

K-W
MUSICAL PRODUCTIONS
PRESENTS



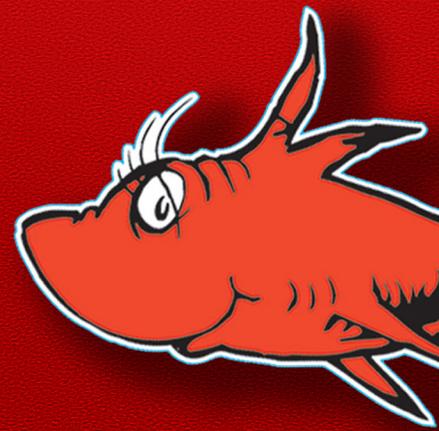
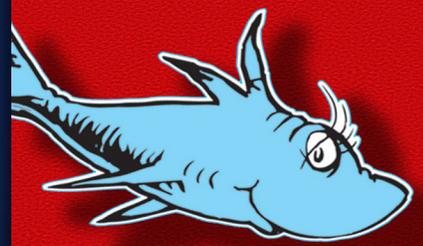
Seussical The Musical Student Previews

February 1, 2 and 9 at 10:30am
Student Tickets: \$15 + tax

Teachers & Chaperones:
One Complimentary Ticket
provided for every ten students.

St. Jacobs Country Playhouse
40 Benjamin Rd E., Waterloo

SEUSSICAL™ the MUSICAL: The Study Guide



Music by Stephen Flaherty
Lyrics by Lynn Ahrens
Book by Lynn Ahrens & Stephen Flaherty
Co-Concieved by
Lynn Ahrens, Stephen Flaherty & Eric Idle

Based on the Works of Dr. Seuss
Directed by David Atkins
Music Direction by Michael Brown

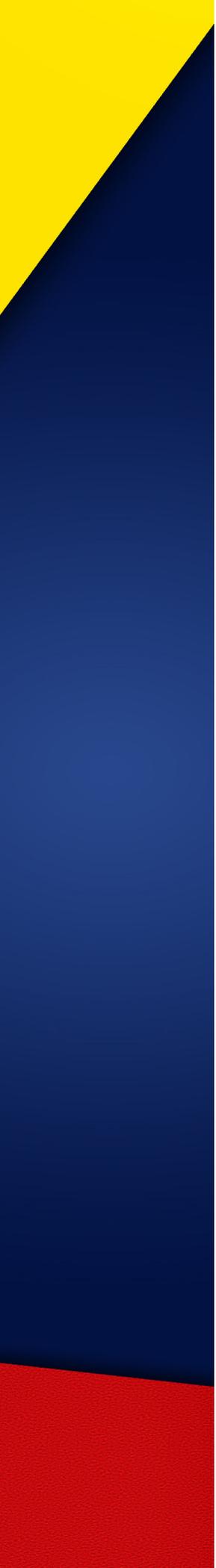


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SYNOPSIS OF SEUSSICAL™ THE MUSICAL

An adaptation of the Broadway musical, Seussical™ brings together Dr. Seuss's much loved books, Horton Hears a Who!, Horton Hatches the Egg, and the story of Gertrude McFuzz. Narrated by the Cat in the Hat, it centers on Horton the Elephant's quest to save the people of Whoville, who live on a tiny speck of dust.

The play begins with Horton splashing in a pool when he hears a faint cry for help that no one else can hear. The animals in the Jungle of Nool make fun of Horton, but he refuses to ignore the Whos in Whoville, especially little Jojo, who becomes his friend. Horton places the speck of dust on a clover but it is stolen by the evil eagle, Vlad Vladikoff and dropped in a huge field of clover.

While Horton desperately searches for his clover, Gertrude McFuzz, who has a new tail like showy Mayzie's, tries in vain to get his attention. Mayzie appears and convinces Horton to stop searching for the Whos and to sit on her egg instead, but while he is doing this, he is captured by hunters and sent to a circus.

Gertrude finds Horton and tells him she has located the Whos, but there is still more trouble when the animals of Nool put Horton on trial and threaten to boil the speck of dust with Whoville on it. Horton entreats the Whos to make themselves heard, Jojo gives a great yell, and the animals of Nool finally hear the Whos. In the end, Horton hatches an elephant-bird that he and Gertrude decide to bring up together.

THEMATIC OVERVIEW

***"I meant what I said and I said what I meant, an elephant's faithful one hundred percent."*(Horton Hatches the Egg, 1950)**

***"A person's a person no matter how small."* (Horton Hears a Who!, 1954)**

These well-loved and meaningful rhymes are still as poignant and meaningful, now almost 65 years later. Indeed, in our present day, young people are faced with difficult and complex issues of social injustice, although it may be slightly different than what Dr. Seuss had imagined when he wrote about it in the 50s.

