EXPANDING GENDER
YOUTH OUT FRONT

Curriculum & Action Guide
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www.frameline.org/youth-motion
ABOUT THE FILMS

A primer for students, teachers, administrators, and parents, *Expanding Gender: Youth Out Front*, explores the varied identities of trans and gender expansive youth and young adults through four documentaries that allow these brave individuals to share their own stories. **TOTAL RUN TIME: 71 MINUTES**

**Tomgirl** JEREMY ASHER LYNCH, 14 MINUTES
Jake, a confident and lovable gender expansive seven-year-old, invites us into his world of hockey playing and skirt wearing to explore the transformative power of love and support from adults.

**A Place in the Middle** DEAN HAMER & JOE WILSON, 24 MINUTES
This short is the true story of a young Hawaiian girl who aspires to become the leader of her school's boys-only hula troupe, and an inspiring teacher who uses traditional culture to empower her.

**Monica’s Story** GLENN HOLSTEN, OC 87 DIARIES, 11 MINUTES
This short documentary traces the journey of resilience and self-acceptance of Monica Rose, a strong young transwoman of color. Despite being rejected by her church and family, Monica knew she had to live a life that was true to her. To aid her on her path, she sought out support from professionals in the LGTBQ communities of Camden, NJ and Philadelphia, PA. Today she is a proud, confident person with a bright future. *Monica’s Story* is part of a larger series entitled *OC87 Recovery Diaries*, an interactive website that features stories of mental health, empowerment and change, created by and for those whose journeys of recovery speak to audiences from all walks of life.

**Passing** J. MITCHEL REED & LUCAH ROSENBERG-LEE, 22 MINUTES
Profiling the lives of three young transmen of color, this short doc explores what life is like living as a black man, when no one knows you are transgender, and how each man perceives his own journey with gender after many years of being presumed as a cisgender man.
EXPANDING GENDER
How to Use this Guide

We know these topics can be new and challenging for students and adults alike. Pages 5-10 can help you to determine how and where to use these films, introduce you to key terms, and provide you with tips on facilitating conversations.

Why is LGBTQ-Inclusive Curriculum Important and Necessary?

Studying LGBTQ history and culture encourages all students to think more critically about the world, helps to create safe and affirming communities for LGBTQ students and families, and has the power to transform lives. Consider downloading GSA Network’s Implementing Lessons that Matter: The Impact of LGBTQ-Inclusive Curriculum on Student Safety, Well-Being, and Achievement and GLSEN’s Teaching Respect: LGBTQ-Inclusive Curriculum and School Climate. These documents provide hard data and contextualize curricula as part of efforts for improved school safety, decreased bullying, and higher achievement across various schools and amongst all students, not only LGBTQ students.

How to Use this Guide in Classrooms and Gay-Straight Alliances (GSAs)

Because we’ve designed these guides to link with Common Core State Standards (CCSS), teachers can use these materials as part of their regular curriculum. Exercises are designed to accompany specific films within this collection. Exercises are also designed specifically for students or educators in some places, while others work for everyone. See page 38 for information on how this curriculum fits into CCSS.

By watching these films outside of classrooms in GSAs and other after-school groups, students can delve further into the materials and contextualize them more directly within their lives and current affairs. There are even tips on how to take further actions after seeing the films in the action guide. We know each GSA, and each school is different, so adapt the activities however you want!

Approaching the Material

Addressing LGBTQ-related topics at school, whether in the course of classroom instruction or during a club meeting, can raise controversy. Before screening these films, it is important that you know your rights and responsibilities. In California, teaching about sexual orientation and gender identity is not only protected but is mandated by The FAIR Act (www.faireducationact.com). However, laws vary from state to state. Please refer to our resources page for more information.

It is recommended that teachers/advisors view films prior to introducing them into the classroom. Some subjects can be challenging for students, parents, and community members. Teachers/advisors should consider the age and maturity of students, the support of administrators at their school, as well as the screening setting, before showing any of the films in this collection.

How Gender Identity Develops

Children typically begin expressing their gender identity between the ages of two- and four-years-old. Around this age, transgender children often express their cross-gender identification to their family members and caregivers through statements like “I have a girl brain and boy body,” or vice versa, and behavior like dressing in clothing and engaging in activities consistent with their gender identity. Even at that young age, transgender children are often insistent and persistent about their gender, differentiating their behavior from a “phase” or imaginative play. At this young age, some children may be figuring out that they are transgender, while others may simply be more gender expansive. For instance, Jake in the film *Tomgirl*, is assigned male at birth, identifies as male, and likes to wear skirts.

With the love and support of families, caregivers and other adults, transgender and gender expansive children and youth can thrive. Supporting them means allowing them to live in a manner consistent with their gender identity, which helps them develop self-esteem and grow into happy, healthy members of society.

Some transgender and gender expansive children receive the message from their families, caregivers and society that there is something wrong with who they are, and begin to repress their identity out of fear and shame. Not having their gender identity respected and affirmed in their daily lives will likely cause them significant psychological distress. That distress is often exacerbated when a student’s gender identity is not affirmed at school, which can be a very gendered space (e.g., girls’ and boys’ toys/games, girls’ and boys’ lines).

The consequences of not affirming a child’s gender identity can be severe, and it can interfere with their ability to develop and maintain healthy interpersonal relationships. In the school context, that distress will also hinder a student’s focus in class and ability to learn. The longer a transgender or gender expansive youth is not affirmed, the more significant and long-lasting the negative consequences can become, including loss of interest in school, heightened risk for alcohol and drug use, poor mental health, and suicide.

In the case of transgender students, healthcare providers recommend that the child “socially transition” and live consistently with their gender identity to prevent or alleviate potential distress. That includes dressing, interacting with peers and using names and pronouns in a manner consistent with their identified gender. For most transgender youth, social transition provides tremendous and immediate relief, allowing them to flourish socially, emotionally and academically.

Please refer to the section on how to support trans and gender expansive students in your school (page 11) for help on ways to support youth in your community.

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Gender Identity vs. Sexual Orientation

Gender Identity, Sex, and Sexual Orientation are all different, although they are often conflated as one. Below are the differences between Gender and Sex, as well as the difference between Gender Identity and Sexual Orientation.

**Gender & Sex:** One of the most prevalent misconceptions about gender is that it is based solely on a physical understanding of sex, and that everyone fits into one of two opposite categories, male or female. This misconception in turn, leads many to incorrectly assume that the body one is born with determines an individual’s gender. Though related to one another, both gender and sex are much more complex. Gender is comprised of a person’s physical and genetic traits, their own sense of gender identity, and their gender expression. Given the numerous combinations that these factors can create, gender is better understood as a spectrum. While many people fall into strongly masculine or feminine categories, others fall somewhere in the middle and are more androgynous. Ultimately, each person is in the best position to define their own place on the gender spectrum.

**Gender Identity vs. Sexual Orientation:** Despite the tendency to conflate sexual orientation and gender identity, the two are very different. Sexual orientation describes a person’s sexual or romantic attraction, while gender identity refers to someone’s own personal sense of being male, female, both or neither. Everyone has both a gender identity and a sexual orientation.

The gender unicorn (below) is another, more visual, means of discussing gender, courtesy of the Trans Student Educational Resources (transstudent.org/gender). You can also check out our resource section on pages 33-36 for more online resources.

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**The Gender Unicorn**

Design by Landyn Pan and Anna Moore

To learn more, go to: www.transstudent.org/gender

www.frameline.org/youth-motion
Bisexual: A person who is attracted to males and females.

Cisgender: A term for people whose gender identity aligns with the sex and gender they were assigned at birth.

Coming Out: The process of recognizing and acknowledging non-heterosexual and/or transgender identity to oneself and then sharing it with others. This process usually occurs in stages and can be a life-long process.

