

A vibrant poster for the Nickelodeon musical 'The SpongeBob Musical'. The background is a bright blue water scene with several green seagrass leaves rising from the bottom. Scattered throughout the water are several blue bubbles and white musical notes. At the very bottom, the top of a pineapple is visible, with its characteristic yellow segments and brown outlines. The title 'THE SPONGEBOB MUSICAL' is prominently displayed in the lower half, with 'nickelodeon' in red above 'THE'.

nickelodeon

THE

SPONGEBOB MUSICAL™

ABOUT the SHOW

SpongeBob and his friends in Bikini Bottom discover an impending disaster that will destroy their lives. According to Sandy Cheeks' scientific calculations, Mount Humongous will erupt at sundown tomorrow. The citizens of Bikini Bottom only have one day to escape certain doom. Ever the optimist, SpongeBob is convinced that if they work together they can change the fate of their town. However, Plankton's evil schemes threaten to lead everyone astray.

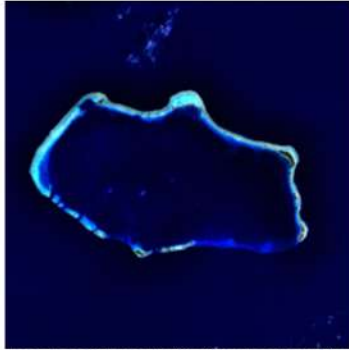


Image of a coral reef in the Pacific Ocean named Bikini Atoll, which inspired the city of Bikini Bottom in SpongeBob SquarePants.

ABOUT the songwriters

The SpongeBob musical is unique because it had many different popular music artists write songs for the show. These artists include: 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 Antebellum, 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, with additional lyrics by Jonathan Coulton and additional music by Tom Kitt. See if you can tell how each artist's unique musical stylings influenced their songs!

ABOUT the cartoon

SpongeBob SquarePants the cartoon premiered on Nickelodeon on July 17, 1999. The series was created by marine science educator and animator Stephen Hillenburg and celebrates its 25th anniversary this year, making it the fifth longest running American animated television series. The characters in the series are loosely based on a comic called The Intertidal Zone that Hillenburg created in 1984 to teach students about tide pool animals while he was working as a marine science educator at The Ocean Institute in Orange County, California.



nickelodeon
TELL
SPONGEBOB
MUSICAL

Big Ideas

True friends can navigate conflict with each other.

Our differences make our communities stronger.

Every person has an individual strength that matters.

Discussion Questions Before the Show

- What gives you hope or keeps you optimistic when you face big challenges?
- What does it mean to be a good friend?
- How do you handle differences or disagreements with friends?
- What makes a good leader?
- How do you decide if a person is trustworthy?
- How can communities respond in times of trouble?
- How do we make a community where all are welcome?

Discussion Questions After the Show

- How did the set and costume design use materials to create an underwater world?
- How do the townspeople's attitudes towards Sandy develop over the course of the play? What emotions drive them?
- How and why are characters underestimated in this play?
- How did each character's unique strengths help them save the day?
- Why were characters reluctant to listen to Sandy's science?



