Kempenfelt Community Players

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Book by Kyle Jarrow
Original Songs by
Yolanda Adams, Steven Tyler and Joe Perry of Aerosmith, Sara Bareilles, Jonathan Coulton, Alex Ebert of Edward Sharpe & The Magnetic Zeros, The Flaming Lips, Lady A, Cyndi Lauper, John Legend, Panic! At the Disco, Plain White T's, They Might Be Giants, T.I.
And Songs by David Bowie, Tom Kenny & Andy Paley

Additional Lyrics by Jonathan Coulton
Additional Music by Tom Kitt
Musical Production Conceived by Tina Landau

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THE SPONGEBOB MUSICAL YOUTH EDITION is presented by arrangement with Concord Theatricals
www.concordtheatricals.com

STUDY GUIDE

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 before they attend the performance, and by enhancing and extending their learning experience afterward.

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

We invite you to use the materials in this study guide to enrich classroom learning and deepen your students' connection with KCP's Young Company production. The curriculum connection activities that follow were provided by Concord Theatricals. They are intended to be reviewed and adapted to suit your class and grade level. Use them as pre-show preparation and post-show follow-up activities for your visit to our live production.

With appreciation,

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About Kempenfelt Community Players Young Company Productions

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

The program fosters artistic growth, collaboration, and discipline. It also serves as an entry point for many young performers who later pursue post-secondary studies or careers in the arts. Many 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.

Synopsis

Who lives in a pineapple under the sea and is ready for the stage?

Dive into the vibrant world of Bikini Bottom in **The SpongeBob Musical: Youth Edition**—a hilarious, heartfelt, and high-energy musical adventure based on the beloved *SpongeBob SquarePants*!

When the fate of Bikini Bottom hangs in the balance, SpongeBob SquarePants and his friends must come together to save their home from an impending volcanic eruption. Along the way, they discover the power of friendship, courage, and believing in the unexpected.

Featuring an incredible score with songs by legendary artists from across genres, this musical is packed with huge ensemble numbers, unforgettable characters, and nonstop energy.

Be a Great Theatre Audience! 🎭

1. **Be on time.** Arrive early so you don't miss any of the fun!
2. **Sit still and listen.** Everyone can enjoy the show when the audience is quiet.
3. **No snacks or gum.** Only bottled water is allowed.
4. **Stay in your seat.** There is no intermission, so please remain seated until the end.
5. **Let the actors perform.** Don't talk or shout during the show.

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Curriculum Connections

Big Themes

- Friendship
- Community
- Ocean life
- Heroism
- Optimism
- Perseverance
- Music

Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *The SpongeBob Musical* and make predictions about the production. Discuss these questions before coming to the theatre.

1. *The SpongeBob Musical* takes place under the sea, in a fantastical world called Bikini Bottom. Characters inspired by real and imaginary creatures live there. What are your favourite ocean species? Do you think any of them would make interesting characters?
    - Create your own Bikini Bottom character inspired by a real or imaginary underwater species. Give the character a name and write a short description, or draw a picture.
    - When you attend the show, look for as many references to real sea creatures as you can.
2. Do you know the idiom “glass half full”? What do you think it means?
    - Optimism is one of the themes in *The SpongeBob Musical*. What is one way you practise optimism in your own life? Do you find it challenging, or are you usually able to see the “glass half full”?
3. When things go wrong, people sometimes look for someone or something to blame. This can waste time that could be spent solving the problem or working with others to find a solution. Can you think of a time when you blamed someone or something instead of looking for a solution? How could you approach the situation differently next time?

Post-Show Discussion Questions

We hope you enjoyed Kempenfelt Community Players’ production of *The SpongeBob Musical*. After attending the performance, discuss the following questions.

1. What was *The SpongeBob Musical* about? Describe the beginning, middle, and end. What was the climax of the story, and why? If you had to summarize the musical in one sentence, what would it be?
2. What did you notice when you first entered the theatre? Describe the stage.

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3. *The SpongeBob Musical* takes place in a fantastical underwater world. Did the set and scenery help establish the show's location or time? What did you notice about the colours, shapes, and textures of the set and stage lighting? Was anything about the set or lighting particularly unique?
4. What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
5. Which character did you relate to most, and why? What words would you use to describe that character?