Today social injustices involve the world as a whole, but some may be happening in the schoolyard, online, on their street, or at home...and they can be confusing for children. The themes and lessons in Seussical can be used to help provide some light

on these issues, in a kid-friendly, fun way.

Children can be challenged to look at their own lives, and the lives around them at school, at home, online and in their community, and see where they can make a difference...to be the 'Horton' in their own lives, and stand up for those 'Whos' that exist in the real world.

This study guide will help you to prepare your students to see the play and to integrate the performance into your curriculum.



Both the pre- and post-show activities incorporate curriculum connections for the Arts (Music, Dance, Drama) and Science (The Environment, Conservation).

The pre-show activities focus mainly on creativity and storytelling through music, drama, art and dance. In-show 'thinks' encourage the students to take advantage of the theatre experience, and being aware of what is happening physically on

stage and with regards to the story. The post-show activities bring all of the other activities full circle, with a greater emphasis on student integrity building and the themes that are woven throughout Seussical the Musical.

With curriculum connections indicated for each activity, all activities are designed to add to your students' analysis, appreciation and enjoyment of Seussical .

STRANDS AND CURRICULUM CONNECTIONS FOR SEUSSICAL THE MUSICAL



Curriculum Connections:

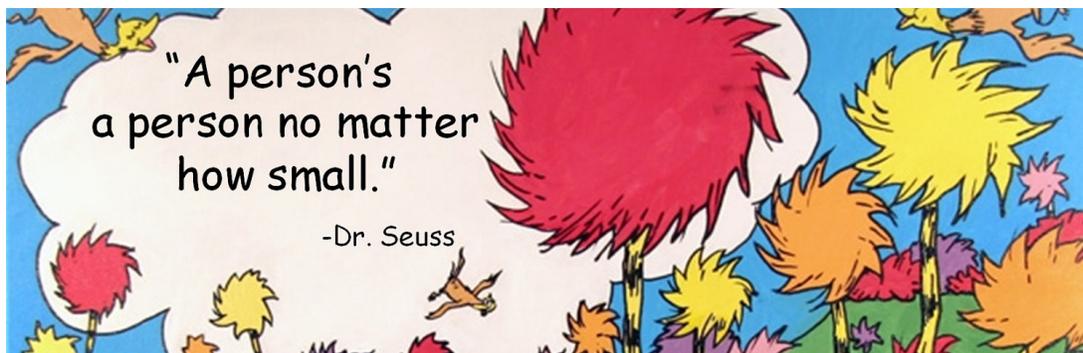
Arts (Visual, Music, Dance)
Language
Science (The Environment)

Student Integrity Building:

Responsibility
Perseverance
Kindness and Caring
Loyalty

Themes:

Being True to Oneself
Standing Up for What You Believe In
Imaginative Thinking
Conservation



GLOSSARY OF TERMS

The Director: the person who leads all the performers to create their vision of the story

Character: a person or animal played by a performer

Traits/Characteristics: key elements of a character's personality that makes them interesting or is important in the story

The Narrator: a character who is not in the story, but helps to tell the story to the audience

Set: the pieces on stage that help us imagine the scene; they can be huge backdrop images, or small boxes and everything in between

Transition: the time during which the elements on stage change to become a new scene, time or place

Choreography: the planned movement and dance

Lyrics: the words of a song

Melody: the music notes and arrangement

Harmony: in music, two or more notes that are played or sung at the same time; these are sung by different voices such as soprano (high notes, women), alto (low notes, women), tenor (men, high notes), baritone (men, low notes)

Rhythm: in music, the pattern of the beat

Tempo: the speed at which the music is played

Genre: a style of music with particular conventions and characteristics

Quatrain: a four-line stanza, usually with alternate rhymes

Extinct: a species, family, or other larger group no longer in existence

Habitat: the natural home or environment of an animal, plant, or other organism

Promise: a declaration or assurance that one will do a particular thing or that a particular thing will happen

