ready-to-implement art form-based activities, creativity pages and unit plan brainstorms adaptable to the needs of any learning space. Each page provides myriad opportunities for educators, caregivers and kids to bring stories to life, explore emotions, sing, move and ignite their vivid imagination. Plus, the last section of this School Tool features a host of family engagement activities specifically geared toward bringing the arts, and a sense of play and discovery, directly into students' homes!

Standards

NEXT GENERATION LEARNING STANDARDS

Reading: 1; 2; 3
Writing: 2; 3
Speaking and Listening: 1; 2; 3; 4; 5; 6
Language: 1; 2; 3

PRE-K UNITS OF STUDY

My Five Senses, All About Us, Where We Live, Transportation, Light, Babies

NEW YORK STATE LEARNING STANDARDS FOR THE ARTS

Creating, Performing, Responding, Connecting

BUEPRINT FOR TEACHING AND LEARNING IN THE ARTS

Theater: Theater Making, Developing Theater Literacy, Making Connections
Visual Arts: Art Making, Developing Art Literacy, Making Connections
Music: Music Making, Developing Music Literacy, Making Connections
Dance: Dance Making, Developing Dance Literacy, Making Connections

ACTIVATING STORIES

Get ready to make storytelling come to life with these engaging arts activities

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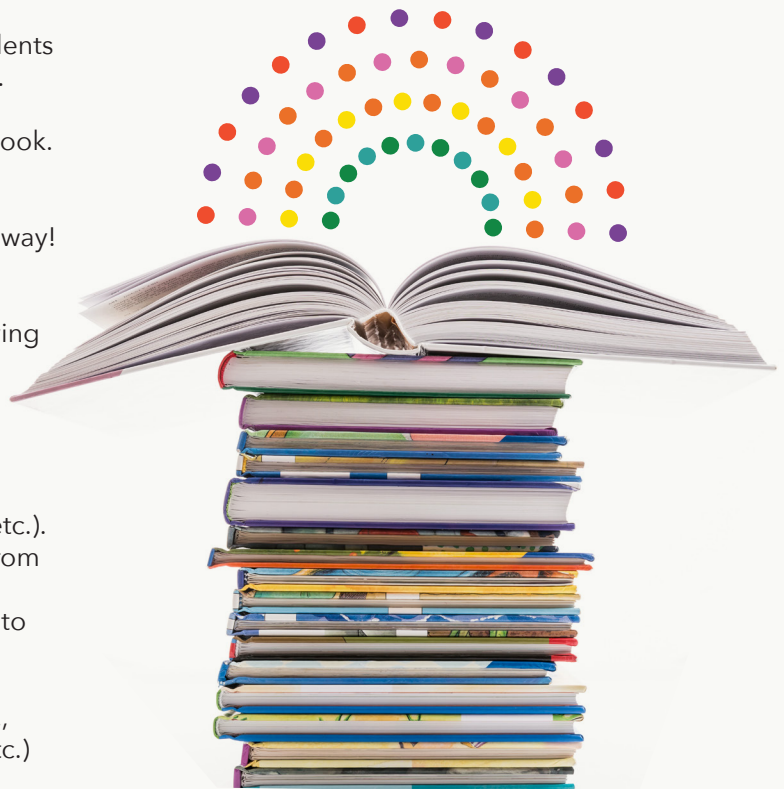


IT'S A STORY WOOSH!

Materials Needed: A book of your choosing, simple musical instruments (optional)

Use this activity to implement theater techniques and bring a book you're reading with your students to life!

1. Choose a book you are reading with your students to explore through various theater techniques.
2. First, facilitate a traditional read-aloud of the book.
3. Next, tell your students that they are going to explore bringing this story to life in a different way!
4. As you read through the story page by page, ask for volunteers to do any or all of the following (start with one of these options, and layer as you go through the story!):
 - Pose as the characters on the page in the beginning of the story.
 - Take on different scenery elements (e.g., become trees, buildings or objects, etc.).
 - Have students say important lines of text from the story in unison.
 - Ask specific students posing as characters to say aloud what they think their character is thinking in that moment.
 - Have students create the soundscape (e.g., the sound of the wind, rain, a music hall, etc.) for a particular scene.
5. After you complete each activation of a page or two, have your students join you in saying, "Woosh!" to clear out the action and start fresh, bringing the next page(s) to life with new volunteers and theatrical elements.
6. Have your students join you in unison saying, "The End" when the story woosh is completed!



REFLECTION QUESTIONS

*What did you enjoy about bringing this story to life?
What other book have we read as a group do you think would be fun to do as a story woosh?
What was challenging about this activity?*

PHYSICAL PHABLES

Materials Needed: chart paper, markers

Use this activity to work with your students to become master storytellers and bring their own stories to life!

- Begin by asking students: *What are different ways to tell a captivating story?* Then, write down their suggestions on chart paper for reference.

Note: *Suggestions may include fun characters and character voices, moments of suspense, music, comedy, etc.*
- Tell students to get ready for storytime by saying, "Today you're not just going to listen to the story, you're going to become all of the elements that help make up the story." Then guide them through an exercise in which the students make up the beginning, middle and end of a story and you play the scribe! Don't forget that their story must have a moral or lesson learned!
- Once it's written, read through the story aloud once or twice for the entire group so they can get a sense of the story's flow. Then, go back through the book, highlighting vocabulary, characters, settings and other elements of the story using the following questions:
 - *What colors did you imagine in the story?*
 - *What objects did you hear about or imagine?*
 - *What characters were part of the story?*
 - *What did they like to do together?*
 - *Where do you think they lived?*
 - *How did the characters feel throughout the story?*
- Then, tell your students that they're going to bring the story to life by exploring engaging elements of storytelling. Select a few elements such as:
 - Tableau (frozen picture)
 - Participants as Characters (who/what is in the story)
 - Creating Physical Setting (where the story takes place)
 - Soundscaping (the background music, noise or soundtrack made with the mouth, body or found objects)
 - Thought-Tracking (hearing what individual characters are thinking at any given point in the story)
- Put all of these ideas into practice by leading students through a story woosh, in which they create moments of the story, while you act as the narrator and offer direction as the story is told.

Note: *It's best to activate the story one section at a time.*
- Once you've finished a moment or two of the story, have everyone say the word "WOOSH!" and make a sweeping motion with your hands, making way for the exploration of the next part of the story. Once you've repeated this for each moment of the story, you will have activated your very own fable!

REFLECTION QUESTIONS

What was it like to explore stories and make them come to life?

Did becoming different parts of this story help you better understand it? Why or why not?

What were some of your favorite moments to create?

What was the most challenging part of this activity?



MY FAVORITE STORY

Everyone has a favorite story. What's yours? Is it a fairy tale? Is it a story a friend or family member told you? Think about it! Then, put your illustrator cap on and draw your favorite part of that story in the space below!



Unit Plan Brainstorms

PICTURE(BOOK) THIS! (ENGLISH LANGUAGE ARTS, THEATER)

It's time for you and your students to become playwrights and composers and bring one of your favorite books from the page to the stage! Encourage your students to think about a book you're currently reading or have read as a group and how it could become a play or a musical. To begin the process, read the book aloud to them. Make sure to draw attention to descriptive language, different settings, characters, colors and emotions. Then, read select pages through a second time, asking students to take turns becoming the characters, creating songs and creating the set out of objects found at home!

A DAY IN THE LIFE OF YOU (ENGLISH LANGUAGE ARTS, THEATER)

Turn your learning space into a theater and your students into puppeteers! Work with your students to create puppets (or shadow puppets) using paper bags or cutouts and popsicle sticks, and use them to tell the story of their daily lives! Once their puppet creations are complete, have students share aloud what/who their puppet is and how it could be used to help tell their story. Then, ask students questions about their daily life and routines, like: *What do you do before you get ready to learn? What is your routine during your school day?* Have students practice telling their stories with their puppet characters. Then have student volunteers perform their story, with the help of their puppet masterpieces!

LET'S TELL A STORY! (ENGLISH LANGUAGE ARTS, THEATER)

Work with your students to activate a story that you are reading or have read as a group! Create puppets using shadow puppetry, paper bags or cutouts and popsicle sticks! Once the puppets have been created, students can share aloud what/who their puppet is and how their character engages in the action of the story. Then, perform your puppet masterpiece for friends or family!

FESTIVAL OF COLORS (ENGLISH LANGUAGE ARTS, THEATER)

It's extremely important to recognize what makes us unique and beautiful in order to practice self-love. Tell students they are going to work together to create a talent show telling the stories of their individual uniqueness. Start by asking them: *What is your favorite color and why?* Next, ask each of them to share, verbally or physically, one quality or talent that makes them feel unique, like singing, dancing or creating an interesting noise they can make with their mouth. Direct each student to show off their quality or talent, while encouraging the rest of your students to cheer, clap and whistle in celebration of the other students' unique talents! Finally, tell students that they are going to put together their very own colorful festival of talents. Work with them to curate your very own *Festival of Colors*! Then, wearing clothing with their favorite color on them, have a vibrantly colorful talent show! Not only have you created a celebration of what makes your students unique, but you're also reinforcing a supportive and positive community!

Unit Plan Brainstorms

SHADOW PLAY (THEATER, VISUAL ART)

As a group, work together to create your own shadow animal menagerie and engage with shadow exploration and storytelling! Generate a list of animals your students know of or want to learn more about. Then, have each student choose an animal that they would like to explore further from the list. Next, have students create the face of their favorite animal out of construction paper, cardstock or paper plates to use as wearable masks.* Have your students explore their animal's physicality with and without wearing their mask.

Hint: *To deepen this exploration, use recorded music or soundscaping (sounds created with the mouth or body) to create a more immersive atmosphere.* Using a flashlight, help each student explore their animal shadows on the wall. Finally, have your students put on their very own shadow puppetry showcase for a friend or family member!

***Teacher's Note:** For inspiration or to find different animal mask templates you can use for SHADOW PLAY, visit www.firstpalette.com/Craft_themes/Animals/animalmasks/animalmask.html

ANIMAL BABIES: WHAT'S THE DIFFERENCE? (ENGLISH LANGUAGE ARTS, THEATER)

Animal babies and human babies are similar in many ways, but they are born and experience growing up very differently. As a group research project, work to find out how different woodland animals are born and nurtured once they come into the world. Then, create visual charts of the differences and similarities in characteristics between different types of animals, as well as the differences and similarities between animals and humans. Ask your students questions like: *How are humans and woodland animals alike? How are they different?* Next, ask students to choose a baby animal that they would like to embody. Then, ask them to find out the following about the animal they chose.: *What is your animal's daily routine? Where does it sleep? What does it eat?* Once each student has an idea of their animal, have them take the different traits of their animal, making sure to ask them questions like,: *How does your animal walk? What sounds does it make? How does your animal stand or lie down?* Finally, have students create a forest using objects found at home! Have them physically explore what life is like for baby animals in this environment, making sure to focus on relationships between different animals, the spaces they occupy in the forest and their respective daily routines.

WE ARE FAMILY (ENGLISH LANGUAGE ARTS, THEATER)

Turn your learning space into a storyteller's haven by adapting a book you've read or are reading as a group! Together, work with your students to figure out the arc of the story by discussing who's in the story, where the story is set, what triggers the conflict and what the characters need to do to resolve that conflict. Then, develop a cast of characters and environments, make a script or narrative story and build puppets and scenery out of objects found in your home! **Note:** *This is a great time to find different ways to utilize the different objects found in your room's centers or specialty areas!* Once you've created your very own play featuring puppets, narration and/or spoken word and shadow puppetry, share your adaptation with a virtual audience!

Unit Plan Brainstorms

ANYTHING CAN PUPPET IF YOU LET IT! (ENGLISH LANGUAGE ARTS, HISTORY, THEATER)

You don't have to have a big budget to make a puppet. You just need to be creative and resourceful! Gather some miscellaneous objects found in your learning space, such as books, blocks or binders, to facilitate a puppetry exploration. Discuss with your students their prior knowledge of what puppets are by asking: *What is a puppet? Where have you seen puppets before? Have you ever used or made a puppet?* Then, tell them that anything can be a puppet if you make it so. Explain that, using the objects provided, they're going to make their very own puppet! Their task is to bring an everyday object to life, and give it a name and a backstory. Offer other prompts like: *Where are its eyes? What sounds, if any, does your puppet make? What is your puppet's superpower? Is it the same as your own superpower?* Finally, have a puppet show-and-tell-a-story so that your students, and their puppets, have their time in the spotlight!

THE STYLES OF PUPPETRY (ENGLISH LANGUAGE ARTS, VISUAL ARTS)

Puppetry is an exciting and engaging mode of storytelling, but students might wonder: *What exactly is puppetry? When and how did it originate? How did it get its name?* Guide your students through a series of lessons focusing on the storied history of the many styles of puppetry by showing them artistic renderings, photos, and clips from movies and television shows that feature famous puppet performances like *Punch and Judy*, *Sesame Street*, *Mr. Rogers' Neighborhood* or *Fraggle Rock*! After you and your students have learned all there is to know about the many styles of puppetry, have students create their very own puppet out of paper bags, construction paper and other crafting supplies that might be found at home! Then, using their puppets, have them tell a story all their own!