Activity Prompts

- Every character in SpongeBob lives in a unique underwater home. Many of them, like SpongeBob's pineapple, fell from the world above. Make your own underwater habitat using recycled materials.
- Mount Humongous is going to erupt, like real world volcanoes. Make a vinegar and baking soda volcano to explore eruption.
- Volcanoes, above and under the water, form islands, like Hawai'i. Research how volcanic eruptions can create new land.
- Due to global warming the acid levels in the ocean are rising. Snails like Gary live inside of shells which are made of carbon. Experiment by submerging a seashell in vinegar to see how carbon reacts to acid.
- SpongeBob started as a comic called the Intertidal Zone, where Stephen Hillenburg created characters based on marine life. Choose an animal in the real world and create your very own comic strip about them. Based on their appearance, what kind of personality might they have? What other animals do they share an environment with?
- Sandy's plan hinges on creating bubbles, which can be done using many materials at home. Try these bubble experiments!
- SpongeBob's songs are all made by different musical artists, but they all work together to help tell the story. Create a playlist using songs by different artists that tells a story.
- SpongeBob is modeled after a dish sponge as well as an undersea creature. Dish sponges can be used as tools to create art. Cut a dish sponge into a shape like a butterfly, put a dollop of colorful paint on it, and press it onto a piece of paper. You've created your very own stamp.
- SpongeBob and Patrick use their imaginations to turn ordinary objects into fun adventures. Take a household object like a paperclip or a cardboard box. How many other uses can you imagine for it? What other fantastical things could it be?
- The characters sing "Bikini Bottom Blue" at the start and end of the show. It is about their community and its values. Write your own song about the town in which you live.
- Sandy uses a lot of figurative language throughout the play. She makes similes like "as serious as a guacamole at a taco party" and "as sure as a rhinestone cowboy at a disco rodeo." Create your own silly similes about emotions.
- One of the props in the show is a clock that counts down to the day the Mount Humongous will erupt. Make your own clock using a paper plate and some pipe cleaners and use it to count down the time to an event you are looking forward to.
- The Electric Skates play musical instruments for their band. Create your own guitar using a tissue box and rubber bands to rock out at home, or fill a small container with some grains of rice or beans to make your own percussion instrument.



SOUND STORIES With FOLEY FISH

This colorful undersea world doesn't just rely on visual elements to bring it to life. The Foley Fish creates sounds that show the emotions and actions of the characters, as well as making the objects and settings around them fun and dynamic.

Foley is the art of making everyday sound effects for theatre, television, radio, and movies. Someone who creates these sounds is called a **foley artist**. In the early days of radio, foley effects were created live, just as we see in *SpongeBob* with the help of the **Foley Fish**. The name comes from Jack Foley, who pioneered adding sound effects to silent films.

Some sound effects are created the way we would expect, for example using shoes to create footsteps. Others are surprising. Did you know that a pair of gloves flapping can sound like bird wings, or that bacon frying in a pan can sound like rain? The next time you watch a movie or a television show, listen for the sound effects in the background. You may not be hearing what you think you are!

OBSERVE

Effects

- Take a walk around. Try to walk on a variety of different surfaces: carpets, wood, pavement, grass. As you walk, pay close attention to the sounds of your feet on the ground. How do the different surfaces create different sounds?

Ambience

- Ambient sound is the background noise of an environment. Take a still, quiet moment to pay attention to the sounds all around you. If you are outside, do you hear cars driving by or birds calling? If you are in a school, do you hear chairs squeaking or pencils writing? To be a foley artist, you need to create a unique soundscape for every different location in a story.

RECREATE

Try one of the sound effect experiments below:

- Fill a balloon or ziploc plastic bag about halfway full with cornstarch. Squeeze out all the air you can, then seal it tightly. Squeeze it between your hands. This is one of the ways that foley artists create the sound of snow crunching.
- Pour some dry, uncooked rice on a baking sheet. Carefully tilt the baking sheet back and forth to let the rice slip and roll from side to side without dropping any on the ground. Does it sound like rain?
- Try crinkling a plastic candy wrapper or piece of cellophane to mimic the sound of a crackling fire.

USE FOUND OBJECTS to create YOUR OWN

You don't need special equipment to be a foley artist! You can create sound effects using common household objects like newspapers, pennies, dry pasta, and aluminum foil. Experiment with materials around your house. What new sound effects can you create?

LEARN MORE ABOUT FOLEY OF SPONGEBOB the Musical

Learn ways that the Broadway production utilized foley in the original show.



Foley sound set-up for Broadway production of the musical.

PUT YOUR SKILLS to the Test

Pick a short clip from a movie or television show you enjoy, or record your own brief video. Use your foley artist skills to create the ambient noise and sound effects as the video plays.