Protect: keep safe from harm or injury

PRE-SHOW QUESTIONS

The Arts and Language; Imaginative Thinking

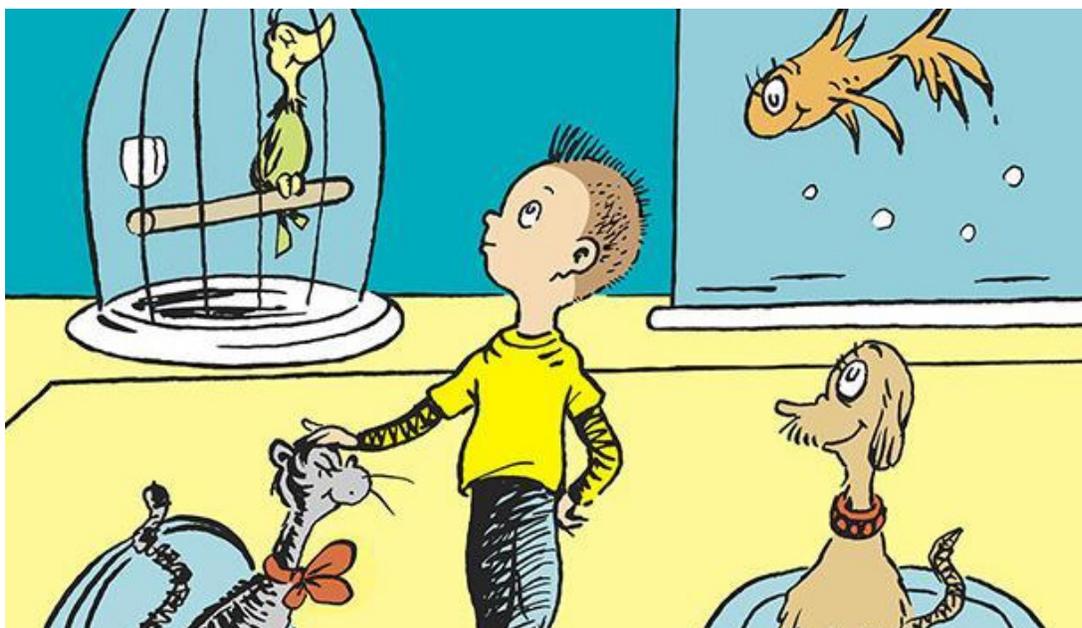
What makes poetry special?
Why do you think people write poetry?
Why do you think people sing songs?
Why do people dance?
Are there any similarities between poetry, songs and dance?
Who is Dr. Seuss?
What does it mean to be imaginative?
Are you imaginative?

Science and the Environment; Conservation

What does extinct mean?
How do living things become extinct?
What can you do to help?

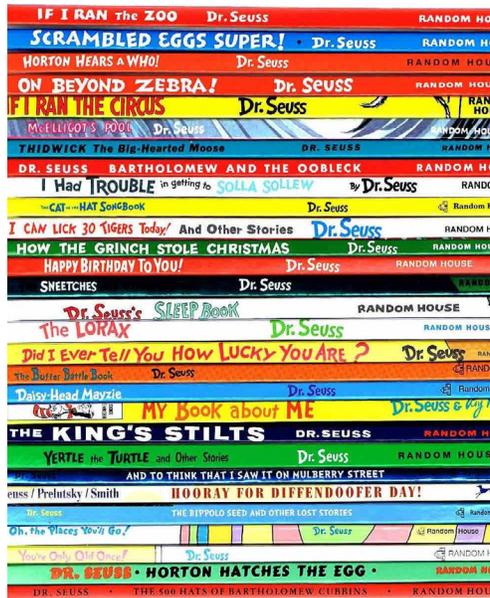
Themes and Student Integrity Building

What does it mean to stand up for what you believe in?
Have you ever done that?
Have you ever seen anyone do that?
What does it mean to be loyal?
Explain a situation where you have been loyal.



PRE-SHOW ACTIVITIES

A: Poetry and Dr. Seuss Works



KEY CURRICULUM CONNECTION: Language

Seussical is based Horton Hears a Who! and Horton Hatches the Egg, however it includes verses from many of his other stories. They also all have hidden lessons for the reader that are fun to figure out, and help them dig deeper into the book and learn to look past all the words to uncover meaning and relevance. Just like music and dance, poetry has many different styles.

