Companion Guide for OUT

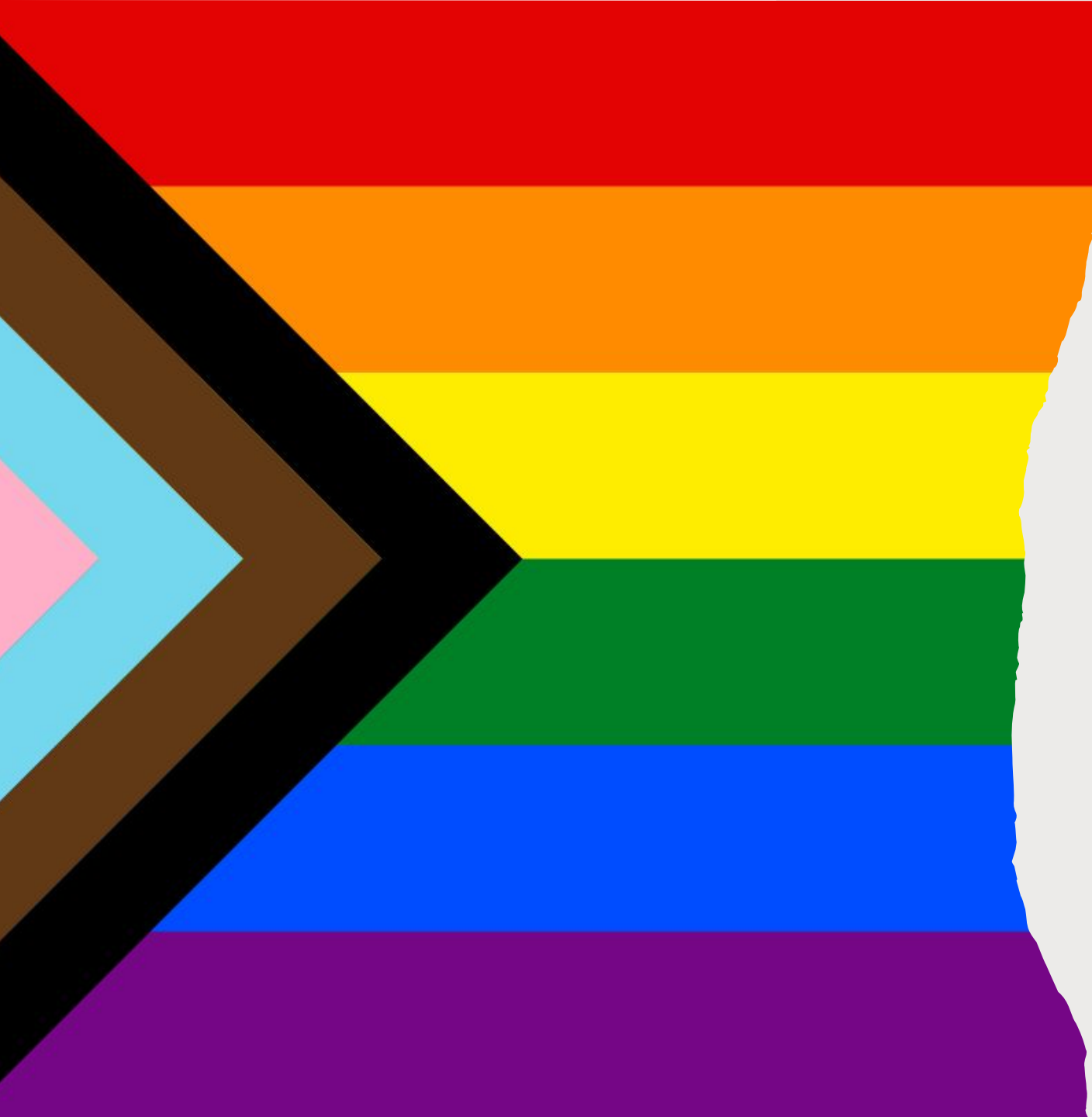
Video Summary

OUT [7m 21s] is a dynamic film centered around a teenage girl who is struggling with her father's acceptance of her "coming out." In high school detention, a teenage girl named Toni is harassed by a male peer regarding her sexual orientation and refuses to hand in her phone to the teacher. Her father, a single dad, is called in to the school to discuss the situation. In a private moment in the hallway, Toni confronts her father about "the elephant in the room" – the fact that she is gay and that he is struggling to accept it. In the end, the two take a small step forward towards acceptance and understanding.

