



Study Guide
A Journey into Imagination
and Self-Discovery



KCP

Kempenfelt Community Players

Dear Educator,

As an organization deeply committed to both the arts and education, we are pleased to provide this Study Guide as a resource for teachers. These guides are designed to support you in two key ways: by helping you prepare and engage your students prior to attending the performance, and by enhancing and extending their learning experience afterward.

Our goal is to assist students, teachers, and school leaders in meeting the expectations of Ontario's curriculum while promoting meaningful integration of the arts into core subject areas.

We invite you to use the materials in this Study Guide to enrich your classroom learning and deepen your students' connection with KCP's Young Company production. The following Curriculum Connections activities have been provided to us by Musical Theatre International Inc. They are meant to be reviewed and adapted to suit the needs of your class and grade level. They can be used for preparation and follow up activities for viewing our live production.

With appreciation,
Kempfenfelt Community Players

About Kempfenfelt Community Players Young Company Productions

KCP Young Company provides youth aged 10 to 18 with the opportunity to participate in a professionally guided musical theatre production each fall. Participants audition in June, engage in a structured ten-week rehearsal period during the fall season, and present performances for both school audiences and the general public.

The program fosters artistic growth, collaboration, and discipline, serving as an entry point for many young performers who later pursue post-secondary studies or careers in the arts. Numerous alumni continue their involvement with KCP through our Full Company or Studio Ensemble productions.

The Young Company has been recognized for its excellence with multiple THEA Awards from the Association of Community Theatres – Central Ontario (a member of Theatre Ontario).

Alice in Wonderland Jr. Synopsis

Fall down the rabbit hole with Alice as she navigates the curious world of Wonderland on a journey of self-discovery. This 60-minute stage adaptation of the classic Disney animated film and the Lewis Carroll stories make a triumphant return to the Broadway Junior® catalogue, with an updated script and score made specifically for today's young performers.

When young Alice finds herself in a strange world where everything seems upside down, she must find her way home...and find herself along the way. As she travels through Wonderland, she encounters all the iconic characters that audiences have come to love including the ever-tardy White Rabbit, the grinning Cheshire Cat, a cool Caterpillar, the wacky Mad Hatter, and the hot-tempered Queen of Hearts. Alice in Wonderland JR. features Disney favorites such as "The Golden Afternoon," "The Unbirthday Song," and "Painting the Roses Red" along with brand-new songs, including music from the 2010 live-action film. Whether this is your first experience with Alice or your hundredth, you'll fall in love all over again with this timeless story of adventure, imagination, and pure fun!

Be a Great Theatre Audience! 🤖👏

1. **Be on time.** Come early so you don't miss any of the fun!
2. **Sit still and listen.** Everyone can enjoy the show when it's quiet.
3. **No snacks or gum.** Only bottled water is allowed.
4. **Stay in your seat.** There's no break, so please stay until the end.
5. **Let the actors perform.** Don't talk or shout during the show.
6. **Listen to the music.** It helps tell the story!
7. **Clap and cheer at the end!** Show the cast how much you liked the show! 🙌👏

Curriculum Connections

Writing Your Wonderland

ENGLISH LANGUAGE ARTS: Playwriting

USE THIS LESSON TO: explore character development and creative writing theatrically.

TIME: 45 minutes

MATERIALS:

- Pens
- Copies of “Writing Wonderland” activity sheet (provided as a Downloadable Resource)

OBJECTIVES: Students will:

1. Develop an understanding of the characters, symbols, and themes that exist in Alice in Wonderland JR.
2. Connect the world of Wonderland to their own personal experiences.
3. Develop characters and a narrative through scene-writing.

INTRODUCTION: (1 minute) In the musical Alice in Wonderland JR., Alice finds herself in Wonderland. Through symbols, characters, and events, Wonderland represents various aspects of her real life in an abstract or distorted way. Throughout this lesson, we will use creative writing to explore the aspects of our lives that could be represented in our own Wonderland.

