

Teacher Pre-performance Questionnaire
For Teachers at a Professional Development Session
Pre-Questionnaire

1. What issues do you think youth are facing that contribute to low self-esteem?
2. What issues do you think youth are facing that contribute to bullying?
3. What issues do you think youth are facing that contribute to gun violence?
4. In what ways are you using classroom curricula to help students navigate the range of issues related to gun violence?
5. What kind of professional development support would be helpful to you in this regard?

Context for Questionnaires

Notes from Story Stitchers SLPSD Youth on Their Educational Needs

Conversations with some of our youth have yielded interesting results. They want to be better mentors to one another, they feel tremendous pressure to fit in, and they seek assurance that others in their community (i.e. police, parents, teachers, their peers) are doing their part to help stop gun violence. They also mentioned the need for adult support to help them navigate the real world; for example, they desire teaching that addresses life skills that are particularly relevant to navigating their communities. For the talk back, youth requested a conversation that helps them share the kind of mentoring support they need from different community members (police, teachers, parents, youth, organizations) to mitigate obstacles that often lead to violence.

Teacher Post-Performance Questionnaire

For Teachers Following the Play

1. What topics or aspects of the play did you find most interesting or useful that you would want to see included in the talk back?
2. How could this performance and discussion be even more effective or useful to you?
3. What are you inspired to do differently or to do more of after today's play and discussion?
4. What questions are you left with and what kind of curricular/teaching support would be helpful to you?

Student Pre-Performance Questionnaire
For Students Before Watching the Play
Pre-Performance Questionnaire

This questionnaire is designed to help educators assess their students' affective states before viewing the performance. The goal is to establish a baseline for student thoughts and understandings which can be compared with changes in their thinking following the performance. This baseline information can also determine future discussions and more in-depth adult knowledge of what youth are facing.

1. Describe how you are feeling in three words.
2. Why do you think the title of the performance is *Not Another One*?
3. What topics do you think the performance will discuss? In your opinion, what topics should the performance discuss?
4. Do you think there are issues in your community that need solving? If so, what are they? 5. Who should solve these issues? Try to be specific about who should solve what issue.
6. How would you solve these issues?
7. What do you want to be (career, community contributor, political leader, etc.) when you grow up? Why? 8. Who are you now and who do you want to be as a person in the future? (personality, character traits, etc.) 9. If you could say one thing to your entire community right now (your neighborhood, your school, your city, your state—whatever that means to you) what would it be?

Student Post-Performance Questionnaire

For Students Following the Play

Post-Performance Questionnaire

This questionnaire is designed to help educators assess their students' affective states after viewing the performance. While it is intuitive that you could gauge the students' thoughts by observing the room or asking them to report aloud, this not only gives each student (including those who may be quieter and less inclined to engage aloud) a chance to reflect on how the performance may have affected them. It also gives you, the educators, an opportunity to track the changes in the students before and after the performance and go over the data as often as you see fit. Hopefully, you can reference the data here to tailor any future lesson plans, assignments, or discussions accordingly.

1. Describe how you are feeling in three words.
2. Why do you think the performance is called *Not Another One* now? What does that phrase mean to you?
3. Are there any topics that you were surprised to hear? Why were you surprised?
4. Is there anything you wished to hear more about in the play?
5. Is there anything you would have liked to hear less about in the play?
6. Do you think there are issues in your community that need solving? If so, what are they? If you thought so before the performance, how has your understanding of those issues changed?
7. Who do you think should solve these issues now? Why has your position changed or remained the same?
8. How would you solve these issues now?
9. What do you want to be (career, community contributor, political leader, etc.) when you grow up?
10. Is there anything you would want to add to what you wrote before the performance about who are you now and who you want to be as a person in the future? (personality, character traits, etc.)
11. Is there anything you would like to add to your initial thoughts to this question: If you could say one thing to your entire community right now (your neighborhood, your school, your city, your state—whatever that means to you) what would it be?