

SOME LIKE IT

HOT

**BROADWAY'S
GREAT BIG
MUSICAL
COMEDY**

STUDY GUIDE

SOME LIKE IT HOT

BROADWAY'S GREAT BIG MUSICAL COMEDY

WELCOME

Teachers are encouraged to use this guide to elicit student discussion before the show, guide them through aspects of the production, and engage them in activities once they return to the classroom.

Our goal is to help teachers utilize the production as a catalyst for student education, collaboration, and inspiration, incorporating these essential concepts:

- The power of friendship and loyalty
- Challenging societal norms
- Defining who you are on your own terms
- Unconditional love and acceptance
- Embracing authenticity
- Understanding characters' situations, actions, words, and points of view
- Contemplating characters' journeys in concert with personal experience

Set in Chicago when Prohibition has everyone thirsty for a little excitement, **SOME LIKE IT HOT** is the "glorious, big, high-kicking" (Associated Press) story of two musicians forced to flee the Windy City after witnessing a mob hit. With gangsters hot on their heels, they catch a cross-country train for the life-chasing, life-changing trip of a lifetime.

We hope that your students, inspired by the production, can learn from you and from each other through these activities.

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CHARACTERS

Joe/Josephine/Kip:

A quick-witted, adaptable musician with a knack for humor and a playful personality who disguises himself as "Josephine" to flee from gangsters and joins an all-female band. He also pretends to be a movie screenwriter, "Kip."

Jerry/Daphne:

Joe's best friend and fellow musician who also disguises himself as a woman, "Daphne." Jerry is playful and comedic, bringing a light-hearted energy to the duo's escape, while also exploring his own feelings about identity and love. He enjoys making music but feels something's missing from his life.

Sugar Kane:

Sugar is a glamorous singer. Her career has been shaped by the challenges of her past. She has dreams of being a Hollywood star as she fell in love with movies as a young girl in Georgia.

Sweet Sue:

The tough and savvy leader of the all-female band that Joe and Jerry join. Sweet Sue is fiercely protective of her band and has a strong presence, commanding respect and loyalty.

Osgood Fielding III:

An eccentric millionaire who falls for Daphne. He is looking for true love and sees something special in Daphne.

Spats Colombo:

The owner of a Chicago nightclub and a head of a criminal organization. After Spats and his goons kill an informer he must chase Joe & Jerry to prevent them from testifying.

Mack & Sonny:

Spats Colombo's right hand men in charge of finding Joe & Jerry.

Toothpick Charlie:

A suspected "rat" whose mob hit Joe and Jerry accidentally witness, forcing them to flee.

Detective Mulligan:

A lawman determined to catch Spats and put him behind bars.

Minnie, Nellie, Delores, Devon, Vivian, Ginger, Tia:

Members of Sweet Sue's Society Syncopators all-female swing band.

MUSICAL NUMBERS

ACT ONE

- "What Are You Thirsty For?" - Sue & Ensemble
"You Can't Have Me (If You Don't Have Him)" - Joe & Jerry
"Vamp!" - Joe & Jerry
"I'm California Bound" - Sue, Joe, Jerry, Sugar & Ensemble
"A Darker Shade of Blue" - Sugar
"Take It Up A Step" - Sugar, Josephine, Daphne, & Ensemble
"Zee Bap" - Daphne, Sue, Josephine & Ensemble
"At the Old Majestic Nickel Matinee" - Sugar
"Poor Little Millionaire" - Osgood & Male Ensemble
"Some Like It Hot" - Sue, Sugar, Daphne & Ensemble

ACT TWO

- "Let's Be Bad" - Osgood, Daphne, & Ensemble
"Let's Dance the World Away" - Kip, Sugar, Ensemble
"Fly, Mariposa, Fly" - Osgood & Male Ensemble
"You Could've Knocked Me Over With a Feather" - Daphne
"He Lied When He Said Hello" - Joe & Female Ensemble
"Ride Out the Storm" - Sugar
"Tip Tap Trouble" - Company
"Baby, Let's Get Good" - Company

CREATIVE INSIGHTS

Matthew López (Book)

From our earliest conversations, we knew we wanted to write a show about people in the process of becoming newer, better, truer versions of themselves. Our characters (and we did come to think of them as ours, and not merely characters on loan from Billy Wilder and I.A.L. Diamond) were underdogs and misfits. Flawed but (mostly) well-intentioned, they are each thirsty for more opportunities, more respect, more money, more love.