THEY'RE THE MOST WONDERFUL TIMES OF THE YEAR

(ENGLISH LANGUAGE ARTS, SOCIAL STUDIES, WORLD HISTORY, VISUAL ARTS)

Engage your students in a bit of personal storytelling! New York City is home to over 8 million unique individuals with countless ethnic and cultural backgrounds—and where there are myriad cultures, there are also myriad traditions! Work with your students to learn more about the traditions celebrated across different cultures throughout the year. Then, create opportunities for each student to share their favorite respective holiday traditions, or absence of traditions, and why their traditions are important to them. Have each student draw their favorite holiday tradition or activity and then create a virtual "*Festival of Us*" bulletin board that celebrates their unique holiday traditions!

EXPLORING EMOTIONS

Get ready to explore a range of emotions using these fun, engaging arts activities!



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MOOD MUSIC



Materials Needed: speakers, instrumental music of varying styles and tempos

In theatrical productions, music is often used to help create the show's environment and convey the characters' feelings. In short, it sets the mood of each scene! Use this activity to explore the ways in which music affects the mood in your learning space, and how it can aid in physical character exploration!

1. Tell your students that you're going to be exploring different emotions.
2. Play different types of instrumental music for your students and ask them how the music makes them feel, scribing the words they say in a virtual notepad or a large piece of chart paper for all to see. **Note:** *As you write each word, ask your students to show that emotion on their face.*
3. Using those same words, ask your students to continue to explore the words you've written by physicalizing each word (e.g., sad = slumping downward, happy = stretching upward, etc.) through a gesture. Once they've done their physical gesture a few times, ask them to add a facial expression, explored earlier, to help convey each emotion.
4. Next, have your students explore the verbal sounds that might accompany the emotions they've explored. When they've explored all of the emotions through sound, have them add their facial expression and physical gesture. Ask your students questions like: *How does the music make you feel? What do you notice about the ways others around you are moving? How does the music affect the tempo (how fast or slow) at which you're moving?*
5. Now that you and your students have explored each of these emotions as humans, it's time to become animals!
6. Ask students to think of different woodland creatures such as deer, foxes and raccoons and have them choose one that they'd like to explore individually.
7. Then, repeat **Steps 1 through 4** as their chosen animal! **Note:** *Do this first without music to allow your students to discover their animal physicality and emotions and then add music to see how the music affects the way they feel and move!*
8. Finally, call out an emotion and have your students morph from human to the animal they've chosen, giving them 10 seconds to do so. Remind them to use their face, body and sound to convey the emotion, both as themselves and their chosen animal. Ask for volunteers to show their human-to-animal movement piece to the rest of the group!

REFLECTION QUESTIONS

What was it like to explore emotions using facial expressions with and without gestures?

Which mode of expressing emotions did you like the most? Why?

How did the music affect how you were feeling and moving?

How did it feel to explore the physicality, sounds and emotions of an animal?

What was different about moving as a human versus an animal?



SHARING OUR FEELINGS



Materials Needed: chart paper, markers



Use this activity to discover and express a range of emotions!

- To begin, have students come to a seated circle. Or, if facilitating this activity via virtual meeting forum, through roll call. Then, tell them that you're going to be exploring different emotions. With your students offering suggestions, create a written or visual list of emotions. **Note:** Refer to this list during the activity.
- Next, introduce an emotion to the group using only your face and ask students: *What emotion(s) do you see?*
- Then, tell students that they are going to take the emotion that you share with them and pass that emotion around using only facial expressions. Tell students to carefully examine the expression of the person sharing their emotion with them, decide what the emotion is, create the same facial expression and pass it along to the next student. **Note:** Students should always pass the same emotion that was passed to them.
- Have students pass emotions slowly to each other in alphabetical order. After a few revolutions, changing the emotions with each round, have students speed up, travelling clockwise, counterclockwise, etc.
- Next, depending on your group, give students opportunities to change the direction in which the emotions are being passed. For instance, they can pass back the emotion to the person they received the emotion from by saying their name, in order to reverse the direction.
- To add a final layer, have students choose one direction, but encourage them to change the emotion at any time, as it travels around the group.
- Finally, have a conversation about the emotions you explored during this activity!

REFLECTION QUESTIONS

What did it feel like to convey different emotions using only your face?

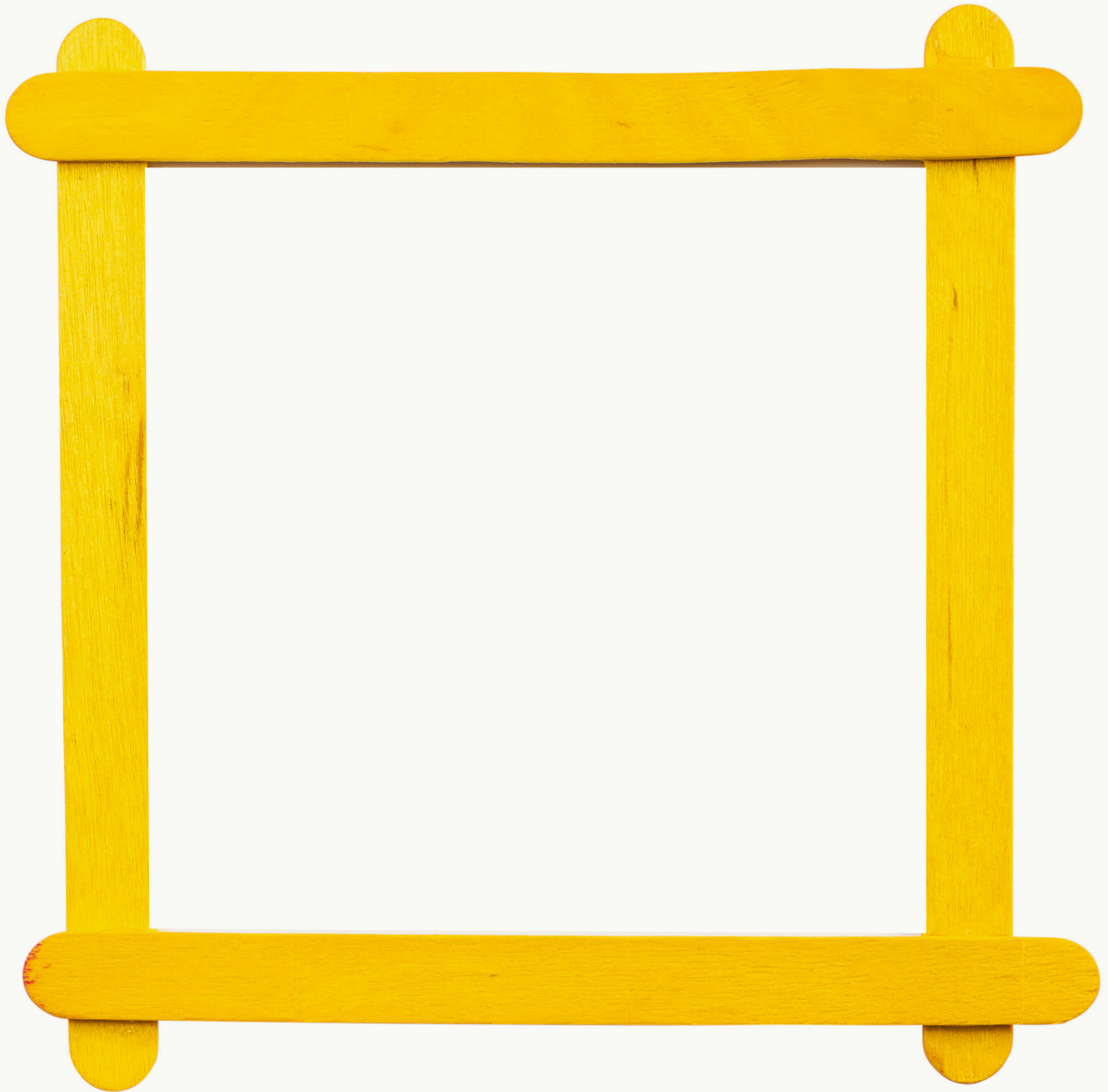
What happened for you as you changed from one emotion to another?

What was your favorite part of this activity?



A FRIEND IN NEED

Think about how you would help someone who is feeling sad. Would you bring them a gift? Would you let them borrow your favorite toy? Would you give them a hug? In the space below, draw what you would do to help a friend in need! Once you've finished your drawing, share it with a friend or family member!



Unit Plan Brainstorm

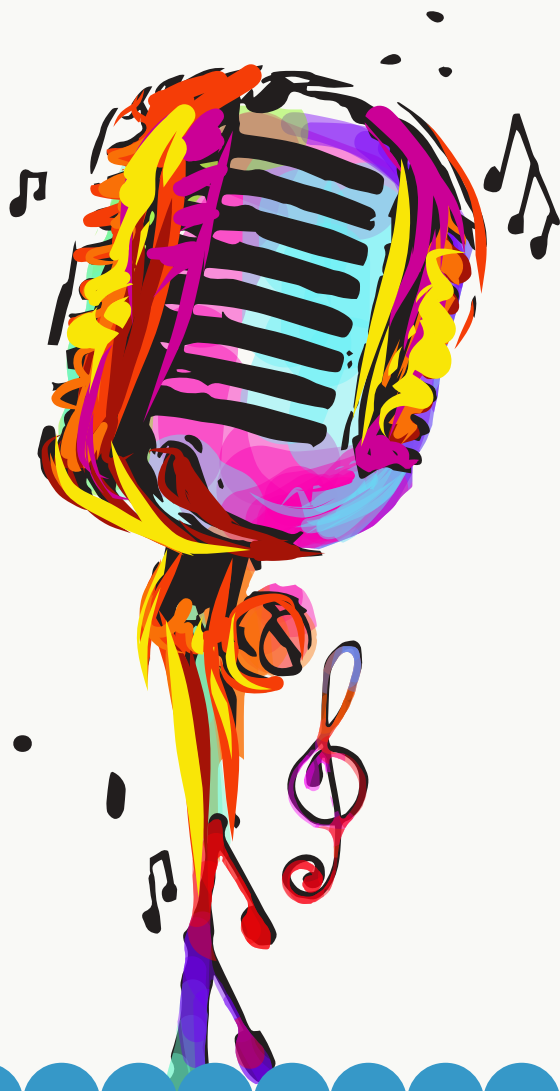
LET'S TALK ABOUT "HURT" (ENGLISH LANGUAGE ARTS, VISUAL ARTS)

There are two general types of trauma: physical and emotional. And we all cope with those types of trauma, or "boo boos," in very different ways. How do your students deal with trauma? Help your students understand more about the different types of "hurt" that humans can feel by guiding them through a visual art-making process. Help them along by asking questions like: *Have you ever fallen or hurt yourself? What does it feel like? What are the different ways you can be physically hurt? What are other ways you can feel hurt, sad or angry? When you feel sad, what does that look like in your body? How do you change that feeling?* Once you've talked about these different types of "hurt," have each student create a visual art piece, using paper and crayons, colored pencils or paint, about hurt and how to cope with it. Then, if students feel comfortable with it, create a virtual gallery wall, titled "All the Feels" that features students' art, celebrating their artistic work and their emotions!



LET'S SING

Get ready to explore the art forms of music, rhythm and lyric-writing! Get those vocal cords warmed up and prepare to sing, sing, sing!



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Activity

UNA CANCIÓN DE AMOR

(A SONG OF LOVE)



Use this activity to bring joy to its audience through music.
Work with your students to write songs about people in their lives whom they love!

1. To start, have students think of some loved ones that are special to them like family members, friends, etc. Then, tell them that, as a group, they are going to be writing a song about the people they love the most!
2. To begin the songwriting process, ask students to call out people in their lives that bring them the most joy, using terms like mom, dad, grandma, uncle, cousin, best friend, etc. Again, scribe this list so that you can use it in your songwriting process.
3. Then, ask them to think of words that remind them of their loved ones, such as: kind, funny, loving, caring, happy, etc. Scribe these words and scribe them on a large piece of chart paper.
4. Next, ask them to come up with words that describe how they greet and say farewell to their loved ones. For example, they might say "hello," "hi," "what's up," as well as "goodbye," "see ya," "bye bye," etc.
5. Then, together, choose a tune that is familiar enough to help you construct your song—or make up your own tune! Guide them through this process by asking questions like: *What kind of sound should our song have? Should it be happy? Should it be sad? Can it be both? What will happen if we make it funny?*
6. Now that you have a list of loved ones, emotions, salutations, farewells and a tune to croon, it's time to start writing your song! Guide students through the songwriting process by asking questions like: *What should our song be about? What emotions do we want to convey? What should the title of our song be?*
7. Once you've created your musical masterpiece, record your song and encourage your students to share it with their friends or family!