WARM-UP: (7 minutes)

1. At their desks, invite your students to imagine that they are sleeping. Describe that as they fall asleep, they almost feel as if they are falling down a rabbit hole. At the bottom of the hole is their own personal Wonderland.
2. Share with your students that in Alice’s Wonderland there are various locations. Ask your students to consider one special location in their life that may exist in their Wonderland. Prompt them to consider the colors, smells, and movement within that location using the following guiding questions:
 - Do people move quickly in this location?
 - Is it a quiet or loud place?
 - What is happening here?
 - How does this location begin to shift in Wonderland? Do the colors change? Does the location become larger or smaller?
3. Distribute the “Writing Wonderland” activity sheet.
4. Call their attention to the LOCATION section of the sheet, and allow your students 1 minute to write down words, descriptive phrases, or images to describe the location they imagined.

HOOK: (12 minutes)

1. Next, facilitate a brief discussion with your students surrounding the symbols, themes, events, and characters of Alice’s life that are represented in her Wonderland. Some examples you can share are:

- In the Victorian era, the time period in which the source material for Alice in Wonderland JR. takes place, there were strict societal norms. In Wonderland, rules are turned upside down, and this is represented throughout the game they play throughout Mad Hatter's Tea Party scene.
 - In "Adventure Is a Wonderful Thing," the Caterpillar transforms into a butterfly while telling Alice all about the beauty of adventure. What does this transformation signify?
2. Ask your students to consider the living things and objects that are most important to them. Invite volunteers to share some of their selections.
 3. Instruct them to select two or three of their important people or objects to become characters in their Wonderland.
 4. Call your students' attention to the CHARACTER section of the "Writing Wonderland" activity sheet. On it, they will write the names of who inspired the characters.
 5. Next, inform your students that they will now assign their selected characters a Wonderland name and write character descriptions. Share with your students that a character description is 1-3 sentences that summarize the personality traits of a character and their role within the story.
 6. As they write, encourage them to think creatively rather than literally, side coaching them to represent their characters as animals, inanimate objects, elements of nature, etc.

MAIN ACTIVITY: (20 minutes)

1. Now that the characters of Wonderland have been fully developed, share with your students that they are going to write a scene from [Student Name] in Wonderland.
2. Share with your students that they are now also a character in the story, and that in this scene they will encounter one or more of their previously established Wonderland characters.
NOTE: In the Visual Arts lesson entitled "Who Are You?", students will have deeply explored themselves as a character in Wonderland. As students will already have begun thinking creatively and abstractly in the style of Wonderland, these activities pair well together!
3. Instruct your students to read through "Writing Wonderland" activity sheet, and write their short scene.

REFLECTION: (5 minutes)

1. In pairs, ask your students to read each other's completed scene.
2. Prompt your students to share what they like about each other's scenes and what similarities and differences they notice among the scenes.

Optional Extension

You could extend this activity within your classroom by allowing your students to cast each other in their story and stage their scenes. Consider sharing the performances with other classrooms or the community.

The Rules of the Land

SOCIAL STUDIES: Victorian England

USE THIS LESSON TO: explore the governing and societal structure of Victorian England and how it manifests in Alice in Wonderland.

TIME: 45 minutes

MATERIALS: (see Downloadable Resources for printable materials)

- “Victorian England: Rules of Government” handout
- “Victorian England: Societal Rules” handout
- “Scene 7: Mad Tea Party”
- “Scene 8: Seeing Red”

OBJECTIVES: Students will:

- Learn the structure of a monarchy and about Queen Victoria.
- Learn societal norms in Victorian England.
- Compare what they learn about Victorian England with scenes from Alice in Wonderland JR.
- Consider how a time period can influence creative literature.

INTRODUCTION: (1 minute) The source materials for Alice in Wonderland JR. are Lewis Carroll's children's books Alice's Adventures in Wonderland and Through the Looking-Glass. These books were written and set in the Victorian era in England. While the setting of our adaptation is intentionally vague, the influences of the source material's time period are present. Today, we'll look at how the rules of the era influenced the story and the “rules” we see in Wonderland.

