

Roseneath Theatre

STUDY GUIDE

for Grades 7-12



Outside

By Paul Dunn



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This tour is made possible in part by a grant from the Canada Council for the Arts

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Study Guide created by Roseneath Theatre 2015

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BEFORE THE PERFORMANCE

The theatre is a place where many people gather together to enjoy live performance. It is important to remember that theatre is an active experience. The actors want the audience to be responsive to what is happening on stage by laughing, clapping and truly enjoying the experience of live theatre. However, because live theatre is interactive and the performers can be distracted by disruptions from the audience there are a few things to consider when watching any live performance. Students and teachers should be reminded of these simple ground rules before any performance at your school.

Cell Phones: Anything that beeps, buzzes or chimes needs to be turned off completely. The light your phone creates when texting is often just as distracting so that is why you should turn your phone off, rather than just muting it.

Photos/Videos: While it is true that flash photography is distracting, it is also important to know that it is not legal to record or photograph a professional production in any way due to design/copyright and performers' union regulations. Please do not take photos or videos of the performance at your school.

Food and Drink: Please do not bring any food to the performance. It can be distracting in terms of both sound and smell for the actors and your fellow audience members.

Talking: It is never okay to talk during a show. It is appropriate to laugh when things are funny, gasp when things are shocking and, most definitely, to show your appreciation to the performers by applauding when the play has finished. The sounds we make naturally when we are really listening to a story are great. The sounds we make when we stop listening should be saved for after the show.

More Info for Teachers

Students and teachers should remain seated during the performance.

No one should be allowed to leave the auditorium during the performance unless it is absolutely necessary.

When, and if it is really necessary, leaving the performance space should be done as quietly and politely as possible. Exit doors which are often very noisy should be opened and shut carefully so as not to disturb others.

Students need to be supervised during the performance.

Please seat teachers in a position where they can respond quickly to disturbances that might arise. Please quietly remove disruptive students that continue to act up, call out or disturb others during a performance.

Enhance your experience.

Ask students to prepare one question to ask the actors after the show during the Q&A. Brainstorm with them about possible topics to get the most out of the experience!

ABOUT ROSENEATH THEATRE

Established in 1983, Roseneath Theatre is one of Canada's leading producers of award-winning theatre for children and their families. Roseneath Theatre's plays address issues that resonate with today's youth, encouraging them to reflect on themselves and their place within the community. The company's extraordinary commitment to excellence has earned many accolades, including 37 Dora Mavor Moore Awards nominations and a total of 14 Awards. Roseneath was a recent finalist for the Ontario Premier's Award for Excellence in the Arts.



THE COMPANY



MINA JAMES
Krystina



GIACOMO SELLAR
Jeremy



G. KYLE SHIELDS
Daniel



MEGHAN SPEAKMAN
Stage Manager

THE CREATIVE TEAM



PAUL DUNN
Playwright



ANDREW LAMB
Director



MICHAEL GREVES
Set Designer



LINDSAY C. WALKER
Costume Designer



VERNE GOOD
Sound Designer

ABOUT THE PLAY

Curriculum Connections:

Social Studies & the Humanities, Physical & Health Education, Civics & Citizenship, Equity and Inclusive Education, Drama, English

Themes:

Homophobia, Gay-Straight Alliances, Bullying & Cyberbullying, Mental Health/Teen Suicide

Synopsis

Outside takes place in two classrooms, in two separate high schools, during the course of a single lunch hour. The story follows Daniel and his two friends, Krystina and Jeremy. The play begins with Krystina in one school trying to hang a banner for the first Gay-Straight Alliance meeting at their school, and Daniel in a new school speaking to the audience as if they were the students at a lunch time GSA support meeting. Jeremy bursts into the room where Krystina has been hanging the banner and we learn he walked off the soccer field in the middle of practice because he feels supporting Krystina and the GSA is more important. Daniel begins his story in middle school and speaks about how being bullied for being perceived as gay began with taunts on the school bus. Through the use of flashbacks we see what the previous school year was like for all three characters. At the beginning of the year Daniel, Krystina and Jeremy are thrown together for a school project. Krystina and Daniel begin spending time hanging out with each other outside of class, but Jeremy only speaks to Daniel when they're working on the project and just nods when passing Daniel in the hallway. The bullying Daniel experiences escalates to include text messages, nasty things being posted online and being pushed into a locker. Jeremy witnesses the locker incident and checks to see if Daniel is okay. Daniel confronts Jeremy about why he has stopped acknowledging Daniel in the hallway to which Jeremy replies, "It's just the way you are". Upset about this, Daniel heads to the boys washroom, looks at himself in the mirror and admits to himself for the first time that he is gay. He then takes the powerful and direct action of replying to a text message from a bully. This results in Daniel being the first openly gay student at his school, and he is left alone for awhile. However, a few weeks later a photoshopped image circulates which depicts Daniel in an explicit sexual act with a teacher (an image never shown to the audience). Later that day a mob of students wait for Daniel outside the doors of the school, where he is physically assaulted. The principal, teachers and his parents all try their best to support Daniel, but he spirals into a depression and attempts suicide (not depicted onstage). The play culminates with a scene in the hospital between Krystina and Daniel where he admits "I fully acknowledge now that it was NOT the right thing to do, to try, I... when I was in it, it was all I could see". The final scene is of Krystina and Jeremy packing things up from their first GSA meeting and committing to continue these meetings so that what happened to Daniel won't happen again at their school.

DIRECTOR'S NOTE



ANDREW LAMB
Director

July 2015 will mark the 10 year anniversary of gay marriage being legal across Canada, and we're thrilled to be touring this production that addresses homophobia and the Gay-Straight Alliance movement.

Although *Outside* takes place in the present, the playwright has chosen to use flashbacks as a device to reveal to the audience what transpired last year at one school to cause the lead character to transfer to another. The audience knows from the very first scene that Daniel is going to be okay, enabling us to explore his depression and suicide attempt with a greater degree of emotional safety.

Our aim with this production is to be a springboard for real conversations around bullying of those who are different. We have seen how, if unchecked, this behaviour can lead to serious depression in young people and strongly believe these conversations are the only way to improve the mental health of those students who are facing very real emotional battles and need our support.

We hope that *Outside* gives you many opportunities to connect with the curriculum and thank you for bringing this important production to your school.

A handwritten signature in blue ink that reads "Andrew Lamb". The signature is fluid and cursive, written over a white background.

INTRODUCTION TO THE STUDY GUIDE

With this study guide, we hope to provide questions, vocabulary, activities, and resources that will help and inspire teachers and students to broaden and deepen their explorations of *Outside* long before the actors arrive at their schools and long after the final sounds of applause fade away. Here you will find jumping off points to engage in the difficult, but important work of discussing homophobia, bullying, cyberbullying, and mental health/teen suicide.

Find how *Outside* and the activities found within this guide can help your classroom address the curriculum in the Curriculum Expectations section. Use the Glossary to spark and expand discussions about unfamiliar and misunderstood words from 'Ally' to 'Two-Spirited'. Challenge your students to continue to reflect and think critically about their experiences of *Outside* and of its themes and concepts in the Pre- and Post-Show Questions and Activities sections.

Build excitement and foster curiosity about *Outside*'s hard-hitting, insightful storytelling. Use the Pre-Show Questions and Activities to get students to start thinking about issues tackled in *Outside* and check their prior knowledge of ideas like belonging, normalcy, peer pressure, bullying, and stereotypes relating to gender and sexuality.

