Lesson 2 - Performing As Our True Selves  
Empire State Creates: Teaching Artist-Led Activities for Everyone

Project Title: Out From The Wings  
Age(s): High School  
Time: 30 - 40 minutes  
Arts Discipline: Dance

### ACTIVITY AT A GLANCE

**Goal(s):**
- You will be able to identify how traditional cisgender, heteronormative masculine and feminine stereotypical characters and stories dominate the world of dance.
- You will be able to understand and empathize with LGBTQIA+ dancers regarding the effect it has upon them to be required to portray characters that do not align with their gender and/or sexual identity.
- You will be able to understand and empathize with the importance it holds for LGBTQIA+ dancers to have the opportunity to portray roles that align with their gender and sexual identities.
- You will be encouraged to affirm and value the cultural identities of the dancers featured in the lesson.

**Materials:**
- Pre-lesson questionnaire
- Digital presentation - Interviews with LGBTQIA+ dancers
- Post-lesson questionnaire

**New Word(s)**
- None for this activity plan.

**NYS Arts Learning Standards**
- DA: Re7.1 HSII – Critically examine the overall effect that the components of dance (organization of style, choreographic devices, structures and the relationship between them) has on different dancers.
- DA: Re9.1 HSII – Consider social values and a range of perspectives when comparing and contrasting two or more dance works or practices to evaluate their effectiveness and situating the criteria with a cultural context.

### STEPS

**Step #1**  
Pre-lesson questionnaire –
a. Recalling what you learned from the first lesson and drawing upon your own personal experiences, respond to the questions on the pre-lesson handout.  
b. If you have the opportunity to complete this lesson with other students, take a few minutes to share and discuss your responses with one another.

| Step #2 | Digital Presentation –  
| | a. Watch the video interviews with the dancers as they discuss their experiences with different characters they have been asked to play as dancers and how performing these roles has affected them. |

| Step #3 | Post-lesson questionnaire –  
| | a. Using the information from the video presentation, complete the post-lesson questionnaire.  
| | b. If you have the opportunity to complete this lesson with other students, take a few minutes to discuss the video and your responses to the post-lesson questionnaire. |