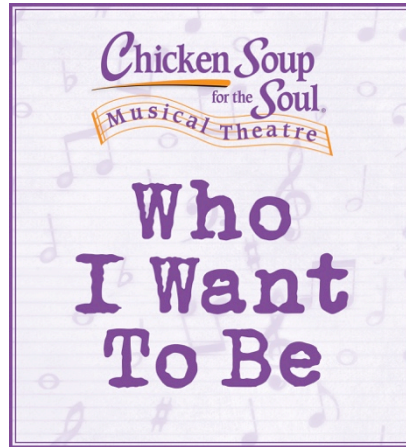


# CHICKEN SOUP FOR THE SOUL MUSICAL THEATRE TEACHER'S COMPANION

## *WHO I WANT TO BE*



### **Description of Story:**

When your sibling is the envy of the whole school, how do you fit in? Ruby's sister Michaela is the most popular girl in school and seemingly perfect in every way. Ruby, on the other hand, goes largely unnoticed. She lacks the confidence and self-esteem of her sister; she doesn't know who she is. She decides that she is going to find herself by "trying out" different personalities, and will ultimately adopt the one that gets her the most attention. Jen gives her a makeover. Tiffany takes her shopping for designer clothes. Mandy takes her for a walk on the wild side. So when Ruby makes the cheerleading squad and is finally embraced by the "cool girls," why doesn't she feel better? In her quest to find herself, Ruby comes to learn valuable life lessons about defining herself, and eventually accepting herself.

### **Description of Lesson:**

During middle and high school, adolescents go through an awkward social development phase that frequently leads to an identity crisis. Often insecure with their own physical growth and uncomfortable with their sexual maturity, these adolescents struggle to reconcile who they are with how they're perceived.

In this lesson, students will easily relate to Ruby's quest to find and define herself. The lesson will help students understand that the social comfort we seek, and sometimes find, is not what we need. And that the answer to who we are is often already within us. Through literacy-based activities student-facilitated discussions and educator-led follow-ups, students will not only learn the importance of being comfortable with who they are, but they will learn the value of trusting their own autonomy.

### **Social and Emotional Learning (SEL) Objectives:**

1. To understand the psychological and emotional process that we all go through in “finding ourselves”.
2. To be compassionate and patient with ourselves during this process, with the understanding that the answers will come through discovery.
3. The relationship between your inner self and how you present yourself to the world, both consciously and unconsciously.
4. To have empathy for others while they work through identity issues.

### **SEL Compliance Checklist:**

This lesson addresses all five SEL competencies as defined by the Collaborative for Academic Social and Emotional Learning (CASEL):

- ✓ Self-Management
- ✓ Self-Awareness
- ✓ Social Awareness
- ✓ Relationship Skills
- ✓ Responsible Decision-Making

### **Literacy Prompts (to facilitate conversation and/or writing):**

1. Why do you think Ruby felt a need to “find herself?”
2. What were the reasons why Ruby kept changing groups? What does this tell us about her character?
3. Why did Ruby make fun of Sara and Shauna’s brother? And what did she learn from that?
4. “Life isn’t about finding yourself, it is about creating yourself”- George Bernard Shaw. Write a short essay on what that quote means to you.

### **Anchor Questions (larger, essential questions that guide students to reflect on their learning):**

1. What is important to us to be part of a social group?
2. Does the company we keep define who we are?
3. How can you practice kindness, compassion and patience toward yourself in your quest to define yourself?