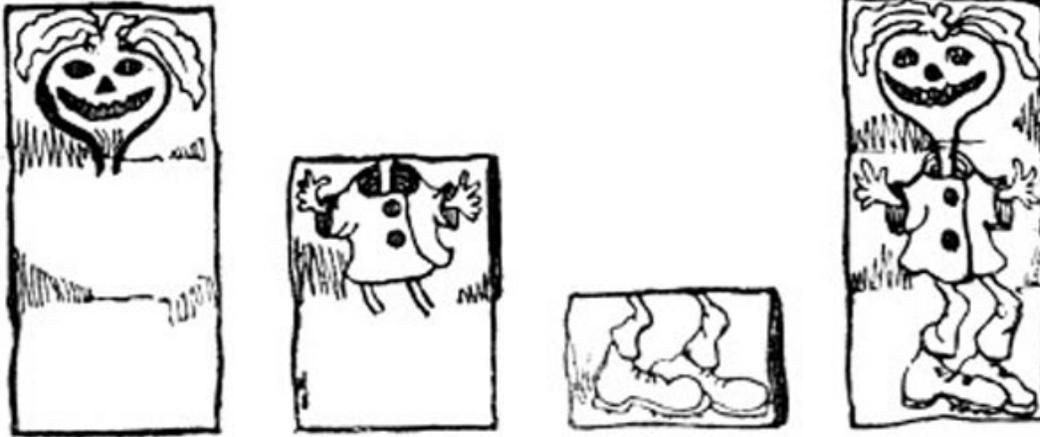
Objective:

Read and analyze poetry meanings and poetry styles through Dr. Seuss works. It will also form a basis of knowledge for Seussical the Musical prior to seeing the show.

Directions:

1. Have the students read other Dr. Seuss works before coming to the show.
NOTE: During the show they can listen and identify lines from other works including:
 - Horton Hears a Who!
 - Oh the Places You'll Go!
 - One Fish Two Fish Red Fish Blue Fish
 - The Cat in the Hat
 - If I Ran the Circus
 - McElligot's Pool
 - Green Eggs and Ham
 - Yertle the Turtle and Other Stories
 - Horton Hatches the Egg
 - I Had Trouble in Getting to Solla Sollew
2. All Dr. Seuss books are a bit strange, but always have a hidden lesson/message for the reader.
 - a. What is your favorite Dr. Seuss book, and why?
 - b. Did you figure out the hidden lesson/message in that book?
3. Dr. Seuss is written in quatrain. What other kinds of poetry styles are there?

B: Create a Curious Creature

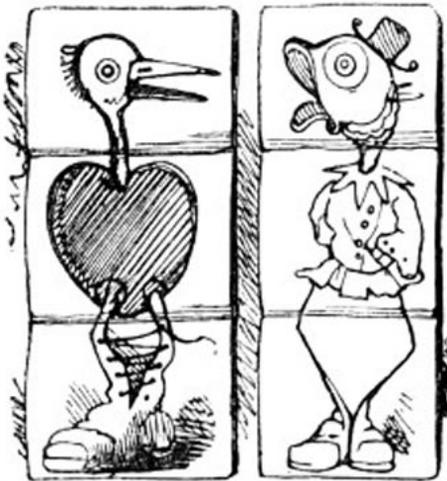


KEY CURRICULUM CONNECTION: Visual Arts, Language

Dr. Seuss is known for his curious creatures...have your students create their own!

Objective:

By creating their own Dr. Seuss curious creature, students use their creative imaginative skills in visual arts as well as with language to describe their unique character.



Directions:

1. Cut the paper in three and label the pieces: head, body, legs
2. Split the class into groups of 3.
3. Give each group of three, a set of the head, body and legs pieces of paper
4. Have each student in the group of 3 pick one of the items and draw the craziest most inventive head, body or legs without looking at their partners.
5. When they are done, the trio comes together and assembles their characters by taping the head, body and legs together
6. The trio can name their character and decide what their special skill is.
7. The trio could write a paragraph or rhyme about their character. Include where he lives, what he does and why he's special.

Items needed:

11"x 17" piece of paper (per 3 students), cut in three so that there are 3 sections of 11" x 5-2/3"

Colourful markers
Lots of imagination!

C: Create a Song and/or Dance

Items needed:

Various songs in various different genres to listen to

Paper to write down lyrics.

KEY CURRICULUM CONNECTION: Music, Dance, Language

Objective:

Expose children to a variety of different genres of music and how that translates to song lyrics and movement.

Depending on the age, this could be done in small groups, or as a larger group.

Directions:

Using one or more of the curious creatures, create a song for him/her/it.

1. Choose the genre: Listen to various genres of music...what type of music fits this character? Jazz, Hip Hop, Classical (Ballet), Latin, Pop, Blues, other? What rhythm and tempo make sense for this character?
2. Find a song you think would fit the character, and write new words to fit him...tell a small story of who he is and what he is doing (if the trio wrote a paragraph or rhyme this could be used as inspiration).
3. Choreography: How would this character move and dance? Create a short dance that matches the music and the words you have created. NOTE: If creating the words was too difficult, students could skip step 2 and go straight to step 3.

D: Harmony

KEY CURRICULUM CONNECTION: Music

Objective:

Expose children to elements of music other than the melody line, and how different parts make up a beautiful sound.