Create a variety of lessons to allow students of all learning styles to continue engaging with the show using the Post-Show Questions and Post-Show Activities sections. Allow students to critically engage with concepts raised by the show, such as empathy, solidarity, conflict resolution, sexual and gender diversity, inclusion, and strategies and services to support those in need.

Extend explorations of sexual and gender diversity and mental health beyond the Study Guide with stories, histories, and support services and programs of community, national, and international organizations found in the Resources section.

Outside CURRICULUM EXPECTATIONS (page 1 of 2)

Health and Physical Education Curriculum Grade 7-12 Overall Expectations

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

Health and Physical Education Curriculum Grade 7-8 Specific Expectations

Grade 7

- C1.1** describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies and identify protective responses
- C1.5** demonstrate an understanding of gender identity, gender expression, and sexual orientation, and identify factors that can help individuals of all identities and orientations develop a positive self-concept
- C2.2** assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents

Grade 8

- C2.3** explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health
- C3.2** analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence

Health and Physical Education Grade 9-12 Specific Expectations

Grade 9

- C1.5** demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person's understanding of their gender identity
- C3.3** describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment

Grade 10

- C2.3** demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies
- C3.4** describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly

Grade 11

- C1.3** describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide
- C1.4** demonstrate an understanding of a variety of mental illnesses and addictions, their causes and manifestations, and their effects on personal health and wellbeing
- C3.4** describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations

Grade 12

- C1.1** demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse in different relationships and settings as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations
- C2.2** describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support can be used to reduce their vulnerability to harassment, violence, or abuse
- C3.2** analyse the occurrence of harassment, violence, and abuse in relationships in their community and around the world, and describe the resources and supports that are available and actions that can be taken to deal with these problems

Civics and Citizenship Grade 10 Overall Expectations

- C1.** Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good
- C2.** Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada
- C3.** Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it

Drama Grade 7-8 Overall Expectations

- B2.** Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- B3.** Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

Drama Grade 9-12 Overall Expectations

- B1.** The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;
- B2.** Drama and Society: demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities;
- B3.** Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.

Gender Studies Grade 11/12 Overall Expectations

- B1.** The Social Construction of Gender: demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience;
- B2.** Power Relations, Sex, and Gender: analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;
- B3.** Representations of Gender: analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations. C3. Gender-Based Violence and Its Prevention: demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.
- C3.** Social Activism: demonstrate an understanding of how social activism can be used to support equity and social justice objectives.

GLOSSARY (page 1 of 2)

Activism (n)- the use of direct and public methods to bring about political or social change

Ally (n)- a person who supports disregarded, silenced, or less privileged groups without actually belonging to these groups. An ally often directly addresses and challenges systems of injustice.

Anti Depressants (n)- medications taken to help manage symptoms of depression

Asexual (adj)- describes a person who does not experience sexual attraction

Bully (n)- a person who uses strength or power to hurt, frighten, exclude, or insult others. Bullies can inflict harm, for example, through verbal, non-verbal, physical, or electronic means.

Bystander (n)- a person who witnesses an event, e.g. bullying, but does not get involved

Cisgender (adj)- describes a person whose gender identity matches their assigned sex

Come out (verb)- to declare and affirm to oneself and to others as not being heterosexual and/or cisgender. Not everyone has the means to come out; not everyone thinks it is necessary to come out.

Equity (n)- A state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Derogatory (adj)- showing a critical, insulting or disrespectful attitude

Diversity (n)- the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Gay Pride (n)- the idea that gay people should not hide their sexuality and that they should be proud of it instead. Also refers to the social and political movement that is based on this idea.

Gender (n)- a classification system created by society that attributes qualities of masculinity and femininity to people. Expected gender norms can change over time and are different between cultures. Words that refer to gender can include man, woman, transgender, masculine, feminine, and gender queer.

Gender Identity (n): a person's internal, psychological sense of oneself as female, male, both or neither. Since gender identity is internal, one's gender identity is not necessarily visible to others.

GSA (n)- a Gay-Straight Alliance is a student-run club providing students of all sexualities and genders a space to meet and support each other. Students often talk about issues related to sexual orientation, gender identity, and gender expression and work to end discrimination of all people, regardless of how they identify.

Heteronormative (adj)- describes someone or something that assumes all people are straight, privileging heterosexuality and ignoring or underrepresenting same-sex relationships

Homophobia (n)- hatred and/or fear of homosexual people (lesbians and gays) that can lead to violence. Anyone who identifies as or is assumed to be part of the LGB community can be the target of homophobia.

GLOSSARY (page 2 of 2)

Intersex (adj)- describes a person whose sex chromosomes, genitals, and/or secondary sex characteristics (e.g., facial hair, breasts) do not fit society's ideas of male or female

LGBTQ (n)- a short form that means Lesbian, Gay, Bisexual, Transgender, and Queer. It is commonly used to refer to all communities of diverse sexualities and genders.

LGBTQQIAA2S* (n)- an acronym that means Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Questioning, Intersex, Asexual, Allies, and Two-Spirited. The asterisk acknowledges any other identity that falls outside of heterosexual or cisgender. It is a less commonly used, but more encompassing term which refers to all communities of diverse sexualities and genders.

"I think the great thing about a long (abbreviation) is that people question it. People don't know what the 'T' stands for; people don't know what the 'Q' stands for, or don't know what '2S' is. This actually leads people to ask questions, to say, 'What is two-spirited?' and to look into that."

-Sean Hillier, Co-Chair of Toronto Pride Festival 2014

Out (adj)- describes a person who declares and affirms to oneself and to others as not being heterosexual and/or cisgender.

Queer (adj)- a general word used to describe sexual and gender minorities that are neither heterosexual, nor cisgender.

Questioning (adj)- used to describe a person who is experiencing feelings, emotions or impulses that are changing/ making them unsure of their understanding of their own sexual orientation and/or gender identity.

School-related Gender Based Violence (n): acts of sexual, physical or psychological violence committed against children in and around schools because of stereotypes, roles, or norms attributed to or expected of children because of their sex, gender identity, or gender expression

Self-Esteem (n)- how we see ourselves and how we feel about ourselves

Sexual Orientation (n)- refers to a person's deep-seated feelings of sexual, romantic, and/or emotional attraction

Suicide (n)- the act of killing oneself on purpose

Trans* (adj)- an umbrella term which can refer to transgender, transsexual or other identities that fall outside of cisgender

Transgender (adj)- describes a person whose gender identity does not match their assigned sex

Transphobia (n)- hatred and/or fear of transgender/transsexual people that can lead to violence

Transsexual (adj)- describes a person who intends to or who has taken measures to change their body with hormones and/or surgery in order to make it fit better with their gender identity

Two-Spirited (adj)- a term used by some First Nations and Métis people who are not heterosexual and/or cisgender. It may describe a person who does not identify as male or female, but as a person with a masculine spirit and a feminine spirit living in the same body.