WARM-UP: (9 minutes)

1. Clear an open space in your classroom and invite students to silently walk about the space. Encourage them to fill the empty spaces in the room, maintaining equal space between themselves and those around them. They do not need to simply walk in a circle.

2. Instruct students to respond to the following cues:

- “Go”: Walk around the room. • “Stop”: Stop walking.
- “Jump”: Jump one time. • “Clap”: Clap one time.
- “Hands”: Put hands in the air. • “Knees”: Put hands on your knees.

3. Once you have reviewed the cues multiple times and students are properly responding, instruct them to do the opposite action when they hear the cue (i.e., stop means go, go means stop):

- “Go”: Stop walking. • “Stop”: Walk around the room.
- “Clap”: Jump one time. • “Jump”: Clap one time.
- “Hands”: Put hands on your knees. • “Knees”: Put hands in the air.

4. **Facilitate a brief reflection on the activity:** How did it feel to have the rules flipped upside down? Did you make a mistake? What might this have to do with Alice in Wonderland JR.?

HOOK: (15 minutes)

1. Place the following quotes from the show on the walls of your classroom; placing “Will she ever learn to do the things she should?” and “It’s so much more fun to make up your own rules” on opposite sides of the room.
2. Recite the two quotes aloud to the class. Invite the class to stand near the quote they identify with the most.
3. Instruct the class to form small groups with the people standing near them and share why they chose to stand where they did. It’s okay if there is not an even split between the two quotes, but ensure that there are at least 4-5 students on each end.
4. Instruct the class to remain with their groups for the remainder of the activity, and distribute the handouts according to these groupings:
5. Provide students on the “Will she ever learn to do the things she should?” side with the “Victorian England: Rules of Government” & “Scene 8: Seeing Red” handouts; provide students on the “It’s so much more fun to make up your own rules” side with the “Victorian England: Societal Rules” & “Scene 7: Mad Tea Party” handouts.
6. In their small groups, ask students to review the Victorian England handout as a group, underlining any “rules” citizens of Victorian England must follow.
7. As a group, ask students to create a tableau (or frozen picture that tells a story) to communicate these rules to the audience.
8. Once students have had time to rehearse, invite them to share their tableaux with each other.
9. Facilitate a brief discussion: What rules did you notice? Who’s making the rules? Who has to follow them?

MAIN ACTIVITY: (15 minutes)

1. Ask students to return to their small groups and read their provided scene aloud as a group.
2. Once they’ve read the scene, ask students to review it with the rules of Victorian England in mind. Ask them to circle any rules that are broken, underline rules that are exaggerated, and star any new Wonderland rules.
3. Ask students to create another tableau, this one depicting the rules of Wonderland. Students should use their marked-up scenes to help them decide what to include in their tableau.
4. Give students a few minutes to create their tableaux, then explain that they will perform both tableaux (the first that they created in response to the rules of Victorian England and the second depicting Wonderland). Ask students to rehearse transitioning from the first tableau to the second tableau.

5. Finally, ask students to add the quote from the beginning of the activity to their transition, so the order is as follows:

- Tableau 1: Victorian England
- Transition: “Will she ever learn to do the things she should?” or “It’s so much more fun to make up your own rules.”
- Tableau 2: Wonderland

6. Facilitate a brief discussion: What changes did you see between the first and second tableaus?

REFLECTION: (5 minutes)

Facilitate a reflection using the following prompts:

- How do you think Lewis Carroll was influenced by the events and societal rules of his time when writing *Alice’s Adventures in Wonderland*?
- What other examples of creative literature or media can you think of that are clearly influenced by the time period?
- If *Alice in Wonderland* were written now, what elements of our society do you think would find their place in *Wonderland*?

Optional Extension

Have students rehearse their scenes and instruct them to exaggerate moments that rules are broken or changed through vocal choices, physicality, or staging.

Designing Alice

MATH: Ratio and Scenic Design

USE THIS LESSON TO: explore ratio through scenic design for Alice in Wonderland JR.