Exploring Themes in *The SpongeBob Musical*

Friendship

Be Friendship Detectives!

Grades: Primary and Junior

Learning Goal

Students will identify the qualities of a good friend and look for examples of friendship as they watch a live performance.

1. What Makes a Good Friend? (5 minutes)

Ask students, "What does it mean to be a good friend?" Invite them to share their ideas. Examples include:

- Including others and inviting them to join in
- Listening and showing kindness
- Helping someone who is struggling
- Being kind when someone makes a mistake
- Standing up for someone
- Accepting people who are different from us

For younger students, ask them to demonstrate a friendship action, such as offering a helping hand or inviting someone to play.

2. Friendship in Action (5–10 minutes)

Read each situation aloud. Students can discuss their responses in pairs, answer as a class, or act out a helpful response.

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- **Someone is left out.** A student is standing alone while everyone else plays together. What could you do?
- **A friend is having a bad day.** Someone feels sad or worried. How could you show that you care?
- **Friends disagree.** Two friends want to do different things. How could they work it out?

3. Your Mission at the Theatre (2–5 minutes)

Tell students that they are now Friendship Detectives. During the performance, they should watch and listen for moments when characters show friendship—or struggle to be good friends.

- **Kindness:** Who helps someone else?
- **Courage:** Who stands up for a friend or does something difficult to help others?
- **Acceptance:** Who learns to appreciate someone who is different?

Students do not need to write during the show. They should simply watch, listen, and remember one special moment.

4. After the Performance

Back in the classroom, invite students to discuss the following questions:

1. Which character showed friendship in a way you admired?
2. What happened that showed the characters needed to work together?
3. What is one thing you could do in your classroom to be a better friend?

Extension: Younger students can draw their favourite friendship moment. Older students can write a response beginning, “I saw friendship when…”

Optional Extension: Create a Friendship Reef

Give each student a paper fish to decorate with one quality they believe makes a good friend. Assemble the fish into a class display titled “Our Friendship Makes Us Stronger.” Students in the Junior grades can add a sentence explaining why their chosen quality matters.

Community

Primary and Junior Class Activities

This activity explores what makes a community strong, how people depend on one another, and what can happen when a community works together—or fails to do so.

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The show offers a natural connection to the theme of community: Bikini Bottom is home to many different characters who must decide how to respond when their home and way of life are threatened.

Activity: Build a Better Bikini Bottom!

Learning Goal

Students will identify the qualities that make a community a good place to live, learn, and belong. They will also recognize how individuals can contribute to the well-being of a community.

Part 1: What Is a Community? (5 minutes)

Begin by asking students:

- What communities do you belong to?
- What makes our classroom a community?
- What do people in a community need from one another?
- Can a community be made up of people who are very different?

Help students recognize that a community can be a classroom, school, neighbourhood, town, or even the underwater town of Bikini Bottom!

Explain that communities are made up of people with different personalities, talents, needs, and responsibilities. Everyone has something to contribute.

Part 2: A Problem in Bikini Bottom! (5 minutes)

Present this imaginary situation to the class:

Oh, no! Bikini Bottom is facing a big problem. The residents are worried, people disagree about what to do, and everyone is wondering whether their town can work together to get through it.

The challenge is to help Bikini Bottom become a stronger community!

Ask students to brainstorm what a community needs when facing a difficult situation.

Possible answers include:

- People who listen to one another
- Leaders who make thoughtful decisions
- People who help those in need
- Respect for different opinions
- Cooperation and sharing

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- The courage to speak up when something is wrong

Part 3: Build a Better Bikini Bottom (10–15 minutes)

Give each student or small group a paper cut-out to add to a shared classroom mural of Bikini Bottom.

Students can create a building, character, underwater plant, community space, or another feature. Each contribution must answer this question:

"How does this help make Bikini Bottom a better community?"

Examples:

Community contribution	What it represents
A school	Learning and helping others grow
A hospital	Caring for people who need help
A park or gathering place	Bringing people together
A library	Sharing knowledge
A community garden	Cooperation and sharing resources
A helping hand or friendly fish	Kindness and inclusion

As students add their creations, invite them to explain how each contribution helps the whole community.

Key message: Every contribution matters, and a community is stronger when people work together.