Gay: Refers to any person who is attracted to members of the same gender. However, it is usually used to describe men (e.g., “gay men”).

Gender: Complex relationship between physical traits and one’s internal sense of self as male, female, both or neither (gender identity), as well as one’s outward presentation and behaviors (gender expression).

Gender Binary: A social system that constructs gender according to two discrete and opposite categories — male or female.

Gender Dysphoria: An intense and persistent discomfort with the primary and secondary sex characteristics of one’s assigned birth sex. Affirming and supporting a person’s gender identity can help to significantly decrease their dysphoria. Conversely, rejecting or requiring a person to conceal their gender identity will exacerbate their level of dysphoria.

Gender Expansive: Refers to a wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.

Gender Expression: How a person expresses their gender through outward presentation and behavior. This includes, for example, a person’s name, clothing, hairstyle, body language, and mannerisms.

Gender Identity: A personal, deeply felt sense of being male, female, both or neither. Everyone has a gender identity.

Gender Nonconforming: Describes a person whose behaviors or gender expression falls outside what is generally considered typical for their assigned sex and gender at birth.

Gender Role: Culturally accepted and expected gendered behavior associated with biological sex (i.e., acting “masculine” or “feminine”). These expectations are often stereotypical, such as “Boys like blue and girls like pink.”

Preferred Gender Pronoun (PGP): Refers to the pronouns that an individual would like others to use when talking to or about that individual. Commonly used pronouns are “she”, “they”, and “he.” However, the options for gender pronouns are constantly expanding, and go beyond what is listed here.

Gender Spectrum: An understanding of gender as encompassing a wide range of identities and expressions.

Heterosexism: The belief or assumption that heterosexuality is the only normal or acceptable sexual orientation. Heterosexism is also the systematic devaluing of homosexual/bisexual/queer identities and relationships, through numerous laws, cultural norms, and social expectations.
**Heterosexual**: Refers to men who are attracted to women, and women who are attracted to men. The word “straight” is used as a synonym.

**Homophobia**: A term often used generally to describe a strong negative bias toward LGBTQ people, but the term “anti-LGBTQ bias” is more inclusive.

**Homosexual**: Refers to a person who is attracted to members of the same gender. Typically, however, the synonymous term “gay” is used. (When referring to people today, the term homosexual is considered clinical. When used to describe behavior, the term “same-gender” is preferable.)

**Intersex**: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. The term “hermaphrodite” is considered derogatory.

**Queer**: Originally used as an insult for being different, the word has more recently been reclaimed as positive by many LGBT people. It is currently being used by many gay, lesbian, bisexual, and transgender persons to describe their pride in being different, and also serves as a broader term to define those who are not heterosexual or cisgender, but may not easily fall into a “L,” “G,” “B” or “T” category.

**Sex**: One’s biological assignment as male, female, or intersex. In the United States, individuals are assigned “female” or “male” sex at birth, based on physical attributes and characteristics. This assumed physical dichotomy of sex is itself belied by a variety of naturally occurring conditions. Sex in some contexts, such as the law, is also used as an umbrella term that encompasses gender and gender identity. For the purposes of the discussion in this guide, however, “sex” is being used to convey those physical attributes and characteristics that are used to assign someone as “male” or “female” at birth.

**Sexual Orientation**: Term that describes a person’s romantic or sexual attraction to people of a specific gender or genders. “Lesbian,” “gay,” “bisexual” and “straight” are examples of sexual orientations. Our sexual orientation and our gender identity are separate, distinct parts of our overall identities.

**Transgender**: Describes a person whose gender identity is different from what is generally considered typical for their sex assigned at birth. Note: This term is an adjective. Using this term as a verb (i.e., transgendered) or noun (i.e., transgenders) is offensive and should be avoided.

**Transition**: The process through which transgender people begin to live as the gender with which they identify, rather than the one typically associated with their sex assigned at birth. Social transition may include things such as changing names, pronouns, hairstyle and clothing. Medical transition may include medical components like hormone therapy and gender affirming surgeries. Not all transgender individuals seek medical care as part of their transition or have access to such care. The decision about which steps to take as part of one’s transition is a deeply personal and private choice. You should never ask someone if they have had any medical procedures, and you should respect the privacy of a student’s transition process.

**Transphobia**: Irrational fear or hatred of, or violence, harassment or discrimination perpetrated against transgender people.
EXPANDING GENDER
Tips on Facilitating Conversations + Pronoun Check-Ins

Dialogues are different than debates. Review the tips below and this guide’s other introductory materials before delving into conversations with students or adults about these touchy subjects.4

› Agree upon ground rules for discussion. Rules may include an agreement to maintain confidentiality, to speak one at a time, and to refrain from using slurs or making personal attacks.

› Establish language ground rules, including encouraging participants to speak only for themselves and not generalize or presume to know how others feel. As a group, decide if there are terms that should be off limits and provide acceptable alternatives (see KEY TERMS on page 7). Depending on the maturity level of your participants, remind them that insults, personal attacks, or even a denigrating tone of voice undermine effective communication (and are, therefore, unacceptable). Reinforce a climate of respect with the language you use to pose questions (e.g., instead of inviting judgment by asking “What did you think about [insert person]”, ask, “What did you learn from [insert person]?”).

› Acknowledge potential discomfort with the topics at hand. Remind participants that everyone is in the same boat and that no one will force them to reveal anything about themselves that they don’t want to share. This is especially important for middle or high school students who are just beginning to grapple with their sexuality and gender.

› Make sure that everyone understands the difference between sex and gender. This isn’t a conversation about sex. It’s about identity and the social roles we attach to being male and female. See page 5 for more information about the difference between sex and gender.

› Clarify the difference between dialogue and debate. A debate is about staking out a position and trying to convince everyone else that you are right and they are wrong. A dialogue is about exchanging ideas in order to learn from one another. Unlike what we may see on talk shows or reality TV, that means actively listening as well as talking. It also means that you aren’t trying to force participants to accept a particular set of values or beliefs.

› Invite participants to share their honest opinions and not just say what they think you (or others) want to hear. Avoid leading questions and, in the case of students, assure them that they won’t be graded on what they say or believe.

› Model the use of inclusive language during classroom discussions. For example, when mentioning families, use terms such as “caregiver” or “parent” to create space for all types of family structures.

› Leave time to brainstorm actions, or follow up with Activities from the Action Guide (page 28). Addressing injustice—especially injustice that may be a part of participants’ lived realities—can lead to anger, sadness, and despair. Give participants the space to acknowledge these feelings, as well as the support to help them engage in positive actions and activism.

› Be prepared to protect vulnerable participants. Keep an eye out for students who seem to be struggling or upset. Offer to speak with them privately and be sure to have handy a list of local resources, support services, or professionals who can help.

› Be honest about what you do and don’t know. Use phrases such as, “I don’t know,” “That’s a good question,” or “Let me do some research and get back to you on that.” Refer to the resources section to encourage further exploration of a topic.

› For more tips, seek out additional resources.5,6

4. These tips include many from the Classroom Discussion Guide created by the filmmakers of A Place in the Middle. For the full curriculum by the QWaves team, please visit: http://aplaceinthemiddle.org/uploads/websites/675/wysiwyg/A_Place_in_the_Middle_Guide_Classroom_Discussion_Guide.pdf
5. For more tips on how to respond to anti-LGBTQ language and harassment, see GLSEN’s Safe Space Kit (www.glsen.org/safespace) and Safe Schools Coalition’s An Educator’s Guide To Intervening In Anti-Gay Harassment (http://www.safeschoolscoalition.org/guide_educator_interveneharass2005NAT.pdf).
6. You can also contact GSA Network’s Safe and Supportive Schools Project at sssp@gsanetwork.org for further training, professional development, or guidance on implementing lessons that are LGBTQ-inclusive.
Preferred Gender Pronouns (PGPs)

It is important to make sure you are using the appropriate gender pronouns when referring to another person. Common pronouns are She, He, and They, but there are others, too! Here are a few ways to make sure you are using the appropriate pronouns for people you are referring to:

❉ When in conversation, lead by example with statements like “My pronouns are She/her/hers and they/them/their. What are yours?”

