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Emmy® award-winning filmmaker Michael Barnett’s urgent and subsuming sports documentary illuminates what many have called the civil rights issue of our time: transgender inclusion in sports. Changing the Game takes people into the lives of three transgender high school athletes across the country whose fight to participate in the sports they love has become one of the most controversial cultural touch points.

We get to know Sarah Rose Huckman, a spunky adopted teen skier and policymaker in New Hampshire; Mack Beggs, the charismatic two-time Texas State Champion wrestler who made front page headlines for dominating girl’s wrestling with the dream to wrestle other boys; and Andraya Yearwood, a quiet high school track star in Connecticut whose winning record running with girls landed her at center of a precedent-setting federal ACLU case—launching a cascade of legislation across the country.

Caught in the crosshairs of international debate about their identity and inclusion, these young athletes channel the endurance they’ve learned on their sports teams into their ever more public and accidental advocacy battles. Familiar to anyone who’s ever been an underdog or outsider, everyone can find themselves relating to the teens and their families, and rooting for them as the stakes sharpen in their daily lives on and off the field.
LETTER FROM THE FILMMAKERS

We didn’t set out to make a documentary about transgender high school athletes. We didn’t set out to make a documentary at all. Nor could we have anticipated the subject of Changing the Game becoming the political lightning rod it has.

In screening the film across the country in small towns and big cities, red states and blue, older and younger crowds, we have intimately experienced how Changing the Game is changing the game. Because once anyone gets to know these kids—now young adults—it’s impossible not to relate or aspire to their resilience.

On the heels of the most anti-LGBTQ+ legislative session in history with the majority of bills attempting to deny trans kids the ability to be themselves and play the sports they love, Changing the Game has become an even more important love story to these young people, their families, communities, and really all of ours.

Alex Schmider  Clare Tucker  Michael Barnett

Alex Schmider, Clare Tucker, Michael Barnett

Changing the Game filmmakers, cast and crew at Tribeca Film Festival, 2019.
This viewer discussion guide seeks to provide a framework for post-screening discussion and to encourage participants to take direct action to create more inclusive environments for everyone. We hope this guide will help you think critically about identity, why sports matter, and how each of us can contribute to creating safer and more inclusive communities.

By watching Changing the Game and joining this conversation, you’ve put on the jersey and joined the team as an ally—and we’ll need your help to create spaces where all students and athletes feel welcomed and supported. We’ll focus on the realm of sports in this guide, but we hope that lessons learned in this context will apply to every corner of our lives. You might run into hang-ups or not have answers to questions raised during your discussion and that’s ok. We’ve included information about how to navigate those situations and a list of helpful resources, key terms and tips on facilitating a successful talkback on pages 6-10.

This film demonstrates the value of participating in sport. Being a part of a team gives athletes practical experiences of dedication and teamwork, humility and compassion through winning and losing. Sport can also help us learn how to overcome adversity, and to remind us that working toward a common goal and doing so as part of a team is applicable across contexts. These are just a handful of life lessons that are learned through participating in sport, but can resonate long after the game clock sounds.

THREE DISCUSSION THEMES:

1. Sociology of Sport
2. Examining Identity
3. Diversity of Activism

ADDITIONAL RESOURCES

- GLSEN Inclusivity Game Plans for Coaches, Athletes, Allies, Administrators & Educators and Families
  https://www.glsen.org/changing-the-game

- Washington DC Public Schools Guidance

- The Trevor Project—Guide to being an Ally
**Key Terms**

For students, teachers, and parents, it can be intimidating to jump into conversations about sexual orientation and gender identity without knowing the correct terminology. The terms below can act as a starting point for these conversations.

**TIP:** A moderator can open the conversation by introducing themselves with their pronouns, and then encouraging participants to do the same.

**Ally:** A term used to describe someone who is supportive of LGBTQ+ people and the community, either personally or as an advocate. Allies include both straight and cisgender people who advocate for equality in partnership with LGBTQ+ people, as well as those who are LGBTQ+ who are supportive of other identities within the community. “Ally” is not an identity, and allyship is an ongoing process of learning that includes action.

**Cisgender** (pronounced sis-gender): A term used to refer to a person whose gender identity aligns with the sex assigned to them at birth. The prefix cis- comes from the Latin word for “on the same side as.” The term cisgender is not a slur. It is a term that describes certain people’s experience of gender.