Items needed:

Sheet music for "Oh The Thinks You Can Think!"

Audio music for "Oh The Thinks You Can Think!"

Directions:

1. Find sheet music and audio recording for the song "Oh the Thinks You Can Think".
2. Listen to the song with the whole class.
3. Learn and sing the melody or soprano line.
4. Learn and sing another harmony part, such as the alto or tenor.
 - a. How does that sound?
 - b. Is it harder to sing?
 - c. Is it fun to sing?
5. Try splitting the class in two parts and singing the melody and a harmony part.



E: The Whos in our World Part I: Curious Tiny Creatures

KEY CURRICULUM CONNECTION: The Environment

Just because an animal is not big enough to see like a panda or tiger, doesn't mean it is not interesting. Sometimes the most interesting creatures are so small you wonder how any one ever discovered them! **NOTE:** This activity could also be done as a post-activity.

Items needed:

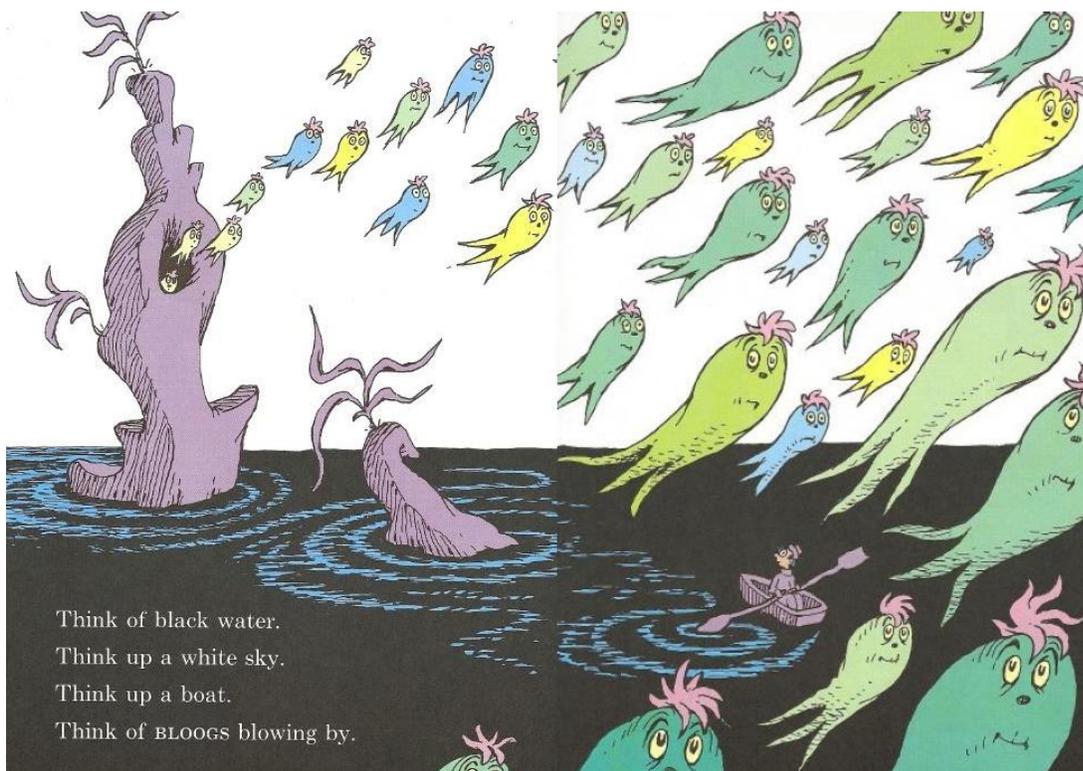
Research materials (computer, books, encyclopedia, etc.)

Objective:

Illuminate children to the worth of all living creatures, no matter how small by examining interesting little living things.

Directions:

- o Have students research animals or creatures that are smaller than the palm of their hand... the smaller the better.
- o Discover where they live in the world, their habitat, how many exist, what threatens their existence, how can we protect them, what do they eat, do they have families or live alone, etc. Have them find something that is the same actual size to show relative size.



Think of black water.
Think up a white sky.
Think up a boat.
Think of BLOOGS blowing by.

F: Musical Genres Appreciation: Part I

KEY CURRICULUM CONNECTION: Music

Seussical is unique in that it incorporates many different musical genres into one show.

Objective:

Help students to connect genres of like music based on common characteristics, and how music and genres plays into character traits/characteristics in a play.