REFLECTION QUESTIONS

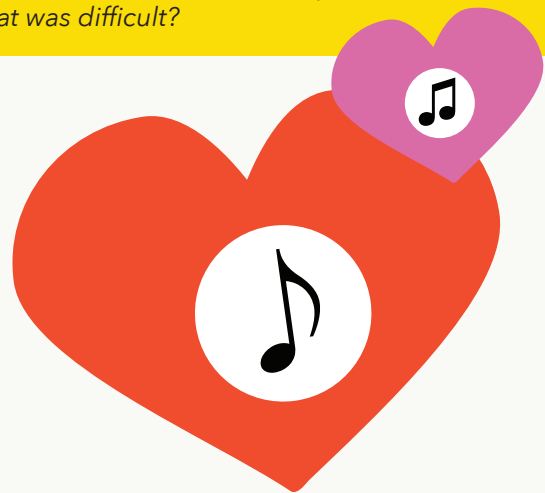
What was it like to write your own song?

How did it feel to create a song using everyone's ideas?

What elements of this activity reminded you of music you've heard before?

What was fun about this activity?

What was difficult?



Activity

¡CABEZA, HOMBROS, RODILLAS Y PIES! (HEAD, SHOULDERS, KNEES AND TOES!)

Materials Needed: song lyrics and a recording of this well-known song

Use the activity below, singing and moving to a Spanish language version of “Head, Shoulders, Knees and Toes,” to get warmed up for your day and to get into the mood for a fun, fancy fiesta! Sing and move while you and your students explore emotions and hone your inner performer!

1. To get started, scribe the song lyrics, which are listed below, in English and in Spanish, with visual aids so that you can draw connections between the words.
2. Then, let students know that, together, you’re going to learn a song—in Spanish!
3. Begin by teaching, or reviewing, where one’s head, shoulders, knees and toes are located on the body, making sure to draw connections to the visual aids near both sets of lyrics. **Note:** *As students become more and more familiar with their body parts, and the sequence of indicating where they are, begin to add movements that allow students to indicate the location of their head, shoulders, knees and toes!*
4. Then, repeat **Step 3**, this time learning the Spanish translation of each body part! **Note:** *The literal English translation of the word “pies” (pronounced “pee-ays”) is actually “feet.” But, for the purposes of this song, it works!*
5. Next, if English is your students’ primary language, take time to teach your students the melody of this well-known song in English. Remember to include your gestures or movements! **Hint:** *If you don’t know the tune, visit the link in the Teacher Tip Toolbox below!*
6. Once you’ve learned the melody using the English language version, begin to incorporate the Spanish translation one word at a time until you’ve mastered the entire song in a brand new language!

Don’t forget to incorporate your same movements. It’ll help in learning the lyrics! **Hint:** *If you’d like some help pronouncing the Spanish words, utilize the appropriate link in the Teacher Tip Toolbox below!*

7. Finally, have your students record themselves singing their song, in both languages, and send it to a friend or family member. ¡Hurra! (Yay!)

BONUS: If there are other languages spoken in your home or other learning space, or if you are learning languages other than Spanish, work together to make this song multilingual.

REFLECTION QUESTIONS

What was it like to sing a song in Spanish and/or learn a new language?

Where, in your daily routine, is music or movement heard or practiced?

What was your favorite part of this activity?

TEACHER TIP:

Head, Shoulders, Knees and Toes (Instrumental)
<https://www.youtube.com/watch?v=E5d0S0MqHY0>

Head, Shoulders, Knees and Toes (Spanish)
<https://www.youtube.com/watch?v=nUkIGzMrHQg>

A TOTALLY TUBULAR TUNE

Think about the things that make you sad, then think about what makes you happy! With the help of an adult, fill in the blanks below to create a song all about what takes your dreary-wearies away!



I think about my _____ and it makes me very sad.
(something that makes you sad)

I _____ with _____ and lots of _____
(something you do to cheer up) (emotion) (a funny gesture)

which makes me very glad!



I imagine a big _____ with a pointy _____
(funny object) (color)

_____ on its head.
(funny feature)



So, when I feel all sad or _____, I'm never filled with dread!
(emotion)

I know I've got my _____! I really love my _____!
(favorite thing) (favorite thing)

What makes my pout-pout turn to a smile is I know I've got my

_____!
(favorite thing)

Unit Plan Brainstorm

LEARN A SONG Y CANTE EN UN GRUPO! (ENGLISH LANGUAGE ARTS, MUSIC)

Work with your students to learn a song in Spanish. **Note:** *In order to achieve this, you can use one of the many online websites that have free access to online content intended to use for teaching Spanish to children, such as www.rockalingua.com. Once you've learned the lyrics and their meaning, and the tune, take time to translate the song in English, or another language(s) spoken in your learning space! Finally, have a multilingual sing along! This Unit Plan Brainstorm is inspired by New Victory's presentation of FIESTA CON SONIA DE LOS SANTOS, a concert performance featuring a collection of songs highlighting Sonia De Los Santos's Mexican heritage, her family's journey to New York City and learning about other cultures.*

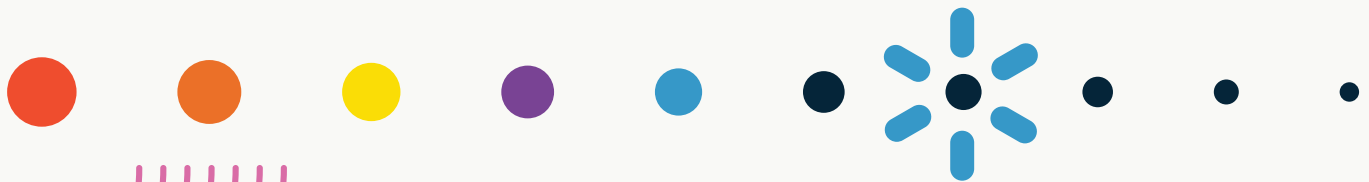
WE'VE GOT RHYTHM (DANCE)

Begin by telling students that you're going to create a rhythm circle using our bodies! Start by having everyone sit or stand in a neutral position. Then, introduce a simple, singular rhythm to your students using different parts of your body (e.g., slowly clap your hands or tap your thighs). Once everyone has grasped that rhythm, lead them in a call-and-repeat virtual rhythm circle, in which you call out each student's name and have them repeat that rhythm back to you. Then, have everyone come back to neutral. Next, introduce a new rhythm. Have everyone do that together, call out each student's name and have them repeat that rhythm back to you as you did before. Come back to neutral. Then, demonstrate the first and second rhythms together. Have everyone do that in unison, and then call-and-repeat with each student. Next, introduce a third rhythm and follow the same process as you did with rhythms once and two. Finally, sequence all three rhythms together in a call-and-repeat rhythm circle creating an orchestra of body percussion!



DISCOVERING MOVEMENT

Get ready to get into the groove and move your body by using these engaging arts activities!



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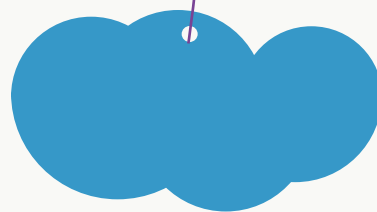
DANCE YOUR DREAMS



Materials Needed: paper (cut into cloud or star shapes), crayons, string, tape

Use the activity below to create a dream dance with your students!

1. First, acting as scribe, ask your students to come up with a list of things they dreamed about recently. Your group-generated list can include things such as flying, riding a bear, turning into a giant tomato, eating a mountain-sized cookie and so on.
2. Next, ask students to talk about and describe dreams they've had lately. The, as a group, have them pick one dream to explore through physicality. Ask them: *What's a movement you can do with your body to show what happened in your dream?* Have the students try the movement a few times.
3. Then, ask if there's a word or sound effect that could go with that movement. Have students practice their movement and sound/word together.
4. Have your students choose two more dream activities to explore movement, and create sounds for those movements.
5. Finally, tell students that they are now going to arrange their three movements into a dance! Ask questions like: *What should the order of their dance be? What adjustments can you make to your dance so that it's even more fun to do?*
6. After exploring this three-part dance, expand on this activity by having the students draw their dreams on a piece of paper (cut into a cloud or star shape).
7. Have students post their dream art somewhere in their home!



REFLECTION QUESTIONS

What was your favorite dance move from today? Why?
What other kinds of dances can we make as a group?
Why do you think we dream? How do you think our brains create dreams?
What do all our dreams look like when they are together on the ceiling?

A CASE OF THE SILLIES

Materials Needed: music, kids' clothing (jackets or coats, shoes)

Use this activity to create a vibrant, silly virtual dance party with your students!

1. Begin by inviting students to come together and tell them, "Today is Silly Freeze Dance Day!"
2. Next, lead students in a brief, non-verbal stretch or physical warm-up to instrumental music of your choice.
3. Then, begin to lead a "Silly Dance" game by modeling a movement, being sure to hold your students' attention by moving with conviction.
4. Begin doing a simple dance move and choose one student to become your silly dance partner. Using eye contact and movement only, give them permission to move with you without moving around the room. Dance in unison with your partner for a few seconds and then find an ending to your dance together. **Note:** For students whose culture(s) consider direct eye contact to be rude or disrespectful, offer other modes of indicating connection and non-verbal cues.
5. Next, find another partner and repeat. After a few silly dance pairings, add a freeze-pose into your movements so that, when you freeze, everyone freezes in that same pose.
6. Now that the rules of this silly dance game have been established, it's time to go wild. Have students choose an article of clothing to put on differently (i.e., wear their winter coat backwards or inside-out).
7. Now, repeat **Steps 1 through 5** and give everyone the opportunity to go wild!

BONUS: If it feels right for everyone in the room, kids can take turns leading everyone in a dance move of their choosing.

REFLECTION QUESTIONS

- What was it like to dance together?*
- What was it like to be silly and play together?*
- What parts of this activity were your favorite?*
- What did you find challenging about this activity?*

FOLLOW THAT PANDA

Materials Needed: butcher paper with pre-drawn panda footprints, crayons, markers, instrumental music, B.E.S.T. worksheet






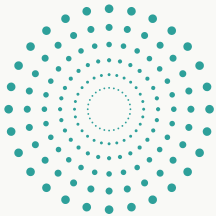
Wu Xing (pronounced Woo See-ng), is a traditional Chinese philosophy concerning the Five Elements: wood, fire, earth, metal and water. The Panda Bear is considered a national treasure in China. Use the activity below, and the accompanying B.E.S.T. Handout on the next page, to follow in the Panda's footsteps and discover each of the five elements and learn all about the cycle of life!

- To begin, tell students that you're going to go on an adventure through their imagination to create the world in which Panda lives! Unroll a large piece of butcher paper with panda prints on it and tell students, "This is a map. See this trail of panda tracks? We're going to follow them to see what we can learn!"
- Start off on your journey by telling students that the first place they're going to discover is the forest in which Panda lives. Tell them, "Pandas live in homes they make from bamboo trees. They eat bamboo, too. But, wait! There are no bamboo trees here on this map. Let's draw a bamboo forest!" Then, showing them a picture of bamboo, or describing it in great detail, have them draw a bamboo forest around the first set of tracks on your map.
- Now tell students, "Now that we've created a bamboo forest, let's walk through it!" Ask them questions like: *What do you see in the forest? What sounds do you hear? What can you touch in the forest? How does walking through a forest make you feel?* Have them show their emotion on their face, then with a physical gesture or movement using their whole body. **Note:** Use the B.E.S.T. worksheet on the following page to aid in creating these movements!
- Next, take two steps forward and tell students, "It's getting cold in this forest, let's build a fire, using fallen branches of trees, to keep warm!" Then, have them draw what they think fire looks like. *What colors do you see in fire? What does fire feel like when you're near it? How does warming yourself by a fire make you feel?* Have them show their emotion on their face, then with their bodies.
- Then, take two steps forward and tell students, "These panda tracks were made because a panda walked through mud and that mud dried. Let's trace one of our hands on this map, leaving our own tracks!" *What does mud feel like to the touch? What does touching mud make you feel?* Then, have each of them show their emotion on their face, then with their bodies.
- Take two more panda steps forward and tell students, "Did you know that rare, shiny metal that helps make bowls, cups and even electronics is found in the ground in China? Let's draw shiny metal next to these panda tracks to help complete our map!" *What does metal feel like to the touch? What are some metal things found in our learning space or in your home?* Have each of the students show their emotion on their face, then with their bodies.
- Take two last panda steps forward and tell students, "I'm thirsty and hot! Let's draw a beautiful blue river on our map and use it to cool off!" *What does water feel like to the touch? How does touching cool water make you feel?* Have each of them show their emotion on their face, then with their bodies.
- Now that you've finished your journey, discovering all five elements of the Wu Xing, walk back through your map, starting in the bamboo forest, using the movements you explored the first time around. By the end, you will not only have explored the elements of the Wu Xing, but also the elements of dance!

