

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 (found at bottom of attached file)

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 below) to assess student work.

What's Next? - Checkbrik

	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				