❉ Begin GSA meetings with a check-in. A check-in can be as simple as “Please tell everyone your name, pronouns, and your favorite ice cream flavor.”

❉ Practice using gender inclusive language when referring to anyone. For example, many people are beginning to use pronouns They, Them, and Theirs when referring to another person so as not to make any missteps.

This chart from Gay Straight Alliance for Safe Schools includes other pronoun options:

<table>
<thead>
<tr>
<th>SUBJECT PRONOUN</th>
<th>OBJECT PRONOUN</th>
<th>POSSESSIVE PRONOUN</th>
<th>REFLEXIVE PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>“_____ is an activist.”</td>
<td>“I am proud of _____.”</td>
<td>“That is _____ book.”-OR- “That book is _____.”</td>
<td>“That person likes _____.”</td>
</tr>
<tr>
<td>She</td>
<td>her</td>
<td>her/hers</td>
<td>herself</td>
</tr>
<tr>
<td>He</td>
<td>him</td>
<td>his</td>
<td>himself</td>
</tr>
<tr>
<td>Ze*</td>
<td>hir</td>
<td>hir/hirs</td>
<td>hirself</td>
</tr>
<tr>
<td>Ze*</td>
<td>zir</td>
<td>zir/zirs</td>
<td>zirself</td>
</tr>
<tr>
<td>E or Ey</td>
<td>em</td>
<td>eir/eirs</td>
<td>eirself or emself</td>
</tr>
<tr>
<td>Per</td>
<td>per</td>
<td>oer/oers</td>
<td>perself</td>
</tr>
<tr>
<td>Hu</td>
<td>hum</td>
<td>hus/hus</td>
<td>humself</td>
</tr>
<tr>
<td>They (are)**</td>
<td>them</td>
<td>their/their</td>
<td>themselves</td>
</tr>
<tr>
<td>Name</td>
<td>Name</td>
<td>Name’s/Name’s</td>
<td>Name</td>
</tr>
</tbody>
</table>

*Additional alternate spellings for “ze” are “zie”, “sie”, “xie”, and “xe.”

**When using “they” as a singular gender inclusive pronoun, you would still conjugate associated verbs as you would for the plural version, as in “they are an activist” or “they like to go shopping,” not “they is an activist” or “they likes to go shopping.”

“Today’s society is recognizing the experiences and needs of transgender people as never before. This trend is most evident in our nation’s schools, where an increasing number of transgender and gender expansive students live openly as their authentic selves. At the same time, parents, students, educators, administrators and other stakeholders are working together to determine the best ways to support these students.” — excerpt from Schools in Transition: A Guide for Supporting Students in K-12 Schools.

Many teachers, administrators, and parents are encountering their first experiences with out trans and gender expansive individuals via youth in school environments. While this collection of films and curriculum is designed to help to facilitate conversations on these issues, and general resources are on page 33, Frameline & Youth in Motion suggest the following resources for you and your school, if you encounter students and parents who are looking for in-school support regarding their gender identity:

1. **Schools In Transition**
The American Civil Liberties Union, Gender Spectrum, Human Rights Campaign, National Center for Lesbian Rights, and National Education Association teamed up to create *Schools in Transition*, a comprehensive guide for supporting trans and gender expansive youth in K-12 schools.

2. **DC Public Schools Transgender and Gender Nonconforming Policy Guidance**
The DCPS Transgender and Gender-Nonconforming Policy Guidance is a tool for schools, parents, and students to effectively navigate existing laws, regulations, and policies that support transgender and gender-nonconforming students.

3. **Gender Spectrum Customized Programs of Support**
Gender Spectrum helps to create gender sensitive and inclusive environments for all children and teens. Consultation and training services help professional groups and organizations understand youth’s evolving conceptions of gender identity and the impact this has on current and future practices in their field.

Through collaboration with schools and other organizations, Gender Spectrum is able to create customized programs of support to meet a school or organization’s objectives, including:

- Developing a support plan for transgender and gender-expansive youth
- District policy development to support local, state, or federal legislation/guidance
- Assistance with gender issues as they relate to school climate and bullying programs
- Providing training and education on youth gender identity and development and the implications for your organization

To learn more about how Gender Spectrum can help your school, or organization, please visit www.genderspectrum.org or contact them directly at info@genderspectrum.org.
EXPANDING GENDER
Curriculum Overview

TOMGIRL
Exercise 1: Beyond the Binary
A. Gender Binary vs. Gender Expansiveness
B. Emojis: Gender Binary or Gender Expansive?
C. Creating Space for Jake
D. Through the Lens

A PLACE IN THE MIDDLE
Exercise 2: Rare vs. Different
A. Gender and Leadership Roles
B. A Map of Gender Diverse Cultures
Exercise 3: Professional Development

MONICA’S STORY
Exercise 4: Safety and Support
A. Different Paths
B. Support Near You
C. Expanding Your Knowledge
+ Reality of Life as Trans Woman of Color

PASSING
Exercise 5: Travel Tips
Exercise 6: Access & Privilege
Exercise 1: Beyond the Binary (Tomgirl)

Background
In the short documentary Tomgirl, Director Jeremy Asher Lynch introduces Jake, a gender expansive seven-year-old with supportive parents.

A. Gender Binary vs. Gender Expansiveness
In its 2012 survey of 10,000 lesbian, gay, bisexual and transgender youth, the Human Rights Campaign (HRC) found that over 9% of those surveyed said that they were either transgender or “prefer to identify as” something other than male, female or transgender. Over 600 respondents chose “other,” and wrote in a variety of responses including “genderqueer,” “gender fluid” and “androgynous.” (Supporting and Caring for Our Gender Expansive Youth: Lessons from the Human Rights Campaign’s Youth Survey,® page 2).

These responses suggest that many of our LGBTQ youth do not subscribe to a gender binary system that society often imposes upon them. The gender binary system is based on the belief that there are only two genders, male and female, and that an individual is assigned into one of these based on their biological body parts. Additionally, there are a host of behaviors and appearances that are expected from each gender.

The documentary Tomgirl offers a more expansive view of gender. In its report Supporting and Caring for Our Gender Expansive Youth: Lessons from the Human Rights Campaign’s Youth Survey, the Human Rights Campaign suggests a definition for gender expansive.

“Gender expansive — Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.”

As you watch the film, consider how the adults in Jake’s life have created a world where it is okay to be a gender expansive youth.

8. Read or download HRC’s report here:
EXPANDING GENDER
Exercise 1: Beyond the Binary (Tomgirl)

BEFORE VIEWING

FOR DISCUSSION: You may have heard the term “tomboy” before, however “Tomgirl” (the title of the film) is more uncommon. What do you think it might mean?

DURING VIEWING

Capture images and behavior from the film that are often categorized by society as either “male” or “female” in the gender binary system.

<table>
<thead>
<tr>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>hockey</td>
<td>pink</td>
</tr>
</tbody>
</table>

AFTER VIEWING

1. Share the images and behavior from your chart. How does the filmmaker’s inclusion of these images and behaviors impact the viewer?

2. The film opens with Shyn, Jake’s mother, telling the story of Jake’s fear of wearing his new glasses to school. How does this story reflect the way Jake approaches life?