Joe and Jerry (eventually Daphne) dream of success as dancers; Sugar dreams of Hollywood stardom; Sue dreams of respect and achievement as a top-flight band leader. For Jerry, Sugar, and Sue especially, these dreams are tempered by the headwinds of racial injustice in 1930's America. Joe's ambitions are tempered by his own personal foibles as the abandoned child of a family of grifters.

They all find themselves on a train bound for California, each with a dream of what awaits them, each ending up getting far more than they bargained for, and each better off for having taken the journey.



Edward Juvier (Osgood), Tavis Kordell (Daphne) and the First National Touring Company of *Some Like It Hot*
Photo by Matthew Murphy

CREATIVE INSIGHTS

Marc Shaiman (Music & Lyrics) Scott Wittman (Lyrics)

As songwriters, our challenge on *Some Like It Hot* was to celebrate the musical styles of Jazz Age icons like Duke Ellington, Fats Waller, Cole Porter, Cab Calloway, Jimmy Lunceford, Louis Jordan, Billie Holiday and Ella Fitzgerald but also, through our lyrics, to deal truthfully with the dilemmas and discoveries our characters are wrestling with, issues still prevalent today. We were especially inspired by the collaborations between songwriters like Harold Arlen and performers like Ethel Waters and Lena Horne, which proved that white and Black artists could and should work side by side. Music has always broken down barriers and that kind of kinship forms the foundation of our score: "Let different rhythms move your seat/For I have always found/We all dance to a different beat/And that's what makes the world go 'round!" And thanks to our brilliant director and choreographer, Casey Nicholaw, the show does move to its own special beat.



Matt Loehr (Joe), Leandra Ellis-Gaston (Sugar), Tavis Kordell (Jerry) and the First National Touring Company of *Some Like It Hot*
Photo by Matthew Murphy

CREATIVE INSIGHTS

Matthew López and Amber Ruffin (Book)

Never in a million years would we ever think the two of us would even be invited to the opening of *Some Like It Hot*, let alone be asked to write it. So half of the time, we just sat in the corner looking at each other and going, “can you believe we’re in a room with Marc, Scott, and Casey???” But once we got over that, what really excited us was the idea of taking something as beloved (and yes, perfect) as the original movie and being given carte blanche to take it apart and put it back together again in a new way for a new audience. We kept asking ourselves, “what would this band look like if we were in it? And how would the story go if two knuckleheads like us were a part of it?” and the work flowed from there. Most importantly, we were excited at being given a chance to write a show in which everyone felt welcome at the party, because we were being asked to help throw it. The love that flows from the stage to the audience and then back every night came from the love we came to feel for these characters. And, if that weren’t enough, we also both got invited to the opening!



Tarra Conner Jones (Sweet Sue) and the First National Touring Company of *Some Like It Hot* • Photo by Matthew Murphy

CREATIVE INSIGHTS

Casey Nicholaw (Director & Choreographer)

What an assignment! To take a beloved film and give it a modern twist while staying true to the spirit of the original; to craft a piece that feels classic yet modern, funny yet moving. In the process of working with a great quartet of writers—Matthew, Amber, Marc & Scott—we discovered that we could go deeper into the characters and their feelings because now they could sing. And dance! I wanted the choreography to serve the story. In that regard, I was lucky that it was a story about a band. So in staging numbers such as “A Darker Shade of Blue,” “Ride Out the Storm,” “Take It Up A Step,” and “He Lied When He Said Hello,” I could blend the world of our characters with the performances of Sweet Sue’s Society Syncopators. One other thing stands out as a huge joy: the creation of “Tip Tap Trouble,” the climactic dance in Act 2. Assisted by our brilliant music department and our remarkable designers, I was able to take all the puzzle pieces of the story and instead of having a long dialogue scene, convey it all through choreography. Working on *Some Like It Hot* has been a dream come true.



