Finding a Facilitator

1. www.frameline.org/distribution

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GENDER MATTERS

EXPRESSIONS AND IDENTITIES BEYOND THE BINARY

EDDIE
a film by Quentin Kruger

TOMBOY
a film by Donna Carter

THE BOND
a film by Michael T. Connell

JUST CALL ME KADE
a film by Sam Zolten

BIKINI
a film by Lasse Persson

TWO-SPRIT PEOPLE
a film by Michel Beauchemin, Lori Levy & Gretchen Vogel

Curriculum Guide
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Youth In Motion is funded in part through the generous support of the James Irvine Foundation and the Bob Ross Foundation.
EDDIE
dir. Quentin Kruger : 2007 : 10 min. : USA

“Jeez Eddie! Quit being such a girl. C’mon we got a kickball game going on by Danny’s place!”

A narrative short, eddie tells the story of a young Latina girl who’s just one of the boys and a VIP in the neighborhood kickball game. But on this particular afternoon, Eddie confronts her sexual and gender identities when an embarrassing moment forces her to step up to the plate.

TOMBOY
dir. Donna Carter : 1997 : 5 min. : USA

From climbing trees to shooting hoops, Donna Carter’s childhood and adolescence was all about smashing stereotypes and glass ceilings. In this experimental short, she explores how following her own dreams and instincts allowed her to become a college basketball star, sports writer, and the publisher of the first ever women-in-sports magazine.

Drawing on personal narrative, still photography and stop animation – Tomboy is an imaginative autobiographical account of an African American tomboy’s journey to success and self-acceptance.

THE BOND

“How could you raise a transsexual child and not know it?” In this honest and compassionate documentary, the father of a transsexual child shares his family’s story – what it was like when his child came out, how their relationship has changed and how their bond continues to strengthen.

Made by a father for transgender individuals and their parents, The Bond offers hopeful answers to the hard questions parents face when a child – of any age – comes out.
**JUST CALL ME KADE**  
dir. Sam Zolten : 2001 : 26 min. : USA

Kade is a sixteen year old FTM (female-to-male) transgender youth residing in Tucson, Arizona. Though Kade's parents are supportive and nurturing, it hasn’t always been easy. As Kade entered puberty, he became depressed and frustrated with his changing female body and even considered suicide. Realizing that Kade's identity was more complex than being a tomboy or lesbian, he and his family sought support from their local LGBT community center and searched for resources on the internet.

This award-winning documentary follows Kade through two years of his transition process, highlighting important milestones including his name change, his first shots of testosterone, and his first girlfriend. Throughout the film, Kade's friends and family candidly express their feelings about the transition, the changes they see in him, and how their own lives have been transformed along with his.

**BIKINI**  
dir. Lasse Persson : 2005 : 7 min. : Sweden

An animated musical, *Bikini* stars a young boy, dolled up in his mother’s yellow swimsuit, who is afraid to come out of the locker room. With the encouragement of a pair of happy twins he emerges, but their lady friend would rather receive all the attention herself.

Set to the classic 1960 song “Itsy Bitsy Teenie Weenie Yellow Polka Dot Bikini,” this short offers an entertaining take on finding the courage and acceptance to express one’s gender with honesty and style.
TWO-SPIRIT PEOPLE
dir. Michel Beauchemin, Lori Levy & Gretchen Vogel : 1991 : 20 min. : USA

Two-Spirit People explores the berdache or “two-spirit” tradition in many Native American cultures, in which individuals who embody feminine and masculine qualities are understood as a third gender, beyond man and woman. In many communities, two-spirit people act as a conduit between the physical and spiritual world and because of these unique abilities, are often placed in positions of power within the community.

Told through powerful personal testimony, archival photos, and clips from Hollywood Westerns, this ground-breaking documentary – one of the first cultural works to revive the term “two-spirit” – offers a unique overview of historical and contemporary Native American concepts of gender, sexuality and sexual orientation.
How to Use this Curriculum Guide

The six short films in this collection provide a broad overview of gender identity, gender expression, and transgender issues through the presentation of documentary interviews, first-person essays, and narrative fiction from a diverse range of backgrounds and experiences.