TIME: 45 minutes

MATERIALS: (see Downloadable Resources for printable materials)

- Copies of “Scene 2: Knock Knock Knock”
- Copies of “Graphing Alice” activity sheet
- Copies of “Designing Ratio” activity sheet
- “Teacher Answer Key” for reference
- Pencils

OBJECTIVES: Students will:

1. Determine ratio for Alice’s changing heights and environment.
2. Read a script to determine the set needs for a scene.
3. Work in groups to create scenic design plans using ratio/scale.

INTRODUCTION: (1 minute) In Alice in Wonderland JR., Alice goes on an adventure through Wonderland. In the play, Alice’s size frequently changes as she explores the different areas within Wonderland. Today, we’ll look at how a scenic designer might consider ratio and scale when creating designs to showcase Alice’s size changes.

WARM-UP: (9 minutes)

1. Explain that in Alice in Wonderland JR., Alice has three sizes: Small Alice, (standard) Alice, and Tall Alice. When she is just Alice, she is 5 feet tall. When she is Small Alice, she is 3 inches tall. When she is Tall Alice, she is 10 feet tall.
2. Provide students with the “Graphing Alice” activity sheet and ask them to follow the instructions to illustrate Small Alice, standard Alice, and Tall Alice on the graph. You could do this individually, in small groups, or as a full group depending on the needs of your students. If you choose to not do it as a full group, allow time for students to compare their work.
3. Once the three Alices have been graphed, work together to determine the following ratios, being sure to simplify them. There is space on the sheet for students to notate the answers.
 - a. Standard Alice : Small Alice ($60:3 = 20:1$)
 - b. Standard Alice : Big Alice ($60:120 = 1:2$)

HOOK: (10 minutes)

1. Next, distribute the provided scene.
2. Ask students to circle each of the size changes Alice makes as you read the scene aloud. You can ask each student to read one line in a circle or assign characters for a group read through.

3. After you've discussed the scene, return to the "Graphing Alice" activity sheet and discuss the three questions as a group:

- Alice's First Change: Why and how does she change? How small is she now?
 - ANSWER: She changes from standard size (60 inches) to small size (3 inches) by taking one gulp.
- Alice's Second Change: Why and how does she change? How tall is she now?
 - ANSWER: She changes from small size (3 inches) to tall size (10 feet) by taking one bit
- Alice's Third Change: Why and how does she change? How small is she now?
 - This question requires some math, as they need to determine how small Alice gets to fit through the keyhole. Students can use the blank space at the bottom of the activity sheet to work out the problem.

NOTE: It's important to remember that Alice changes sizes according to the ratio regardless of her starting size.

- Remind students that when standard Alice shrinks to Small Alice, the ratio is 20:1. This means the first gulp Alice takes at 10 feet (120 inches) tall would result in her being 6 inches tall – this is too tall to fit in the keyhole!
- Using the same ratio, work with your students to determine how small Alice would get if she took a second gulp (which would result in Alice being .3 inches tall). She can now fit through the keyhole. This size Alice will be referred to as "Smallest Alice" throughout the rest of the lesson.

MAIN ACTIVITY: (15 minutes)

1. Divide the class into a minimum of three groups. Assign each group one of the following props/set pieces: door, table, keyhole. They are now the designers of those objects for the scene.
2. Instruct them to complete Parts 1 and 2 within their small group. In Part 1, students will determine the size their set piece would need to be to maintain the correct scale as Alice grows and shrinks. In Part 2, students will work creatively to design their assigned prop/set piece taking this math into consideration, along with realities of theater spaces.
3. Float amongst the groups, helping with the math calculations and asking open-ended questions to help guide them to create their design plans. Encourage them to think outside of the box.
4. Invite the groups to share their design plans with the class.

REFLECTION: (5 minutes)

Facilitate a brief reflection using the following prompts:

- Which ideas shared could be produced on a low budget? Which ideas were the most innovative? Which ideas were the most efficient and simple to implement?
- How might designers and directors work together to make design choices that clearly tell the story and are also efficient?
- How might a set designer use math as they are creating their designs?