The First National Touring Company of *Some Like It Hot* • Photo by Matthew Murphy

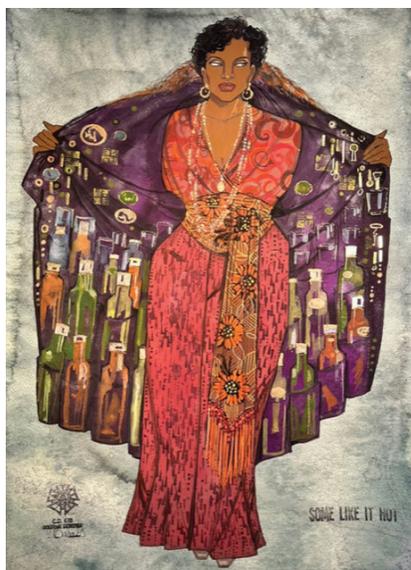
CREATIVE INSIGHTS

Gregg Barnes (Costume Designer)

Some Like It Hot is the kind of project I love to design. It has everything! The costume demands include so many walks of life: Chicago gangsters, speakeasy patrons, jazz bands, an eccentric millionaire and even a quick trip south of the border—these are folks with a dream, running away from (or towards) a new destiny. In Chicago I was able to pay homage to the amazing textile patterns of the 1930s: off-center geometrics, wacky florals and anything argyle to complement Scott Pask's industrial Deco surround. What I find fascinating about the era was the seismic shift from the bright hues of the 1920s toward subtler shades of pastel greens, corals, muted golds, soft blues and lavenders. I was inspired by these pale colors in the scene where Sweet Sue and her band arrive in California. I wanted to conjure the feeling of the San Diego beaches and interior of the swanky Hotel. I love that the creative vision of artists working almost 100 years ago still inspires us today.



Original costume sketches for *Some Like It Hot* by Gregg Barnes (Costume Designer)



DISCUSSION QUESTIONS

Teachers may use these questions collectively for class exercises or choose specific ones to guide deeper class discussions or projects.

- 1.** How do the motivations of Joe and Jerry evolve throughout the musical? What events significantly influence their decisions and actions?
- 2.** How does the friendship between Joe and Jerry change throughout the story? What do they learn about each other as they pretend to be someone else?
- 3.** Consider the character of Sugar Kane. In what ways does her character drive the plot and influence the actions of the male protagonists?
- 4.** How do different characters in the musical deal with being different or pretending to be someone else? What message does this send about acceptance and honesty?
- 5.** How does the humor in the musical help the characters grow and learn about themselves? Are there any moments where a funny situation leads to a serious realization?
- 6.** In what ways does *Some Like It Hot* reflect the cultural landscape of its time? How do the historical elements of the 1920s and early 1930s, such as Prohibition and the rise of jazz, inform the narrative and themes of the musical?
- 7.** What message does *Some Like It Hot* send about race through its portrayal of different characters? How do these portrayals reflect or challenge ideas about race during the time period in which the musical is set?
- 8.** How do Joe and Jerry's disguises affect their interactions with the female characters? Are there times when it's hard to tell the difference between how men and women are expected to act, and what does this teach the audience about gender?
- 9.** Discuss how specific musical numbers convey the characters' emotions and motivations. Are there songs that particularly highlight the internal struggles of Joe and Jerry as they navigate their double lives?
- 10.** Analyze the role of costume design in character development. How do the costumes worn by Joe and Jerry in their disguises as women convey themes of gender and identity? In what ways do the costumes reflect the style and social class of the 1920s and early 1930s?
- 11.** In what ways do the set design, lighting and costumes of *Some Like It Hot* enhance the storytelling? How do these elements help create the mood and atmosphere of the scenes?