REFLECTION QUESTIONS

*What was it like to dance together?
What was it like to be silly and play together?
What parts of this activity were your favorite?
What did you find challenging about this activity?*

BEING YOUR B.E.S.T THE ELEMENTS OF DANCE

BODY	ENERGY	SPACE	TIME
<p>PARTS HEAD ARMS HANDS PELVIS LEGS ELBOW ETC.</p> <p>SHAPES CURVED STRAIGHT ANGULAR TWISTED SYMMETRIC ASYMMETRIC</p> <p>RELATIONSHIPS NEAR APART ALONE AROUND BELOW BESIDE ETC.</p> <p>BALANCE ON OFF</p> 	<p>FLOW FREE BOUND</p> <p>WEIGHT STRONG LIGHT</p> <p>FORCE SMOOTH (SUSTAINED) SHARP (SUDDEN)</p> <p>STILLNESS ACTIVE PASSIVE</p>   	<p>PLACE GENERAL SELF</p> <p>SIZE BIG SMALL NEAR REACH FAR REACH</p> <p>LEVEL HIGH MEDIUM LOW</p> <p>DIRECTION FORWARD BACKGROUND SIDEWAYS DIAGONAL UP OR DOWN</p> <p>PATHWAY STRAIGHT CURVED CIRCULAR ZIGZAG</p> <p>FOCUS SINGLE MULTI</p>	<p>SPEED SLOW FAST ACCELERATION DECELERATION</p> <p>RHYTHM BREATH PULSE</p>  

ROUTINE INVESTIGATION



Use this activity to explore your students' morning routines!

1. Ask your students to think about what they do every day before school. Ask them questions like: *What time do you wake up? Does someone wake you up or do you have an alarm clock? What do you do to get ready? What is the first thing you do when you get into the learning space?* As students respond, scribe their answers on the board or large chart paper.
2. Next, have students physicalize what it looks and feels like to wake up by asking questions like: *What does it feel like to sit up in bed in the morning? Do you stretch when you wake up? Do you yawn? Do you scratch your sides or your belly? How do you brush your teeth, style your hair or eat breakfast?* **Note:** *Feel free to explore these out of sequence at first and then put them into sequential order in preparation for the next few steps.*
3. After you've explored the physical aspects of a morning routine, begin to discover the emotions one might feel when waking up and moving through their morning routine! Offer prompts like: *When you first open your eyes in the morning, what emotion do you feel? What emotions do you feel when you stretch or yawn?* **Note:** *It may be beneficial to have a pre-written list of emotions on the board or large chart paper for this portion of the activity.* Once you've explored all of the aspects of students' morning routines, put them in an order as you did in **Step 2**, adding in the emotions!
4. Now that you've gone through physicalizing students' morning routines and have added emotions into the mix, it's time to theatricalize them by putting it all together! Using objects and furniture found in your learning space, create an apartment or house complete with a bedroom, bathroom, kitchen and dining room—like a theater set.
5. Using the set you've created, have different volunteers act out their morning routine without using words. Encourage the audience to narrate or guess what is taking place, where it's happening and how the student performing is feeling!
6. Finally, have a group discussion about the similarities and differences between everyone's morning routines.

BONUS: To deepen this activity, extend the exploration to students' full daily routines!

REFLECTION QUESTIONS

What was your favorite part of this activity?

What was it like to build a set out of different objects or pieces of furniture?

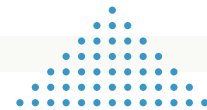
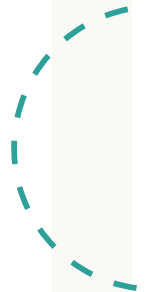
How did it feel to act out your morning routine?

What surprised you about this activity?



YOU'VE GOT MOVES

There is so much about you that makes you special and unique. Think about what makes you stand out! Use the spaces below to draw your own five-step dance that represents the best parts of you! Then, show off your unique moves for a friend or family member!



Unit Plan Brainstorms

NO STRINGS ATTACHED (ENGLISH LANGUAGE ARTS, THEATER)

Tell your students they're going to play with a piece of string! Grab a colorful piece of yarn and, using the underscoring of two or three types of music, create different shapes and movements with that yarn. Task your students with creating those same movements using their whole body, but without using words! Then, with you in the director's chair, have students show off their fun, zany, wordless movement piece!

SLUMBER PARTY SHOW-AND-TELL! (SOCIAL STUDIES, DANCE)

It's time for a slumber party-themed virtual show-and-tell! Begin by having students get into their most comfy set of pajamas, complete with their favorite blanket or pillow and stuffed animal in tow. Ask each student to show their stuffed animal to the group and share the story of how that toy came into their life. Then, have each student tell one special moment they remember about that toy and why it's their favorite! After each student shares their stuffed animal story, have them do one dance move with their stuffed animal that celebrates their friendship!

IT'S (VIRTUAL) PARTY TIME (VISUAL ARTS, THEATER)

Tell your students you're going to be throwing a virtual dance party! As a group, pick a party theme. For instance, you could decide that everyone is going to be their favorite movie, cartoon or video game character! Once you've chosen a theme, ask students to create costumes for the party using paper bags, newspaper and fabric! The students can decorate their costumes, and the learning space, as they see fit—as long as it fits with the theme, of course. Finally, on the day of the party, have them show off their unique costumes in a virtual parade. As an added bonus, have volunteers show off their dance moves!

UNDER THE SEA (ENGLISH LANGUAGE ARTS, SCIENCE)

Sebastian the crab once sang, "*The seaweed is always greener in somebody's else's lake.*" Is it? As a group, dive deep into the undersea world and find out! Together, conduct an investigation of the underwater world by peeking inside some online resources and virtual encyclopedias to search for the most interesting and unique sea creatures you can find. Once your students have discovered some creatures they find fascinating, work together to become "experts" on those underwater friends. Guide them in a physical exploration of their creatures by asking, *What does your creature look like? Where does it live? What does it eat? Can it camouflage itself?* Then, put on some bubbly music and celebrate your students' undersea discoveries by throwing a sea creature dance party!

Unit Plan Brainstorms

GET INTO THE GROOVE! (MUSIC, DANCE)

It's time to create some unique dance moves of your own! Together, choreograph a group dance that you can use in transitions, on your way to lunch, to get focused or to start each day off on a good note (get it?!). To begin, play around with rhythm by clapping, stomping or using objects from around the room, remembering to experiment with a range of tempos. Build on that by playing DJ for a day and adding recorded music or make music of your own with instruments or found objects! Ask questions like: *How does music make you feel? How do different styles of music make you move?* Finally, put together a sequence of moves that everyone can do and decide what time(s) of day you'll be using this dance. Now you have a unique dance that only your students know. Happy dancing!

I WON'T GROW UP: A COSPLAY RAVE (MUSIC, VISUAL ART, DANCE)

It's time to have a dance party, and for the students to remind the adults in your school what being a kid is all about. Tell your students that they are going to throw a rave! As a group, pick a party theme and design costumes to wear, using sheets, newspapers, paper bags and aluminum foil! Then, choose what music you'd like to play, what snacks you'd like to have and what kinds of attire would be best for your themed rave. Next, in small groups, have students create and deliver e-invitations to their guests, like your principal, assistant principal or other classroom teachers and other school staff! When it's finally time to throw your virtual dance party, and all the guests have "arrived," let the music play and dance the day away!



SPARKING IMAGINATION

Promote agency and encourage students to activate and articulate their own thoughts by putting them in the role of artist. Ready. Set. Create!



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CUDDLY CHARACTERS

Materials Needed: each student should have one stuffed animal/comfort object of their own (if they don't have one, any item of significance will work)

Use this activity to bring students' cuddly best friends to life!

1. First, have students make space enough for them to move and explore. Make sure each student has a "cuddly," and if they don't, allow them to choose an object from the learning space!
2. Start by guiding students through an exploration of their cuddly friends as puppets. Have students make their stuffed animals breathe, move and walk through space. Ask them: *How does your "cuddly" walk? What sounds do they make? How do they jump? How do they sit?*
3. Once students have spent some time discovering the ways their cuddly friends move, tell them they are going to become their cuddly friends for this activity.
4. Now, lead students in a full-body shake out to reset themselves. Once the shake out is over, they have become their cuddly friends.
5. Ask them questions similar to those in **Step 2**, this time focusing on the way they physically embody their characters. *If your "cuddly" was human, how would it get from place to place? Would it move slowly, or quickly? Does your "cuddly" skip, hop, walk, run? What sounds does it make when it moves? Is its voice high or low? What does your "cuddly" pay attention to? How is it feeling? Is it excited, nervous, confident?*
6. Allow students enough time to feel comfortable embodying their cuddly friends. They should all feel as though they've had sufficient time to explore and experiment, giving life to their fluffy pals.
7. Then, let students know that in a moment, they will each get the opportunity to introduce themselves as their "cuddly," and to demonstrate what their cuddly looks like walking across the room.
8. When students are ready, it's time to share! Give each student the opportunity to introduce themselves to the rest of the group as their cuddly, embodying all of the characteristics they've explored throughout the activity!

BONUS: If time permits it and students so desire, they can also demonstrate what their cuddly looks like as they move around the room!

REFLECTION QUESTIONS

How did it feel to act as your cuddly?

What did you notice about your friends' performances? How were their cuddlies different from yours?


What made you successful in this activity?

What were some challenges you encountered?






ADVENTURES IN SPACE

Materials Needed: music/soundtrack for your space adventure, scissors, a hole punch, markers/crayons, a flashlight, the handout on the following page of this School Tool.

Take your students on a space adventure! Craft characters, discover planets and explore soundscapes to spark new out-of-this-world fascinations!



- Tell your students to imagine that their learning space is now a space station where they study planets, comets and asteroids! As astronauts and space explorers, they are fascinated with life on other planets and you want to see what they imagine planetary pals and aliens in space look like.
- Have your students color in their new planetary pal on the handout provided. Help them punch out the two holes on the planetary pal's feet for their fingers to go through. Their fingers act as the planetary pal's legs! When they are done creating, collect everyone's planetary pals and let them know they will see them again soon.
- Tell your students that today, they are going on a trip to outer space! As a group, get into an imaginary spaceship and blast off! Create a soundscape (sounds effects made with the body or different objects in the room that help to create environment and mood) as everyone blasts off into space. Encourage your students to continue to explore sounds throughout the space adventure. *What sounds do you hear as we fly through the clouds and out of the earth's atmosphere? Here comes a meteor shower! What does it sound like as we dodge it?*
- Let your spaceship crew know that it is very dark in outer space. To simulate space, turn off the lights in the room (or, to modify for more timid students, dim the lights). Use a flashlight as the headlight of your spacecraft to help you navigate through space!
- Have students take note of some things they might pass by to fully visualize their dream space trip.
 - *Do you see the moon? What does the moon look like? Is it made of cheese? Of candy?*
 - *What does earth look like from way out here? How many other planets do you see? What are the planets' names?*
(HINT: These could be real or imagined)
- *See if you can see a comet or a shooting star! What does it look like? Where did it come from and where is it going?*
- You see a planet in the distance! As a group, fly your spaceship to that planet and land on its surface. You are the first explorers to discover this planet, so you get to name it! Now your students are ready to put on their space helmets, exit the spaceship and explore.

Guide the journey:

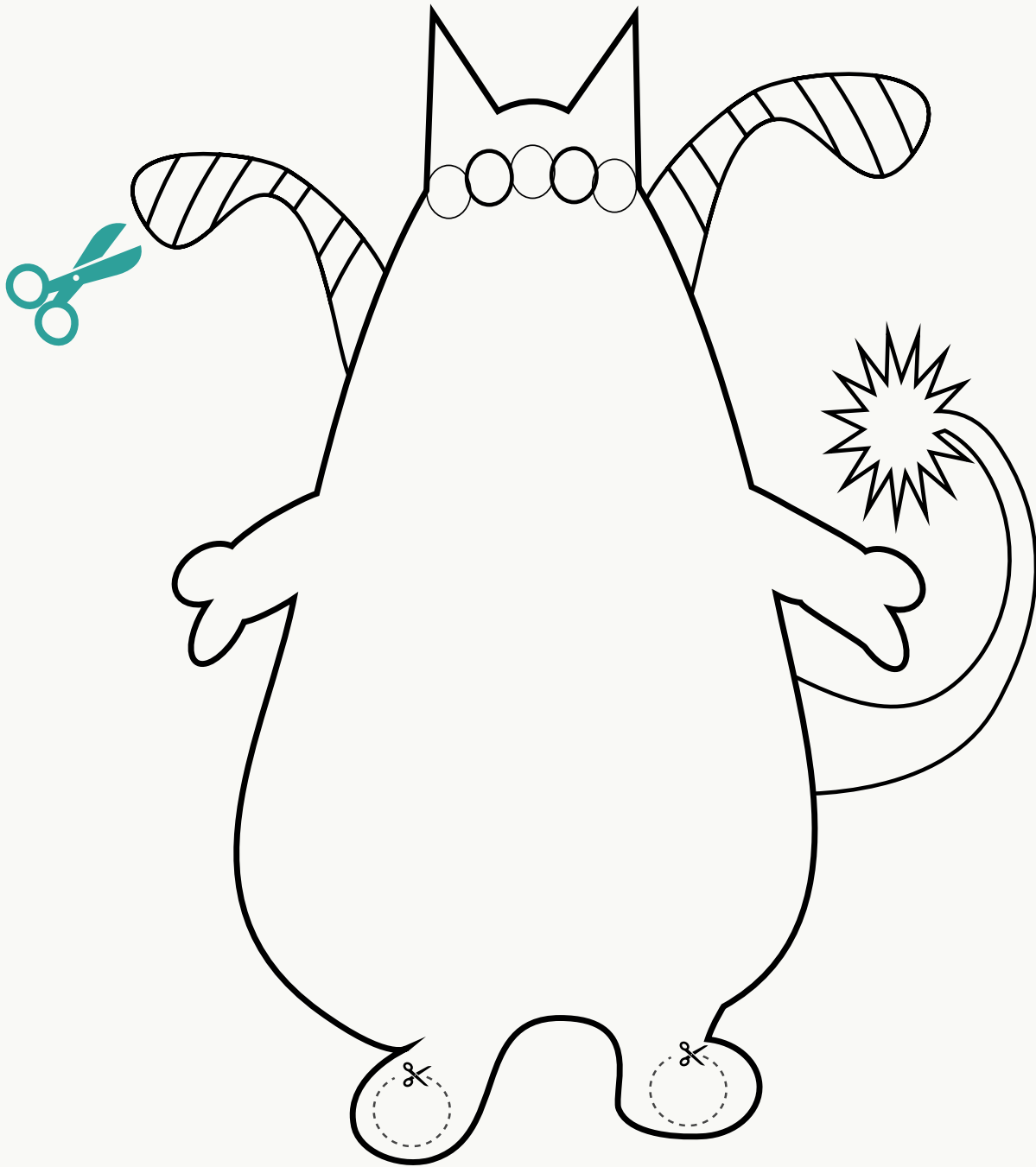
- Touchdown! You have just exited your spaceship and landed on this planet. *What does it sound like when your feet touch the surface? Can you walk normally? Do you have to jump? Do you have to swim?*
 - *Can you hear music or sound on this planet? What does it sound like?*
 - Move your hands through the air on your planet - *does it make a sound? What does it sound like? How is the atmosphere different than the air on earth?*
- Your team of space explorers have made yet another discovery - you have found life on this planet: planetary pals! Bring out the finger puppet planetary pals and have your students meet their new friends. Give your students time to explore this planet with their finger puppets. They can play games, tell stories and continue to listen to all the interesting sounds in outer space. To add to their experience, once they are done, make sure the students keep their finger puppets and bring them to the show!

REFLECTION QUESTIONS

- What were some of your favorite moments from today's activity?*
What was it like to bring a character you created to life?



ADVENTURES IN SPACE: MY PLANETARY PAL



THE ROPE ZONE

Materials Needed: large chart paper, markers, colorful rope or yarn

Using your imagination, and a bit of string, utilize the activity below to journey to new and exciting places without ever leaving your learning space!

1. Begin by telling students that you're going to guide them on an adventure and that they should prepare to go on an imagination exploration where they will discover all the hidden lands in their learning space.
2. Acting as scribe, ask students to call out faraway places, real or imaginary, that they would like to visit. Jot that list down on large chart paper to use later.
3. Introduce your students to your magical piece of rope, the entryway into the magical rope portal! Tell students that the place the portal takes you is decided by the shape the rope is in. For instance, a triangle-shaped rope might take you to the land of Oz!
4. Invite a student to create a shape with the rope and randomly select a place from the group-generated list to be your first stop. Have everyone follow you as you step over the rope and into a brand new realm. Ignite students' imagination by asking questions like: *What sounds do you hear? What do you see? What does it smell like here? What is the weather like?*
5. Explore night or day where the portal has taken you. Decide which points are dark and bright, and dim the lights accordingly. Use a flashlight to help you navigate through the unknown!
6. Have the students take note of some things they might pass by to fully visualize their journey.
 - *Do you see any strange or unfamiliar animals? What do they look like? How do they move?*
7. Now, allow students to explore. Invite a student up repeating **Steps 4 through 6** until the group-generated list of places has been exhausted.
8. Prompt students to think of ways to use imaginative exploration to better understand other things you are studying together.
 - *How is it different from home out here?*
 - *See if you can identify anything in the sky! What does it look like? Where did it come from and where is it going?*

REFLECTION QUESTIONS

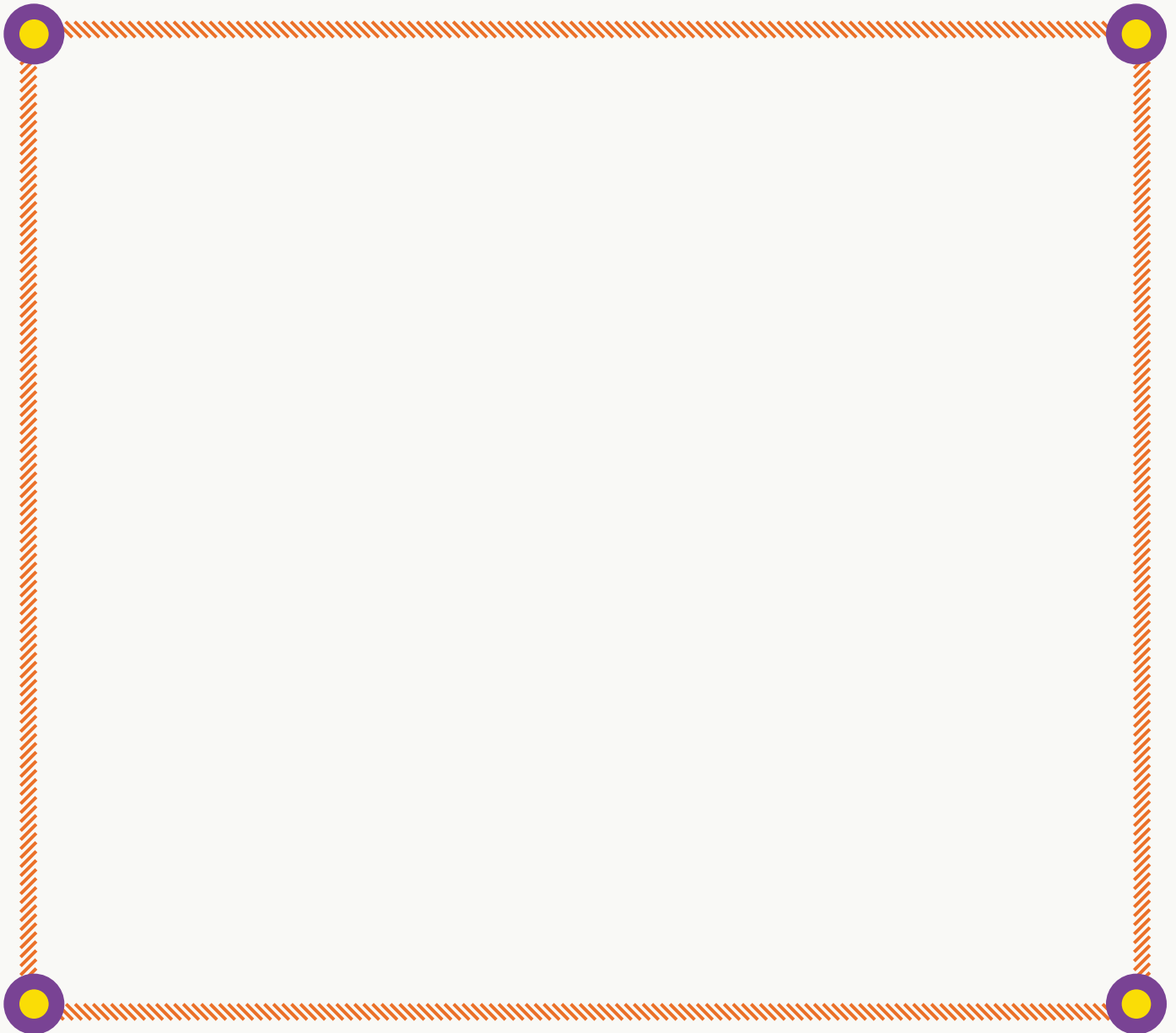
*What does the word "imagination" mean to you?
Did this activity change that for you?
What was your favorite part of this activity?*



BE A BOSS FOR A DAY

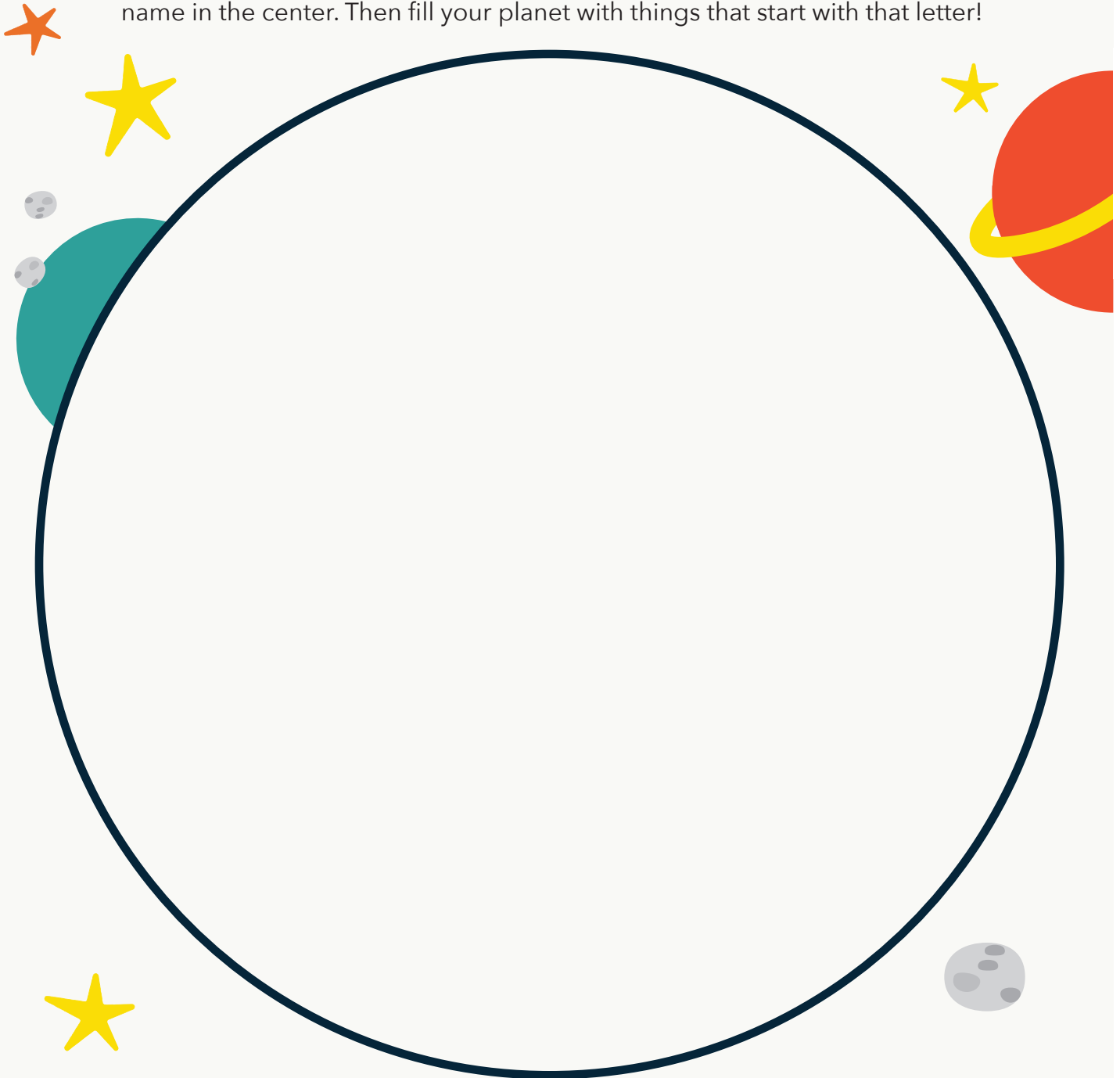
Typically, in a space meant for learning, the teacher's in charge. But, what if you could be in charge for the day? Just imagine it! Would you have a classroom or something outrageously different? What would it look like? What kinds of objects would be in your room? Think about it!

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



YOUR VERY OWN PLANET

Create a planet inspired by the first letter of your name! Draw the first letter of your name in the center. Then fill your planet with things that start with that letter!



