Appendix 23.4. Taking Local Action to *Improve* the Culture of School Sports

Overview: We have been exploring the culture of school sports and whether sports sites are equally safe for everyone. As you consider your data collection, our class discussions, and the readings, determine how you can improve the culture of our school's sports. What action—large or small—can you take to make sports sites safe for everyone? Create a print or nonprint text that conveys your message to a particular audience, and then analyze the effects of your text.

Goals: As you prepare to take action, please review our learning objectives, and reflect on your progress toward meeting these objectives as you engage in this project:

1. Analyze, interpret, and critique a variety of print and nonprint texts.
2. Confront your own and others' sexist/heterosexist assumptions and language, particularly in sports sites.
3. Identify steps for making school sports sites safer for everyone.
4. Communicate how to make sports sites safer to school faculty, coaches, (fellow) athletes, spectators, and/or the media.
5. Explain why making sports sites safer for LGBTQ and other marginalized identities makes these sites safer for everyone.

Process

1. Designate a space in your writer's notebook for capturing your thinking and planning for this local action project. You will return to your notes for two purposes: (1) to confer with me regarding your progress throughout this project and (2) to compose your process paper.
2. Review ideas generated during our class discussion on whether sports sites (e.g., locker rooms, training facilities, pep assemblies, competition venues) are safe places for everyone. Mark the ideas that most resonate with you. Confer with peers.
3. Determine whether you would like to work independently or with one to two classmates. Groups should be no larger than three. You must be able to clearly articulate each person's role.
4. Engage in dialogue with peers (even if you choose to work independently) and determine a plan for how you can work to improve the culture of school sports.
5. Identify a target site (e.g., locker rooms, training facilities, pep assemblies, competition venues) and a target audience (e.g., athletes, coaches, school faculty, spectators, media).
6. Determine your message (i.e., argument). Determine how, when, and where you will convey and support your message.
7. Participate in a press conference to share your ideas, listen to your classmates' ideas, and provide and receive constructive feedback.
8. Design/draft your print/nonprint text. Engage in peer review throughout the design process.
9. Finalize your text, articulate a plan for distribution, and secure approval from me.

10. Distribute your text to the appropriate audience(s), and note audience response.

11. Individually (even if you worked in a group), draft your process paper, including the steps you took to create your text, the response from your intended audience, a self-assessment, and a discussion of the importance of safety for all in sports sites. Be ready to share.

Evaluation:

Composing Process	
• Makes appropriate use of available class time for project completion • Regularly confers with teacher to communicate progress • Engages appropriately in press conference: sharing plans, listening attentively, and providing constructive feedback to classmates	___ / 15 points

Print or Nonprint Text	
Ideas/content (10) • Exhibits clearly conveyed message for improving school sports culture • Depicts striking insight and understanding of multiple perspectives Voice (5) • Features tone and language (if applicable) that are appropriate to audience, purpose, and context Organization (5) • Thoughtful structure guides the reader/listener/viewer through the text • Easy to follow Conventions (5) • Enticing and/or eye-catching, ready to publish Distribution (10) • Appropriate plan for and documentation of conveying message to intended audience(s)	___ / 35 points

Process Paper	
Paper features effective organization, purposeful word choice, correct conventions, compelling voice, and well developed ideas, including . . . • Steps you took to create your text, including your role in . . . • Generating ideas • Consulting outside sources • Selecting a target site, target audience • Determining your message—how it is appropriate for audience, purpose, context • The distribution of your message as a print/nonprint text • Response from intended audience(s) • Self-assessment • How effective was your message? • What would you do differently next time? • What plans are you making to further communicate and support your message? • Discussion of why making sports sites safer for LGBTQ and other marginalized identities makes those sites safer for everyone • Share process with class; generate ideas for further local action	__ / 25 points

TOTAL ____ / 75 points