PRE-SHOW and POST-SHOW QUESTIONS

Pre-show discussion:

- *How do girls walk? How do guys walk?*
- *How do guys talk and what do they talk about? How do girls talk and what do they talk about?*
- *Why do we believe that girls and guys act in these ways? What happens to people who don't follow these expectations or "rules"?*
- *What is homophobia and where have you experienced or observed it happening?*
- *How does our culture and the media influence our understanding of sexual orientation?*
- *As gay marriage was legalized in Canada in July 2005, what do you think we should be doing now to help young people who find themselves attracted to the same-sex?*
- *Outside depicts bullying over text, social media, etc – have you ever posted something online that you regretted doing afterwards? Are you responsible if you were just sharing someone's post and didn't create it yourself?*
- *What would you do if you or someone you know were being bullied over text and/or online?*
- *Do you hear people say "that's so gay", "man up", "you're a fag", and "you throw like a girl"? What do people mean when they say these things? What assumptions do we make about certain groups, like gay people, guys, and girls when we say these things?*

Post-show discussion:

- *What was meaningful and/or important to you about the production today?*
- *Was there an image or moment that stood out for you or struck you emotionally?*
- *Do you feel Daniel should have spoken up sooner about the texting game?*
- *Krystina is a very strong character – what were some of the positive things she did?*
- *In reference to his relationship with Daniel, Jeremy says to Krystina that "We aren't all like you... the rest of us screw up." In your opinion, did he screw up in his treatment of Daniel as an out gay person and as a friend? How?*
- *What could Jeremy have done to help support Daniel more?*
- *Jeremy stops acknowledging Daniel in the hallway when the texting game starts at Salisbury High School. Why do you think Jeremy behaves in this way? What would you do in such a situation? Why?*
- *As an out student, Daniel faces many challenges, including depression. It's a reality for many – If you were in a situation like Daniel's how should you help yourself? Who would you turn to – at school and outside of school? What support systems exist in your school or community to help people struggling with depression and bullying?*
- *What do you think are the signs that someone might be battling depression? What could you do to help support that person?*
- *Do you think it is important for us to have a GSA at our school? Why?*

PRE-SHOW ACTIVITIES

Activity #1: That's Me

The goal of this activity is for students to recognize that they are not so different from one another. This activity uses group work to assess students' understanding of one another and to increase self-awareness.

Instructional Procedures:

Note: This activity may be implemented in four different formations: students sitting at their desks, standing randomly about the room, sitting in a circle of chairs, or standing in a circle.

The teacher calls out a series of statements and, if the statement applies to them, students stand or step forward and call back, "That's me!" Some possible examples are:

Stand if...

- You were born in the summer
- You have a brother
- You wear glasses
- You have ever won a prize
- You play a musical instrument
- You bought something new to wear this month
- You have read any of the Harry Potter novels
- You have been outside of Canada
- You own a dog

Students are encouraged to notice classmates who have acknowledged the same statement as themselves, demonstrating they have something in common with them. At the end of the activity, the class might discuss the notion that everyone belongs to several different common groups, and not always with the same people.

Resources: Swartz, L. & Nyman D. (2010). Drama Schemes, Themes & Dreams: How to plan, structure, and assess classroom events that engage all learners. Pembroke Publishers: Ontario, Canada.

PRE-SHOW ACTIVITIES

Activity #2: Peer Pressure and Influence

The goal of this activity is for students to demonstrate (through role play) an understanding of how choices and behaviours can affect themselves and others in respect to peer pressure.

Materials Needed:

- Chairs
- Scenario sheets (**Appendix A**)

Instructional Procedures:

Note: This activity can be done as a class, in small groups, or in partners.

As an opening point for discussion, ask students:

- What do you think of when you hear the term “peer pressure”?
- How much do you think peer pressure affects people’s behavior?
- Do you think it’s ever possible for peer pressure to have a positive impact?

Each round of the activity requires two students to participate: Student A will stand and Student B will sit in a chair.

- Give students a scenario from the examples provided on the next page.
- Student A must try to persuade Student B to give up the chair within the context of the scenario.
- Seated students must try to stay in their chairs as long as possible, but can only do so for as long as they can answer Student A’s attempts at persuasion with a reasonable excuse.
- The same excuse cannot be used more than once, and the teacher may at any point evict a student from the seat if the student fails to adequately defend their right to it.
- Continue the activity for several rounds, using different scenarios and rotating the students involved.
- You may try adding variables, such as having more than one student at a time trying to convince Student B to give up the chair.

As a consolidation discussion, ask students:

- How did it feel to have a turn in the chair?
- Was it more difficult to defend your right to stay seated in some cases than in others? Why?
- What are some of the ways people might influence someone other than directly asking them to do what they want?
- What are some ways that you can influence people in a positive manner?

PRE-SHOW ACTIVITIES

Activity #3: Checking in on Our Assumptions

The goal of this activity is to have students and the teacher check in with their prior knowledge of and assumptions about the LGBT community, gender identity and sexual diversity, and to learn the meaning and effects of stereotypes on the health and well being of students, schools and communities.

Materials Needed:

- Papers
- Pencils
- Pencil Crayons, markers, etc.

Instructional Procedures:

- Students get into groups of 4
- In their groups, students draw what they think a Typical Gay Man, a Typical Lesbian, A Typical Straight Man, a Typical Straight Woman would look like and would dress like.
- The first person starts with the head, the second person draws the upper body, the third person draws the legs, then the fourth person draws the feet/shoes
- Once all of the students have completed their drawings, they will stick them up around the classroom so that all of the Typical Gay Men are in one area and all of the Typical Straight Women are in another area, etc.
- Students will go around classroom and will write down 5 words that come to mind when they see the drawings
- Ask students to share their words with a partner to come up with two words from their combined 10 words they want to share with the class. One student from each group will write their group's words on the board.
- Engage the class in a discussion about the words that they have chosen and about the pictures that they have drawn. Discuss gender, stereotypes, sexual orientation, the assumptions we have about people of certain genders and sexualities, and the negative consequences that stereotypes have on all people.

Here are some example questions to propel discussions:

1. What were the words that you thought of when you saw the Typical Gay Woman drawing? The Typical Straight Woman drawing? How are they different? How are they the same? Can a Typical Gay Woman and a Typical Straight Woman (or Typical Straight Man) look the same? Why or why not?
 2. What does it mean to be normal?
 3. What does it mean to be outside of what people believe to be normal?
 4. Have you ever heard of someone experiencing bullying because they were different or because people stereotyped them?
 5. What are some examples of the differences between cultures and countries in the understanding of normal behaviours of men and women? How do different cultures and countries treat LGBT people? How did Canada treat LGBT people historically?
 6. Can being different be a good thing? Is it better to be normal or different?
- Ask students to write a response to the activity. They should discuss the idea of normal, what they know about LGBT people and what they think of the stereotypes about them. They should discuss an experience they had when someone made an assumption about them and should explain how the experience of being judged made them feel. They should explain how their experience connects to the activity and to the idea of stereotypes and of being normal.

POST-SHOW ACTIVITIES

Activity #1: Welcome Kit

In this activity, students will design a welcome kit for teenagers who want to join Jeremy and Krystina's GSA club. One goal of this activity is to identify personal and interpersonal skills, coping mechanisms and support services to deal with stressful situations, such as moving to a new school, especially as an LGBT student or ally. Another goal of this activity is to analyze the needs of such a student and to create solutions to address them.

Materials Needed:

- Empty box (gift box, shoe box, etc.)
- Supplies for kit (pen, pencil, notebook, etc.)

Instructional Procedures:

Students will begin the lesson by answering the following questions:

- How would you feel if you had to change schools?
- How would you want people in your new school to treat you when you arrive?
- What might LGBT students new to a school want to know about their school or community?
- What would you wish for in a “welcome” for students new to a school?