Part 4: Your Mission at the Theatre

Before the performance, give students three things to watch for. They do not need to write during the show.

1. **Working together:** When do characters cooperate, and when do they struggle to work together?
2. **Caring for others:** Who takes action to help the people of Bikini Bottom?
3. **Different points of view:** Do the characters agree about what their community needs? How do their choices affect others?

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Part 5: After the Performance (5–10 minutes)

Bring the class together to reflect.

1. What problem did the community of Bikini Bottom face?
2. How did the characters respond to the problem?
3. What happened when people did—or did not—work together?
4. What makes someone a good community member?
5. What is one thing we could do to make our own classroom or school community stronger?

For younger students, invite them to draw one way they can help their classroom community. Junior students could complete the sentence, “A strong community is one where…”

Alternative Activity: Community in a Box

For a more hands-on, collaborative activity, give small groups a collection of simple craft materials and challenge them to build a model of an ideal community.

Their community must include:

- A place where people gather
- Something that meets a community need
- A way for people to help one another
- A feature that makes everyone feel welcome

Each group presents its model and explains why its choices would help a community thrive.

This activity works especially well for Grades 3–6, while the mural activity is often easier for younger students.

Ocean Life

Top Ten Ocean Facts from National Geographic Kids

1. Around 70% of the planet’s surface is covered by oceans. The oceans hold about 96.5% of all the water on Earth.
2. The Pacific Ocean is the largest ocean on Earth, covering around 30% of the planet’s surface.
3. The name “Pacific Ocean” comes from the Latin *Tepre Pacificum*, meaning “peaceful sea.”
4. The deepest known area of the Earth’s oceans is the Mariana Trench. Its deepest point is about 11 km below the surface. That’s a long dive down!
5. The world’s oceans are home to incredible creatures that are masters of disguise.

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6. The world's longest mountain range is underwater. Stretching over 56,000 km, the Mid-Ocean Ridge runs along the centres of ocean basins.
7. About 70% of the oxygen we breathe is produced by the oceans.
8. The Great Barrier Reef is the world's largest living structure. Measuring around 2,600 km, it can even be seen from the Moon!
9. We have explored only about 5% of the world's oceans. There is still a lot to discover!
10. The sea can be described as the planet's mega-museum. More artefacts and remnants of history are found in the ocean than in all the world's museums combined. Pretty amazing, huh?

Discussion: Did you know that more than eight million tonnes of plastic enter our planet's oceans every year? You can help make a difference! By working together, we can protect our oceans from harmful waste and pollution. In small groups, identify changes we can make individually, as a school community, and globally to reduce plastic pollution in our oceans.

Inventions

"Science, y'all. That's the answer!"

When faced with an enormous problem, Sandy and her friends turn to science for an answer. Sandy creates an invention that saves Bikini Bottom from destruction. Scientists use a process called the scientific method to test theories and solve problems.

Discussion: What big questions do you have about the world and how it works? What problems could be solved by a new invention? Work in pairs to choose a problem and brainstorm possible solutions or hypotheses. Share your ideas for potential inventions with your classmates.

Project Extension: Shark Tank

If time allows, prepare a formal presentation and invite classmates to ask questions and decide whether they would invest in your invention. Which projects were the most convincing, and why?

Grade Activity: What Is Your "Best Day Ever"?

Imagine that you could live your "Best Day Ever." What would you do on your perfect day? Write about or illustrate your day, from the moment you wake up in the morning until you lay your head down at night. Use descriptive language and include a clear beginning, middle, and end.

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Vocabulary and Definitions in *The SpongeBob Musical*

- **Scheme:** A large-scale, systematic plan or arrangement.
- **Hypnotize:** To capture someone's attention completely or put them into a trance.
- **Research:** The systematic investigation and study of materials and sources to establish facts and reach new conclusions.
- **Evacuation:** The act of moving people or things away from a place of danger.
- **Mammal:** A warm-blooded vertebrate animal.
- **Kelp:** A large brown seaweed that typically has a long, tough stalk.
- **Vulnerable:** In need of special care, support, or protection.
- **Domination:** The exercise of control or influence over someone or something.
- **Ingenious:** Clever, original, and inventive.
- **Achievement:** Something accomplished successfully.
- **Treacherous:** Dangerous because it presents hidden or unpredictable risks.