3. Consider the following two quotes from the film:

   “Part of my journey has been learning that the body parts we are born with do not dictate what toys we choose, how we see ourselves or who we love. Our private body parts do not indicate whether we will wear boxer or briefs, girdles or garters, tuxedos or sparkles, do not even predict our pronoun. Who would think that such seemingly simple and harmless questions are actually not that simple. People often ask expectant parents, “what are you having—a boy? What are you having—a girl? I never ask those questions anymore.”

   — Jaimie, Psychotherapist for transgender youth

   “It’s family, friends and media that put the gender role in kids. They’re not born with those notions that men open doors and women cook dinners. Children are born with the need to help, to learn, to love, to play...that’s what they’re born with. It’s not until society and people around them place these ideas inside their head. And I think with parents, you just need to arm your kids with love and patience and understanding and just allow them to be what they want to be. If they want to wear a dress and go play hockey—the only thing that’s putting a label on that is society—that’s all it is.”

   — Shyn, Jake’s Mother

What advice would you give a parent or older sibling of a child who is gender expansive like Jake? Role-play the discussion with a partner. Now, switch roles.
B. Emojis: Gender Binary or Gender Expansive?

In 2015, the popular texting icons known as emojis were expanded to include representations of gay and lesbian individuals and families. Additionally, many—but not all—images include an option to select from skin colors that more accurately reflect the racial diversity of users. The Unicode Consortium, the group of tech industry leaders who determine which emojis to add, tries to respond to the needs of its users.

However some might argue that there is still more work to be done! Do emojis still reflect the gender binary system or are they representative of gender expansive people?

**DIRECTIONS**

Using a phone or tablet device that includes the emoji keyboard, examine the emojis though this lens. Make a list of any single emoji or set of emojis that your group thinks might reinforce the gender binary system. Then, create a few additional emojis that would offer options for a more expansive representation of gender.

**ASSIGNMENT**

Write a letter to the Unicode Emoji Subcommittee advocating for changes, either additions or deletions, to its emoji characters. (http://unicode.org/emoji/)

*Remember to support your argument by:*

- using valid reasoning and relevant and sufficient evidence to support your claim
- acknowledging and respond to counterclaims
- linking all sections of your letter
- maintaining a formal style appropriate for your audience
- concluding with a statement or section that follows from and supports your argument
C. Creating Space for Jake

Jake’s family and friends seem to have created space for him to fully express his gender identity. However many young people like Jake may not have the benefit of being surrounded by supportive adults. Consider the following questions. Share with a partner or the group any that you feel comfortable sharing.

- How might you support a friend or family member who, like Jake, is gender expansive? What does this support look like?
- If you were to make a chart of typical “male” and “female” characteristics, would yours fit neatly into one category?
- Do you think that the sports you play or movies you watch have been impacted by the gender you were assigned at birth? Do you think that your parents, your school, the media, societal pressures have impacted any of your choices?

D. Through the Lens

The documentary begins with a story about the first day that Jake wears glasses to school. He is worried that his friends might make fun of him but realizes that he will still be the same person—glasses or not! This serves as a metaphor for the way Jake and his family and friends view the world. They all seem to have a lens from which they see the world—one that many of the rest of us might benefit from if we too could view the world similarly.

In the lenses below, write words and phrases that capture the way Jake’s advocates view the world.

What are some of the wise things that they might say if a friend, family member, neighbor, or coworker had questions about someone like Jake in their life?
A PLACE IN THE MIDDLE
RARE VS. DIFFERENT

Synopsis

A Place in the Middle is the true story of Ho’onani, a remarkable 11-year-old who dreams of leading the hula troupe at her Honolulu school. The only trouble is that the group is just for boys. She’s fortunate that her teacher understands firsthand what it’s like to be “in the middle,” the Hawaiian tradition of embracing both male and female spirit. As student and teacher prepare for a climactic end-of-year performance, together they set out to prove that what matters most is what’s inside a person’s heart and mind.

Several of the following activities refer to the film’s Classroom Discussion Guide, downloadable at: http://aplaceinthemiddle.org/uploads/websites/675/wysiwyg/A_Place_in_the_Middle_Guide_Classroom_Discussion_Guide.pdf

The guide also offers educators tips for leading discussions about the documentary with their students: see page 9 for tips on leading discussions.
BEFORE VIEWING

A. Gender and Leadership Roles

Schools offer many opportunities for young people to take on leadership positions. There are team captains of sports, student government officers, first chairs in an orchestra, editor of school paper, etc. Examine the role, if any, that gender plays in these leadership positions.

DIRECTIONS

A. Make a list of student leadership positions in your school. If you don’t have student leadership positions in your school, think about leaders that you know of in other spaces—local politics, places of worship, or simply one who speaks up for a cause in class.

B. Then, consider whether there is a tradition of more boys or more girls in each of these leadership roles.

C. Finally, if there is such a tradition, what reasons do you think others might use to explain why some roles are more typically occupied by boys and others by girls.

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<th>Student Leadership Positions in Schools</th>
<th>Girls, Boys, Other Genders</th>
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Share your chart with others.

Regardless of an individual’s gender, they may possess some qualities or characteristics that are better suited for certain leadership positions. Some individuals might have excellent communication skills and be able to get people interested in important social issues. Others might be able to motivate people to physically exert themselves beyond what they thought was possible. Still others might be able to envision how a stage set should look and can lead a group in realizing this vision.

In the film you are about to view, an 11-year-old named Ho’onani will lead the all boys’ hula troop at her school in Honolulu. According to her teacher, she has more “ku” (male energy) than all of the boys. In Hawaii, there is a concept of māhū — individuals “who embrace both the feminine and masculine traits that are embodied within each and every one of us.” As with the tradition of māhū in Hawaii, Ho’onani’s masculine and feminine traits are considered a rare and valuable gift.

Note: On page six of A Place in the Middle: Classroom Discussion Guide, there are questions that you might want to discuss, as well as some Hawaiian terms that are used in the film.
EXPANDING GENDER
Exercise 2: Rare vs. Different (A Place in the Middle)

DURING VIEWING
As you view the film, consider how Ho’onani’s possession of both traditionally masculine and feminine traits allows her to successfully lead the boys’ hula troop.

AFTER VIEWING

B. A Map of Gender Diverse Cultures

The following is excerpted from the PBS website at http://www.pbs.org/independentlens/content/two-spirits_map-html/

“On nearly every continent, and for all of recorded history, thriving cultures have recognized, revered, and integrated more than two genders. Terms such as “transgender” and “gay” are strictly new constructs that assume three things: there are only two sexes (male/female), as many as two sexualities (gay/straight), and only two genders (man/woman).

Yet hundreds of distinct societies around the globe have their own long-established traditions for third, fourth, fifth, or more genders.

Most Western societies have no direct correlation for this tradition, or for the many other communities without strict either/or conceptions of sex, sexuality, and gender. Worldwide, the sheer variety of gender expression is almost limitless. Take a tour and learn how other cultures see gender diversity.”

Go to the website “A Map of Gender Diverse Cultures”: www.pbs.org/independentlens/content/two-spirits_map-html/
Click on the points on the map to learn more about traditions similar to māhū in Hawaii.

ACTIVITY
Using this map, choose three cultures from three different regions of the world and look for characteristics, roles, and challenges of gender expansive people. Create a Venn diagram that compares and contrasts these elements of each culture. You will need to conduct additional research on each of them.
Sixth grader Ho’onani Kamai takes pride in her third-gender identity, even earning remarkable status among older high school boys in her hula troupe. She finds herself honored for possessing more “ku” (male energy) than anyone else in the previously all-boy troupe.

Ho’onani is guided by Kumu Hina, her mentor and teacher, who uses the history and native culture of Hawaii as a metaphor to teach students to respect diversity related to gender. Hina acknowledges that “some parents want girls encouraged to stand with girls and boys with boys,” but nevertheless encourages Ho’onani to “tell the truth about being in the middle,” insisting that the other students “Love anyone no matter what race, creed, gender.”

