

On Broadway, Identity Formation, and Being a Teen

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SUMMARY: In this session, we will explore prominent Broadway musicals featuring teen characters coming to terms with their own identities – the songs, characters, key scenes, and relationships that lead to moments of self-discovery – to inform how we can engage with teens at camp.

GOALS:

- Participants will gain a deeper understanding of how Broadway musicals can showcase a piece of teen identity.
- Participants will be able to articulate how Broadway songs/themes explore themes that teens are facing and practical tools to address them at camp.
- Participants will unpack this experience and learn how to create their own experience which showcases teen identity.

AUDIENCE: 10-30 participants

TIMING: 75 minutes

MATERIALS:

- Access to a phone/computer/projector or device to show videos
- Butcher Paper
- Post-it notes
- Pens
- Broadway Playbill Handout ([link](#))
- Identity Molecule Handout ([link](#))
- Jagged Little Pill Text Handout ([link](#))
- Reflection Handout ([link](#))
- Greatest Showman Text Handout ([link](#))

SET-UP: This program can be done anywhere someone can access wifi for watching videos, and where you can access the materials listed above.

SESSION TIMELINE

- 00:00-00:05 – Introductions, setting group norms
- 00:05-00:15 – Ice Breaker
- 00:15-00:40 – Jagged Little Pill Text Study (opening, text study, reflection)
- 00:40-00:50 – Unpacking Session Experience
- 00:50-01:05 – Practice using *The Greatest Showman* Text Study
- 01:05-01:15 – Reflection

SESSION OUTLINE

00:00-00:05 – Introductions, setting group norms

The session leader introduces themselves and sets up the learning for participants.

The session leader frames the session using the following points:

- Each session is meant to be run as if you are the camper.
- We will do an icebreaker, an activity, pull back the curtain to explore how it was done.
- Each of you will then have an opportunity to play around with how to create this for your respective settings.
- Along the way, if you have any questions, please don't hesitate to pause and ask!

00:05-00:15 – Ice Breaker

The session leader shares that there are two parts to this ice breaker.

- **Part 1:** Identity Molecule
 - In the first part of the ice breaker, the session leader invites participants to fill out an Identity Molecule Handout, by sharing that participants can put their name in the middle of the molecule and write different facets of their identity in the boxes that surround it.
 - Examples of different identities they can fill into the molecule are things like hobbies, skills, gender, identity, sexual orientation, roles in society, etc.
 - The session leader will model this practice by sharing an example they have put together for others.
- **Part 2:** Connecting the Molecule to Broadway
 - The next part of the ice breaker, the session leader will invite participants to share if there is a song, character, or scene from a Broadway musical which has helped shape a piece of that identity? (This icebreaker can be found in Broadway Playbill Handout). The session leader will invite participants to draw or write what the musical is and what facet of their identity it helped them uncover.
 - The session leader will invite a few participants to share it with the group.

Ice breaker reflection:

- Session leader shares that 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 different Broadway songs, in order to think about what they can teach us about our own identities.

00:15-00:40 – Jagged Little Pill Text Study (opening, text study, reflection)

Refer to Jagged Little Pill Text Handout (linked above) for all session materials in this section.

- 00:15-00:20:

- Introduction: The session leader invites participants to take a look at their identity molecule and invites them to think about two identities which they have that could be in tension with one another.
- The session leader frames the song for session participants, and invites them to take a look at the Jagged Little Pill Text Handout and notice the following as they watch the song:
 - 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?
- Session leader plays song for participants
- Watch Jagged Little Pill – Hand in My Pocket (starts at 0:40) – [Video link](#)

- **00:20-00:32:**
 - Jagged Little Pill *Chevruta*: The session leader Invite participants to explore the text together in *chevruta* partners for about 12 minutes. The session leader invites participants to read both texts and use the questions below as a guide as they are reading through the text.

- **00:32-00:40:**
 - Debrief: The session leader invites participants to share their thoughts and reflections from the *chevruta* experiences. After, the session leader invites participants to think about the following:
 - Experimentation and Exploration: Being a teen is about exploring, experimenting, and holding onto multiple identities and often multiple emotions at the same time.
 - As Counselors: (Pulling back the curtain moment) Emotions: At camp, this is a time of exploration for the teens we serve. It's our job to think about how we create a container for them to explore their own identities and emotions.
 - Session leader invites participants to reflect on this activity using the following questions:
 - From this activity, what resonates with you?
 - What questions are lingering for you?
 - As a result of this activity, how are you now thinking differently about your own identity?

00:40-00:50 – Unpacking Session Experience

Session leader invites participants to look at the Reflection Handout to unpack the experience together using the following lenses

- Ice Breaker
- Connection Question
- Text Study
- Action
- Reflection

00:50-01:05 – Practice using The Greatest Showman Text Study

Session leader invites participants to get into small groups of 3-4 participants to watch the song/and look at text on the Greatest Showman Text Handout. The session leader invites participants to model the activity by doing the following:

- Once participants have read the text study, they are invited to choose ONE idea to create for campers.
 - Watching Video (linked [here](#))
 - Create an opening connection question: What could be a good question to ask participants BEFORE reviewing this song which could help them think about the lyrics in a new way?
 - Tool: Is there a tool that you could create/exercise you could do to get participants to look at this in a different way using some of the suggestions?

Session leader invites participants to share what they created in their small groups.

1:05-01:15 – Reflection

The session leader invites participants to reflect on the following questions using a big piece of butcher paper and post-it notes.

- What resonated with you from this workshop?
- How did these Broadway songs help you access different aspects of your own identity?
- What other Broadway songs, that we didn't mention here, could be helpful to use with teens today?

BRINGING IT TO YOUR CAMP

At camp, think about how you can incorporate the theater staff in running this activity. Additionally, think about how you can use songs, lyrics, etc. From the camp play or musical.