Learn More



Biodiversity in Tidal Pools

Part of what makes Bikini Bottom such an interesting and exciting place to live are the large variety of sea creatures that call it home. Some of Stephen Hillenburg's original drawings for the characters in *SpongeBob* were based on creatures that live in tide pools. In this activity, you will design your own underwater neighborhood by making a diorama of a tide pool. A diorama is a 3-D representation of animals in their natural habitat.



Image: An illustrated drawing of common species found in a Massachusetts tide pool. Drawn by B. Richards. Sourced from The Massachusetts Office of Coastal Zone Management

Learn About Tides POOLS

Each of the plants and animals in a tide pool have an important role to play in their ocean ecosystem. Additionally, like how *SpongeBob* is specially adapted to squeeze through tight spaces, every creature in a tide pool has their own unique adaptation that allows them to thrive in that environment. Here is some biology vocabulary that will help you think about creating your diorama.

Ecosystem: A community of living organisms including plants, animals, fungi, and bacteria, that interact with each other and non living things within their physical environment

Biotic factor: Living things within an ecosystem such as plants, animals, fungi, and bacteria

Abiotic factor: Non living things within an ecosystem such as rocks, sand, soil or water

Habitat: The specific location within an ecosystem when an organism lives (For example, within the ecosystem of Bikini Bottom, Patrick lives under a rock)

Adaptation: A characteristic of a living thing that helps it to survive in its environment.



Image: A tide pool at Wingaersheek beach in Gloucester, Massachusetts. Photo courtesy of [Boston Central](#).

What is a tide pool?

A tide pool is created at low tide when the ocean recedes from the shore. Small amounts of saltwater are left behind in rocky structures creating tide pools, which are sometimes also called rock pools.

What types of Plants and animals Live in a tide POOL?

Algae, crabs, hermit crabs, clams, plankton, sea stars (aka starfish), sea cucumbers, sea urchins, sea anemones, seaweed, snails, muscles, and barnacles can all be found in a tide pool.



PLANKTON



BLADDER WRACK



BARNACLES



MUSSELS



PERIWINKLES



DOG WHELKS



SEA ANEMONE



SEA CUCUMBER



SEA SQUIRT



SEA STARS



SEA URCHINS



JONAH CRAB



MUMMICHOGS

Dig Deeper

WATCH: Life in a tide pool to see some of the creatures that live in a tide pool in action.

READ: Challenges of life in a tide pool and some animal adaptations.

READ: Creatures you might find in a Massachusetts tide pool.

EXPLORE: Explore a map of invasive marine species in New England.

READ: Early reader picture books about tide pools created by the New England Aquarium: Level One, Level Two, and Level Three.

create your Diorama

STEP ONE

Determine which living and non-living things you want to depict in your tide pool diorama. Try to include four or five different living things.

Guiding questions:

1. What biotic and abiotic (living and non-living) things do you want to include in your diorama?
2. How have the creatures you are including adapted to their environment and how can you use craft materials to represent those adaptations?
3. What is each individual creature's habitat within the larger tide pool ecosystem?
4. How will you arrange the creatures in your diorama in order to show their relationships with one another?

STEP TWO

There are so many different ways you can build a diorama. We encourage you to be creative with materials you have on hand! Below are some suggestions for materials you can use.

1. **A base:** Choose a base for your diorama. A shoebox or other empty, shallow cardboard box, a tinfoil pie plate, or an old plastic tupperware container would work well
2. **Sculpting materials:** pipe cleaners, pom-poms, yarn, rubber bands, paperclips, streamers, bubble wrap, packing peanuts, tin foil, popsicle sticks, plastic utensils, colored construction paper, newspaper, seashells, fabric, cardstock, air dry clay, play doh, or homemade salt dough
3. **Adhesive:** Hot glue, spray adhesive, or tacky glue work best for holding heavier items in place.
4. **Coloring materials:** Paint, or water based markers
5. **Scissors**
6. **Additional decorative materials:** Can you collect rocks or sand near where you live to add to your diorama?