**Gender:** A set of social, psychological, and/or emotional traits, often influenced by societal expectations, that classify someone along a spectrum of man, woman, both, or neither.

**Gender Identity:** One’s deeply held core sense of being a woman, man, some of, both, or neither. One’s gender identity does not always correspond to sex assigned at birth. Awareness of gender identity is usually experienced very early in life, but may also shift over the course of one’s life.

**Gender Expansive:** An umbrella term used to describe some people whose gender expression is different from conventional expectations of masculinity and femininity. Note that not all gender expansive people identify as transgender; nor are all transgender people gender expansive. Many people have gender expressions that are not entirely conventional—that fact alone does not make them transgender. Many transgender people have gender expressions that are conventionally masculine or feminine. Some gender expansive people identify as a man or a woman, some identify as neither, others identify as a mix of both. Some people use gender-neutral pronouns (see Pronouns). This term replaces “gender nonconforming,” which implies that conforming is preferred and other identities are less valid.

**Gender Expression:** The manner in which a person communicates their gender to others through external means such as clothing, hairstyle, name, pronouns, appearance, and/or mannerisms. While most people’s understanding of gender expression relates to masculinity and femininity, there are countless combinations that may incorporate both masculine and feminine, both—or neither which differ across culture and through time. Someone’s gender expression does not automatically imply one’s gender identity.

**Sex Assigned at Birth:** The sex that is assigned to an infant at birth, usually by a doctor or medical staff, based on the infant’s visible sex organs, including genitalia and other physical characteristics. Classifications made are most often male, female or intersex.

**Intersex:** An umbrella term referring to people with one or more innate sex characteristics that are perceived in ways that do not fit medical and social “norms” for female or male bodies, and that give rise to risks or experiences of stigma and discrimination. Intersex people are a diverse population with many different intersex traits and other characteristics. Individual people with intersex variations use a variety of different terms, including being intersex, having an intersex variation or condition, or naming specific traits. Having an intersex trait is relatively common, with up to 1.7% of people born with an intersex variation.

About 1 in 2000 people has an intersex trait, which is about the same incidence as people who have red hair. In addition to biological sex being made up of chromosomes, hormone levels, cell receptors, genitalia, secondary sex characteristic, internal reproductive organs, etc., there are also people whose biological sex doesn’t fit neatly into one of the two binary sex categories. Like gender, biological sex also exists along a spectrum, but is most commonly reduced to the male or female binary. Learn more about intersex identities at [https://ihra.org.au/18106/what-is-intersex/](https://ihra.org.au/18106/what-is-intersex/).
**Pronouns:** The words used to refer to a person other than their name. Common pronouns are they/them, he/him, and she/her. For those who use pronouns—and not all people do—they are not preferred. Pronouns, like names and name pronunciations, are a way to respect someone’s identity and refer to them consistently with who they know themselves to be.

**Nonbinary or non-binary:** A term describing a person’s identity as being neither man nor woman, both man and woman, or some combination of man and woman. It is an identity term which some use exclusively, while others may use it interchangeably with terms like genderqueer, gender creative, gender diverse, or gender expansive. People who are nonbinary may understand their identity as falling under the transgender umbrella, and may thus identify as transgender; others do not. Sometimes abbreviated as NB or Enby (when spoken).

**Sexual Orientation:** Emotional, romantic, or sexual feelings toward other people in relation to someone’s own gender identity. Some people are “asexual,” “bisexual,” “gay,” “lesbian,” “queer,” “straight,” and/or many other sexual orientations not listed here.

**Transgender:** Often shortened to trans, is an umbrella term for people whose gender identity differs from the sex they were assigned at birth. People under the transgender umbrella may describe themselves using one or more of a wide variety of terms—including trans, genderqueer, androgynous, transvestite, or a term specific to their identity. Like nonbinary people, transgender people may or may not undergo gender affirming surgery. But not all transgender people can or will take those steps, and a transgender identity is not dependent upon physical appearance or medical procedures. In the U.S., about 0.6 percent of the population, or about 1.4 million people, is transgender.

