Lesson 3: Relationships in Dance

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

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<th>ACTIVITY AT A GLANCE</th>
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**Goal(s):**
- You will be able to identify the ways in which LGBTQIA+ dancers are often negatively perceived and treated by others in the world of dance.
- You will be able to understand and empathize with LGBTQIA+ dancers regarding the effect negative stereotypical perceptions of their gender identities and sexual identities have upon their ability to build social and professional bonds with other dancers.
- You will be encouraged to affirm and value the cultural identities of the dancers featured in the lesson.

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

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

**NYS Arts Learning Standards**
- 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.
- DA:Cn11.1HSII – Identify and discuss the political, cultural, or historical significance of dance practices as related to social movements and change

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**Step #1**
Pre-lesson questionnaire –
   a. Using what you have learned so far from the first two lessons as well as your own personal experiences, respond to the questions on the 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 –  
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<td>a. Watch the video interviews with the dancers as they discuss their relationships with other dancers and how the reaction of others toward their status as LGBTQIA+ dancers has affected them both professionally and personally.</td>
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| 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. |