Extensions

- Take a trip to a local tidepool and observe the animals in action! Here are some ideas of places to take a day trip from Boston: [Mass Audubon's Joppa Flats Education Center](#) (Newburyport); [Halibut Point Stage Park](#) (Rockport); or [Wingaersheek Beach](#) (Gloucester).
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community in collaboration

standards Alignment

Grade Level: Upper Elementary/Middle School

Length: 60 min

National Theatre Standards:

TH:Pr4.1.4.b. Make physical choices to develop a character in a drama/theatre work.

TH:Re8.1.4.a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.

TH:Cn10.1.4.a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

Materials

- A large space to move.
- Post-it notes a different color than the tile/carpet.

creature, shelter, volcano

- Explain to students that they will be playing a game to introduce the topic of exploration for this lesson.
- Ask for a group of three to volunteer to model the activity. Two people represent a "shelter" (they face each other and raise their arms so that palms meet to form an angled roof) and one person represents a sea "creature" standing underneath/inside the two-person "shelter." Encourage the "creatures" to strike a pose that represents their favorite sea creature. Allow time for everyone in the class to find their own space to create their three person image.
- Introduce movement: "When I call out "creature," the person in the center of each group will leave their shelters and run to a different "shelter" pair, while all the "shelter" pairs stay in place. Practice "creature" a few times. Next, when I call out "shelter," the students making a shelter will break apart, the people stay in place, and the shelters must find a new creature to make a shelter over." Practice "shelter" a few times. "Finally, when I call out "volcano" the sea creatures and the shelters all break apart and find a new three person image."
- Once directions are understood, the game begins. Alternate between calling out "creature," "shelter," and "volcano" in random order.
- Reflect:
 - What did it feel like in your body and mind as you played this game?
 - Do you think our class worked together successfully to complete the challenge of this game, why or why not?
 - What connections can you make between the experience of playing this game and SpongeBob's challenge to help his community as they faced an impending volcanic eruption?

Truth ABOUT Me

- Invite students to take some time to think about one thing they offer to the classroom community that can help when the group encounters challenges. It might help to make references back to the play. For example, Sandy is very smart and good at science, SpongeBob is optimistic, Patrick is a supportive friend, etc. Model the activity by sharing a statement about what you bring to the class community.
- Then, ask students to join you in a standing circle to play a game. Pass out post-it notes to mark everyone's spot in the large circle. The teacher will begin in the middle without a spot. Explain the objective of the game is for the player in the middle to find a spot in the circle, leaving a new player in the middle using the following prompt, "My name is _____, and the truth about me is _____." You will fill in the blanks with your name and one of the character traits you thought of in the brainstorm. If the character trait is also true for anyone in the circle, they move to find a new/open spot in the circle. In other words, individuals move indicating a commonality with the person that said the statement.
- Play multiple rounds, ideally getting many people into the middle to share.
- Finally, invite the group to reflect on the process using the following questions:
 - What did we do in this activity?
 - What statements did we find a lot of people moved on?
 - What statements did we find we unique to a small group of people?
 - How might the positive qualities that we named that individuals bring to the class community help us to solve problems or overcome challenges together?

Teacher Tip

Students can write the traits they brainstormed on an index card to have as they play the game incase they are in the middle.



connected images- Freeze Frame

- Place students into groups with 4-5 people in each group. Explain that each group will create three to four group frozen images (or tableaux) that tell a story. Creating a freeze frame - the group will share image one, hold for 10 seconds, then move to image two, hold for 10 seconds, etc. Each person in the group should be in each image.
- After going over the procedure and answering any questions, share the drama prompt for the freeze frame. The group will need to select one or more trait that was offered in the previous strategy, The Truth About Me, and illustrate how the traits look in action to solve a community problem - sharing a beginning, middle, and end through three to four group frozen images with a clear problem and solution.
- After each group shares, ask the audience:
 - What choices did this group make with their bodies (levels, distance, etc.)?
 - What is the story in the freeze frame - the problem and solution?
 - What traits do you see from our previous game, The Truth About Me, embedded into the freeze frame?
- After all groups shares, ask the students:
 - How might we apply the positive community traits that we saw and discussed in our classroom?
 - How can we work to celebrate and utilize the unique talents, ideas, and gifts that each individual brings into our classroom?