**Transition:** A term sometimes used to refer to the process—social, legal, and/or medical—a person goes through to bring themselves into alignment with their gender identity. This may include taking hormones; electing surgery; updating names, pronouns, identification documents, and more. Someone’s gender identity does not depend on any social, legal, and/or medical action; the self-identification alone is enough to determine someone’s gender identity.

**LANGUAGE AND TERMS CREDITS**

- **Covering LGBTQ Athletes at the 2020 Olympics and Paralympics** by GLAAD and Athlete Ally
  [https://www.glaad.org/sites/default/files/GLAADOlympicsMediaGuide.pdf](https://www.glaad.org/sites/default/files/GLAADOlympicsMediaGuide.pdf)

- **GLAAD Media Reference Guide**

- **GLSEN**

- **InterAct Advocates for Intersex Youth**
  [https://interactadvocates.org](https://interactadvocates.org)

- **TransAthlete.com**
  [https://www.transathlete.com/starthere](https://www.transathlete.com/starthere)

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**A common acronym for describing sexual orientation or gender identity for people that are not straight and/or cisgender is LGBTQ+(Lesbian, Gay, Bisexual, Transgender, Queer/Questioning+)** though it’s important to note that LGB (Lesbian, Gay, Bisexual) refer to sexual orientations and T (Transgender) refers to gender identity. Remember, someone’s gender identity does not imply or correlate to their sexual orientation.

The Q is often used by people who are not straight but feel LGB labels are too limiting; some may add queer to indicate more about their identity. The Q when referring to questioning is often used in school and youth settings to welcome people into a space who are still figuring out their identities.

+ The ‘plus’ is used to signify all of the gender identities and sexual orientations that are not specifically represented in the other five initials.
Tips on Facilitating Conversations

Your goal is to safely lead participants through a meaningful and impactful conversation about the impact of the film, which may include challenging some participants’ beliefs about transgender people, confronting stereotypes about race and gender, and using sports as a lens to explore broad acceptance and inclusion. A good facilitator or moderator asks questions but doesn’t necessarily answer them. Leading questions, including ones that start with “how,” are great tools. Remember, it’s ok (and encouraged!) to admit that you don’t know or don’t have an answer. There’s a list of resources at the back of this guide with more information about who or where might have the answers. We’d rather have leaders and moderators acknowledge you don’t know the answer rather than give false information, especially as it pertains to policy, combating stereotypes, and trans youth participation in sports.

» Agree upon ground rules for discussion (see page 9 for examples).

» Practice correcting and reframing a statement or question using inclusive language. For example, if someone refers to a transgender person’s “biological sex,” repeat and reframe the statement with “sex assigned at birth” and explain that sex exists on a spectrum and “biological sex” is most often used to invalidate transgender people. We want to normalize language that affirms trans people and their experiences. This is a great opportunity to begin or continue that practice.

» 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] comment?”).

» Acknowledge potential discomfort with the topics at hand. Remind participants that everyone is here to learn more and ask questions, and that no one will force them to reveal anything about themselves that they don’t want to or feel comfortable sharing. This is especially important for middle or high school students who are exploring their sexuality, gender identity, and/or gender expression.

» Make sure that everyone understands the difference between biological sex and gender. This is not a conversation about sex as a practice or behavior. It’s about identity and the social roles attached to being male and female. See page 12 for more information and an activity 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. This means allowing for “wrong” answers by trying to maintain a judgement-free space from leaders and participants. Focus on open-ended questions that include “how” or “why,” 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 and avoid making generalized statements about gender. For example, make sure we’re talking about boys’ basketball and girls’ basketball, not “basketball” and “girls’ basketball.”

Leave time to brainstorm actions 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.

IN SESSION: GROUND RULES FOR DISCUSSION

Before the discussion starts, establish and review these ground rules to keep participants on the same page about how they are participating while respecting peers, especially people with dominant cultures or perspectives.

💕 **Listen Generously:** We’re all here to learn today and keep an open mind, so let’s actively listen to one another and assume positive intent.

💕 **Be Present:** Let’s keep our video on but audio off unless called on, stay in this Zoom window for as long as possible and limit other distractions to the best of our abilities. Chat will be open for questions, but please refrain from side conversations. **If in-person, this means everyone’s phones are put away.**

💕 **What’s Said Here Stays Here/What’s Learned Here Leaves Here:** We want to create a safer space where participants feel comfortable asking questions, trying something new, or admitting they don’t know the answer to something without fear of immediate judgement. Respect the space and one another’s privacy. Take the knowledge you’ve learned away but leave the details from the conversations here.