LANGUAGE ARTS

YOUR TASK: When Daphne sings “You could have knocked me over with a feather” it’s an exaggeration intended to make a point. This is called “hyperbole” which is a type of figurative language that involves extreme exaggeration, used not to deceive but to create a strong impression or evoke a particular emotion. It’s a way to show rather than just tell, making stories more vivid, humorous, or dramatic. Writers often use hyperbole to draw their readers in and help them imagine a scene more intensely. By learning how to recognize and create hyperbole, you can not only become more aware of how language works around you but also improve your own writing.

What do you think the phrase “You could have knocked me over with a feather” means? _____

Explain what Daphne is going through that would elicit such an expression: _____

Identifying Hyperbole

Read the sentences below. Identify the hyperbole by underlining it and then explain its effect in the context of the sentence.

“I’ve told you a million times to clean your room!”

Effect: _____

“She’s as tall as a skyscraper.”

Effect: _____

“This pizza is so good, I could eat it every day for the rest of my life.”

Effect: _____

“I’ve been waiting for ages—it feels like an eternity!”

Effect: _____

Creating Hyperbole

Write three hyperbolic sentences about each of the following topics connected to **Some Like It Hot**. Use exaggeration to create a vivid image.

LOVE: “I’m so in love... _____”

ESCAPE: “We ran so fast... _____”

FRIENDSHIP: “Our friendship is stronger than... _____”

ADVENTURE: “The chaos was so wild... _____”

YOUR CHOICE • TOPIC: _____

Hyperbole: _____

LANGUAGE ARTS

YOUR TASK: In the song “Fly, Mariposa, Fly,” Osgood tells a story that conveys to Daphne a deeper understanding of who he believes he was “meant to be.” An “allegory” is a narrative in which characters, events, and objects symbolize broader meanings, uncovering a hidden message or moral. This technique allows authors to present complex ideas in a more accessible and relatable manner through fictional narratives. Use the prompts below to explore Osgood’s song, its techniques, and the deeper meanings it conveys.

Fly, Mariposa, Fly

*On a leaf, a mariposa leaves a huevo—
That means egg!
Which becomes a caterpillar by and by
When it’s grown, it hides and waits for Mother Nature’s kiss
Metamorphosis, and when we see her next
It’s time for her to fly*

*Fly, mariposa, fly
I would never pin such beauty down
You should be free to touch the sky
So fly, mariposa, fly*

*That is how I see you, Daphne
(As a caterpillar?!)
As a butterfly! About to take wing!*

*Other men will see the colors that define you
Every day they try to catch you for a prize
So fly above the one you love, he’ll never need a net
And he won’t forget
That wings like yours were meant to fire up the skies*

*Fly, mariposa, fly
To a hill in Te-Adoro town
I’ll wait for you there ‘til I die
So fly, mariposa, fly*

*Our romance
Might be the chance for you to dance and spread your wings
Don’t fear the night
Embrace the light my loving brings
Listen as it sings!*

*Flowers bloom, there’s sweet perfume
That says “the world is new, so take in the view”
And when you land
A rose in hand waits there for you*

What does the metamorphosis (or transformation) of the butterfly (mariposa) symbolize in the song?

How can this metamorphosis be a metaphor for personal growth?

How does the scientific meaning of a metamorphosis also relate to the song?

In small groups, share your analyses of “Fly, Mariposa, Fly.”

Extension: Reflect on how metamorphosis is a popular idea in many works of literature (such as Dr. Jekyll & Mr. Hyde, Beauty & the Beast, etc). Write a paragraph about why this is a popular concept using examples from different works.

LANGUAGE ARTS

YOUR TASK: The Prohibition and Great Depression eras were rich in unique slang that reflected the culture, struggles, and vibrancy of the time. *Some Like It Hot* brings this period to life, with characters using colorful language to match the era. Understanding these terms can deepen our appreciation of the historical context and characters' dialogue. Using the prompts below, you will explore slang terms from the musical and the era, analyze their meanings, and use them creatively in writing and discussion.

Using Slang Words:

Below are some slang terms used in *Some Like It Hot*. Define each term, then write a sentence using the term using characters and situations from the musical or your own ideas.

