

On Broadway, Identity Formation, and Being a Teen *Elective*

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TOPIC (S)	<i>Jewish Text, Wellness, Identity, Teen Programs</i>
SUMMARY	Prominent Broadway musicals such as Dear Evan Hansen, Mean Girls, The Prom, and Jagged Little Pill, feature teen characters coming to terms with their own identities. This activity will explore songs, characters, and relationships leading to moments of self-discovery, and examine ways to apply these findings back to working with teens at camp.
GOALS:	<ul style="list-style-type: none"> • Participants will gain an understanding of how different Broadway songs explore pieces of teen identity. • Participants will be able to articulate how Broadway songs/themes explore challenges that teens are addressing and practical tools to address them at camp.
AUDIENCE:	10-30 participants
TIMING:	75 Minutes
APPENDICES:	<ul style="list-style-type: none"> • Personal Parking Lot • Hand in My Pocket Pre-Text Study • Mean Girls Pre-Text Study • Waving Through a Window Pre-Text Study • Broadway Text Studies • Juggling Multiple Emotions Resources
MATERIALS NEEDED:	If this program is done online, you will need the appendices list above in addition to access to Jamboard and Padlet. If this program is done in person, you will need butcher paper, pens, markers, sticky notes.
SET-UP DETAILS:	If this program is done online, wifi will be required. If this program is done in person, any where, where you can access materials listed above

SESSION TIMELINE

- **00:00-00:05:** As We Gather
- **00:05-00:15:** Ice Breaker
- **00:15-00:30:** Opening Text Study: Hand in My Pocket
- **00:30-00:50:** Text 2: Waving Through a Window
- **00:50-01:10:** Text 3: Mean Girls Musical
- **01:10-01:15:** Processing and Reflecting on the Learning

SESSION OUTLINE:

00:00-00:05: As We Gather

- Menti-Meter: Broadway Musical Trivia Questions
- **Introduce Personal Parking Lot:** As we learn together, you can take notes on the note-taking guide here. The guide will feature all of the prompts that I am asking you to allow you to have a record of our time together.

00:05-00:15: Ice Breaker

- **Create a Padlet with the following prompt:** Is there a song, character or part of a Broadway musical that speaks to a piece of your identity? Has helped you better understand a piece of your identity? Who/what is it? How has it helped you better understand a piece of your identity?
 - Invite participants to respond by writing, putting a picture or meme onto the padlet.
- **Set up Breakout Rooms:** Impromptu Networking: Hevrutah pairs, 2 rounds, 3 minutes each, each person will share which character, song, storyline, etc. that speaks to a piece of their identity, and what they can learn from it.
 - Once participants have shared with two people for three minutes each, invite a few people to share with the larger group.
- **Takeaway:** Session leader can say the following in order to round out the experience. Broadway musicals are powerful because they speak to different pieces of our identities, and allow us to understand them through mediums like characters, songs, storylines, etc. In our track today, we will explore how Broadway songs, characters, etc. can help us better understand teen campers and how to work with them.

00:15-00:40:Opening Text Study:

Google Docs: <https://drive.google.com/file/d/1e4eSP4JI1fbihl5Vj-Y9ZQS8wer4k3wB/view?usp=sharing>

Session leader opens by sharing the Jagged Little Pill “Hand in my Pocket” reflection form and says: I invite you to write down examples of two different identities that you are holding right now in your pockets.

Session leader invites participants to watch the song “Hand in My Pocket” from the Jagged Little Pill Musical. Share that we will watch this song, and answer the questions together as a group to model what you will be doing for the two additional songs that we will explore together later in the session. Before watching, please provide participants with the Jagged Little Pill text study sheet.

- **Hand in My Pocket Text Study from Jagged Little Pill**
 - Watch the song together from Jagged Little Pill
 - <https://www.youtube.com/watch?v=pubPTppZb88>
- The Hand in my Pocket text study asks participants to reflect on the following questions
 - **Questions for Reflection:**
 - **As you watch:**
 - Tone: What is the tone of the song? How does the tone convey the message of the song?
 - Communication: What are the verbal and non-verbal cues that the characters are giving?
 - **As you read:**
 - Lyrics: What are the lyrics saying? What facet of teen identity are the lyrics referring to?
 - Text: What is Rebbe Simcha conveying in this text? How does this text relate to the song “Hand in My Pocket?”
 - Relates to camp: If a camper said the lyrics from “Hand in my Pocket” to you would this be an example of typical teen behavior or a teen in crisis? How might you respond

After watching The Hand in my Pocket youtube video, reading the texts, and responding to them as a group, share the following: Teens today are creating space to “explore” their own identities. What does it mean to create space to let teens explore their own identity? What are practical tools to help create that?

- It’s okay to be holding multiple emotions, multiple identities at the same time
- Many of us are holding multiple emotions. How do we create space for people to holding multiple emotions, identities at the same time?

- Showcase “Juggling Multiple Emotions” handout

Session Leader shares that at camp, teens are exploring multiple identities in the following ways:

- Testing physical and social boundaries
- Exploring their sexual identities
- Exploring their social identities

We are going to look at 2 Different Characters who are “Testing different components of their identities,” and think about how they can teach us about how to work with teen campers.