💕 **Speak From Your Experience:** You probably have transgender people in the room/at the table/in the conversation even if you don’t know it. Don’t expect transgender people to be the resident expert about trans inclusion in sports just because they are trans, nor should trans people be expected to provide solutions or compassion for ignorance. Trans people are included in this conversation often to push back against systems of oppression and feeling “othered”—be sure when sharing that you are not reinforcing this dynamic. Practice speaking for yourself and using “I” statements instead of generalizing or making presumptions about how others may feel.

💕 **What Else?** Are there other group rules or agreements that feel important to include?
HELPFUL TIPS TO PRACTICE TRANS INCLUSION

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Always refer to a person by their current name, with proper pronunciation, and pronouns</td>
<td>☐ Use a name that is not how the person currently wants to be referred (birth name, previous pronouns)</td>
</tr>
<tr>
<td>✓ Ask Google your general questions</td>
<td>☐ Ask invasive questions including their name “before” or about personal medical information like surgery</td>
</tr>
<tr>
<td>✓ If you’re unsure about someone’s name or pronouns, ask them theirs after sharing yours</td>
<td>☐ Make assumptions about people’s identities or assume that someone is “out” as LGBTQ+</td>
</tr>
<tr>
<td>✓ Use inclusive language e.g., “friends” or “y’all”</td>
<td>☐ Alienate people through gendered language that can unintentionally exclude or disrespect people’s identities</td>
</tr>
<tr>
<td>✓ Apologize if you make a mistake, correct yourself, and move on</td>
<td>☐ Dwell on your mistakes or repeat them</td>
</tr>
</tbody>
</table>

**REMEMBER:** A person’s gender identity and history are theirs to share only if and when they choose.
FILM DISCUSSION GUIDE + SUPPLEMENTAL MEDIA

- Background
- THEME 1
  Sociology of Sport
- THEME 2
  Examining Identity and Non-Discrimination
- THEME 3
  Diversity of Activism
- Additional Resources
UNDERSTANDING SEX VS. GENDER

It's common for people to confuse sex, gender identity, gender expression, and sexuality or sexual orientation, but they're actually all different things.

**Sex** is a label—male or female—that you’re assigned by a doctor at birth, usually based on the appearance of external anatomy (this is what is written on the birth certificate). A person’s sex, however, is actually a combination of physiological characteristics including: chromosomes, hormones, internal and external reproductive organs, and secondary sex characteristics.

**Gender identity** is how you feel inside and is a feeling that begins very early in life. While most people’s understanding of gender expression relates to masculinity and femininity, there are countless combinations that may incorporate both masculine and feminine, both—or neither which differ across culture and through time. Someone’s gender identity can influence gender expression including clothing, behavior, and personal appearance, but gender expression does not automatically imply one’s gender identity.

**Sexuality or sexual orientation** are emotional, romantic, or sexual feelings toward other people in relation to someone’s own gender identity. Some people are “asexual,” “bisexual,” “gay,” “lesbian,” “queer,” “straight,” and/or many other sexual orientations not listed here.

### SEX, GENDER, EXPRESSION

<table>
<thead>
<tr>
<th>BIOLOGICAL SEX</th>
<th>male</th>
<th>intersex</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>(chromosomes, hormones, anatomy, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER IDENTITY</th>
<th>man</th>
<th>non-binary</th>
<th>woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>(internal sense of self)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER EXPRESSION</th>
<th>masculine</th>
<th>gender non-conforming</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>(pronoun, hair, clothes, etc.)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
ANTI-TRANS LEGISLATION HARMS ALL YOUTH

During the 2021 legislative session, over 300 anti-LGBTQ+ bills were introduced across the country, making it the worst year in recorded history for LGBTQ+ legislative attacks. More than 75 bills in 36 states attempted to deny transgender youth the right to play sports with their peers. 9 states now have laws that ban transgender youth from participating in sports.¹

Proponents of bills targeting transgender youth claim to do so in an effort to protect girls and women’s sports. The bills target youth as young as pre-K age. Most of them rely on sex stereotyping by appearance, especially policing of girls’ bodies if they do not conform to stereotypical standards of femininity. These bills place all youth at risk of being targeted by school leaders and invasive medical exams.