Optional Extension

Using the same steps, work with your students to determine how big Alice would get with each consecutive bite of the cookie.

Who Are You?

VISUAL ARTS: Self-Portrait

USE THIS LESSON TO: explore the theme of identity through self-portrait.

TIME: 45 minutes

MATERIALS:

- One “Self-Portrait” activity sheet (provided as a Downloadable Resource), or blank piece of drawing paper, per student
- Supplies for collage: newspapers, magazines, scissors, markers, crayons, tape, glue, construction paper, pens, pencils, etc.

NOTE: Though this lesson was created with a collage self-portrait in mind, you may adapt the lesson to use any other materials or mediums you may be exploring in your classroom.

OBJECTIVES: Students will:

- Express themselves creatively by creating a self-portrait.
- Understand key art vocabulary such as abstract and exaggeration.
- Explore how personality and identity can be reflected through visual art.

INTRODUCTION: (1 minute) In Alice in Wonderland JR., Alice finds herself not only in an unfamiliar world filled with exaggerated and abstract characters, but also on a journey of self-discovery. When faced with the question “Who are you?,” Alice realizes that she is happy with who she is. In this lesson, we will use this same question as a guide to create self-portraits.

WARM-UP: (7 minutes)

1. Invite your students into a standing circle.
2. Instruct your students to select a mundane or pedestrian movement they often complete throughout the day (e.g., tucking a strand of hair behind your ear, scratching your nose). Have them complete this movement a few times.
3. Invite your students to move around the classroom, completing their selected movement simultaneously. Side coach them to keep it as realistic as possible.
4. Pause your students and explain that they are now going to explore their selected movement on a scale of 1-5:
 - 1 is the movement at its most realistic and minimal.
 - 5 is the movement at its most abstract and exaggerated.
5. Invite your students to move around the classroom again while you call out numbers 1-5.
HINT: Side coach them to consider how their facial expressions, posture, levels, and angles may shift as the movement becomes increasingly exaggerated.

6. After a few minutes of this activity, invite your students into a standing circle and briefly reflect with them using the following questions:

- Where do you think the world of Wonderland falls on this scale of 1 to 5?
- How could you depict this abstract or exaggerated style in visual art or self-portrait?

HOOK: (10 minutes)

1. In the circle, facilitate a brief discussion using the following questions:

- What elements of a character or person should be represented in a self-portrait?
- Who is Alice? Which personality qualities would we want represented in her self-portrait (e.g., Alice's curiosity)?

2. As the class identifies character traits, ask them to embody each trait with a frozen pose or movement. Call back to the scale of exaggeration explored in the warm-up, encouraging them to think creatively on how to represent each quality.

3. Ask your students to return to their seats and silently journal a response to the prompt: "Who Are You?," considering their own personality traits.

4. Allow your students a few minutes to respond and then instruct them to select 3-5 personality qualities that they want to represent in their self-portrait.

MAIN ACTIVITY: (25 minutes)

1. Share with your students that they are going to create a self-portrait in the exaggerated and abstract style of Wonderland.

2. Distribute a piece of blank paper or the "Self-Portrait" activity sheet to each student.

3. Set out the collage supplies, allowing them to select their own materials and work individually on their art work.

NOTE: If you are providing magazines and newspapers for your students to utilize within their art, make sure you are providing them with a variety of materials.

4. Side coach as needed, guiding them to incorporate specific concepts you have been working on in your class and encouraging them to be abstract rather than realistic in their self-portraits.

5. Invite your students to select one word in response to the question "Who Are You?" as the title of their self-portrait.

REFLECTION: (5 minutes)

1. Invite your students to gather in the circle with their self-portraits facing the group.

2. Place yourself in the center of the circle and prompt students to share their one-word title by asking "Who Are You?" You may have the entire class respond, or request volunteers to share.

Optional Extension

This activity could be extended by having students create their own shadow silhouette in which they can then collage their self-portrait. This activity also pairs well with the English Language Arts lesson entitled "Writing your Wonderland."