I JUST CAN'T SLEEP

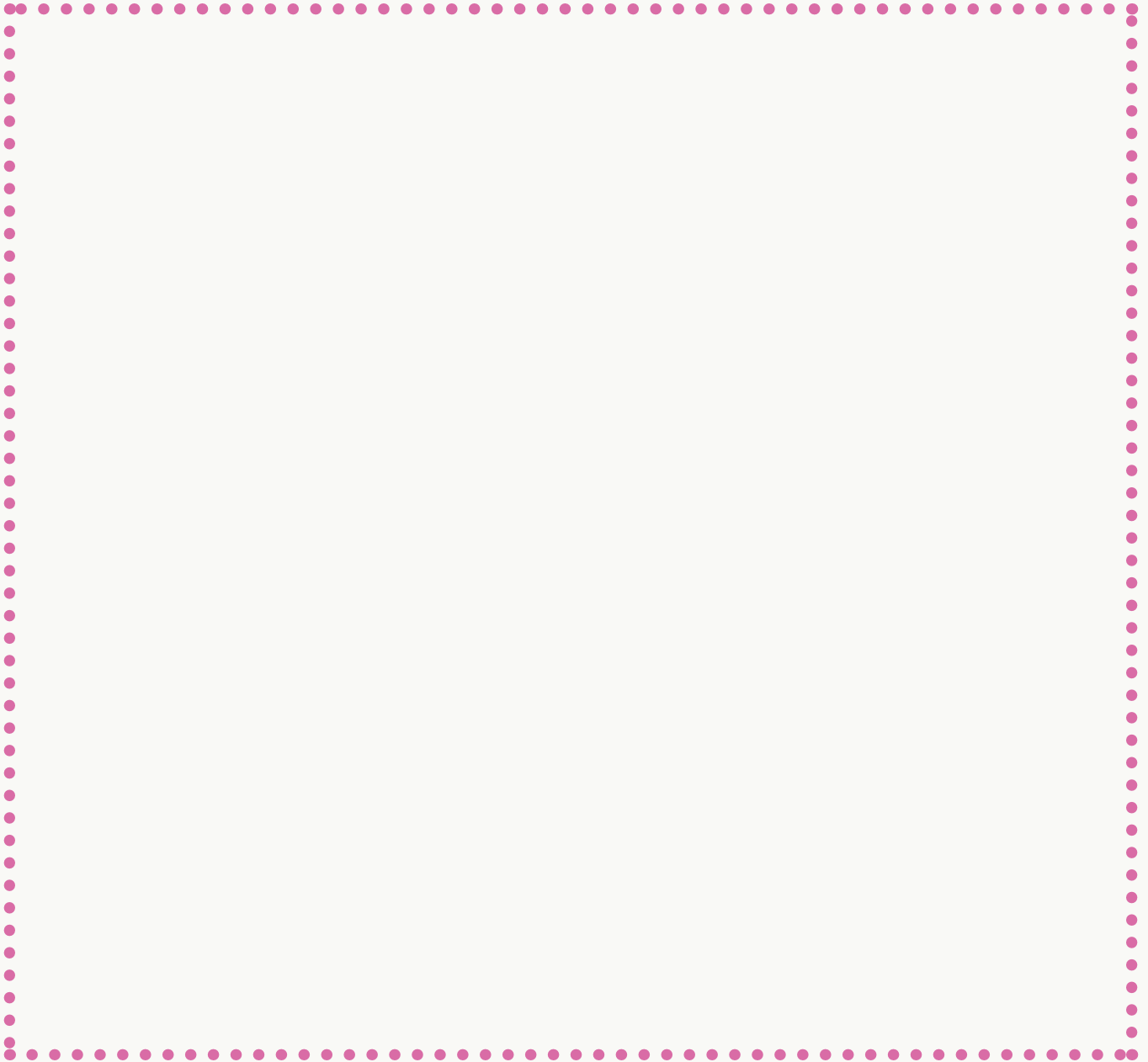
What makes you so excited you can't sleep? How do you get through a restless night?

In the space below, draw and color it!



★ ★ MY DREAMWORLD ★ ★

Use your imagination to draw an imaginary world all your own! Is there an imaginary friend in your imaginary world? Don't forget to include them, too!





UP, UP AND AWAAAAY!

It's time to head to outer space! If you could turn any piece of furniture into a spacecraft and jet off to space, which would you choose? Imagine it as a spacecraft that can take you flying through the cosmos, then draw it!

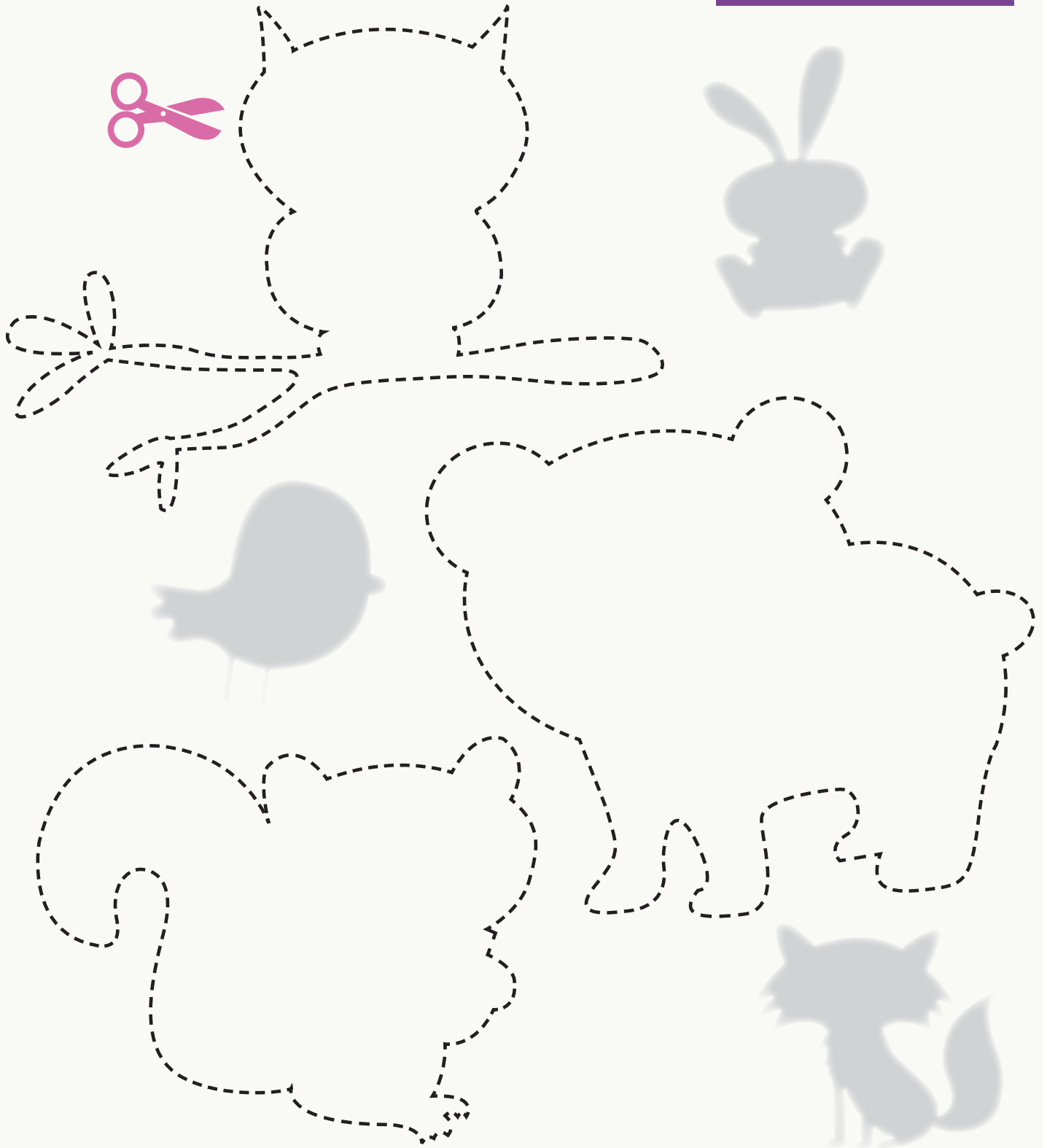


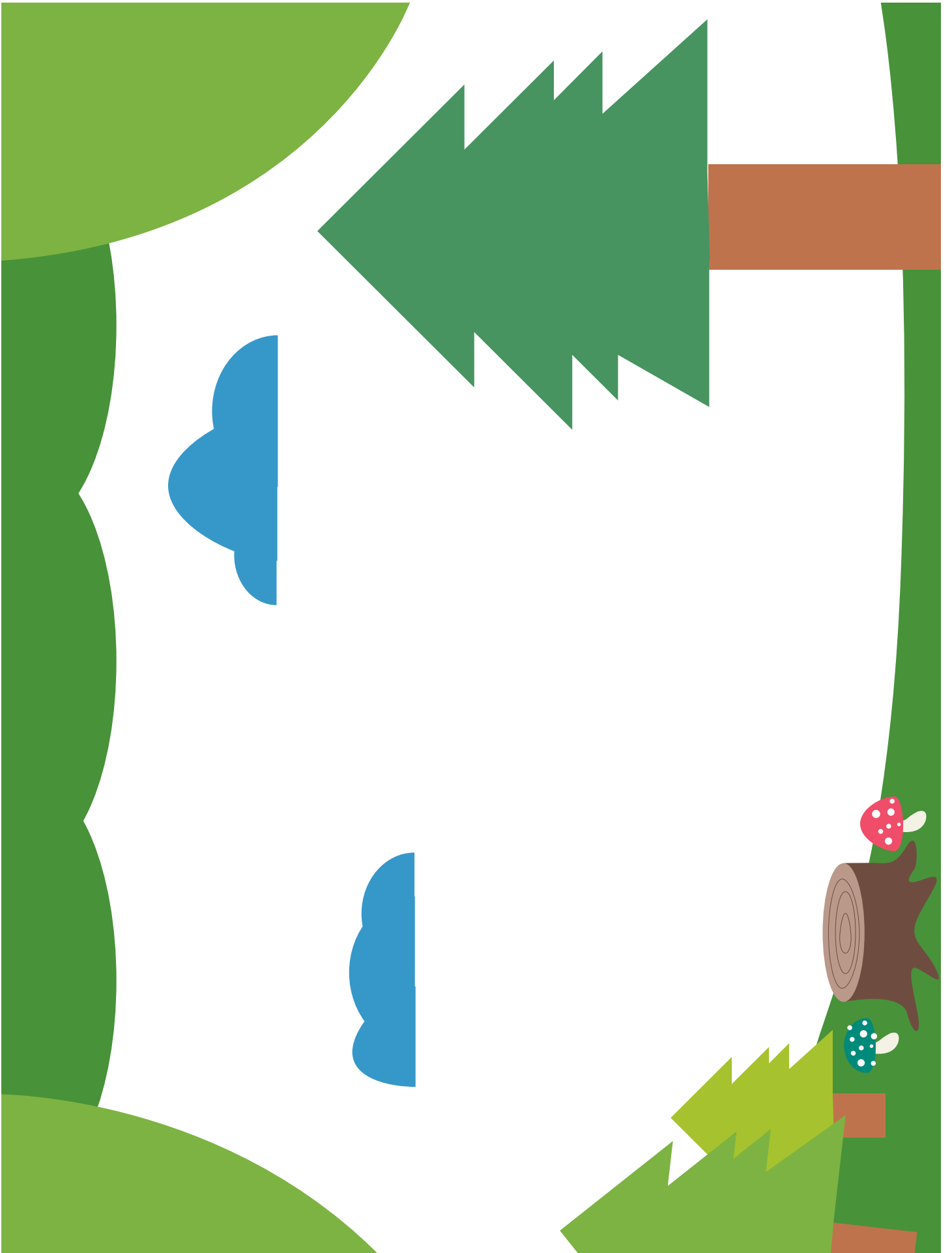
THE SHADOW PLAY'S THE THING

There are so many different animal creatures that live in the forest. With an adult's help, cut out the forest creature outlines! Then, tape or glue them to popsicle sticks to create your very own shadow puppets! Using a flashlight and your assortment of animal friends, make your very own shadow play on your learning space wall!



BONUS: Use the forest template on the following page and, with a partner's help, take your animal shadow puppet(s) on a woodland adventure through the forest by projecting your animal shadows onto the forest page!