Many efforts to bar transgender youth from sports involve the codification and policing of bodies that do not conform to society’s gender expectations. If their gender is disputed, these bills require kids to submit to invasive physical examinations as a condition of participation which can include DNA analysis, hormone level monitoring, and inspection of internal and external reproductive anatomy.

This legislation is invasive and harmful to youth, not only as it impacts trans people’s mental and physical health, but as these extreme measures also broadly affect community safety, privacy, and protection of all children.

¹ https://freedomforallamericans.app.box.com/v/2021-state-toolkit/file/763395769126
https://freedomforallamericans.org/legislative-tracker/student-athletics/
INCLUSIVITY AND THE POWER OF SPORT

For thousands of years, in every corner of the world and across cultures, people have gathered together to participate in sport. From ancient Persian martial arts to Pre-colonial Indigenous sports such as lacrosse or soccer, sport has brought people together as teammates, competitors, and spectators. Sport offers the opportunity to gather in community and participate in play—a necessary counter-balance to the various rigors of daily life for humans throughout the millennia. Even as far back as the 6th century BCE in Olympia, Greece, people of all genders have been welcomed into the culture of sport. What has remained constant throughout time and across cultures, generations, and disciplines is the power of sport to build and maintain community, and the unparalleled benefit of play for everyone.

FILM DISCUSSION QUESTIONS

1. What do we hear from Sarah, Andraya, and Mack about why they participate in sports, especially as they face adversity and bullying—interpersonally and institutionally?

2. What are some of the reasons why you’ve participated in sports, either as an athlete or as a spectator?

Playing a sport has social, physical and mental health benefits. Nearly 7 in 10 young people in the United States participate in sports, where research finds they develop critical skills such as communication, teamwork and leadership.

Girls with access to sports consistently report better grades and health, higher self-esteem, fewer risky behaviors and a stronger belief in their abilities and competence.

Playing sports helps fight depression, build community and cultivate self-confidence among trans youths. Yet trans youth play sports at significantly lower rates than their cisgender peers.

Sports competition also builds cohesion across different social groups. Meaningful interactions with trans youths, like those fostered on athletic teams, can expose cisgender youths to the lived experiences of trans people, reducing exclusionary attitudes and increasing empathy and acceptance. Trans youths with access to gender-affirming spaces, like a sports team, are 25 percent less likely to report a suicide attempt. ²

According to a study from The Trevor Project in 2020, LGBTQ+ youth are less likely to participate in sports than their straight and cisgender peers, and transgender youth are even less likely to participate than their cisgender LGB peers. ³

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³ https://www.thetrevorproject.org/research-briefs/lgbtq-youth-sports-participation/
SUPPLEMENTAL ACTIVITY

Search out your state on Freedom for All Americans’ map of Anti-Transgender Student Athletics and compare it to others in terms of access and inclusion for trans youth.

https://freedomforallamericans.org/legislative-tracker/student-athletics/

ACTIVITY FOLLOW-UP QUESTIONS:

❓ What are the implications of such policies?

❓ What do you think happens to trans kids who live in states with bans like this?

Bills Related to Prohibiting Transgender Youth from Competing in Student Athletics
We’ve talked about gender identity in the previous pages: our own innate sense of self and how we see ourselves moving through society. And while masculinity and femininity are culturally constructed ideals, our society has placed expectations on people who present more masculinely or more femininely, especially when it violates norms and differs from someone’s sex assigned at birth.

In a broader context, people can have all types of other identities beyond gender, some of which are influenced by society, culture, language, religion, family (of origin or chosen), where you live, and more. While we understand the differences between gender identity (“how I see myself”) and gender expression (“how I want to be seen”) as internal vs. external, other forms of identities can also be internal, external, or both. Sometimes, our different identities can be in alignment or connected—for example, if our cultural beliefs align with our religious or social beliefs. Other times, we may hold identities that might seem to contradict or oppose each other, but it doesn’t mean that we can’t still hold these multiple identities; they do not have to “cancel each other out” or be mutually exclusive. They compound each other to make up a complex person and/or community.