Speakeasy

Definition: _____

Sentence: _____

The Klink

Definition: _____

Sentence: _____

Gotta dangle

Definition: _____

Sentence: _____

Cheese It

Definition: _____

Sentence: _____

Dollface

Definition: _____

Sentence: _____

EXTENSIONS:

1. Review the characters in *Some Like It Hot*. Write a short dialogue between two characters (5-10 lines) using at least three slang terms from above.
2. Research one additional slang term from the era that is not on this worksheet. Write the term, its definition, and an explanation of how it reflects the cultural or historical context of the time.

STANDARDS ADDRESSED - CCSS Writing 9-12: 3, 4, 5, 10 • Reading 9-12: 1,3 • Language 9-12: 1, 2 • Speaking & Listening 6-12: 1, 2, 3

SOCIAL STUDIES

YOUR TASK: Sweet Sue’s opening number, “What Are You Thirsty For,” ends with a police raid on the club. This reflects the historical period known as “Prohibition,” during which the manufacture, sale, and transportation of alcoholic beverages were banned. *Some Like It Hot*, set during this era, follows Joe and Jerry as they accidentally witness a gang-related crime tied to the illegal alcohol trade. Their efforts to flee from gangsters and hide within a traveling band underscore the chaotic criminal underworld that emerged during Prohibition. Work through the prompts below to get a deeper understanding of the era and, therefore, a better understanding of the world of the musical.

What were the main goals of Prohibition, according to the temperance movement?

How did the government attempt to enforce Prohibition?

What were some unintended consequences of Prohibition?

How might these details from the Prohibition Era provide a deeper understanding of the characters and situations you encountered in *Some Like It Hot*?



Image Source: [Wikimedia](#)

CCSS Utilized *Literacy in History/Social Studies* • Writing 9-12: 1, 4, 7, 9

SOCIAL STUDIES

YOUR TASK: The song “Old Majestic Nickel Matinee” reflects on the shared joy of movies and music while hinting at the cultural divides of the era. Sugar Kane sings about how theaters were places of escape for many, yet they also carried the weight of segregation and inequality. Through her nostalgic and bittersweet tone, Sugar reveals how these spaces were both a refuge and a reminder of the barriers between people. Work through the prompts below to explore aspects of segregation, the cultural significance of shared spaces like theaters, and the ways people found community and resilience in the face of inequality.

Understanding Segregation

What were some of the laws or policies that enforced segregation in public spaces like theaters? _____

How do you think these laws shaped daily life for people? _____

Personal Perspectives

Imagine you lived during the time period of *Some Like It Hot*. How would you feel about attending a segregated theater or being excluded from certain spaces? _____

How do you think people found ways to express joy and creativity despite the restrictions of segregation? _____

Music and Resistance

In “Old Majestic Nickel Matinee,” Sugar Kane sings about the power of movies and music as an escape. How might music have been used as a form of resistance or resilience during segregation? _____

Are there any modern parallels where art helps people cope with inequality or injustice? _____

THEATER ARTS

YOUR TASK: In any story, characters are driven by their emotions. These emotions shape their decisions, influence their relationships, and ultimately propel the plot forward. In *Some Like It Hot*, we see characters navigating love, ambition, and the challenges of their disguises in a comedic yet poignant way. Use the prompts below to analyze key characters' emotions, reflect on your own experiences that resonate with their journeys, and engage in group discussions to deepen your understanding of how emotions impact storytelling.

Character Emotion Chart

Choose two main characters from *Some Like It Hot*. Fill out the chart below, identifying each character's key emotions throughout the musical. Consider moments of conflict, love, fear, and comedy.

CHARACTER	KEY EMOTIONS	MOMENTS THAT TRIGGER THESE EMOTIONS

Emotional Reflection

Think about a time when you experienced a strong emotion similar to one of the characters in *Some Like It Hot*. Write a brief reflection (5-7 sentences) about that experience, focusing on how it affected your actions or decisions.

Prompt: Describe the situation, the emotion you felt, and how it influenced your behavior. How does this relate to the character's journey in the musical?