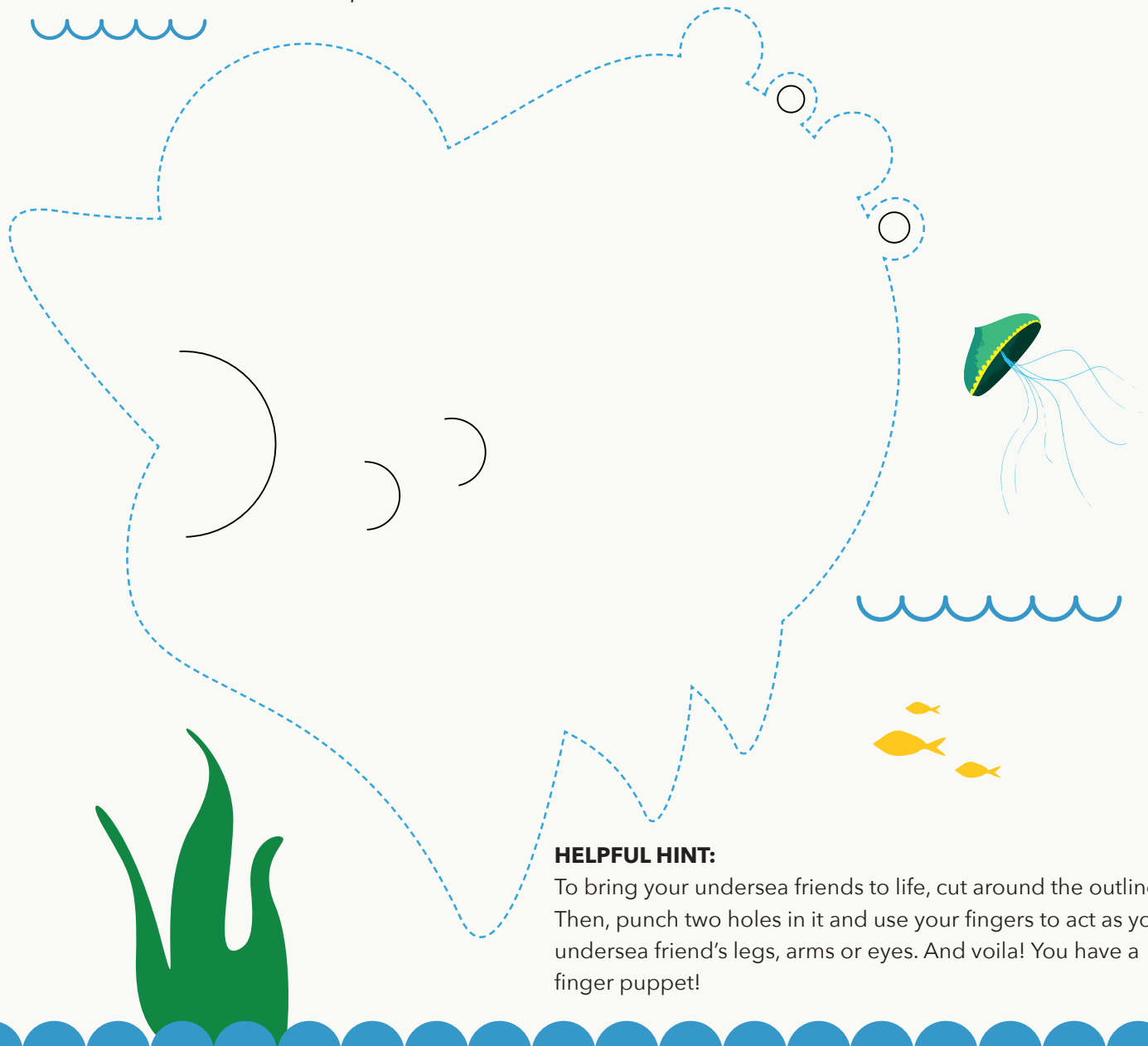




MY UNDERSEA FRIEND

The earth's oceans are filled with all kinds of amazing creatures. Think about the different sea creatures you know of, like whales, jellyfish or even starfish!

Use your imagination to create your very own sea creature within the outline below. *What colors are they? How do they communicate? What kinds of emotions does their face express?* Now, take some time to draw them!

**HELPFUL HINT:**

To bring your undersea friends to life, cut around the outline. Then, punch two holes in it and use your fingers to act as your undersea friend's legs, arms or eyes. And voila! You have a finger puppet!



WHAT MAKES ME UNIQUE?

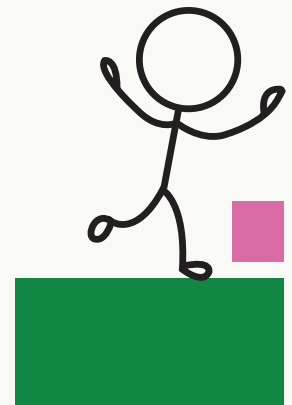
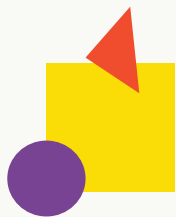
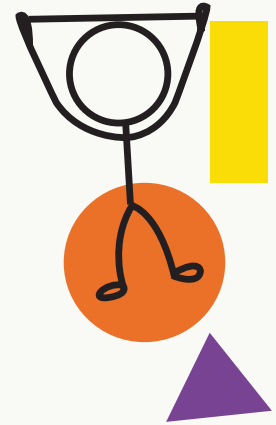
Each of us is different, inside and out. *But what exactly makes you who you are? In what ways are you like others? In what ways are you unique?* Maybe your hair is super curly or your left eye is a different color from your right eye, or one ear is smaller than the other!

Think about it and then draw your beautifully unique qualities in the space below!



THE SHAPE OF ME

Take a look at the shapes on this page. Then, in the space provided, draw a person or thing trying to make these shapes with their body. See the examples on this page for inspiration! Finally, when you're done, try to make a triangle, circle and square using your entire body. If you need to, ask a friend or family member for help!



GETTIN' COZY

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

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



THE FOUR SEASONS

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

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



MY FAVORITE THINGS

In the jar below, draw your favorite thing. As you're drawing, be sure to ask yourself: What does it look like? What does it smell like? What does it feel like? Does it taste like anything? What does it sound like? Share your drawing with a partner and have them draw their favorite thing in your jar. Then, you'll have made your very own mixture of Friendship Jam—with a twist!



Unit Plan Brainstorms

KIDS' CHOICE (ENGLISH LANGUAGE ARTS, SOCIAL STUDIES)

What if kids could be decision-makers—even just for a day? Try it out! You've designed your days in your learning space. Now it's time to let the kids have a say. As a class, choose a day to be "opposite day" in your learning space in which you let them choose how their daily routine is structured or approached. To help guide this exercise, work with students to create a list of different ways they might want to change how their day in the room goes. For instance, allow kids to choose how a full day is structured, have volunteers help you lead your morning meeting or have kids choose transitions between daily routines. Finally, have a group discussion about what it was like for them to be able to make the big decisions, celebrating each kid's individual voice!

PAPER TRANSFORMATION (VISUAL ART)

How many things can you create with a single sheet of paper? A favorite animal? A doll? A bouquet of flowers? Give your students time to create many different things with a single sheet of paper. Once they have made their individual creations, see how they all fit together in a large display.

PLANES, TRAINS AND AUTOMOBILES (ENGLISH LANGUAGE ARTS, SCIENCE)

Go on a scavenger hunt with your students to find different objects and pieces of furniture that could be re-imagined as a means of transportation! Then, when you've finished, brainstorm as a group which modes of transportation exist right here in New York City, and how they might be transformed into high-flying airships, undersea vessels and more!

SO YOU THINK YOU'VE GOT TALENT (THEATER)

Have your students work together to flip the concept of traditional talent shows on its head by putting on a Virtual No Talent Show! That's right! Start with having each student grab an object that represents their talent, which could be singing, dancing, drawing, painting, a magic trick or even tongue twisters—and have a show-and-tell. For example, tongue twisters might be represented by a braided pretzel! Then, once everyone has shown their object, tell students that they are going to make their talents funny by practicing and showing off their skills as if they'd never done them before. For instance, if one of your students is skilled in the basics of tap, they would be tasked with acting as if they'd never seen a tap shoe before! Once everyone has found their "no talent," put on a funny showcase!

Unit Plan Brainstorms

OUR PET (VISUAL ART)

Have your students explore what it means to care for an animal! Ask your students questions like: *If we had a shared pet, what would it be? What would its name be? How would we take care of it? How can we turn our learning space into a space that can be shared by us and our pet?* As a group, create that pet—as an imaginary friend!! **Note:** *Your shared pet could also be real, created with open-ended materials!* Next, tell your students that, using open-ended materials, they are going to create a habitat for this pet that will “live” in their home. Research the natural habitats of your chosen animal. After each student builds a habitat for the shared pet, ask for a student volunteer to present their habitat to the group. As the student shares, ask them to also include a soundscape of what they think their environment sounds like. Each week a new student(s) will be responsible for the care of the pet, so that all students share in the growth of their new animal friend.



PLAYING AT HOME

This section, which is filled with myriad opportunities to explore different art forms, supports family engagement. You'll find activities and creativity pages for the whole family that will help build and foster a lifelong love of the arts. Now, get ready to create a host of masterpieces!

Activity p. 53



Creativity Pages p. 55

Unit Plan Brainstorms p. 60



IT'S BACKWARDS DAY!

Materials Needed: Magic Backwards Day hats, music, a bell to signify the end of Backwards Day

Now it's time for you to be the student and let your students become the experts. Think of it as "Opposite Day." Ready for some fun shenanigans? Let's go!

Note: The structure of the activity below should have a feeling of chaos.

You know your students and their abilities best. Feel free to accommodate your students as needed.

REFLECTION QUESTIONS

How did this activity make you behave differently in our learning space?

What did you learn most from this activity?

What was your favorite part about Backwards Day?

5. Finally, ring a bell that signifies the end of Backwards Day. Have everyone join you in a circle to talk about what Backwards Day was like.
4. Then, have students teach you how to count to 20, but backwards, by telling them: "I want to learn how to count from 20! Can you teach me?"
3. Next, have your students teach you the alphabet, but they must teach it to you backwards. **Note:** *This can be done in written worksheet form, or you can choose to recite the alphabet backwards while attaching a word to each letter (i.e., Z = Zebra, Y = Yellow and so on).*
2. When Backwards Day begins, have special "Backwards Day" hats ready for every student. As they enter the learning space, they'll find that their supplies are facing the opposite way, centers are out of place, only some of the lights are on, dance music is playing, and you are dressed like a young kid! Tell the students: I am now the student and you are my teachers. I found these magical hats. They came with a note which reads,

"Whoever wears this hat carries the knowledge of all that came before them! You now have the power to teach, but just for one day—Backwards Day! Remember this: When the bell tolls, Backwards Day will be no more."

1. Prepare for this role switch by telling your students, for example -Next Monday, we're going to trade places. We're going to have our very own Backwards Day during which:
 - *You're going to wear your clothes inside out!*
 - *Write your name backwards all day!*
 - *Walk backwards whenever you move around the learning space!*
 - *"Hello" means "goodbye" and "goodbye" means "hello!"*

Note: *These are just examples. Feel free to create other directives that work best for you and your students!*

WHAT'S PANDA'S STORY?

Panda bears are fascinating creatures. Work with an adult to learn all about the life of a panda! What do pandas do when they wake up? How do they get ready for their day? What do they do all day? How do they sleep?

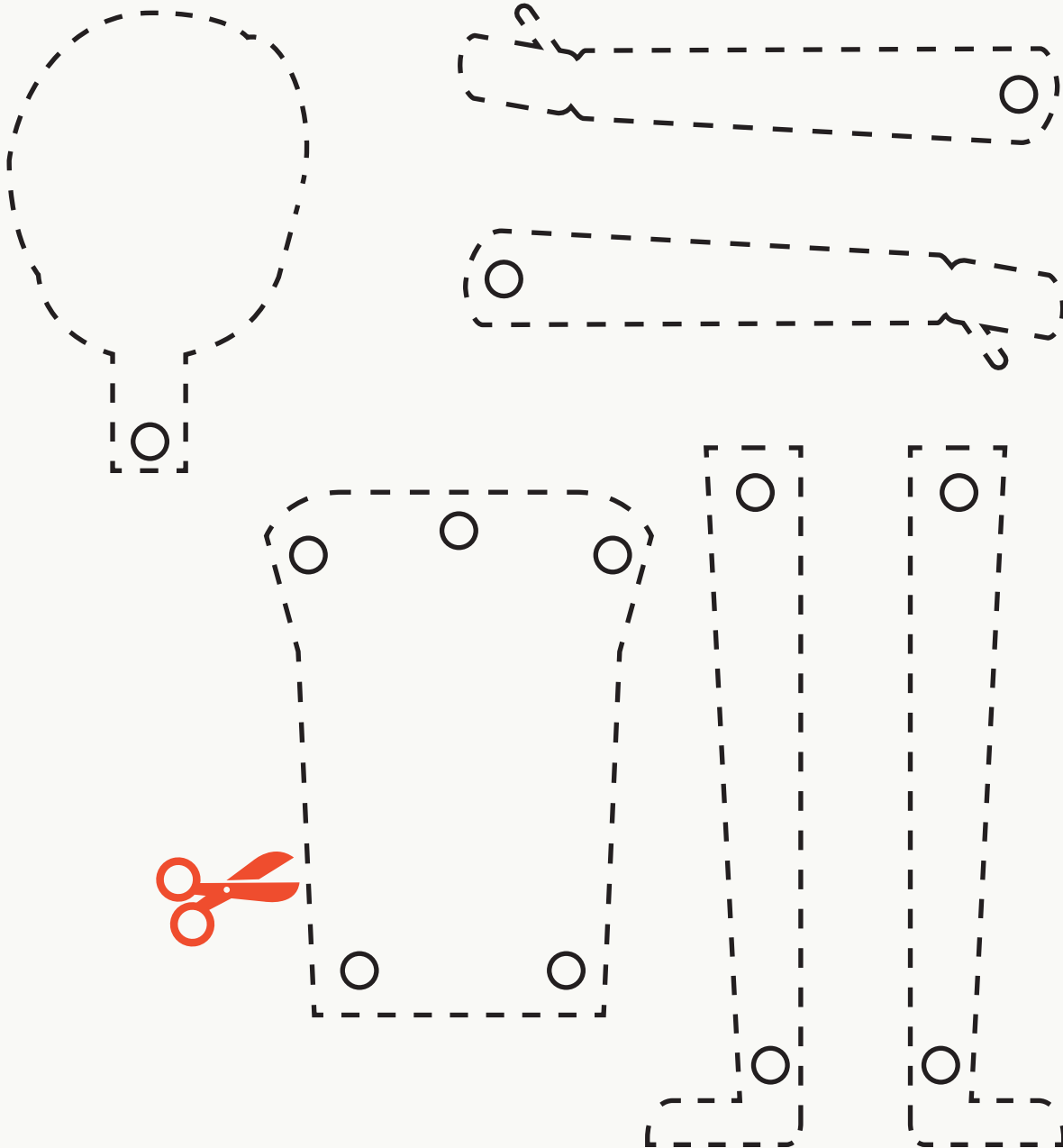
Use the boxes below to draw a panda's daily routine from start to finish!