Fine Arts

Aplysina fistularis… the Yellow Sponge

Explore the marine life that inhabits Bikini Bottom and create an underwater scenic backdrop for your classroom. Bikini Bottom is a town that combines fantasy with imagery inspired by real marine life: flower-shaped clouds and pineapple homes, as well as the jellyfish of Jellyfish Fields and Squidward's coral tree.

Ask students to work in groups to research images of both real marine life (for example, what does a sea sponge actually look like?) and fantastical marine life. Have each group create a vision board using its favourite images to share with the class. A vision board is a collage of images representing goals and inspiration. In this activity, it should show the dreamlike imagery students would like to see represented onstage.

Once the research is complete, share the vision boards with the class. Make a list of imagery that appears across several boards. Use this list as a starting point for designing a set or backdrop in the classroom. Brainstorm with students to identify unusual items that could be used to create the backdrop. For example, eight multicoloured pool noodles could be used to create both giant flower-shaped clouds and a three-dimensional coral tree.

To take the activity a step further, have students experiment on a miniature scale with unusual items before building the set. Provide pool noodles, multicoloured sponges, and other materials for students to explore and use to design pieces of Bikini Bottom. Divide the supplies among the groups and see what they create!

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Technology

“A Giant Boulder Is Rolling Down from Mount Humongous!”

Create a Rube Goldberg Machine!

This is the perfect opportunity for students to channel Sandy Cheeks, the squirrel scientist and inventor. Divide students into groups and have them work together to build a small working model of a Rube Goldberg machine. The goal is to send a “giant boulder” rolling onto the stage, demonstrating the effect of the Avalanche Maker 3000™ machine on Mount Humongous.

Before students begin building their models, explore what a Rube Goldberg machine is. Rube Goldberg was a cartoonist and inventor, and his name became an adjective used to describe machines that solve simple tasks in overly complicated, inefficient, and often silly ways. Encourage students to research videos, cartoons, and pictures of some of the most impressive machines.

As a class, discuss why a Rube Goldberg machine might work well as a production element for *The SpongeBob Musical: Youth Edition*.

Once students understand the concept, have them design a machine that could work in the production. Encourage them to sketch their ideas on paper first, much as Rube Goldberg did in his cartoons, before building anything. Remind students that the machine would be used to roll a “giant boulder” from Mount Humongous across the stage after an earthquake. Safety is also important. Ask students questions such as, “What would the boulder be made of?” and “How can we make sure it rolls the same way each time?”

Once each group has drafted its machine on paper, students can build a working model using craft supplies. Give each group a shoebox-sized container and remind them that the model must fit inside it. Provide a variety of building supplies, such as popsicle sticks, toothpicks, rubber bands, foil, poster board, construction paper, tape, glue, scissors, paper, and pencils.

When the models are complete, invite each group to present its design to the class. The finished models can be displayed in the classroom. You can also share them with Kempenfelt Community Players so the cast can see them!

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Music

Learning Goal

Students will discover how music can communicate emotions, create atmosphere, tell a story, and help an audience understand what is happening onstage—even when no one is speaking.

Part 1: What Can Music Tell Us? (5 minutes)

Ask students:

- Can music make you feel happy, sad, excited, or nervous?
- How can you tell when music is becoming more exciting?
- Can music tell a story without using words?
- Why do you think musicals use songs instead of having characters speak all the time?

Explain that, in a musical, songs help the audience understand characters' feelings, important moments, and the world of the story.

Part 2: Your Mission at the Theatre

Before students attend the performance, give them three things to listen for:

- **Mood:** How does the music make you feel?
- **Storytelling:** What does a song help you understand about a character or situation?
- **Energy:** How do rhythm, tempo, volume, and the performers' voices make a moment exciting?

Remind students that they can simply listen and watch; they do not need to write anything during the show.

Part 3: After the Performance

Back in the classroom, ask:

1. Which musical moment do you remember most clearly?
2. How did the music make you feel?
3. Did the music change when the mood or situation changed?
4. What did you learn about a character through their singing?
5. How did the singing, movement, and music work together to tell the story?

For younger students, ask them to draw the feeling they remember from a musical moment. Junior students could describe how the music helped communicate a particular emotion.