This guide can be used in a variety of academic settings – from an exploration of lesbian, gay, bisexual, and transgender (LGBT) issues, gender, and other topics in a health or life skills class, to a study of narrative, exposition, or genre in an English-language arts classroom, or an overview on documentary filmmaking. Gay-Straight Alliance clubs will find these films useful for exploring gender identity, gender expression, and transphobia – concepts essential to any organization that seeks to be inclusive and promote diversity.

The films are all relatively short, which provides an excellent opportunity for generating class discussion. These films and this guide can be viewed as a series or individual films can be chosen to suit particular classroom needs.

The topics explored in these films may elicit some controversy. Be sure to prepare your audience in advance and review the Approaching the Material section of this guide for tips on facilitating conversations.

This guide contains California standards-based curriculum and student action activities, as well as resources and suggestions for further study. Though the guide is divided into Curriculum and Action sections, activities in both sections may be appropriate for use in multiple settings and include:

- **Background material** to spark interest and build knowledge prior to watching the film;
- **Lesson plans** to encourage active viewing, critical thought and development of media literacy;
- **Discussion questions** to provoke thought and guide relevant conversation;
- **Activities** to connect film to core curriculum and concepts;
- **Resources** and suggestions for further study and action.

You have a right to address sexual orientation, gender identity, and gender expression in the classroom.

The California Student Safety and Violence Prevention Act of 2000 (AB537) protects students, faculty, and staff in California public schools from discrimination and harassment based on actual or perceived sexual orientation and gender. This law means that California public schools are now responsible for protecting lesbian, gay, bisexual, and transgender students (or those thought to be LGBT) from harassment and discrimination so that every student has an equal opportunity to learn in a safe and supportive environment regardless of her or his sexual orientation or gender identity.

Using this guide is an excellent way to help ensure your school is compliant with AB537!
Approaching the Material

Addressing LGBT-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 as a facilitator. In California, teaching about sexual orientation and gender identity is not only protected but is mandated by legislation. See GSA Network’s Fact Sheets on AB537\(^1\) and SB71\(^2\) for more information.

Facilitating Conversations on LGBT Issues

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

- **Work to establish a forum for a free and respectful exchange of ideas.** Do not attempt to change anyone’s point of view.

- **Be aware that although you may not have an openly LGBT student in your class, you may have students who are not “out,” are questioning their identities, are gender non-conforming, or who have LGBT family members or friends.** Likewise, students may be affected by negative or hurtful comments whether or not these comments are directed specifically at them.

- **Resist the urge to put LGBT students, those perceived to be LGBT, or those with LGBT family or friends in the spotlight as “experts.”** Allow each person in the room to speak only for themselves and on their own terms and avoid inadvertently “outing” someone to their peers.

- **Establish as comfortable an environment as possible.** Arrange seats in a circle. Intervene when conversations become one-sided and pose questions to keep the conversation on track.

- **Be honest about what you do and don’t know.** Refer to the resources section to encourage further exploration of the topic. 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.”

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\(^1\) [http://www.gsanetwork.org/resources/pdf/AB537.pdf](http://www.gsanetwork.org/resources/pdf/AB537.pdf)

\(^2\) [http://www.gsanetwork.org/resources/pdf/SB71FactSheet2.pdf](http://www.gsanetwork.org/resources/pdf/SB71FactSheet2.pdf)
What to Do if You Encounter Homophobic or Hurtful Responses

1. **Stop the behavior. Interrupt the comment or harassment.** Do not pull a student aside unless absolutely necessary. Make sure all the students in the area hear your comments. Allow this to be a teachable moment.

2. **Identify the harassment and broaden the response.** Make clear why this behavior is not accepted by the community: “That was a stereotype. Stereotypes are a kind of lie and they hurt people’s feelings.” “Our community does not appreciate hurtful behavior or language that puts people down. That word is a slur and can also be hurtful to others who overhear it.”

3. **Ask for change in future behavior.** You may want to personalize the response: “Chris, please pause and think before you act.” Or you may wish to address the whole class: “Let’s all remember to treat one another with respect.”

4. **Redirect the class to the activity at hand.** Rather than shutting the conversation down completely, redirect the class’s attention to the goals of the lesson: “Today we’re looking at this topic in order to broaden our perspectives.”