Teacher Tip

Reflect after each group shares in addition to after all groups have shared to deepen the dialogue and connect the image work to the educational goals.



CIVIC Dialogue in Times of Crisis

STANDARDS ALIGNMENT

Grade Level: High School

Length: 60 min

National Theatre Standards:

TH:Pr4.1.I. Shape character choices using given circumstances in a drama/theatre work.

TH: Re7.1.I. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

TH:Cn10.1.I. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

MATERIALS

- Large open space.
- Large piece of paper or whiteboard and marker.

THIS SETTING NEEDS

- Explain to students that in today's lesson, they are going to be citizens of a town that they invent. Solicit suggestions for the name of the town.
- Invite students to sit together on the floor or in chairs as an audience, facing a large empty space. Introduce the strategy: "We will create images of [our town] using only our bodies. Everyone take a moment and think of the different things and people that you would find in this town. When you have an idea, please raise your hand. I will invite you to come into our stage space and shape your body into a frozen action of something you do or might find in our town, as you describe what you've become." Offer a few examples to the group, such as "This setting needs a library." Then you model becoming a library or a person reading. Once instructions are clear, begin the activity.
- Encourage students to make specific physical choices that they can hold for a few minutes.
- Build each setting until 5-10 students are on stage.
- Once the image is built, ask questions to the audience:
 - What do you see in this setting?
 - What clues do the actors give you to help you understand who they are/what they are doing/how they feel about it?
- After the questions are completed, give students a round of applause and have them return to their seats. Repeat.
- After multiple rounds, reflect:
 - What do we know about our town so far?
 - What kind of people might live in this town?

ROLE ON the WALL

- Explain that the citizens of this town have just received news. Meteorologists are predicting that a hurricane is on its way towards the town. The town has never experienced a hurricane before, but with global climate change the weather is becoming unpredictable and storms are becoming more common. Some meteorologists recommend that the town evacuate. The people of the town are nervous and conflicted. On the one hand, it seems unbelievable that the storm will hit, and they don't want to leave their homes. On the other hand, they don't want anyone to be hurt.
- Draw a large outline of a head/shoulders or human figure on paper; leave plenty of space to write inside and outside the figure. Explain to the group that this is a citizen of the town; you can give them whatever name you'd like. Invite the class to name words, phrases, or messages that this townspeople might be hearing in the context outlined above. When a "message" is offered, invite participants to think about where it comes from. Encourage students to elaborate and offer multiple answers; the goal is not to be right or wrong, but to gather many ideas and perspectives. Types of responses can also be grouped together on the paper to provide further visual organization.
- Next, ask students for suggestions of how the townspeople might be feeling, or what words and phrases they might be thinking, based on the outside messages. Write these responses on the inside of the figure using a different color.
- Finally, ask students to connect specific "outside" messages to the inner feelings, and draw lines between those connections on the figure.
- Reflect:
 - What events, people, or actions might be impacting this citizen the most?
 - Is this a realistic portrait of how people think and feel in times of fear and uncertainty?
 - Is this the way that everyone in the town might be feeling or thinking?
 - If not, what other perspectives or experiences might there be in the town?
 - How should the townspeople decide what to do?

Teacher Tip

Encourage students to live within the imaged circumstances. using the "magic if" -- What would happen if? How would you feel if?