- Divide students into pairs or groups of 3, and ask them to brainstorm contents of a “Welcome Kit” for GSA club members who are new to the school. The kit should include resources that can be used for multiple members who join the group.
- Suggestions for the teacher to use as examples if students have trouble producing ideas: a checklist of courteous welcome procedures (e.g., making sure the new person has someone to eat lunch with), tangible items (e.g, a map of the school, a pamphlet about the GSA club), a welcoming gift (e.g., a school T-shirt or a coupon for the cafeteria), an insider's information package (e.g., tips for success in our school, school rules, cool teachers list, best cafeteria food, etc.)
- Groups take turns sharing ideas with the class. The teacher compiles ideas on the whiteboard/ Smartboard.
- In their groups, students collect items for their kits and decorate their boxes
- Have students explain how their kit will help welcome GSA students new to their school.

Resources:

Black, S. & Prodger, J. (2012). Grade 7: Bullying: Stopping the Cycle. St. Catharines, Ontario: Brock University.

POST-SHOW ACTIVITIES

Activity #2: Points of View

This activity asks students to explore multiple perspectives in conflict scenarios in order to better understand characters from Outside, recognize how conflict occurs, and explore possible conflict resolutions.

Materials Needed:

- Excerpts (**Appendix B**)
- Perspective Worksheets (**Appendix C, C-2**)
- Assessment Rubrics (**Appendix D**)

Instructional Procedures:

- As an opening point for discussion, ask students how they react when someone refuses to listen to their opinion.
- Assign each student a partner. To each pair, distribute two copies of the same dialogue excerpt and two copies of the Perspective Worksheet.
- Ask students to read their dialogue excerpt together and then decide who will play each character.
- Have students complete Part 1 of the worksheet: “Identifying the Conflict”.
- Ask students to read their excerpt again, assuming that the character they filled in for “Character A” is on the right side of the dispute. During this reading, students should use a tone of voice to make Character A sound reasonable and Character B sound unreasonable.
- Have students complete Part 2 of the worksheet: “Character A's Perspective”.
- Ask students to read their excerpt again, this time assuming that the character they filled in for “Character B” is right. Students should use tone of voice to make Character B sound reasonable and Character A sound unreasonable.
- Have students complete the Part 3 of the worksheet: “Character B's Perspective”.
- Still in their pairs, ask students to propose a possible solution to the conflict they have been working with.
- Students may present this solution orally, in writing or in another manner agreed upon by the teacher.
- After students have prepared their solutions, collect the Perspective Worksheets from each pair and any written solutions for assessment. Ask partners who chose to communicate their solutions orally to present. Reference the rubric for assessment.

As a discussion point for consolidation, ask students:

- How can we communicate effectively to prevent misunderstandings and help other people understand our point of view?
- In situations where our emotional reactions might make us respond harshly, what effect does tone of voice have on communication?
- Suggest strategies we can use to prevent powerful emotions, such as anger, from negatively affecting our ability to communicate.
- Can you think of any situations where high emotion can make communication more effective?

POST-SHOW ACTIVITIES

Activity #3: What's Next?

The goal for this activity is to have students reflect on how their understandings and stereotypes of the LGBT community have or have not changed, to identify a social issue that their school needs to address, and to create an action plan to address the next steps for Krystina and Jeremy or to address a social equity issue at their school.

Materials Needed:

- Paper and drawing materials (markers, pencil crayons, etc.)
- Assessment Checkbric (**Appendix E**)

Instructional Procedures:

- Now that students have seen *Outside*, ask them to reread the reflection they wrote in pre-show activity #3.
 - Ask how the play changed or reaffirmed their understandings and stereotypes of the LGBT community and of what it means to be normal.
 - Ask students to define the word “activism” and ask how it applies to *Outside* and Krystina/Jeremy’s actions, their own school, and their own community in relation to equity issues like homophobia. What social initiatives, such as the Positive Space Initiative, are in place at your school to foster a more inclusive environment? What else could be done to promote equity at your school?
 - As a class, brainstorm some next steps that Krystina and Jeremy might take in order to help their newly established GSA succeed.
 - Whose attention do you think that they’re trying to get?
 - How can they get other students' attention?
 - How can they make their GSA a welcoming space?
 - If you were in their shoes, what kind of help would you want/need?
 - Who could they ask for help and what could these people do to help them?
 - Ask students, “Based on what you know about them, what do you think Krystina and Jeremy will do after the end of the play?”
 - In small groups, allow time for students to create their own plan of action, detailing steps they think Krystina and Jeremy should take, and in what order these steps should occur
- OR**
- Ask students to identify an equity problem in their own school and to create a plan of action to tackle it
 - Now ask students to create a supplementary representation of one of their steps. This representation may take the form of:
 - (a) a written scene that occurs after the play ends in which Krystina and Jeremy take necessary next steps to promote their GSA
 - (b) a poster advertising their own school initiative idea
 - (c) another method agreed upon with the teacher.
 - Use the “What’s Next?” Assessment Checkbric (provided in **Appendix E**) to assess student work.

POST-SHOW ACTIVITIES

Activity #4: Choral Reading

*In this activity, students will translate excerpts from **Outside** into choral reading performances. The goal of the activity is for students to analyze the meaning of dramatic texts and highlight elements of texts using various choral reading strategies.*

Materials Needed:

- Access to Youtube
- Excerpts from *Outside* (**Appendix F**)
- Choral Reading Planning Steps (**Appendix G**)
- Pens, pencils

Instructional Procedures:

- Tell the students that they will be creating a choral reading using an excerpt from *Outside*.
- Show Youtube examples of choral reading. Suggestions include: IGNTE Choral Reading: Speak FIRST Chapter. <https://youtu.be/Cp-VTHGIKWA>
- Brainstorm with students some elements to include in planning a choral reading selection: volume, tempo, rhythm. Explain that each of these elements should provide contrast and variety in the performance, (e.g, loud and soft, fast and slow, staccato and legato) and should bring out the message, important ideas and words, pacing and mood of the passage.
- Explain that the choral reading performance will also include sections to be voiced in unison, two-part (either a single voice followed by the rest of the group or half the group followed by another half), and multi-part (any creative combination of voices or effects).
- Assign students to groups of four or five. Distribute the same excerpt to each group member and ask for one student in the group to read the excerpt aloud to the group.
- Guide the students through the Choral Reading Planning Steps provided in Appendix G.
- Have the students present their choral reading selections to the class.
- For each performance, ask students to identify choral reading elements that highlighted the message, important ideas, pacing and mood of the passage. What did they find memorable about each selection?

POST-SHOW ACTIVITIES

Activity #5: Writing in Role

*This activity invites students to think critically about events in **Outside**. Specifically, they will analyze an excerpt in which Krystina tells Jeremy about the time the teacher, Mr. Williams, does not intervene when students call Krystina a “dyke” because she is promoting a gay-straight alliance club. The goal is to have students put themselves in Krystina’s shoes and give her the power to respond in writing to the situation she encountered.*

Materials Needed:

- Excerpt (**Appendix H**)
- Writing-in-Role Assessment Rubric (**Appendix I**)
- Paper
- Pens, pencils

Instructional Procedures:

- Distribute the excerpt to each student. Ask for volunteers to read the excerpt aloud in order to refresh students’ memories of the scene.
- Ask the students to re-read the excerpt silently, jotting point-form notes about what is happening in the scene, their reactions to the scene, and what they remember from the live performance of the scene. Discuss their opinions with the class.
- Now ask the students to view the scene from Krystina’s perspective, focusing on her, thoughts, feelings and opinions. As Krystina, ask them to write answers to the following questions:
 - How old am I? What grade am I in?
 - Where am I at the beginning of the scene? For what purpose?
 - What problems do I face in the story I’m describing?
 - How do I deal with these problems?
 - How do I feel about each of the other characters in the scene?
(Mr. Williams, girls in the hallway)
 - If I could change the outcome of the scene, what would I want to happen?
- As a writing-in-role exercise, have students consolidate their answers into a diary entry or a letter to Mr. Williams composed by Krystina that details the event, her feelings about the event, and her thoughts as to what should have been done about the situation. Distribute the Writing-in-Role Assessment Rubric.
- Ask for volunteers to read their diary entry aloud.
- Discuss with the class how Krystina would change the ending of the scene.