Directions:

1. Musical Genres in General

Have your students listen to music the following genres:

- Jazz
- Broadway
- Lullaby
- Motown
- Latin Pop

2. Musical Genres in Seussical

Have your student to the following songs from Seussical:

- How Lucky You Are
- Notice Me Horton
- Alone in the Universe
- Biggest Blame Fool
- Amazing Mayzie

3. Musical Genres Matchup

As a class, have the students match the Seussical songs up with the genres of music that they best represent using the matchup sheet on the next page.

Song Genres Activity Answer Key

How Lucky You Are	Jazz
Notice Me Horton	Broadway
Alone in the Universe	Lullabye
Biggest Blame Fool	Motown
Amazing Mayzie	Latin Pop

4. Character Characteristics Using Songs: Part 1

- o Divide students into small groups of 3 or 4
- o Assign each group one of the aforementioned songs from Seussical.
- o Have students listen to their assigned song and brainstorm the characteristics attributes of what kind of character they think might sing their song.
- o Have each group present their findings to the class.

NOTE: After the show, they can compare whether what they thought would be the character matched up with the actual character.

Items needed:

Various songs in various different genres to listen to (already sourced for Create a song/dance activity above)

Soundtrack to Seussical the Musical

Genre/Song Match up Page (on the next page)

Seussical The Musical

Musical Genre Activity Page

Match up the Seussical Song with the Genre.

HOW LUCKY YOU ARE

Latin Pop

NOTICE ME HORTON

Lullaby

Along in the Universe

JAZZ

Biggest Blame Fool

BROADWAY

AMAYZING MAYZIE

MOTOWN



IN-SHOW THINKS AND POST-SHOW QUESTIONS

While the students are watching the show, here are some things they can be watching and listening for to get the most out of the experience:

- o Listen and identify lines from other Dr. Seuss works.
- o What made up words are in the musical? Even though they were made up did you understand what they were and meant?
- o How many different styles of music did you hear?
- o How many different styles of dance did you see?
- o How does the Jungle of Nool look different from Whoville?
- o Look at the different set pieces...are some of the same pieces used in different ways throughout the show? How?
- o What promises are made by characters in the show? Are they all kept?



POST-SHOW ACTIVITIES

A: Biography of Dr. Seuss

KEY CURRICULUM CONNECTION: Language

Have the students research do a biography about Dr. Seuss.

A: Elements of the Story

KEY CURRICULUM CONNECTION: Language

As a class, in small groups or as an individual assignment, examine and discuss the key five elements of a story, as it relates to Seussical.

Objective:

Practice of examining and breaking down a story in a formal way.

Directions:

- o Identify the characters, the setting, the plot, the conflict, and the resolution in Seussical the Musical
- o They can also compare and contrast the on-stage story with the book(s) they read ahead of time, and answer:

- 1) What various Dr. Seuss stories were represented in Seussical?
- 2) Were the stories exactly the same, or did they change slightly?
 - 2a) If they changed slight, how, and why do you think it was changed for the stage version?

C: Oh The “Thinks” You Can Think

KEY CURRICULUM CONNECTION: Language, Environment

In Whoville, having different ideas is not a good thing. Different ‘thinks’ are not encouraged. In the Jungle of Nool, no one will believe Horton when he says the Whos are in the clover...but he fights for what he believes in, despite everyone making fun of him, and saves the Whos. In the real world having your own opinion, standing up for what you believe in and being true to yourself is very important.

Objective:

Encourage students to value different opinions, speak up when they see something wrong and defend what they believe is right.

Directions:

Discuss situations they have encountered where something is going wrong, and they know it.





- o Did they say something? What happened?
- o Did they not say anything? What happened?
- o Discuss situations where students have different ideas (e.g. what game they should play at recess)
- o Did you bring up your different opinion? What happened?
- o Did you stay quiet and not bring it up? How did that make you feel?

Gertrude wanted so much to be like Mayzie with her long beautiful tail...so she tried to copy her...and it backfired. Discuss situations where students may have copied other students actions, dress, etc:

- o How did it feel?
- o Did you feel like yourself?
- o Did anyone notice you were copying someone else?
- o Did you like it?
- o Why did you stop (if you have)?
- o Discuss the uniqueness of each student and why they are each special.
- o Create a blank sheet of paper with each student's name on it.
- o Pass the sheet around the class. Each student will write something special and unique about that student. NOTE: All items should be stated positively.
- o At the end, each student will have a sheet with why they are special and unique signed from their classmates.

D: Musical Genres Appreciation: Part 2

KEY CURRICULUM CONNECTION: Music, Dance, Drama, Language,

1. Dances Genres

Objective:

Identify the various genres of dance and how dance can affect you as a watcher.