Accessing The Film

https://www.youtube.com/watch?v=1nuGr0mHU5g

The film may be accessed through the hyperlink above.



Purpose

OUT was launched to bring together arts and education. The purpose of the video is to give students an icebreaker to discuss LGBTQ+/Family Issues. This video will serve as an initial learning activity for a unit of study or a lesson on the topic.

Teachers may use the video with activities to connect to their students' understanding and biases. It is crucial to connect to students' existing schemata or create pathways for connections to form that will facilitate learning.

Background Information for Teachers

In addition to your state's learning standards, the following National Standards may inform your study of LGBTQ+/ Family Issues:

- National Health Education Standards (NHES)
- National Sex Education Standards CORE CONTENT AND SKILLS, K-12

Background Information for Teachers

Target Audience: Grades 6-8; 9-12

Potential Cross-Curricular Connections:

- English Language Arts (Creative Writing)
- Media Literacy (Digital Media & Film)
- Theater Arts (Drama)
- Family Life/Life Skills
- Social Studies (LGBTQ+ Rights/ Acceptance, Ethics/ Morals)
- History (Civil Rights, Laws, Legislation)

Ways to use OUT

The learning activities on the following pages are not intended to be prescriptive or used in any particular order.

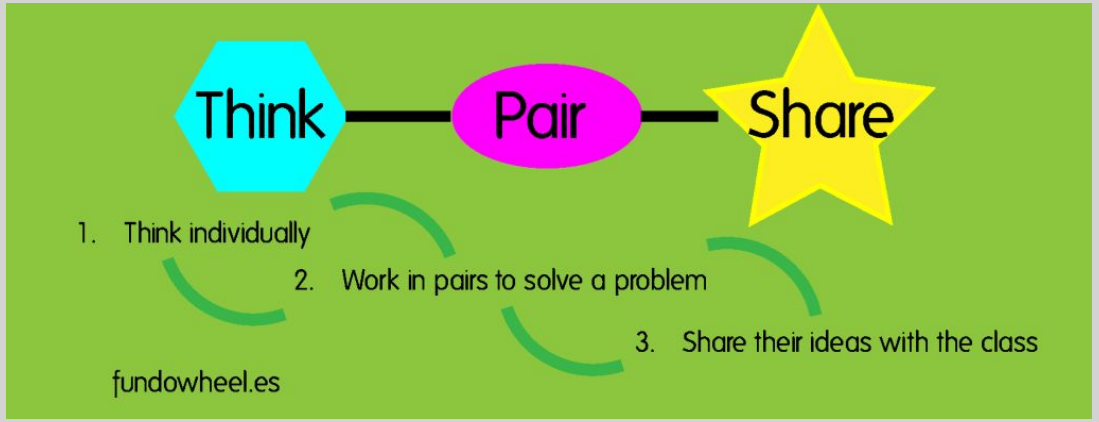
They represent a menu of possible learning activities to choose from that precede or follow the viewing of **OUT**.

Think-Pair-Share

T : (Think) The teacher asks a question about the video. Students "think" about an answer based on what they know about the topic.

P : (Pair) Each student pairs with another student to discuss each other’s answers or thoughts about the topic.

S : (Share) Students share their thinking in a whole-class discussion.



Think-Pair-Share Sample questions:

Before viewing the video, the teacher presents the topic of LGBTQ+/ Family Issues and tells students they will watch a video entitled **OUT.**

Question before viewing the video: What do you think the video will be about?

Question after viewing the video: What does the video make you think about or want to know?

KWSL: Know, Want, Source, Learn

This is a strategy to pre-assess student knowledge, find out what students want to learn, give them an opportunity to identify sources for research on the topic, and show what they learned.

Have students individually or collectively fill out a KWSL chart before, during, and after a unit of study or lesson on LGBTQ+/ Family Issues.

KWSL Chart

Fill in the columns below with what you **KNOW** about the topic, what you **WANT** to know, **SOURCES** to research, and what you've **LEARNED**.

What do you **K**NOW about creating a safe, inclusive environment?	What do you **W**ANT to know?	What **S**OURCES will you research?	What did you **L**EARN about creating a safe, inclusive environment?

Anticipation Guide

Anticipation guides engage students by stimulating interest in a topic of study. They prompt students to predict and verify their predictions, as they enable them to connect new learning to prior knowledge.

Students make predictions in their anticipation guides before reading or viewing a video and revisit or confirm them afterward.