POST-SHOW ACTIVITIES

Activity #6: Scenes That Weren't in the Play

*This activity invites students to depict events that might have happened during the time of the play but were not included as scenes in the performance. The depictions should first be developed through improvisation, and then written in script form. The goal of this activity is to use role play improvisation and to explore, develop and represent themes, ideas and characters using **Outside** as inspiration.*

Instructional Procedures:

- Explain to students that such scenes could be improvised so that artists can explore and develop their understandings of themes, ideas and emotions, motivation and personalities of the characters.
- Ask students to suggest ideas for events that might have occurred during the time of the play, but that were not acted out in the production. Some possible examples include:
 - o A meeting between Daniel's parents and the principal of either his old or new school
 - o The soccer team practice where Jeremy's teammates got Daniel's phone number from his phone
 - o A cafeteria or hallway encounter between one of the three characters and another student or teacher
 - o Any other suggestions offered by the students
- In small groups, have students improvise one of these events as a scene from *Outside*. At the beginning of the scene, introduce a conflict. In the middle of the scene, escalate or develop the conflict. At the end of the scene, resolve or show the effect of the conflict.
- Students perform the scenes for the class.
- Discuss the effectiveness of each scene in introducing, developing, and ending the conflict. Offer suggestions for improving the scene. Students will discuss what they learned about the themes, ideas and characters while doing the activity.
- Based on the feedback received, students will revise the scenes and write them in script format.

POST-SHOW ACTIVITIES

Activity #7: Forum Theatre Improvisation

*In this exercise, students improvise a scene based on a monologue from **Outside**. They are then exposed to the technique of Forum Theatre, in which audience members stop the action and take over roles in order to suggest new ways for characters to solve their problems. The goal is for students to use role play to explore personal and social issues, such as analyzing conflict situation and applying conflict resolution strategies through the use of Forum Theatre conventions.*

Materials Needed:

- Excerpt (Appendix J)
- Exit Card (Appendix J)

Instructional Procedures:

- To begin the class, explain to students that they will be improvising a scene from *Outside* based on an excerpt about Daniel's experience on the school bus.
- Assign students to groups of four or five and give each group a copy of the excerpt provided.
- Instruct groups to dramatize the excerpt as a multi-actor scene that occurs on the school bus. (E.g. one actor plays Daniel, another plays the bus driver, etc.)
- Ask for a volunteer group to present their scene to the entire class.
- Tell the students that the scene will be replayed with a major twist added. This time, a student in the audience may yell, "Stop!" at any time and take over a role from one of the actors. If a student takes over a role, they must change the dialogue or action in order to improve Daniel's situation. Suggestions for changes include using different language, reacting differently, or being silent instead of speaking/speaking instead of being silent.
- Run the scene and wait for someone to stop the action. If students seem hesitant to do so, the teacher should stop the action at an appropriate time and ask for a volunteer to take over a role.
- Each time the scene is stopped, ask the class to suggest the most logical outcome of the change in action or dialogue.
- Continue to work through the scene a few times. It often requires repetition for Forum Theatre to develop workable solutions.

At the end of the exercise, ask:

- Who was the bully in the scene? Why have you labelled this person a bully?
 - Who were allies of the person being bullied (Daniel)? Did the allies offer any help in the scene?
 - Who were bystanders in the scene who witnessed the bullying?
 - Which strategies do you think could have provided the most help to Daniel? Why?
 - How did you feel about playing your character in the improvised scene?
 - Did the Forum Theatre activity offer any suggestions for behavior in real life?
-
- To end the activity, ask students to complete the Exit Card provided.

APPENDIX A - Scenarios for Pre-Show Activity #2

Peer Pressure and Influence

- Student A has a book report that needs to be finished today. Student A can't work on the report at home because the home computer has died. Student B is in the computer lab playing games online. Student A must convince Student B to give up the spot at the computer.
- Student A wants to sit next to their best friend during class, but the seat is already taken by Student B. Student B has poor vision and this seat is the best spot to be able to see the writing on the board. Student A must convince Student B to give up the seat.
- Student A has back pain that makes it difficult to stand for long periods of time. Student A was looking forward to sitting down on the city bus, but the seats are full. Student B is sitting in the courtesy seating section, but has not seemed to notice Student A. Student B is using the time on the bus to do homework before going to work tonight. Student A must convince Student B to give up the seat.
- Student A, at a crowded fast food restaurant with three friends, has been given the task of finding a table while the others stand in line. Student B is sitting alone at a table for four, and is clearly in the middle of eating. Student A sees an available table for two. Student A must convince Student B to give up the seat at the table for four.
- Student A is at an amusement park with a group of friends. One of these friends invited Student B. No one else in the group knows Student B very well, but since they get a discount on tickets if they have a certain number of people, they don't mind Student B tagging along. As they get ready to board a roller coaster, they realize that one person will have to wait for the next train of cars and ride alone. Student B, who is at the front of the line, sits in a car without consulting the rest of the group. Student A, who is at the back of the line, is going to be left behind. Student A must convince Student B to give up the roller coaster seat.
- It's movie night at home and Student A wants to sit on the recliner. Student A wants to put their feet up and doesn't want to squish onto the couch with other family members. Unfortunately, Student B got to the recliner first. Student A must convince Student B to give up the recliner.

APPENDIX B - Dialogue Excerpts- Post-Show Activity #2

Points of View

Excerpt #1

JEREMY: Intersex, though? I don't even know what intersex is.

KRYSTINA: So look it up.

JEREMY: Why don't you just tell me.

KRYSTINA: Because if you act in an immature or insensitive way I'll be really mad.

JEREMY: Why, are you intersex?

KRYSTINA: What did I just say about asking people!?

JEREMY: Yeah, but you're you...I mean...

Excerpt #2

JEREMY: I'm gonna barf now.

DANIEL: Don't, just, quick, fill out this form. (He hands him a form.) Or, just, write your message and I'll fill out the rest for you.

JEREMY: I want it to be anonymous though.

DANIEL: What? Why?

JEREMY: I don't want to, like, piss her off -

DANIEL: She'll be pissed off if she gets a rose and it's anonymous, I guarantee. It'd drive her mental.

JEREMY: But what if she doesn't like it, I mean?

DANIEL: I have a feeling she'll like it more if she knows it's from you.

JEREMY: Yeah?

DANIEL: Yeah, Bro. Seize the day. If I had someone I... had any sort of connection with, you wouldn't catch me being all anonymous about it. Man up.

Excerpt #3

DANIEL: Let me see it.

KRYSTINA: It's stupid, you don't want to see it.

DANIEL: What is it though? Tell me what it is.