Inspired by Ho’onani Kamai’s story, educators (including teachers, administrators, counselors, and coaches) want to ensure that trans and gender expansive students—and staff members—at their schools receive encouragement just to be themselves.

In addition to showing the documentary to students and using lesson plans found in the film’s discussion guide, educators can use A Place in the Middle in professional development workshops to achieve several of the same learning goals they have for their students:

- Understanding the power that comes from understanding one’s own culture and respecting the cultures of others
- Hawaiian polyculturalism as a model for a diverse world
- The benefits of diversity to individuals, schools, and the broader community
- Native Hawaiian approaches to gender, diversity, and inclusion
- The value of becoming more comfortable with and connected to all types of people, including those who are different from you
- The Hawaiian concept of māhū and how it relates to being “in the middle” in other cultures
- The ways in which our beliefs about what it means to be male, female, or “in the middle” are shaped by our culture
- Colonial attempts to suppress Native Hawaiian culture, contemporary attempts at revival and preservation, and the benefits of reclaiming one’s heritage
Professional Development: Discussion

Page 14 of the Classroom Discussion Guide for the film offers ten learning prompts for professional development among educators. These questions are intended, as the discussion guide says, to “help faculty, staff, and administrators think more deeply about school policy and what they can do in their own practice to create an environment in which all students can succeed.”

1. Ho‘onani’s school is designed to instill in its students a commitment to act in the true spirit of aloha, i.e., love, honor, and respect for everyone. On a scale of 1-10, how would you rate your own school on living up to that standard? What could it (or you) do better? (see page 29 for an activity on aloha in your school)

2. If it’s true that children learn as much from their environment and observing the behavior of others as they do from any textbook or lecture, what do you think the students portrayed in the film, or watching the film, are learning from...
   - Ho‘onani?
   - The girls in Ho‘onani’s class?
   - The high school boys?
   - Ho‘onani’s mother?
   - Kumu Hina?
   - Principal Laara?

3. When students are receiving leis according to gender (with different colors for girls and boys), Ho‘onani declares, “I want to just wear both.” Why does Ho‘onani want two leis? How do you think Ho‘onani felt to receive and wear both leis? What message(s) did the staff convey, both to Ho‘onani and to her classmates by allowing her to wear two leis? Would you have allowed Ho‘onani to wear both colors? Why or why not? If not, how would you have responded to her request?

4. Kumu Hina says, “When I was in high school, I had a very rough time. I was teased and tormented for being too girlish.” Do you have any students like Hina in your school? How do you respond when they are teased? What do you think they would want you to do? How do you know?

5. What sorts of things do you do or say to proactively support students who are, as Ho‘onani puts it, “rare”? What do you do to create a climate in which every student feels confident, safe, and respected?

6. What difference does it make for Ho‘onani to have a teacher who understands—from personal history—the experience of being “in the middle?” Do your students have any teachers who are “like them” (e.g. the same race, religion, gender, etc.)? What difference does it make for the students? How about for the teachers? How can teachers who aren’t like their students still connect or provide support?
7. Principal Laara lectures her students about respecting Kumu Hina, Hawaiian traditions, and the true meaning of aloha. Have you ever lectured your students in a similar way? Was the tactic effective in inspiring students to improve? What other strategies might work to foster tolerance, respect, and kindness among students?

8. Ho’onani’s mother, Jozie Kamai, says that she chose to send her daughters to a Hawaiian Charter School because she wanted them to learn about their culture, and that what they gain from the school is “the confidence to just stand up in front of other people and do your best.” How does learning about one’s own culture provide students with confidence? How does the school’s emphasis on honoring and preserving students’ indigenous culture contribute to the acceptance of people who are in the middle or māhū? What role do students’ cultures play in your school’s curriculum? In terms of honoring or integrating students’ home cultures, what does your school do well and what could it do better?

9. Kumu Hina worries about the potential backfire from parents and families for her support of Ho’onani. If a teacher at your school experienced such backfire, what would you do? How could the teachers (or administrators) effectively address the family’s concerns and also support the student? As an ally, what would you say to your colleague, the general student body and/or the school board?

10. Kumu Hina is concerned her encouragement of Ho’onani might be setting up her student for disappointment in a world that might not be so accepting. In your view, should Hina or the school do more to prepare Ho’onani for a “real world” that might not accept her, and if so, what should they do? How would/do you solve this conundrum?
A. Different Paths

“Her teacher yelled at her. Her church told her she was going to hell. Her grandmother beat her. Her family asked her to leave home.”

Monica attempted to seek out support in numerous places, and didn’t find it. As a young trans woman of color without support, she was struggling—depressed, suicidal, and homeless, before finding the Camden Area Health Education Center where she connected with a counselor and a mentor, and The Attic, an LGBTQ youth center. Now Monica is “complete” in her words, which she directly attributes to “having help.”

This documentary tells us a bit about Monica’s hard times, including being beaten, and living on the streets, and then for two years in a shelter. But, for the most part, it focuses on how she has persevered, and how today she sees herself as “a very powerful woman.”

Split into two groups and consider if Monica’s life had taken one of two different paths…

GROUP 1: What do you think might have happened if Monica had found safety at school, at church, or at home?

GROUP 2: What do you think might have happened if Monica hadn’t found support at home, AND hadn’t had the Camden AHEC or the Attic as local resources?

For both groups, consider the scenario, and answer the following questions:

- Where do you think Monica would be today?
- How would Monica’s perception of herself have been impacted?
- Would she feel still feel “complete” and “a very powerful woman?”
EXPANDING GENDER
Exercise 4: Safety & Support (Monica’s Story)

B. Support Near You

Now consider if Monica lived near you. Where could she go for support? Do you have a local community center? A shelter for LGBTQ youth? An affirming mosque, temple, church or other place of worship?

FIRST, make a chart of the support services in your community that you know of.

SECONDLY, research other local or state establishments that could provide support for Monica and other LGBTQ youth in need.

C. Expanding Your Knowledge

EXPANDED RESEARCH OPTION 1
Upwards of 40% of homeless youth identify as lesbian, gay, bisexual, transgender or queer. This means that there are thousands of LGBTQ youth like Monica who have, or are currently experiencing homelessness. Research LGBTQ youth homelessness in your city or state, and make a chart of your findings.

EXPANDED RESEARCH OPTION 2
Like Monica, many transgender women of color (TWOC) are particularly vulnerable members of our communities. For example, 19% of transgender people have been denied housing because they are trans, and 11% of transgender people have been evicted from housing because of their gender.⁹

In what ways are TWOC particularly vulnerable? How might the experiences of TWOC be different from other trans people? Research the issues faced by transgender women of color, and make a chart of your findings.

TAKE IT A STEP FURTHER
Research option 1 and 2 may leave you wondering what you can do to make a difference. One option is volunteering for organizations in your area that are dedicated to eradicating the issues you just researched. These organizations often depend on help from community members like you.

“Before I was struggling, and I didn’t have that much help...I feel really complete now. I’m not in pain anymore. I’m not upset anymore. I’m very happy...It feels good.” — Monica

⁹. Injustice at Every Turn: http://www.thetaskforce.org/static_html/downloads/reports/reports/ntds_full.pdf

REALITY OF LIFE AS TRANS WOMAN OF COLOR

Trans women of color (TWOC) experience particular types of oppression that are linked to their race and gender, and as such, have specific needs.

Read Lexi Adsit’s article “24 Actions you NEED to Take to Help Trans Women of Color Survive” for more information about steps you can take to support TWOC in your community.

Gender Travel Tips

BEFORE VIEWING PASSING

When most people travel to a different country, they want to fit into the culture rather than stick out like a tourist. To prepare, they might read travel guides or do some online research to learn about the customs of the country in which they will be visiting.