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Anticipation Guide Example

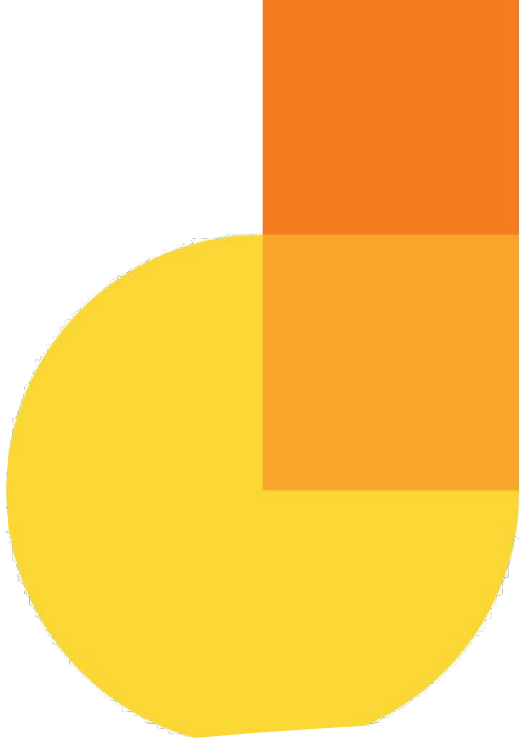
Directions: Respond to each statement twice: once before viewing the video and again after you view it. The statements are based on **OUT**.

Write **T** if you think the statement is true.

Write **F** if you think the statement is false.

Response before viewing the video	TOPIC: LGBTQ+/ Family Issues	Response after viewing the video
	LGBTQ+/ Family Issues are not relevant to me or students my age.	
	Parents should be accepting of their children "coming out".	
	Showing dignity and respect for all people regardless of their sexuality is important.	
	Sexual orientation is a choice.	
	Students and parents are generally accepting of sexual orientation other than their own.	

You may choose to follow this activity with a class discussion.



Jamboard

Create a Google Jamboard based on:

1. What did you see pertaining to LGBTQ+/ Family Issues in the video?
2. How did it make you feel?
3. What do you anticipate the father and daughter doing next?

Jamboard

How to Use Google Jamboard Tutorial is available at:
https://www.youtube.com/watch?v=K1qS6avlnaE

Teacher-Guided Discussion

Teacher may choose to freeze the video frame at any or all of these to allow for students to share predicted outcomes.

Time	Freeze Frame to Predict Outcomes
01:07	How will the teacher deal with Bobby and his bullying behavior?
01:51	What does Toni say when the teacher asks what's going on?
02:24	When the teacher asks Toni's father about how things are going at home, how does he respond?
04:18	Would it have been easier to "come out" if Toni's mom was still alive?
05:45	How much more time will it take for Toni's dad to accept her as gay?

Self-Guided Annotation Option

videoANT

You may choose to have students view **OUT** on their own and record their comments or questions through annotations. Instruct students to stop the video where they want to write an annotation.

VideoAnt: Getting Started is available at: https://www.youtube.com/watch?v=1SOE2aQky2I&t=88s

Flipgrid Discussion

You may choose to assign groups to discuss the video via Flipgrid. This is especially helpful during remote learning or to encourage interaction in a non-threatening way.

Sample questions:

1. What are your reactions to OUT?
2. What would you ask or tell Toni in the video if you could?
3. What do you think made the father change his attitude toward his daughter?
4. Describe the characteristics of an accepting person.

Flipgrid Tutorial – Creating Video Assignments is available at:

https://www.youtube.com/watch?v=vJOoloQ7k5Q

What did you think of OUT?

Please have your students evaluate the film using the link or QR code below:

https://forms.gle/hqHY381bM98f7TAC7

Educational Resources

The following are hyperlinks for more information on LGBTQ+/ Family Issues:

- FUTURE LEADERS OF THE WORLD
- University of Miami Health System
- WHO | World Health Organization
- Sexual Orientation Information Reference
- KFF
- Planned Parenthood
- Creating Safe Schools for LGBTQ+ Youth
- The Trevor Project
- Coming Out: A Resource for LGBTQ Students
- From Graysexual to Heteroflexible: Here's A Big List Of Sexualities In 2022

Acknowledgements

- Sarah Bronnberg, BSHS
- Doug MacDougall, MEd
- Grechen Mills, BSHS
- Alex Moreno, MPH
- Pauline Williams, PhD
- Reed Wise, MS, MPH