FILM DISCUSSION QUESTIONS

In the film, Grandma Nancy identifies as “a hardcore Republican,” “Southern Baptist to the core,” and a gun-owning Texas sheriff. She also identifies as a grandparent to her transgender grandson, Mack, and an ally to the trans community, saying “I don’t mind stepping on some toes either when it comes to transgender kids.” Grandma Nancy is showing us that her political and religious beliefs do not prevent her from also being Mack’s grandmother and ally; her identities are complex in relation to each other, but not mutually exclusive.

1. a) What parts of your identity are visible?
   — Gender expression, physical ability, race, etc.

b) What parts of your identity are invisible?
   — Gender identity, cultural identity, race (can also be invisible!), physical ability, etc.?

c) How can or do you hold beliefs or identities at the same time even if they might feel like they oppose each other?
As we saw above, people can have many different identities at the same time. Sometimes these identities might be the predominant cultural norm, like being able-bodied. When people with power hold certain characteristics or identities, laws and rules are often implemented that reward people who hold those same identities and exclude people who do not. When someone lives at the intersection of multiple identities that are not predominant, these often compound to make their lives more unnecessarily challenging and can build on the experience of being excluded, discriminated against, or attacked.

In the film, we see Mack, Andraya, and Terry experience discrimination from parents and spectators. Terry and Andraya were even part of a lawsuit in Connecticut led by domestic hate groups (eventually dismissed by a Federal judge). Terry and Andraya’s experiences as successful Black transgender girls were subject to sexism, racism, homophobia and transphobia, each of which should be legally protected from discrimination but instead are intensified by waged legislative attacks and media rhetoric sensationalizing their participation in track.6

2. Thinking about your own identities and some of the communities to which you belong, which of your visible or invisible identities are protected from discrimination?

Examples include protections like the Americans with Disabilities Act of 1990 that prohibits discrimination based on disability and requires accessibility in public accommodations, or Title VII of the Civil Rights Act of 1964 that protects against employment discrimination based on race, color, religion, sex, and national origin)

a) Conversely, which of your identities or those in your community are vulnerable to discrimination?

b) What happens when someone experiences discrimination or attacks even if those identities are protected?

SUPPLEMENTAL ACTIVITIES

Listen to episode 120 of the podcast “Unladylike,” where journalist Katie Barnes talks about how racism and sexism keep Black trans girls out of sport.
https://unladylike.co/episodes/120/trans-athletes

Review this fact sheet on the Equality Act, which seeks to expand federal civil rights laws to enact nondiscrimination protections in housing, employment, credit, health, education, and more.
https://www.americanprogress.org/issues/lgbtq-rights/reports/2021/03/15/497158/need-know-equality-act/

ACTIVITY FOLLOW-UP QUESTIONS:

1. According to the article, which areas does the Equality Act seek to make change in?
   Employment, Housing, Education, Credit, Jury Service, Federally-funded Programs, Public Spaces

2. Give 3 examples of acts or initiatives the Equality Act seeks to amend or codify to expand anti-discrimination protections
   Fair Housing Act, Title VI, Public Accommodations, Religious Freedom Restoration Act, Jury Selection Service Act, Civil Rights Act.
GET OFF THE SIDELINES AND INTO THE GAME!

Watching this film and going through this discussion guide may have stirred up some emotions for you, including wanting to get involved or wondering how you could be a better ally to trans youth and athletes. Allyship can be expressed in a diversity of ways and will be unique to each individual and their community.

FILM DISCUSSION QUESTIONS

What is allyship? What does it mean to you to be an ally?

- True allyship is about supporting people as they need and want it.
- Performative allyship is taking the credit without doing the work.
- Ally is a title that’s given, not claimed.

In Changing the Game, we see allies of all kinds including coaches like Mack’s—Coach Clark, and Andraya’s—Coach Brian, and family like Grandma Nancy, Andraya’s mom Ngozi, and Sarah’s parents Jen and Tom. But there are other kinds of allies, like the citizens in New Hampshire who testify before school administrators and policy-makers on behalf of comprehensive non-discrimination laws.

We also see peer allyship demonstrated by friends and teammates, including Mack’s competitor Chelsea, the Texas wrestler who competed against Mack in girl’s wrestling while respecting and recognizing him as the boy he is.

a) Who are some other examples of good allies in the film, and how did they show their allyship? (refer to paragraph above for examples)

b) What did you learn from seeing the different ways of being an ally?

c) Would you consider Andraya an ally to Terry? Why or why not?
SUPPLEMENTAL ACTIVITIES

Not everyone is good at every sport. Even track and field athletes choose to participate in certain events and not others. Allyship and activism are no different! The more you learn about the movement to fight for trans inclusion, the better sense you’ll have about where you—and your unique set of skills—can have the greatest impact and be the most rewarding for you!