For example, for people traveling to the U.S. from other countries, they might come across some of the following tips for navigating U.S. culture.

When Visiting the United States:¹⁰

- If invited to a dinner, offer to bring a dessert or side dish. Even if the host says “no thank you”, it’s polite to bring something anyway.
- In a restaurant, it is ok to not finish your meal. Portions are large, and servers will even wrap up what’s leftover so you can take it with you. This is not acceptable at the “all you can eat” buffets where taking food home is usually prohibited.
- Cheek kissing should be discouraged—particularly outside of coastal cities.
- The cost of food is actually 20% more than appears on the menu. Add the 20% to the meal where it says “Tip” or Gratuity. It is considered both unethical and rude to not pay this additional fee. The same is true for taxi drivers, but not so for rideshare services like Uber or Lyft.

In the gender binary system, there are behaviors and traits that society has assigned to women and men. These behaviors become even more specific when combined with other identifiers such as race, ability, class, etc. For example, Western society tends to assign sensitivity to women and aggressiveness to men. We might all aspire to be both sensitive and aggressive (these are not mutually exclusive behaviors), but it becomes a problem when one person is rewarded for the behavior and the other is punished solely based on the person’s gender.

¹⁰ Adapted from The Atlantic, “Welcome to America, Please Be On Time: What Guide Books Tell Foreign Visitors to the U.S.”:
**Gender Travel Tips (cont’d)**

**DIRECTIONS**

1. Consider your school or community. Write a list of “travel tips” for everyone, as well as a list for women and a list for men. Consider the traveler as someone from a different school or community. What would the traveler need to know in order to fit in comfortably to this new situation?

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<th>Travel Tips for Everyone</th>
<th>Travel Tips for Women</th>
<th>Travel Tips for Men</th>
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2. Place a star next to all of the behaviors to which all people should aspire.

3. Consider your travel trips. How might these lists change if the traveler was:
   b. Disabled?
   c. Wealthy? Poor?
   d. Muslim? Sikh? Hindu?

   Note: you may wish to consider other identities that are not listed here.

**DURING VIEWING**

As you watch the film, think about what Sasha, Lucah, and Victor discover about gender as transgender men who pass as cisgender men.
Our perceptions about gender can interfere with the privilege each person should have to be himself, herself, or themself.

“You have to watch the way that you react, because you’re a man now, and people take you as a threat.” — Victor

“People force their opinions of manhood on you when you don’t even ask for it.” — Victor

“How you’re read by the outside world has a profound effect on the treatment that you get…black young men receive a type of negative treatment that I was not prepared for.” — Lucah

“Inheriting that black maleness was very tough, because I never grew up being a black man, but when you are one, the world is a different place…most people treat me like I don’t know anything.” — Lucah

**DISCUSSION QUESTIONS:**

What surprised them most about living in a world as black trans men who pass as cisgender men? What did they find oppressive and/or limiting about those expectations?

What challenges did these three individuals work to overcome in order to be true to their identities?

How can we change social expectations so that people who defy the gender binary feel support for being who they are?

**Representation Matters**

Given Sasha’s insistence that “it’s really important to see ourselves reflected in the world,” how might the images of black trans men in this documentary be helpful to younger black trans people? Furthermore... what images of black trans people in television, movies, video games, and popular culture might also be helpful to young black trans people? Are there images that can be harmful? Do you see similar patterns with media representations of other groups?

You can refer to GLAAD’s 2015 Studio Responsibility Index to get more information on which groups are being represented in major studio film.

The four activities in our Action Guide provide suggestions on how to take what you have learned from the films and apply it to the world at large.

Activity A: Pledge of Aloha

Activity B: State, Police, and Systematic Violence

Activity C: Social Justice Calendar

Activity D: How to Host a Screening
EXPANDING GENDER
Activity A: Pledge of Aloha

PLEDGE OF ALOHA — AT YOUR SCHOOL AND BEYOND!

As you think back on *A Place in the Middle*, consider the conversations that Hina and the principal are having with Ho’onani and the rest of the students as it relates to gender and culture. Are there ways in which this is similar to your school? Are there ways this is different? Are there lessons you learned from the film that you wish everyone in your family, school, or community knew? Here are four ways you can help others to learn what you learned!

1. Sign the pledge of aloha (and ask others to join you)

Read the “Pledge of Aloha” carefully (it can be printed out from the back of this guide, or online at http://aplaceinthemiddle.org/pledge-of-aloha). Invite students, staff, and parents to sign it.

2. Delve deeper, and hold each other accountable

Consider holding an open house or community gathering with all school stakeholders working together in small groups. Take each statement and brainstorm ways to translate the belief into specific actions. End the meeting by reviewing the full list of actions and invite participants to choose one or two of the actions that they can commit to implementing in the coming week, month, or school year. Check back at the next gathering and ask people to share what it was like to take the actions they chose.

3. Make changes at your school

Investigate your school district’s policies regarding the rights of all students to be their true selves, using what you learned about how Ho’onani’s school supported her to assess the efficacy of the policy and, if needed, to offer advice on ways to strengthen or improve it.

For background on how one specific example—the rights of transgender students—plays out in educational settings, you might look at one of the following sites:

- [http://transgenderlaw.org](http://transgenderlaw.org)
- [http://www.campuspride.org/tpc/](http://www.campuspride.org/tpc/)


4. Demand change beyond your school

In Exercise 2 you researched the Hawaiian Islands’ history and indigenous culture, as well as other cultures that have historically been accepting of gender expansive community members prior to colonization. Now think about what your school district currently teaches about Hawai’i, including what’s in library and textbooks. Do you learn about indigenous cultures within the contiguous 48 states when learning about “American History.” Consider this, and determine if you would like to recommend revisions to textbooks, or to your school’s curriculum.

*This exercise is derived from the Classroom Discussion Guide created by the filmmakers of *A Place in the Middle*. For the full curriculum by the QWaves team, please visit: [http://aplaceinthemiddle.org/uploads/sites/675/wysiwyg/A_Place_in_the_Middle_Guide_Classroom_Discussion_Guide.pdf](http://aplaceinthemiddle.org/uploads/sites/675/wysiwyg/A_Place_in_the_Middle_Guide_Classroom_Discussion_Guide.pdf)*
STATE, POLICE, AND SYSTEMATIC VIOLENCE

The films in this collection introduce us to trans and gender expansive people of various ages, races, class backgrounds, and geographic locations with varied cultural differences. Though all part of one LGBTQ umbrella, the violence inflicted upon the LGBTQ community can be incredibly different based on these factors.

Activists are demanding an end to the injustices committed against vulnerable, underrepresented, and misrepresented populations. Black Lives Matter, founded by three black women—two of whom are queer—has become an international movement to demand the end of police and vigilante violence against black people. Activists in this movement have organized days of action, teach-ins, panels, protests, and twitter chats to help create safer communities for all black people.

#BlackLivesMatter is but one example of a movement aimed at eradicating state, police, and systematic violence. In this exercise, we will concentrate on violence as it relates to LGBTQ people, especially LGBTQ people of color and others who live at the intersection of multiple identities.

Make Your Community Safer for All People

1. Research

Choose one of the communities below. Using research (or, if you are comfortable doing so, personal lived experience), to determine the ways this population particularly vulnerable. How might people become less, or more, vulnerable when they embody multiple intersecting identities?

- Trans and gender expansive people
- Black people
- Disabled people
- Women
- Undocumented immigrants
- People of color
- Muslims and other religious groups
- Etc.

2. Take Action

What actions are being taken to address the injustices you have identified? What organizations are working on these issues? Are there organizations in your area working on these issues? How can your GSA join the movement?