Group Discussion

In small groups, discuss the following questions:

- How do the characters' emotions drive the plot in *Some Like It Hot*?
- What comedic moments arise from the characters' emotional states?
- How can understanding these emotions deepen our appreciation for the musical?

NATIONAL CORE ARTS STANDARDS - Theatre: Creating, Performing, Responding, Connecting

THEATER ARTS

YOUR TASK: In the musical *Some Like It Hot*, the comedic twists and romantic entanglements hinge on the characters' desires and motivations. As Joe and Jerry disguise themselves as women to escape the mob, their wants become increasingly complex and intertwined. Understanding a character's desires is crucial for bringing their motivations to life on stage. Each character's main goal can be distilled into a powerful statement of motivation that encapsulates their wants. Consider the characters below and create a clear motivation for what they want in a specific scene.

Joe

DESCRIBE THE SCENE: _____

STATE HIS MOTIVATION: _____

WHAT OBSTACLE IS IN HIS WAY? _____

Jerry

DESCRIBE THE SCENE: _____

STATE HIS MOTIVATION: _____

WHAT OBSTACLE IS IN HIS WAY? _____

Sugar Kane

DESCRIBE THE SCENE: _____

STATE HER MOTIVATION: _____

WHAT OBSTACLE IS IN HER WAY? _____

Sweet Sue

DESCRIBE THE SCENE: _____

STATE HER MOTIVATION: _____

WHAT OBSTACLE IS IN HER WAY? _____

Osgood Fielding III

DESCRIBE THE SCENE: _____

STATE HIS MOTIVATION: _____

WHAT OBSTACLE IS IN HIS WAY? _____

Extension: Choose a character and work out what his/her motivation might be for the entire show. Share your motivations with your classmates and compare.

NATIONAL CORE ARTS STANDARDS - Theatre: Creating, Performing, Responding, Connecting

MUSIC

YOUR TASK: *Some Like It Hot* blends catchy tunes with the energetic rhythms of jazz, swing, and blues, among others. These musical styles help set the tone for the story, enhancing its humor, drama, and emotional depth. The composers use various musical techniques to create excitement and tension throughout the show. By understanding some of the key musical terms featured in songs like “Vamp,” “Take It Up a Step,” and other terms connected to the storyline, you’ll be able to better appreciate how music shapes the mood and message of the musical.

“Vamp”

Definition of musical term: _____

Use the term in a sentence: _____

“Take it up a Step”

Definition of musical term: _____

Use the term in a sentence: _____

Playing music “Sweet” vs “Hot”

Definition of musical term: _____

Use the term in a sentence: _____

“Syncopation”

Definition of musical term: _____

Use the term in a sentence: _____

“Big Band”

Definition of musical term: _____

Use the term in a sentence: _____

NATIONAL CORE ARTS STANDARDS - Music: Creating, Performing, Responding, Connecting

MUSIC

YOUR TASK: *Some Like It Hot* is set during a time when jazz was revolutionizing American culture. Originating in New Orleans and blending African American musical traditions with European harmonic influences, jazz became a defining sound of the era. As it spread across the country, jazz evolved into distinct styles, from the lively syncopation of Ragtime to the energetic improvisation of Hot Jazz. The song "Zee Bap," which highlights scat singing—a playful vocal technique where singers mimic instruments with nonsensical syllables, reflects the improvisational and expressive nature of jazz. Explore the key styles of jazz and how scat singing mirrors this dynamic music.

Types of Jazz Music

Below are the key types of jazz. Research the jazz types provided to complete the chart. After detailing the characteristics of each type, find examples of songs that fit into that jazz category.

TYPE OF JAZZ	CHARACTERISTICS	EXAMPLES OF JAZZ SONGS
RAGTIME		
SWING		
DIXIELAND		
HOT JAZZ		
COOL JAZZ		
BEBOP		

Scat Singing

Listen to "Zee Bap." Pay attention to how the singer uses syllables like "zee," "bap," and "doo" to imitate instruments or create a rhythmic effect.

- What patterns or rhythms do you hear in the scat singing?
- How does the scat singing contribute to the energy of the song?
- Which instruments do the scat syllables remind you of?