Directions:

- o Discuss as a group how many dance genres the students observed in the show. (NOTE: Ballet/contemporary, Rockabilly, Latin Ballroom, Acro, Jazz [classic and Fosse style], and Tap are all represented)
- o How did the dances help to tell the story?
- o What was unique about each dance style? (I.e. Hip hop was funky and quick, ballet was smooth and pretty)
- o How did each dance style make you feel?
- o Which one did you like the most, and why?

2. Character Characteristics Using Songs: Part 2

This activity pulls from the pre-show activity Musical Genres Appreciation where they guessed at the character traits and characteristics based on the songs.

Objective:

Reexamine character traits, using actual characters and contrasting them with previous discussion of what the students imagined the character traits to be.

Directions:

- o Have students recount the characteristics and traits of the characters from before the show.
- o As a class or in small groups, identify traits and characteristics of the actual characters in Seussical.
- o Compare what they had come up with before the show and now after the show...how do they differ? How are they the same?

E: Loyalty

KEY CURRICULUM CONNECTION: Language

*"I meant what I said and I said what I meant, and elephant's faithful one hundred percent."
– Horton the Elephant*

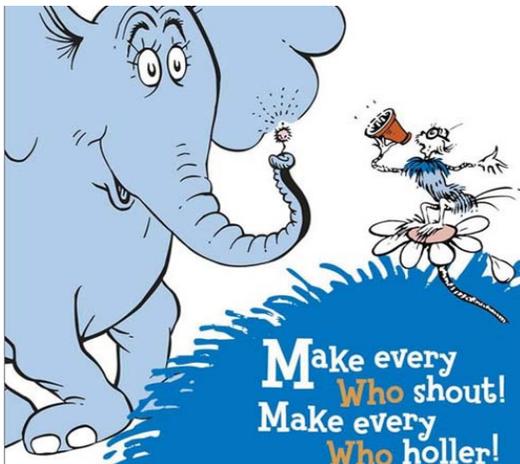
Objective:

Examine what it is to be loyal and what happens when you are, and are not.

Directions:

1. Discuss what loyalty means to your students
 - a. Have the students look up the word loyalty in the dictionary.
 - b. Discuss ways that they can be loyal in their lives and with their friends and family.
 - c. Discuss the repercussions of not being loyal.
2. Horton promises to care for Mayzie's egg.
 - a. How does he keep his promise?
 - b. Who else is loyal in the show?
 - c. Is it difficult to be loyal like Horton?

F: The Whos in our World Part 2: Curious People Around Us



KEY CURRICULUM CONNECTION:

Language, Environment

There are curious people around us everywhere... and we can learn something from every person we meet and learn about.

Objective:

Help students look at new people in a different light: be curious, empathetic and kind towards them, and to find common ground.



Directions:

- o Have students choose a student, teacher, someone from the community that they do not know.
- o Encourage them to make a list of questions that they would like to ask this person to get to know them further. Thinking about who they are, what they do, where they live, their family. Also thinking about what the student and their subject may have in common.
- o Have students draw a picture of this person...including specific characteristics, with all of the questions they would like to ask them.
- o Share this with the class.
- o If the person is available, have the student reach out and get their questions answered.

D: Musical Genres Appreciation: Part 2

KEY CURRICULUM CONNECTION: Language, Environment

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”
–The Lorax

By putting them in a safe place where he can watch over them, Horton makes sure the Whos are safe. There are lots of animals, plants and insects in our world that will not survive unless the people of the world take care of them.

Objective:

Enlighten students to the fact that some species around the world have already disappeared and others may not be around if the people of the world don’t take care of them.

Directions:

- o Look up in the dictionary and discuss the meaning of ‘extinct’.
- o In small groups or as a class:
 - o Research what animals are already extinct.
 - o Research what animals are close to extinction.
 - o Research the repercussions of a species extinction.
- o Divide the class into small groups, giving them each an animal that is close to extinction.

Have them discuss:

- o What are the factors that have led to the depletion of numbers of this species?
- o What can be done to protect the animal or species from extinction?
- o How many species are left in the world now?
- o If nothing were done, when would this animal or species be extinct?
- o Present to the class.



K-W MUSICAL PRODUCTIONS

PRESENTS



SEUSSICAL™

THE MUSICAL

ST. JACOBS COUNTRY PLAYHOUSE

WEDNESDAY, FEBRUARY 1 • 10:30 AM

THURSDAY, FEBRUARY 2 • 10:30 AM

THURSDAY, FEBRUARY 9 • 10:30 AM

**RECOMMENDED
FOR STUDENTS
OF ALL AGES!**

Only 400 seats available per performance.