KRYSTINA: It's just a...gross picture, it doesn't even look real.

DANIEL: What does it have to do with Mr. Johnston? (Beat) Krystina!

KRYSTINA: It's... it's fake. Photoshopped. You and him. I erased it right away. It's disgusting.

DANIEL: Who sent it?

KRYSTINA: Brianna, but she didn't make it-

DANIEL: WHO MADE IT??

KRYSTINA: I don't know, it's being passed around.

Excerpt #4

JEREMY: You gonna give people a chance, Krystina, or they gotta be perfect already?

KRYSTINA: Sure. If they own up. If they apologize.

JEREMY: Okay. Good luck with that.

KRYSTINA: Exactly.

JEREMY: I'm just saying we could maybe they act the way they do because they don't know another way. And we could maybe get them to think about stuff differently, but you have to give them a chance-

KRYSTINA: Are you really saying that, Jeremy!? Think about that day, okay? Just for a second and then... look at me and say that again-

APPENDIX C - Worksheet- Post-Show Activity #2

Point of View

Names:

Part 1: Identifying the Conflict

Who are the characters involved in your conflict?

Character A:

Character B:

What is the conflict about?

Part 2: Character A's Perspective

What does Character A want from Character B?

How does Character A feel about Character B's response? Why?

What are three reasons that Character A might feel in the right?

1.

2.

3.

What is one way that Character A tries to persuade Character B?

APPENDIX C2 - Worksheet- Post-Show Activity #2

Points of View

Part 3: Character B's Perspective

What does Character B want from Character A?

How does Character B feel about Character A's response? Why?

What are three reasons Character B might feel in the right?

1.

2.

3.

What is one way that Character B tries to persuade Character A?

Part 4: The Solution

Imagine that these two characters have come to you for advice regarding their argument. How would you suggest that they solve their conflict?

APPENDIX D - Assessment Rubric- Post-Show Activity #2

Points of View

To be used for assessing the final product of the “Points of View” activity in conjunction with Appendix C and C-2

Remedial	Level 1	Level 2	Level 3	Level 4	Level 4+
Answers demonstrate lack of understanding of the text.	Answers demonstrate some understanding of the text.	Answers demonstrate a fair understanding of the text.	Answers demonstrate a solid understanding of the text.	Answers demonstrate an insightful understanding of the text.	Answers show exceptional insight into the conflict being examined.
Proposed solution fails to address the problem.	Proposed solution addresses the problem, but is impractical.	Proposed solution addresses the problem and has some practical elements.	Proposed solution addresses the problem and is practical and realistic.	Proposed solution addresses the problem and is practical and realistic, demonstrating critical thought.	Proposed solution addresses the problem, is realistic, and demonstrates a high degree of critical thought.
Ideas are consistently unclear. Assignment cannot be understood.	Ideas are occasionally conveyed clearly. Significant portions are difficult to interpret.	Ideas are sometimes clear. Parts of the assignment are difficult to interpret, but the overall product is understandable.	Ideas are usually conveyed clearly.	Ideas are consistently conveyed clearly.	Ideas are communicated with a high degree of effectiveness & exceptional clarity.
Work is incomplete to the point that it is insufficient for grading.	Work contains significant omissions.	Work is incomplete, but does not contain any significant omissions.	All work is complete.	All work is complete. The presentation of the solution is detailed.	Answers are thorough & presentation of the solution is thoughtful and detailed.
TOTAL					

APPENDIX E - Assessment Checkbric- Post-Show Activity #3

What's Next?

	Level 4	Level 3	Level 2	Level 1
Proposed action plan is comprehensive				
Proposed action plan is clear and easy to understand				
Proposed action plan is applicable to the issue				
Proposed action plan is practical				
Supplementary representation shows awareness of the target audience				
Supplementary representation conveys one of the steps outlined in the action plan				
Supplementary representation communicates ideas clearly and effectively				
Grade Assigned				

APPENDIX F - Excerpts- Post-Show Activity #4

Choral Reading - Excerpts

Excerpt #1

Hi, yeah. Um...hi. I'm Daniel. You guys know that. Or maybe some of you don't. I've been at this school two months and I've barely said a word. Not 'cause I don't like you guys or anything, I'm just... none of you know why I'm here, why I transferred here, I mean. Ms. Franjelica knows, 'cause she was part of getting me here so that I could be, um, "safe", which is why she let me take over today's meeting so that I could ask you guys if...

Excerpt #2

I stand at the mirror. I look at myself. I walk back and forth. I talk to myself, I say, "Hi." I still don't get it. So I say "fag, you're a faggot, are you a faggot? Huh? It's just the way you are." I'm looking in the mirror and that's when I...see it. I see what they see. And I think, damn, that kid needs to step it up. That kid needs a real friend. So I lean into the mirror and look myself in the eyes, and I ask, as gently as I can, "Hey, Daniel, it's okay...are you?" And I look back at myself and for the first time I think... maybe? Maybe. Maybe. (beat) Yes. Yes yes yes yes yes yes yes yes yes yes, I'm pretty sure I am yes.

Excerpt #3

She had us over to her house, to work. One time Jeremy was late and so we spent an hour bitching about Carmen and Brianna. We hung out, even when we weren't doing homework, we'd take the bus into the city, and see plays and movies at the rep cinema, and suddenly I'm like, yay! I have a life! I start to relax, to enjoy my time at Salisbury Collegiate, and then... And then. (beat) I'm standing in the cafeteria at lunch, and my phone, which I barely use, starts buzzing in my backpack. It's a...text. "Are you still a faggot?"

Excerpt #4

She came up to me the first day back, I was sitting alone out by the bike racks and she starts asking me - how was my summer, how am I holding up? did I still talk to Daniel? (imitating Josie's dramatics) and that she just can't...get...over...what... happened. (...) I was like, "could be worse, Josie, he could've died, like you all were hoping he would, you know, like when you wrote on his wall 'no one likes you, no one would care if you died?'" And she was all, "that wasn't me! They don't know for sure who did that" and I said, "I don't care if it was you or one of your friends, or one of their boyfriends, or whoever- you're not allowed to pretend like you care, get out of my face before I punch you."

APPENDIX G - Planning Steps- Post-Show Activity

Choral Reading - Planning Steps

(For the teacher to use in guiding students through the process)

1. Decide on words or phrases to say in unison, and practice them together.
2. Decide on sections for two-part style and practice them.
3. Practice both the unison and two-part sections twice.
4. Decide on multi-part sections and practice them.
5. Read the entire excerpts aloud, incorporating all decisions about unison, two-part and multi-part words and phrases.
6. Make changes to improve the reading. Read aloud again.
7. Now decide on words or phrases that should be spoken loudly or softly.
8. Practice again, this time focusing attention primarily on volume.
9. Decide on words and phrases that should be spoken quickly or slowly.
10. Practice again, focusing primarily on tempo.
11. Now decide on rhythmic aspects of the performance. Which words or phrases should be spoken in a brisk or clipped manner (staccato) and which should be spoken in a smooth or melodic manner (legato).
12. Practice again, incorporating all the decisions made so far.
13. Decide on a time to incorporate a pause or silence into the excerpt. Practice again.
14. Decide on any sound effects to add. Practice again.
15. Decide on the physical positioning of the performers when they present their excerpts.
16. Complete a final run-through.

APPENDIX H - Excerpt- Post-Show Activity #5

Writing in Role

KRYSTINA: As I was trying to put up that banner, the first time, the door was open to the hall, and these girls saw me and they shouted at me as they passed.