00:30-00:50: Text 2: Dear Evan Hansen

Framing: Session leaders give participants the “Waving Through a Window” pre-song handout to write down responses to the following questions using the word wheel provided.

- I invite you to think about a time you felt seen and heard. What did that feel like? Using the word wheel, what words might you use to describe it?
- I invite you to think about a time you didn’t feel seen or heard. What did that feel like? Using the word wheel, what words might you use to describe it?

Session leader invites a few participants to share their responses if they are comfortable using both the chat function and aloud.

Session leader frames that this question of what does it mean to feel seen and heard, is a question that teens today are contemplating. Teens want to feel seen and heard.

Together we will watch the song “Waving Through a Window” as you watch, think about the following questions:

- **Tone:** What is the tone of the song? How does the tone convey the message of the song?
- **Communication:** What are the verbal and non-verbal cues that the characters are giving

Watch Song Together: (3 minutes)

- **Song:** “Waving Through a Window”
- **Watch Song Here:** <https://www.youtube.com/watch?v=h9rf5wFq3zk>

Breakout Rooms: (10 minutes)

Session leader will divide up participants into groups (3-4 people per group). In their groups, they will read the Dear Evan Hansen text study and answer the following questions.

As you watch:

- **Tone:** What is the tone of the song? How does the tone convey the message of the song?
- **Communication:** What are the verbal and non-verbal cues that the characters are giving?

As you read:

- **Lyrics:** What are the lyrics saying? What facet of teen identity are the lyrics referring to?
- **Text:** What is Rav Yehudah conveying in this text? What might Rav Yehudah say to Evan?
- **Relates to camp:** If a camper said Evan's words to you would this be an example of typical teen behavior or a teen in crisis? How might you respond?

When participants return from their breakout rooms, the session leader will go through each question and explore responses from the text study. After the session leader explores responses, session leader will showcase a tool which participants can use with their youth and teens.

Tools: What are some ways we can help our teens feel seen and heard? What are tools that you can use to help teens feel seen/heard?

Share examples of programs that you can create to help teens feel confident in their skills and their abilities.

Ending slide: "Today is going to be a good day, and here's why: because today, today at least you're you, and that's enough." -*Dear Evan Hansen* "Finale"

00:40-01:05: Text 3: Mean Girls Musical: Exploring Teen Mental and Emotional Well- Being

TEXT

3: <https://drive.google.com/file/d/1YeVdh3gHRBnA8ayxuaMQmEE2XXChyMzY/view?usp=sharing>

Framing Question:

- I invite you to reflect on a time when you felt confident in yourself and your abilities. What did that feel like? Choose a few words to describe it.
- I invite you to reflect on a time when you didn't feel confident in yourself and your abilities. What did that feel like? Choose a few words to describe it.

Gretchen Weiners (Mean Girls)

You will now be listening to a song from Mean Girls entitled "What's Wrong with me". It's a song where Gretchen and Katy are talking together, and Gretchen opens up to her about her insecurities

You can follow along with part of the lyrics on page 3:

https://docs.google.com/document/d/15IKH-4RrV5Y3L17wv2A7_0T3kP-sofmT/copy

As You Watch:

- **Tone:** What is the tone of the song? How does the tone convey the message of the song?
- **Communication:** What are the verbal/non-verbal communication cues that the characters are giving?
- **Song:** "What's Wrong with me"
- **Watch Song here:** <https://www.youtube.com/watch?v=ODo7BtCkf8k>
 - Begin song at 0:57

Breakout Rooms: (10 minutes), 3 people in each group

Breakout Room Instructions:

- Introduce yourselves
- Debrief as you watch
- Go through each response as you listen

Session leader will divide up participants into groups (3-4 people per group). In their groups, they will read the Mean Girls text study and answer the following questions.

As you watch, think about the following questions:

- **Tone:** What is the tone of the song? How does the tone convey the message of the song?
- **Communication:** What are the verbal and non-verbal cues that the characters are giving?

As you read, think about the following questions:

- **Lyrics:** What are the lyrics saying? What facet of teen identity are the lyrics referring to?
- **Text:** What message is Moses conveying in this text? How does it relate to the song “What’s Wrong with Me?”
- **Relates to camp:** If a camper said Gretchen’s or Moses’s words to you would this be an example of typical teen behavior or a teen in crisis? How might you respond?

When participants return from their breakout rooms, the session leader will go through each question and explore responses from the text study. After the session leader explores responses, session leader will showcase a tool which participants can use with their youth and teens.

Share examples of programs that you can create to help teens feel confident in their skills and their abilities.

Spend 5 Minutes- what other songs, etc. do you think could help us explore teen identity?

01:10-01:15: Reflecting on the Learning

Reflection

1. How have these Broadway musicals added to your understanding of this generation of Teen Campers?
2. What resonated with you from this workshop?
3. What questions are still lingering for you?

BRINGING IT BACK TO CAMP & SHIFTING TO IN PERSON:

- In order to best adapt this program for camp, I would do the following:
 - Have all materials printed with enough copies for all participants.
 - Material written on the padlet can be written on a piece of butcher paper. You can invite participants to put their responses on the pieces of butcher paper with sticky notes.
 - For the text, have a hard copy of the text and answer questions with a pen