Note: If you are an ally, it is important that you follow the lead of the people whom you are trying to help. Additionally, activism comes in many forms, and may vary due to access to resources, ability level, location, etc. Just because someone does not or cannot show up for a rally does not mean that they are not combating injustices. Their activism may just look different from yours, and as our example shows, some activism can be done from a smart phone, some happens in the streets.
## SOCIAL JUSTICE CALENDAR

Below is a Social Justice Calendar to help support your GSA’s activism year round! Consider organizing GSA actions for the events below, or for other important events not listed here.

You can find even more Social Justice Calendar suggestions through GSA Network’s Year-Start Packet. You can register by contacting info@gsanetwork.org and a digital copy of the 2015-2016 packet can be found here: https://gsanetwork.org/files/resources/15_16_year_start.pdf

### JANUARY
- No Name-Calling Week
- World Religion Day

### FEBRUARY
- Black History Month
- GSA Day for Racial Justice
- National Black HIV/AIDS Awareness Day
- National GSA Day

### MARCH
- LGBT Health Month
- International Women’s Day
- International Transgender Day of Visibility

### APRIL
- GLSEN’s Day of Silence
- National Youth HIV/AIDS Awareness Day

### MAY
- Asian-Pacific American Heritage Month
- International Family Equality Day
- National Asian & Pacific Islander HIV/AIDS Awareness Day
- International Day Against Homophobia, Transphobia & Biphobia
- Harvey Milk Day

### JUNE
- LGBTQ Pride Month
- Anniversary of Stonewall Riots
- Transgender Day of Action

### JULY
- Disability Independence Day

### AUGUST
- International Day of the World’s Indigenous Peoples
- Women’s Equality Day

### SEPTEMBER
- Latino Heritage Month (mid September – mid October)
- Bi Visibility Day

### OCTOBER
- LGBTQ History Month
- National Bullying Prevention Month
- National Coming Out Day
- Intersex Awareness Day
- Ally Week

### NOVEMBER
- Native American Heritage Month
- Transgender Awareness Week
- Intersex Solidarity Day
- Transgender Day of Remembrance & Resilience

### DECEMBER
- World AIDS Day
- National AIDS Awareness Month
- Human Rights Day
HOW TO HOST A SCREENING

Once you have watched the films in this collection with your GSA, think about screening one or more films in a larger setting, and the impact that this kind of experience can have.

Here’s a checklist of things you’ll want to consider when planning a film screening or event:

☑ Goals
What do you want your screening to achieve? Who is your target audience? Do you want to influence students, teachers, or parents? Do you want to have a social event to bring in new members to your group?

☑ Film Selection
The films in this collection, are educational copies, with public performance rights included, allowing you to host as many admission-free screenings of the film, or any other Youth in Motion films, that you would like for the life of the DVD. However, films appearing on Netflix, iTunes, or even standard DVDs don’t generally come with these rights included. Be sure to consider this as you move ahead with a screening. You can track down public performance rights to most films by looking up the rights holder information for the film on www.imdb.com.

☑ Where & When
Decide where and when to hold a screening, based on your goals. Some ideas include:
• GSA meetings
• LGBTQ centers or other community/youth centers
• Classrooms or school assemblies
• Lunchtime/after-school event
• Churches, synagogues, and temples
• Conferences
Remember to plan ahead so you can be sure to reserve a venue or get on the agenda for an event!

☑ Equipment
How are you going to show the film? Does the venue come with a television or projector, DVD player, and speakers? You may want to test the equipment a day before the event to make sure it works.

☑ Co-sponsors
Ask other school clubs or local organizations to co-sponsor the event. This can help build community and allies, expose people to new resources, and will increase the likelihood of a good turnout. Ideas for co-sponsors include:
• identity-based student groups at your school, such as Black Student Unions, Chicano/Latino or Asian-American organizations, etc.
• local LGBTQ organizations or community centers
• film clubs

☑ Talk-Back
How can you engage the audience to increase the impact of the film? Consider inviting guest speakers for a post-screening panel. Or select GSA members to lead a discussion afterwards in small groups.

☑ Advertise
Market the event, using whatever works best at your school (flyers, PA announcements, social media).

☑ Refreshments
Providing popcorn or other refreshments is a good way to help turn out an audience!

WHAT IF OUR EVENT ELICITS ORGANIZED OPPOSITION?

It’s important to be prepared both emotionally and strategically for this possibility. Talk about this as a group as you plan a screening. If you are screening the film on school property, be sure to follow all guidelines set out by your school district for screening movies.

Make sure that you all have a plan in place in the event your GSA runs into problems with your school or your community. There have been instances in communities across the country where screenings of movies discussing LGBTQ topics have been picketed or protested.

Do not be afraid to use the media to raise further awareness if the movie screening does elicit anti-LGBTQ responses. Contact your school paper or radio station, or your community media outlets and ask them to cover the controversy. Media coverage can help raise awareness about the film, about the subject, and about the harmful effects of anti-LGBTQ bias.

Contact GSA Network (www.gsanetwork.org) to get sample press releases, media tips and further support.
EXPANDING GENDER
Resources

Learn More About the Films in This Collection

- **Tomgirl**: www.tomgirlmovie.com/
- **A Place in the Middle**: www.aplaceinthemiddle.org/
- **Monica’s Story**: www.oc87recoverydiaries.com/
- **Passing**: www.facebook.com/passingdocumentary

Other Film Resources

**Frameline Voices**
The Frameline Voices platform hosts numerous films on trans and gender expansive individuals.
https://www.youtube.com/playlist?list=PLxUj3dFVO2nAgL_n5ZP3H0fzCiFU0LJIB

**The Keswanis: A Most Modern Family**
This reality television show follows Devina, a transgender first grader, and her loving parents and siblings as they come together to help Devina navigate her transition. www.People.com/keswanis.

**Raising a Transgender Child**
What it’s really like when your daughter becomes your son.
www.facebook.com/Cosmopolitan/videos/10153650522462708/?fref=nf

**Raising Ryland**
CNN Films presents *Raising Ryland*, a short film focuses on the transgender experience as lived by a 6-year-old and his two loving parents.

**Who I Am**
Four transgender people talk about gender, and how the rigid views on it affect them.
www.vimeo.com/99659204
EXPANDING GENDER
Resources

RESOURCES FOR EDUCATORS, PARENTS, AND SUPPORTIVE ADULTS

**Call Him Hunter**
A group of moms across the United States, Canada, and Australia formed an online community in order to support their transgender and gender expansive children. Parents in need of support from other parents can reach an Ally Mom in their area via text or email. www.callhimhunter.wordpress.com

**DC Public Schools**
**Transgender and Gender Nonconforming Policy Guidance**
The DCPS Transgender and Gender-Nonconforming Policy Guidance is a tool for schools, parents, and students to effectively navigate existing laws, regulations, and policies that support transgender and gender-expansive students. http://dcps.dc.gov/publication/dcps-transgender-and-gender-non-conforming-policy-guidance

**Gay Straight Alliances:**
**Creating Safer Schools for LGBT Students and Their Allies**
This report examines GLSEN’s current research on GSAs and highlights major findings regarding school safety, access to education, academic achievement for LGBT students, and student access to GSAs in school. www.glsen.org/learn/reasearch/national/gsa-brief

**Gender Spectrum Education & Training**
California-based organization that provides education, resources, and training nationwide to help create a more gender-sensitive and supportive environment for all people, including trans and gender expansive youth. www.genderspectrum.org

**GLSEN Educator Resources**
GLSEN provides educators with lesson plans, LGBT-inclusive curriculum, and guides to help K-12 teachers create inclusive learning environments. www.glsen.org/educate/resources

**GSA Advisor Handbook**
A comprehensive guide to aid GSA advisors in creating strategies to empower youth leaders. www.gsanetwork.org/advisor-handbook