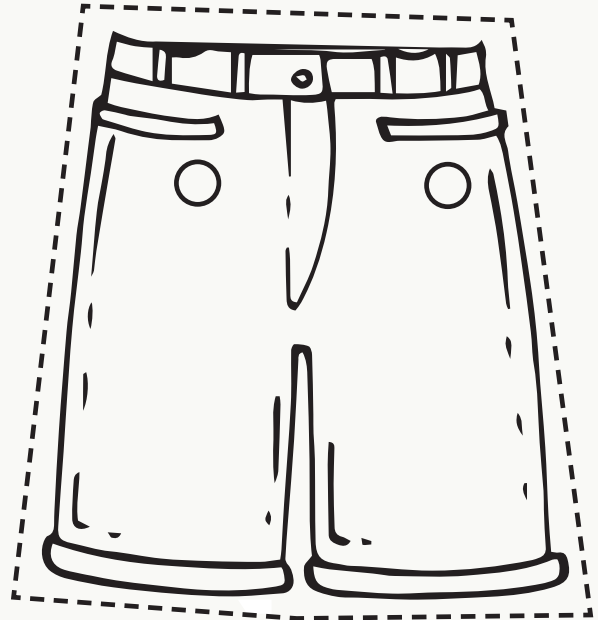
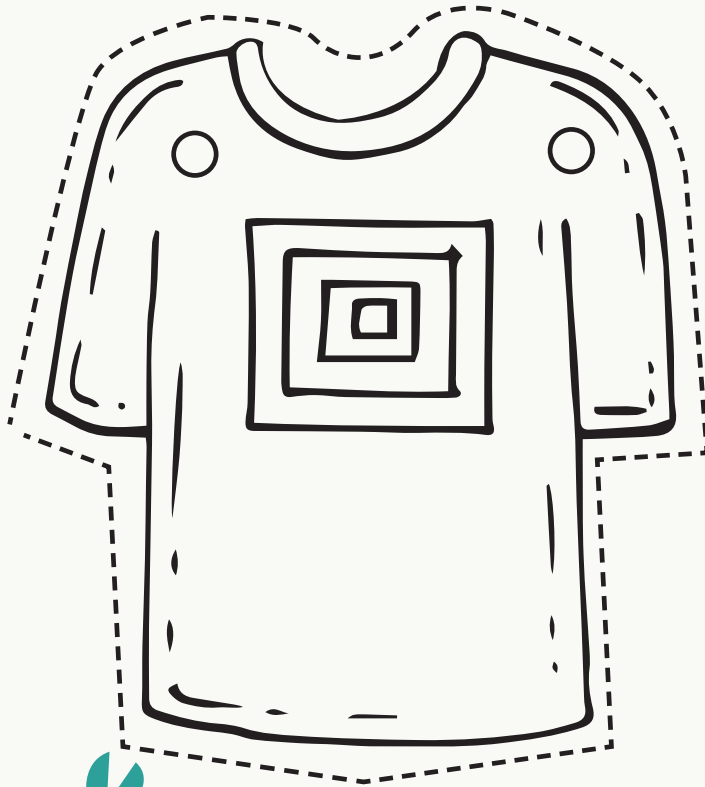
My panda's name is _____.



MY PUPPET AND ME

It's time to become a puppet master! With an adult's help, cut out the figure below, grab some brass fasteners and create your very own puppet! Then, use the clothing items on the following page, or design your own, to dress your new puppet friend!



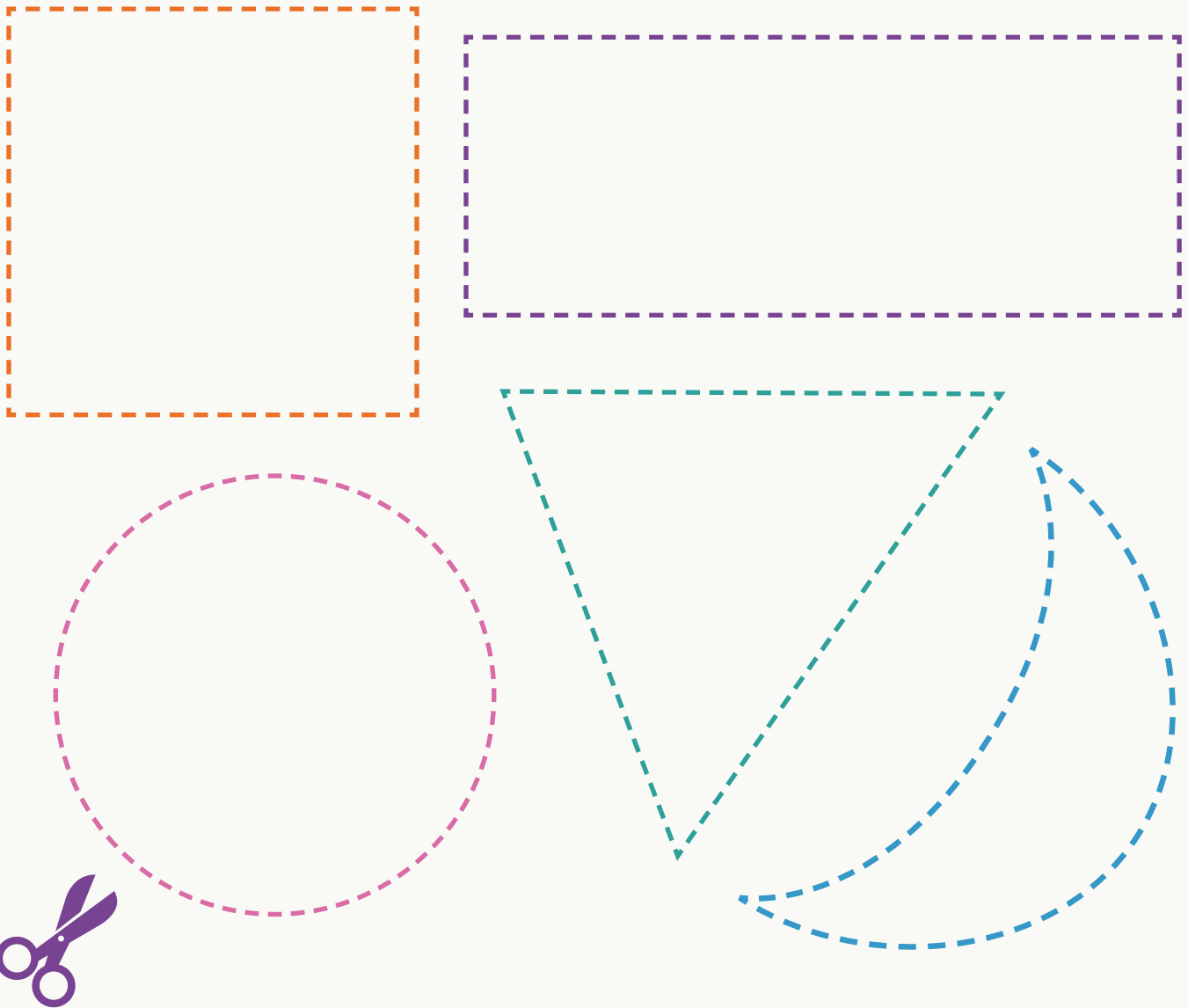




BE A MIXER-UPPER

Below, you'll see a host of shapes: square, circle, triangle, half moon and rectangle.
How many ways can you make a person, a place or an object out of these shapes?
Study the shapes, color them in, cut them out and begin to create.

Once you've made your final shape, tape it all together
and have your teacher display it in your home or learning space!



Unit Plan Brainstorms

MAKING LEMONADE (THEATER, SOCIAL STUDIES)

Team up to become clowning duos! Give each team a problem to solve and tell them that they must solve their problems in a funny way (i.e., Partner A hurt Partner B's feelings and must win Partner B's friendship back?!), but they must do this without using words! Then, have each pair showcase their hilarious, wordless problem-solving scene! Afterward, have a discussion about the importance of finding the "funny" in a negative situation. Ask students questions like: *How do we work together to help each other? What did we learn from each other?*

COLORS (COLOR, SCIENCE, ENGLISH LANGUAGE ARTS)

Yellow, orange, red, green and purple are all colors of the rainbow. Go on a color scavenger hunt with your students to find examples of each color in your learning space! Then, when you've finished, brainstorm what other objects come in yellow, orange, red, green and purple!

ANIMALS (MOVEMENT, SCIENCE)

Use some at-home time as an opportunity to explore the animal kingdom! *What are your students' favorite animals? Write a list with defining characteristics (i.e. color, origin, sounds, etc.). What do these animals have in common and what makes them different? Get on your feet and explore each animal's stature and styles of movement. Discover the sounds they make and how they interact with each other and the world around them!*

RECYCLE ART (SCIENCE, VISUAL ART)

Ask your students to place reusable items (such as bottle caps, soda can tabs, candy wrappers, yogurt tops, etc.) in the Recycling Jar. When the jar is full, use those items to create a collage as a group! Have a discussion about recycling and how this practice could benefit your home, neighborhood and the world!

MAKING SENSE (THEATER, SCIENCE)

An inquisitive mind and the five senses work together when exploring the unknown. To encourage exploration, transform your learning space into a texture playground. First, create different texture centers around the room. Then, have students use their five senses to determine what's in each center. Encourage students to focus on one sense at a time, evaluating how engaging each sense makes them feel by asking questions like: *What does it feel like? What words would you use to describe the texture? What does the texture look like to you? Remind you of? What does this scent remind you of? How many senses are you using in this center?* Then, have a discussion about the experience of exploring different scents and textures.

Unit Plan Brainstorms

HEAR THAT? NATURE CALLS! (THEATER, SCIENCE)

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

THE PLAYFUL BATTLE OF FORT COZY (VISUAL ART)

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

ACK! IT'S GAK! (SCIENCE)

Take your students on a journey of wonder through discovery, object play and icky sticky goo! Turn your space into a science lab, gather your gooeey ingredients together and work with your students to create slippery, slimey (and perhaps sweet-smelling) goo! Supply small jars for your students so that they can fill them up and take home their very own ooey goo! When you've got your supplies ready to go, use the link below to guide you through the goo-making process! Use this helpful link as a guide! <http://www.pbs.org/parents/crafts-for-kids/gak-attack/>

Unit Plan Brainstorms

THE RAINBOW CONNECTION (SCIENCE, ENGLISH LANGUAGE ARTS)

Incorporate this spirit of exploration into your learning space with a rainbow week! Study the rainbow together as a group and explore a color a day for each day of the week. As you collect examples of the different colors, write them down on a rainbow board or create a colorful collage! Have students find colorful objects at home for a show-and-tell and wear clothing reflecting the day's color theme. Recount an adventure where they found a particular color or make colorful snacks; the week can culminate in a rainbow celebration featuring food of each color explored. For a final project, make a rainbow oobleck out of water, cornstarch and food coloring.



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 the intertribal trade lands and under the stewardship of many more Nations. Among them are the Abenaki, Canarsee, Haudenosaunee Confederacy, Manhasset, Marsapeague, Matinecock, Merrick, Mohegan, Mohican, Montauks, Munsee, Nesaquake, Rockaway, Secatogue, Setalcott, Shinnecock, Taíno, Unkechaug and Wappinger. We acknowledge the systematic erasure of many Nations and recognize those still among us.

New York City is home to over 115,000 intertribal Native American, First Nations and Indigenous peoples, the largest out of any urban city across Turtle Island (known today as North America). Some have been born here with family roots in New York and the areas' surrounding Nations that go back for generations. Others have come to New York City to find what they couldn't find anywhere else. Each one contributing to the rich and diverse culture that is the New York City's urban Native community today.

We at New Victory pay respect to all Native peoples, past, present and future, and their continuing presence in the homeland, throughout the Indigenous diaspora. We offer our care and gratitude to the Indigenous peoples of many Nations who continue to act as stewards of the land to this day and encourage you, our audience, to learn more about these vibrant communities among us.



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