TOWN HALL Meeting

- Inform the students that the mayor of this town has called a town meeting for the citizens to discuss whether or not an evacuation should be ordered. Invite students to brainstorm a list of people who might choose to attend the town hall meeting. Each of them will choose one towns person to play and name the character. They should choose a profession and a motivation for why their character has come to the meeting and what they need or want.
- If possible, set up a large circle of chairs so students can see each other. Invite them to come and take a seat. Explain that you will also be playing a role, that of the town moderator. It is helpful, if possible, to have a specific prop or costume piece you use as this character to indicate when you are in or out of role.
- In role as the town moderator, ask students to introduce themselves in role as their character. Then, summarize the issue at hand. Be sure to include points on both sides. On the one hand, it is uncertain if the hurricane will come, people may not have somewhere else to go, they will lose money if their businesses close, etc. On the other hand, if people stay and a hurricane does occur, they may be in danger. After reiterating key ideas, ask for opinions from individual townspeople. If it seems the group is leaning strongly in one direction, work to introduce new information that might complicate the issue further and keep multiple sides of the debate alive. Sometimes it can be productive to take a vote at the end of the meeting so that students make a final choice on where their character stands on the issue. At the end, invite students to shake out their character and return to being themselves.
- Reflect:
 - What new ideas or perspectives emerged during this meeting?
 - What were the major supporting points on each side?
 - What sort of tactics did the citizens use to convince each other?
 - What made those tactics effective or ineffective?
 - What do you think this town will ultimately decide to do?
 - What sort of factors do communities consider when making decisions?
 - How do communities navigate civic dialogue in times of crisis?

Teacher Tip

Facilitate the meeting as a neutral party, encouraging all sides of the issue to be heard. Use probing questions to get to students to explain their character's position.



(Not) Just a Simple Sponge

community connection

New England Aquarium; Boston, MA

sponges

Animals like sponges might not be much to look at because they are invertebrates (meaning they don't have a backbone) and are considered simple organisms because they do not have tissues or organs. Despite their simple appearance, sea sponges are specially adapted to their environment and perform essential functions in coral reef ecosystems such as filtering water, collecting bacteria, and processing carbon, nitrogen, and phosphorus.

Plan Your Visit

Take a trip to the New England Aquarium to observe some sponges and related animals in action. Before you go, [read more about sea sponges](#). Choose a date and time to visit the Aquarium. If you have a physical Boston Public Library card, you can request a coupon from any of the branches of the Boston Public Library that will allow for free or discounted admission to the aquarium for up to four people. [More information about that program is available here](#).

Getting to the Aquarium

If you live in or around Boston, [you can get to the aquarium by taking the T!](#) It is about 100 yards from the Aquarium stop on the Blue Line. The aquarium can also be reached by walking from the following stations: State Street (Orange Line) - 8 minutes; Government Center (Green Line) - 10 minutes; South Station (Red Line) - 12 minutes.

Animals in Action

Visit the Yawkey coral reef center to explore how some of the smallest marine creatures can have a big impact on their ecosystems. Then, head over to Indo-Pacific Coral Reef and play "[Secret Animal](#)."

connect

Use the [New England Aquarium's worksheet](#) to create your own invertebrate with specialized adaptations. Remember, invertebrates don't have backbones so they can come in all kinds of shapes and sizes! How will your invented invertebrate adapt to its environment? Be creative and have fun.

Resources

VOLCANOS

Find out how volcanos form by [watching this video](#) from the Boston Museum of Science.

AQUARIUM

Play an [aquarium themed memory matching game](#) on the Boston Children's Museum Website.

Fish

[Read about different kinds of fish](#) with National Geographic Kids.

Ocean

Check out this [youth-friendly Ologies episode](#) all about the wonder of the ocean and how we can help protect them with Dr. Ayana Johnson.

Climate Change

[Learn more about how climate change](#) is impacting the ocean with the New England Aquarium.



Resource Guide created BY

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