**Hayward Unified School District**
**Safe and Inclusive Schools Program (HUSD)**
A collection of lesson plans for educators in elementary, middle and high schools working to create inclusive and affirming environments for their students. www.husd.k12.ca.us/SISBP1

**Implementing Lessons That Matter:**

**Safe Schools Coalition**
An international public-private partnership in support of LGBTQ youth that is working to help schools become safe places where every family can belong, where every educator can teach, and where every child can learn. www.safeschoolscoalition.org

**Safe and Supportive Schools Project (SSSP)**
The SSSP promotes the establishment of safe and supportive environments for middle and high school students as an approach for preventing HIV and other sexually transmitted infections among adolescents. SSSP can also provide training, professional development, or guidance in implementing lessons. SSSP@GSANetwork.org

**San Francisco Unified School District**
**LGBTQ Support Services (SFUSD)**
Tools, tips and resources provided by SFUSD to support educators in approaching LGBTQ topics in educational settings. www.healthiersf.org/lgbtq

**Schools in Transition**
The American Civil Liberties Union, Gender Spectrum, Human Rights Campaign, National Center for Lesbian Rights, and National Education Association teamed up to create Schools in Transition, a comprehensive guide for supporting Transgender and Gender Expansive youth in K-12 schools. www.nclrights.org/schoolsintransition/
RESOURCES FOR YOUTH

Children of Lesbians and Gays Everywhere (COLAGE)
COLAGE is a national movement of children, youth, and adults with one or more LGBTQ parents.
www.colage.org

Trans Lifeline
Trans Lifeline is a non-profit dedicated to the well-being of transgender people.
This is a free helpline run by transgender and gender non-conforming volunteers.
www.translifeline.org

Transgender Books for Teens
This is New York Public Library's list of Teen Literature that puts transgender protagonists front and center.
www.nypl.org/blog/2015/06/16/transgender-books-teens

The Trevor Project
If you or someone you know is a victim of bullying, reach out to The Trevor Project, a 24-hour national help-line for gay and questioning teens.
www.thetrevorproject.org

TRUTH
TRUTH is a national trans and gender nonconforming youth storytelling campaign that aims to build empathy, understanding, and a movement for youth to share their stories in their own words and in their own way.
www.transgenderlawcenter.org/programs/truth
EXPANDING GENDER
Resources

RESOURCES FOR EVERYONE

AIDS.gov
Information from the Federal government about HIV/AIDS prevention, testing, treatment, research, and using new media in response to HIV/AIDS. www.aids.gov

American Civil Liberties Union (ACLU)
Works in the courts, legislatures, and communities to defend and preserve the individual rights and liberties guaranteed to all people in the United States by the Constitution. www.aclu.org

GLAAD
Dedicated to promoting and ensuring fair, accurate, and inclusive representation of people and events in the media as a means of eliminating discrimination based on gender identity and sexual orientation. www.glaad.org

Gay, Lesbian, Straight Education Network (GLSEN)
The Gay, Lesbian & Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression. www.glsen.org

Gay-Straight Alliance Network (GSA)
Gay-Straight Alliance Network is a national youth leadership organization that connects school-based Gay-Straight Alliances to each other and community resources through peer support, leadership development and training. www.gsanetwork.org

Gender Spectrum
Gender Spectrum helps to create gender sensitive and inclusive environments for all children and teens. They have resources for youth, parents, and educators.

Lambda Legal
Oldest national organization pursuing high-impact litigation, education, and advocacy on behalf of LGBTQ people and people with HIV. www.lambdalegal.org

National Center for Lesbian Rights (NCLR)
A non-profit, public interest law firm that litigates precedent-setting cases, advocates for equitable public policies affecting the LGBTQ community, provides free legal assistance, and conducts community education. www.nclrights.org

National Center for Transgender Equality
Dedicated to advancing the equality of transgender people through advocacy, collaboration, and empowerment. www.nctequality.org

Parents, Families & Friends of Lesbians and Gays (PFLAG)
A national chapter-based organization of family members and friends of LGBTQ people. www.pflag.org

Planned Parenthood
Planned Parenthood is dedicated to improving the sexual health and well being of individuals and families everywhere through providing high-quality, affordable healthcare and comprehensive sex education. www.plannedparenthood.org

Sylvia Rivera Law Project
Founded on the understanding that gender self-determination is inextricably intertwined with racial, social and economic justice, SRLP works to improve access to respectful and affirming social, health, and legal services for transgender communities. www.slrp.org

TransActive
An internationally recognized nonprofit that provides services particular to the needs of transgender and gender nonconforming youth, their families and allies. www.transactiveonline.org

Transgender Law Center
California’s first statewide transgender legal organization, specializing in individualized legal information, transgender rights and advocacy materials, and transformative public policy work. www.transgenderlawcenter.org
This Youth In Motion Curriculum Guide and Action Guide was developed by Patrick Hurley and Steven Kahl and edited by Frameline staff.

About Youth In Motion

Since 2008, Youth In Motion has provided free LGBTQ themed movies, with accompanying curricula and action guides, to student clubs and educators in middle and high schools. Tens of thousands of students in more than 800 schools across the nation have received films over the past seven years. Expanding Gender: Youth Out Front is the third national collection to be sent across the United States. Youth In Motion gives student activists, educators, and parents the interactive tools to educate peers about LGBTQ history and culture (and have fun doing it!) We believe that an inclusive curriculum is one step to creating truly safe and welcoming schools.

About Frameline

Founded in 1979, Frameline's mission is to change the world through the power of queer cinema. Frameline is the nation’s only nonprofit organization solely dedicated to the distribution, promotion, funding and exhibition of lesbian, gay, bisexual, and transgender media arts. Inherent in all of Frameline’s work is the belief that diverse representations of LGBTQ life can challenge preconceived ideas and stereotypes of our community and in the process educate audiences and build awareness of human rights.
Forty-five states have adopted the Common Core State Standards for English Language Arts. Many of the activities in the Youth in Motion units allow for students to develop “the capacities of the literate individual” as described by the authors of the CCSS. The chart below describes which activities in the curriculum allow for students to practice these skills and shift in mindset.

Students who are college and career ready in Reading, Writing, Speaking, Listening and Language can exhibit the following:

<table>
<thead>
<tr>
<th>COMMON CORE CAPACITY</th>
<th>They demonstrate independence</th>
<th>They build strong content knowledge</th>
<th>They respond to the varying demands of audience, task, purpose, and discipline</th>
<th>They comprehend as well as critique</th>
<th>They value evidence</th>
<th>They used technology and digital media strategically and capably</th>
<th>They come to understand other perspectives and cultures</th>
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<td>Exercise 1A: Gender Binary vs: Gender Expansiveness</td>
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<td>Exercise 1C: Creating Space Exercise 1D: Through the Lens</td>
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<td>Exercise 2B: Venn Diagram for “A Map of Gender Diverse Cultures”</td>
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<td>Exercise 4B: Safety and Support - Support Near You</td>
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<td>Exercise 5: Gender Travel Tips</td>
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<td>Exercise 6: Access &amp; Privilege - Discussion</td>
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<td>Action A: Pledge of Aloha</td>
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<td>Action B: State, Police, and Systematic Violence</td>
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<td>Activity D: How to Host a Screening</td>
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Pledge of Aloha

I believe that every person has a role in society, and deserves to be included and treated with respect in their family, school, and community.

I believe that every person should be free to express what is truly in their heart and mind, whether male, female, or in the middle. I believe that every person should be able to practice their cultural traditions, and to know and perpetuate the wisdom of their ancestors for future generations.

I believe these values are embodied in aloha: love, honor and respect for all.

Therefore, I pledge to live aloha in everything I do, and to inspire people of all ages to do the same.

Take the Pledge at APlaceintheMiddle.org