JEREMY: What'd they shout?

KRYSTINA: I don't want to say.

JEREMY: C'mon, what'd they call you?

KRYSTINA: "Dyke!"

JEREMY: That's original. Who was it?

KRYSTINA: Niners. Mocked by niners. They're the new kids and yet they're calling me a name.

DANIEL: Are you still a faggot?" I look up and I can't tell where it's coming from, who sent it. I'm standing there, sweating, spinning around, trying to see who's watching me, who's laughing, but the cafeteria is packed and I can't tell. It was...scary and... humiliating. You know that feeling?

JEREMY: Report it.

KRYSTINA: Mr. Williams was standing right there.

JEREMY: What?

KRYSTINA: Yeah

JEREMY: And he heard?

KRYSTINA: He sort of called after them, they were already way down the hall, he was like, "hey...hey girls..." but they didn't hear him, and so he turned and looked at me and sort of shrugged like "well, I tried, but you know, what do you expect?" And then he came over and closed the door so that kids in the hallway wouldn't see me putting up the banner. "Maybe just keep this closed for now, while there's a lot of traffic in the hall," and I said "thanks." I can't believe it, I said thanks...

APPENDIX I - Assessment Rubric- Post-Show Activity #3

Writing in Role - Assessment Rubric

Level 1	Level 2	Level 3	Level 4
References made to events in the source are incorrect and/or missing	Reference made to events in the source are limited	Reference made to events in drama or story source	Thoughtful reflection on events in the drama from the character's point of view
Statements are inconsistent with the role	Few, if any references to past influences on the role	Some reference to past influences on the role	Very detailed reactions to specific events, statements or attitudes
No clear emotional state or sense of purpose in the writing	Average emotional state or sense of purpose in the writing	Clear emotional state or sense of purpose in the writing	Clear emotional state or sense of purpose in the writing
Thoughts, feelings and attitudes of the role are not developed	Thoughts, feelings and attitudes of the role are satisfactory	Thoughts, feeling and attitudes of the role are clear	Thoughts, feelings and attitudes of the roles are clear and consistent

APPENDIX J - Excerpt- Post-Show Activity #7

Forum Theatre Improvisation-Excerpt

DANIEL: Right. Got it. Middle school. Where dreams come true. Ha. I'm sitting on the school bus with these girls, who were my friends, 'cause I've always had girls as friends. And we're listening to that song, you know the one by that super trashy pop star who, like, won that competition and then had the one song about, well, doing it? (sings) "I wanna do it, do it, do it, all niight, with yooooou" - and my friends are imitating her, kinda trying to sing like her and kinda making fun of her at the same time. We're laughing so hard, and then Joni says "make Daniel sing it, he sings it the best". Which was true. Joni's begging me to do it, and her friends are now begging me to do it, and so I do it I sing it and it is...awesome, and it fills the bus...and then...silence. And then Jared, who I'd just met that year, at the start of grade 7, who was way too tall for his age and looked like someone stretched him overnight, sitting at back of the bus, he says, "hey, Daniel, are you a faggot?"

Forum Theatre Improvisation - Exit Card

Please write one new thing you learned after experiencing the Forum Theatre activity.

SUPPLEMENTARY MATERIAL

HOW TO HANDLE HARASSMENT IN THE HALLWAYS IN THREE MINUTES

1. STOP the harassment.

- Interrupt the comment/halt the physical harassment.
- DO NOT pull students aside for confidentiality unless absolutely necessary.
- Make sure all the students in the area hear your comments.
- It is important that all students, whether onlookers, potential targets, or potential harassers, get the message that students are safe and protected in this school.

2. IDENTIFY the harassment.

- Label the form of harassment: “You just made a harassing comment/put-down based upon race (religion, ethnicity, abilities, gender, age, sexual orientation, economic status, size, etc.).”
- Do not imply that the victim is a member of that identifiable group.
- A major goal is to take the “spotlight” off the target and turn the focus to the behaviour. Students should realize what was said, regardless of what was meant (e.g., kidding).

3. BROADEN the response.

- Do not personalize your response at this stage: “At this school we do not harass people.” “Our community does not appreciate hateful/thoughtless behaviour.”
- Re-identify the offensive behaviour: “This name calling can also be hurtful to others who overhear it.”
- “We don’t do put-downs at this school” specifically includes those listening, as well as the school community in general. Even if they were “only kidding”, harassers must realize the possible ramifications of their actions.

4. ASK for change in future behaviour.

- Personalize the response: “Chris, please pause and think before you act.”
- Check in with the victim at this time: “If this continues, please tell me, and I will take further action. We want everyone to be safe at this school.”
- Now turn the “spotlight” on the harasser specifically, asking for accountability. Again, be sure not to treat the target like a helpless victim. Rather, plainly give him/her this responsibility on behalf of others.

(From the Toronto District School Board's Safe Schools Action Team Report)

RESOURCES (page 1 of 5)

Bullying Prevention

otfleo.on.ca/en/resources/useful-links/bullying-prevention/

Useful links for bullying prevention from the Ontario Teachers' Federation

Gay-Straight Alliances

mygsa.ca

MyGSA is an information and resource website for LGBTQ or ally students, teachers, and parents who want to start a GSA at a school.

gsanetwork.org

Gay-Straight Alliance Network (GSA Network) is an American LGBTQ racial and gender justice organization that empowers and trains queer, trans and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities.

General LGBTQ Information

teenhealthsource.com/topics/sgd

A great site with a lot of information sheets and videos about LGBTQ identity, issues and supports.

dailyxtra.com

Daily Xtra is a Canadian news website that covers issues important to gays and lesbians and explores the many ways in which the diverse queer communities express themselves.

advocate.com

The Advocate is an online and print news company that covers news, culture, etc. relating to the LGBTQ community.

glsen.org

The Gay, Lesbian & Straight Education Network (GLSEN) is the leading American national education organization focused on ensuring safe schools for all students by improving school climate and championing LGBTQ issues in K-12 education. Website includes lesson plans to integrate LGBTQ content into your classroom.

Help/Crisis Call Centres

kidshelpphone.ca

Kids Help Phone is Canada's only toll-free, 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth.

youthline.ca

The Lesbian Gay Bi Trans Youth Line is a toll-free service provided by youth for LGBTQ youth.

translifeline.org

Trans Lifeline is a free hotline staffed by transgender people for transgender people.

youthspace.ca

Youthspace chat is an online help service for young people answered by a community of professionally-trained volunteers and staff who are here to listen without judgement and offer support.

Intersex

isna.org

The Intersex Society of North America (ISNA) is devoted to systemic change to end shame, secrecy, and unwanted genital surgeries for people born with an anatomy that someone decided is not standard for male or female.

RESOURCES (page 2 of 5)

Mental Health: Depression/Suicide

dwdonline.ca

Dealing with Depression (DWD) is a resource to provide teens with accurate information about depression and self-help skills to cope with it.

mindcheck.ca

Mindcheck is a website designed to help youth and young adults check out how they're feeling and quickly connect to mental health resources and support including education, self-care tools, and website links.

kidsmentalhealth.ca/professionals/mh_for_teachers_classrooms.php

This Children's Mental Health Ontario webpage has resources about the most common mental health problems present in today's classrooms and features tips on early identification and intervention, practical suggestions on accommodating and responding to kids with mental health problems, and ways to combat stigma in the classroom.

suicideinfo.ca/Library/AboutSuicide/YouthatRisk

This website, created by a branch of the Canadian Mental Health Association, has PDF resources geared towards parents, youth, and professionals about youth at risk of suicide.