Here are some ways that you can get involved as an ally to trans athletes:

1. **START** small! Can you change your language to be more inclusive?

2. **GET** bigger! Find out if your school, recreational or club sports teams have trans-inclusive policies (on sports teams, in classrooms, etc.). If the answer is no, ask why and use what you have learned here to advocate for the creation of policy.

3. **DREAM** biggest! Look up the laws in your state and if you don’t find them to be equal, take action for change.

4. **VISIT** TransAthlete.com for a state-by-state analysis with action steps.

5. **LEARN** different ways to be an activist and start organizing with these resources
   - **State Defense Toolkit** from Freedom for All Americans: [https://freedomforallamericans.box.com/v/2021-state-toolkit](https://freedomforallamericans.box.com/v/2021-state-toolkit)

6. **JOIN** the fight! Follow, support, and repost trans people, trans-led organizations, or groups supporting trans inclusion in sports on social media. The list below is a great place to start:
   - Athlete Ally @athleteally
   - Chase Strangio @chasestrangio
   - Chris Mosier @thechrismosier
   - Patricio Manuel @team_patroian_manuel
   - Layshia Clarendon @layshiac
   - JayCee Cooper @jayceesalive
   - Grace McKenzie @withgracetoo
   - Katie Barnes @katie_barnes3
   - Burn it All Down podcast @burnitalldownpod

7. **SUPPORT** trans people in their lives, from reading trans writers and engaging in other forms of art created by trans people like music, film, or visual arts to engaging in allyship with trans peers and teammates in the ways explored above.

Be prepared: Once you suit up and start to take action as an ally to transgender athletes, you may get some pushback or tough questions from people who don’t believe that transgender athletes belong in sports, specifically those who want to exclude trans girls and women from girl’s and women’s sports. You might not be able to change everyone’s mind, but you’ll have an impact on someone. Don’t get discouraged!
ADDITIONAL RESOURCES
(FOR FACILITATORS TO USE AND SHARE)

Athlete Ally—The Future of Women’s Sport Includes Transgender Women and Girls

Read/watch more about why Changing the Game is helping level the playing field
- https://www.si.com/media/2021/05/27/hulu-transgender-documentary-changing-the-game
- https://www.popsugar.com/fitness/changing-game-review-48347801

More on Title IX

Why sports inherently aren’t fair:
- https://www.scientificamerican.com/article/trans-girls-belong-on-girls-sports-teams/

College sports—find bills related to prohibiting transgender youth from competing in student athletics. Or see how your dream schools rank on Athlete Ally’s Athletic Equality Index.
- https://aei.athleteally.org/

More on the Sociology of Sport
- https://science.scientemag.org/content/369/6505/769
This Youth in Motion Curriculum Guide was developed by Shane Diamond and Lindsey Hodgson, and designed by Julie Ann Yuen.

ABOUT YOUTH IN MOTION
As Frameline’s signature educational outreach program, Youth in Motion provides free LGBTQ+ films and professionally-developed curricula to educators and classrooms across the United States. Since 2008, Youth in Motion has used the power of queer cinema to support educators and students in creating safer and more inclusive school environments for LGBTQ+ youth and allies. Over 28,000 students in more than 1,400 schools across all 50 states have now engaged in screenings and discussions of Youth in Motion’s films and materials, comprising a new generation of motivated and informed youth inspired to create social change. Learn more at www.frameline.org/youth-in-motion.

ABOUT FRAMELINE
Founded in 1979, Frameline’s mission is to change the world through the power of queer cinema. As a media arts nonprofit, Frameline’s programs connect filmmakers and audiences in the Bay Area and around the world. Frameline, the San Francisco International LGBTQ+ Film Festival is the longest-running, largest and most widely recognized LGBTQ+ film exhibition event in the world. As a community event with an annual attendance of 60,000+, the Festival is the most prominent and well-attended LGBTQ+ arts program in the Bay Area. Learn more at www.frameline.org.

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