STUDENT MATINEE PERFORMANCES

Founded in 1948, K-W Musical Productions is Waterloo Region's top-rated community theatre company. Dedicated to bringing high quality musical theatre to the community, K-W Musical Productions would like to invite you to bring your students to a musical that celebrates creativity and uniqueness!

All your favourite Dr. Seuss characters are brought to life in this imaginative musical adventure that proves that being different is wonderful. Colourful characters like Horton the Elephant, The Cat in the Hat, Gertrude McFuzz, Lazy Mayzie, and a little boy with a big imagination – JoJo, transport us from the Jungle of Nool to the Circus McGurkus to the invisible world of the Whos and beyond.

The Cat in the Hat tells the story of Horton, an elephant who discovers a speck of dust containing the famous Whos of Whoville, including JoJo, a child sent off to military school for thinking too many "thinks." Although Horton and JoJo face many trials and dangers, ultimately the powers of friendship, loyalty, family, and community are challenged and emerge triumphant.

STUDENT MATINEE REQUEST FORM

SCHOOL: _____

MAIN TEACHER CONTACT: _____

SECRETARY: _____

PHONE: (____) _____

EMAIL: _____

ADDRESS: _____

CITY: _____ **POSTAL CODE:** _____

TICKET PURCHASE POLICIES:

- This is a booking request form only; your order is not confirmed until your deposit is received by KWMP, and you receive a written confirmation from a KWMP representative.
- Seating for school performances is often based on grade level.
- Seating is at the full discretion of KWMP and may be changed at any time.
- Student tickets are \$16.95 total per person (\$15.00^{+HST}).
- Complimentary tickets for teachers and chaperones are given at a 1 per 10 ratio.
- Availability is on a first-come, first-served basis.
- A \$100 deposit is due upon receipt to confirm your booking.
- You will receive a copy of your invoice by e-mail. Your invoice will confirm costs.
- You may reduce your numbers up until January 13, 2017. No cancellation after January 13, 2017.
- You may increase your numbers at any time depending on availability.
- The balance must be paid in full 2 weeks prior to the performance. Tickets are non-refundable.

PERFORMANCE DETAILS:

CHOOSE: **WED, FEB 1, 2017** **THURS, FEB 2, 2017** **THURS, FEB 9, 2017**

GRADE: _____ **# OF STUDENTS (\$16.95):** _____ **# OF TEACHERS/CHAPERONES:** _____

GRADE: _____ **# OF STUDENTS (\$16.95):** _____ **# OF TEACHERS/CHAPERONES:** _____

GRADE: _____ **# OF STUDENTS (\$16.95):** _____ **# OF TEACHERS/CHAPERONES:** _____

GRADE: _____ **# OF STUDENTS (\$16.95):** _____ **# OF TEACHERS/CHAPERONES:** _____

SIGNATURE:

DATE:

SEND YOUR COMPLETED REQUEST FORM

Email: marketing@kwmp.ca

ATTN: SCHOOL PERFORMANCES

Mail: 14 Shaftsbury Drive, Kitchener, Ontario, N2A 1N5

CONTACT US

For More Information

To book or for more information about KWMP or Seussical™ The Musical contact:

Cody Burns
marketing@kwmp.ca
519-893-5690
14 Shaftsbury Dr, Kitchener, ON, N2A 1N5
www.kwmp.ca



MORE ABOUT KWMP

Kitchener Waterloo Musical Productions, affectionately known as KWMP, was founded in 1948 as the Twin City Operatic Society. The early productions were performed in the auditorium at The Church of the Good Shepherd. As the performances grew and a larger space was needed, the stages at KCI and WCI fit the bill. In 1968, the group found a permanent home for rehearsing, set building and storage at its current location on Shaftsbury Drive. It was renamed Kitchener-Waterloo Musical Productions to fit the broad scope of its artistic programming.

More than 68 years later, KWMP continues to be one of the top community theatre organizations in Canada. The group performs three productions a year: two major musicals in November and February, and a variety show style fundraiser in the spring.

On stage and off, many dedicated volunteers are committed to the vitality of the organization. New members are always welcome. Explore your creative side – perform on stage, build scenery, sew costumes, sell tickets and more. Visit our website (www.kwmp.ca) to sign up for our email notices about auditions, volunteer recruitment and performances to find out how you can become part of the KWMP family.

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Final Advice from Dr. Seuss to your Students:

*"You have brains in your head.
You have feet in your shoes
You can steer yourself any direction you choose.
You're on your own.
And you know what you know.
And YOU are the one who'll decide where to go."*

- Dr. Seuss