Trans* (Transgender and Transsexual)

straightforequality.org/document.doc?id=893

Great document by the organization Straight for Equality about what it means to be transgender and how to be a transgender ally.

transequality.org

The National Center for Transgender Equality is the leading social justice advocacy organization in the USA. The website contains definitions and a lot of resources related to trans rights.

bcchildrens.ca/Services/SpecializedPediatrics/EndocrinologyDiabetesUnit/forfamilies/transgenderresources

This BC Children's Hospital webpage lists great resources about transgender issues.

Two-Spirited

queensu.ca/positivespace/res_2spirit_resources.pdf

Two-Spirit Online Resources

dancingtoeaglespiritsociety.org/twospirit.php

The Dancing to Eagle Spirit Society is dedicated to the healing and empowerment of aboriginal and non-aboriginal two-spirit individuals, their friends, and their allies.

2spirits.com

2 Spirited People of the 1st Nations (2 Spirits) is a non-profit social service organization whose membership consists of Aboriginal 2-Spirit, gay, lesbian, intersex, bisexual and transgender people in Toronto and to all Aboriginal people living with and/or affected by HIV/AIDS.

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National LGBTQ Organizations

Egale.ca

Egale Canada Human Rights Trust is Canada's only national charity promoting lesbian, gay, bi-sexual and trans human rights through research, education and community engagement.

hsse.ca

Heterosexuals for Same-Sex Equality is an organization that promotes heterosexual participation in the battle for equality in regards to same-sex issues.

pflagcanada.ca

PFLAG Canada is Canada's only national organization that helps all Canadians with issues of sexual orientation, gender identity and gender expression. Regional chapters: KingstonON@pflagcanada.ca, Ottawa: pflagottawa.ca/, thunderbayon@pflagcanada.ca, Toronto:torontopflag.org, York: pflagyork.ca/

Regional LGBTQ Organizations

Kingston:

outinkingston.org

A website that lists all the Lesbian, Gay, Bisexual and Transgender events taking place in Kingston.

facebook.com/PrideKingston

Kingston Pride is a grassroots organization that works to promote awareness and inclusion of the LGBTTIQQAA-2S* community in Kingston through a wide range of activities, including an annual Pride parade.

www.kchc.ca/index.cfm/the-space

FUSE is a group for queer, trans*, gender queer, two-spirit, lesbian, gay, bisexual, pansexual and questioning youth under the age of 19.

transfamilykingston.com

Transfamily Kingston is a group of transgender individuals and their family members and supporters in Kingston, Ontario.

www.reelout.com

Reelout is an annual queer film and video festival in Kingston.

Kitchener-Waterloo Area:

ok2bme.ca

OK2BME is a set of free, confidential services for kids and teens in the Kitchener-Waterloo Area wondering about their sexuality or gender identity.

North Bay:

prideoncampus.weebly.com/

Pride on Campus supports and celebrates a diverse community and welcomes students and non-students of all sexualities, gender identities, and gender expressions.

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Regional LGBTQ Organizations cont'

Ottawa:

insideout.ca/initiatives/Ottawa

Inside Out produces a yearly four-day LGBTQ-themed film festival in the Ottawa region.

capitalpride.ca

Capital Pride Festival aims to perpetuate the spirit of pride in the gay, lesbian, bisexual, trans, two-spirited and questioning community in Canada's National Capital Region of Ottawa–Gatineau by producing an annual pride parade.

centretownchc.org/media/53436/glbttq_youth_resource_list.pdf

Provides a comprehensive list of resources for LGBTQ youth.

Simcoe County

youth@acsc.ca

LGBT Youth Connection Simcoe County – Barrie

Contact the above email to participate in a drop-in social space for LGBTQ youth 23 and under. It is a group that provides opportunities for lesbian, gay, bisexual, and trans youth to get together in a relaxed social space and to access resources and support on LGBTQ topics/issues.

Red Lake

fireflynw.ca/programs-and-services/access-services

Firefly offers many services for the physical, emotional, and developmental wellbeing of children in Red Lake, including counsellors to talk about LGBTQ and mental health issues.

Sudbury and Area

sudburypride.com

Sudbury Pride plans for and carries out Sudbury's annual Pride Parade.

reseauaccessnetwork.com

Réseau Access Network provides support services and education to those living with, affected by and at risk of HIV/AIDS and Hepatitis C. Their outreach services and education programs fight homophobia and heterosexism, provide information about LGBT issues and referrals to community services, and promote harm reduction and youth issues.

facebook.com/pages/LGBT2-s-Youth-Resource-and-Support-Sudbury-and-Manitoulin

LGBT2-s Youth Resource and Support - Sudbury and Manitoulin is a resource for youth, parents, family and educators in Sudbury.

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Regional LGBTQ Organizations cont'

Thunder Bay

thunderpride.ca

The Thunder Pride Association organizes a pride parade each year.

facebook.com/LusuPrideCentral

Pride Central is a service centre for lesbian, gay, bisexual, transgender, two-spirit, and queer students, but the services are available to all students and community members.

other10percent.ca

The Other 10% is a drop-in LGBTQ group for 12-25 year olds.

facebook.com/pages/Trans-Support-Collective/194317560663423

Trans* Support Collective is a support group for transsexual, transgender, cross dressing, gender queer people and allies of all ages.

Trans Support Group - NorWest Community Health Centre

Call 807-626-8487 for more information about joining this weekly trans* support group.

Toronto

www.uhn.ca/docs/HealthInfo/Shared%20Documents/LGBTQ_Community_Services_and_Resources.pdf

Comprehensive list of LGBTQ resources for Toronto.

www.the519.org

The 519 Community Centre provides LGBTQ people resources and opportunities to foster self-determination, civic engagement, and community enrichment through social recreation, volunteerism, arts and culture, and community participation.

soytoronto.org/links.html

Supporting Our Youth (SOY) is an exciting, dynamic community development program designed to improve the lives of lesbian, gay, bisexual, transsexual and transgender youth in Toronto through the active involvement of youth and adult communities.

griffin-centre.org/reachout.php

ReachOUT is a creative, inclusive & accessible program for LGBTQ youth and adults in the Greater Toronto Area.

buddiesinbadtimes.com/youth

Buddies in Bad Times Theatre is the world's longest-running and largest queer theatre. The theatre has many free programs for youth such as free tickets to Buddies shows, artist post-show talks, open mics, and opportunities to get onstage.

pridetoronto.com

Pride Toronto holds an international celebration in Toronto every year that incorporates activism, education, and the history and culture of global LBTTQQIAA2S* communities.

SOURCES

The Ontario Curriculum, Grades 1-8, The Arts 2009
The Ontario Curriculum, Grades 9 and 10, The Arts 2010
The Ontario Curriculum, Grades 11 and 12, The Arts 2010
The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies 2013
The Ontario Curriculum, Grades 9-12, Social Studies and Humanities 2013
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The cover illustration, by Toronto illustrator Claudia Dávila was created for Roseneath Theatre in 2014 houseoffran.wix.com/claudiadavila

CONTACT US

Roseneath Theatre is based in Toronto, but tours to schools and theatres throughout Ontario, the rest of Canada and the US. We love to hear from students and teachers who have comments and questions about our work.

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roseneath.ca

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