NATIONAL CORE ARTS STANDARDS - Music: Creating, Performing, Responding, Connecting

LIFE SKILLS

YOUR TASK: In their number “You Can’t have Me If You Don’t Have Him,” Joe and Jerry document the history and importance of their friendship. Throughout their musical journey, they find themselves in a whirlwind adventure that tests their ability to trust and rely on each other. They discover that friendship is about more than just getting through the tough times; it’s about enjoying the good moments, supporting one another, and accepting when you have different opinions. Just like Joe and Jerry, friendships in our lives are crucial—offering support, laughter, and memories that shape who we are. Using the prompts below, reflect upon a friendship and how to cultivate it.

Strengthening Connections

Think of a friend you’ve had for a long time. Reflect on the moments that have strengthened your friendship.

1: Describe a time when you and your friend supported each other. What made that moment meaningful? _____

2: How do you and your friend usually communicate when things are tough? Is there anything you think you could improve or change in your communication? _____

Embracing Differences in Friendships

Just like Joe and Jerry in Some Like It Hot, friendships can sometimes face challenges when people have different opinions, personalities, or backgrounds.

3: Think about a time when you disagreed with a friend or when you noticed differences between you. How did you handle it? What did you learn from that experience? _____

4: Write about how accepting differences can strengthen a friendship: _____

Friendship Check-In

Friendships require effort and attention. Think about your closest friendships and consider how you can show appreciation.

5: How often do you check in with your friends? What are some ways you can be more present in your friendships? _____

6: If you notice a friend feeling down or distant, what’s one action you could take to show your support? _____

LIFE SKILLS

YOUR TASK: In *Some Like It Hot*, characters find themselves in situations where they must adapt quickly, communicate effectively, and build connections with others to survive and thrive. Whether it's forming unexpected friendships or learning to see beyond appearances, the characters demonstrate the value of strong personal relationships. Just like in the musical, understanding and nurturing our relationships with others can open doors to new opportunities and lead to richer experiences in our lives.

Building Trust

Think of a character from *Some Like It Hot* who learned to trust someone they didn't know well. Write about a situation where they had to put their trust in another character.

Question: Reflect on a time in your life when you needed to trust someone new. What helped you build that trust? How did it improve your relationship?

Nonverbal Communication

In *Some Like It Hot*, comedy arises from how characters use body language, facial expressions, and gestures to convey messages without speaking. Think of a scene where characters' nonverbal cues were just as important as their words in communicating a message or creating humor.

Question: Reflect on a time when you communicated with someone without using words. What body language or facial expressions did you use to get your message across? How did the other person respond?

Resolving Conflicts

Throughout *Some Like It Hot*, characters are constantly navigating conflicts and dilemmas. Identify a character who successfully managed a difficult situation. How did they handle it?

Question: Think about a conflict you've faced recently. How did you try to resolve it? What strategies worked or didn't work? What would you do differently in the future?

Empathy and Perspective

The characters in *Some Like It Hot* often discover that seeing things from another person's perspective changes their understanding. Identify a moment when a character shows empathy and how it influences their decisions.

Question: Write about a time when you empathized with someone else. How did understanding their perspective change your feelings or actions?

Reflection:

In *Some Like It Hot*, building and maintaining relationships is essential for the characters' survival and happiness. Just like them, we can all grow and learn by communicating openly, resolving conflicts, and putting ourselves in each other's shoes. Think about which skills you want to improve and set a goal for this week to practice one of them!

RESOURCES

THE PRODUCTION WEB

OFFICIAL BROADWAY SITE: <https://somelikeithotmusical.com/>

SOCIAL MEDIA

FACEBOOK: <https://www.facebook.com/SomeLikeItHotMusical/>

INSTAGRAM: <https://www.instagram.com/somelikeithotmusical/>

X: <https://x.com/SLIHMusical>

TIKTOK: <https://www.tiktok.com/@somelikeithotmusical>



The First National Touring Company of *Some Like It Hot* • Photo by Matthew Murphy

somelikeithotmusical.com