For more tips on how to respond to anti-LGBT harassment, see the Safe Schools Coalition’s [A Teacher’s Guide To Intervening In Anti-Gay Harassment](http://www.safeschoolscoalition.org/TeachersGuideIntervene.pdf) or Project 10’s [How to Handle Harassment in the Hallways in 3 Minutes or Less](http://www.project10.org/Resources/harassment.html)!
A Note On Standards

The California Department of Education has not developed specific content area standards for all disciplines. This guide was written with particular content standards as a focus, but can easily be adapted to meet standards in other subject areas. Using this curricula can help ensure your school is in alignment with CA Education Code Section 51930(b)(2): “To encourage a pupil to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.”

California Content Standards Addressed

Health (Draft Standard)– HS.2.G.17 Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

Learning Objectives

1. To understand the concepts of and be able to discuss the differences between biological sex, gender identity, gender expression, and sexual orientation.

2. To evaluate cultural norms regarding gender roles and expectations, including differences in beliefs across cultures.

Overview

As a class, students will gain an introduction to terms and issues concerning the lesbian, gay, bisexual, and transgender (LGBT) community, establishing what they already know and what they seek to learn about gender and identity. Students will examine several short films on the topic of gender. Each film is accompanied by discussion questions that encourage further exploration of concepts and issues addressed in each film, as well as provide linkages to concepts developed over the course of the series. Films may be screened as a stand-alone lesson, or may be shown as a series over the course of several class periods as part of an in-depth study of gender. Discussion of each film and/or concept is followed by activities to help students engage their understanding of the concepts of gender and identity. A Resources section is included to encourage further study.

OTHER RECOMMENDED COURSES

Lifeskills
Sociology
Psychology
English
Film Studies
Media Literacy
Current Events/Homeroom
Teach
This section is the step-by-step guide to approaching the short films on Youth In Motion’s Gender Matters DVD. The activities and films are grouped in four conceptual segments: What is Gender?, Gender Expression (eddie and Tomboy), Gender Identity (The Bond and Just Call Me Kade), and Beyond Gender (Bikini and Two-Spirit People). You may follow these steps sequentially through all three segments, or may choose to focus on certain segments below.

What Is Gender?
Distribute LGBT Terms & Vocabulary handout. Review with class: What do students already know? What key information did they learn from these materials?

Facilitate a class conversation about gender and identity. Create two columns on a whiteboard or overhead projector. Label one column “real man” and the other “real woman.” Ask students to volunteer words to describe each and record the words in the appropriate column.

Alternate assignment—Bring in a variety of magazines. In small groups, have students cut out headlines, other text, and images to post in each column of the gender chart.

Conclude the activity with a discussion and/or short-writing assignment: What messages does society deliver about gender through these labels and expectations?

Gender Expression
Watch: Screen the short films eddie and Tomboy and pose the accompanying discussion questions (see page 12).

Discuss: Revisit the gender chart you created earlier. Do you need to revise the placement of certain terms or images? Is the class still able to define a “real man” and a “real woman?” Is there a growing gray area between these two genders?

Engage: Ask students to create a circle map¹ or draw a picture of a perfectly gendered person—the ideal man or the ideal woman. Next, ask them to create a circle map or draw a picture of themselves (or use magazine images again to create a collage for each). Ask students to consider the different ways they express their gender: In what ways do they conform to societal expectations for their gender? In what ways do they deviate from these norms? How does this challenge or change their definitions of male and female, man and woman?

¹ http://www.thinkingmaps.com
Gender Identity
Watch & Discuss: Screen the short films *The Bond* and *Just Call Me Kade* and pose accompanying discussion questions (see page 13).

Engage: Ask students to complete a short writing assignment, imagining what it would be like to be Michaela or Kade and not feel at home in their own bodies. Have students write a letter to a family member or friend explaining how they feel and ask for their support.

Beyond Gender
Watch: Screen the short films *Bikini* and *Two-Spirit People* and pose the accompanying discussion questions (see page 14).

Discuss: Return a final time to the conversation about what makes a “real man” or “real woman.” What new insights have students gained as a result of watching these films? What questions do they still have? Do students feel that a binary (man/woman) system for defining gender is adequate?

Engage: Ask students to envision their own diagram or metaphor to represent their understanding of gender. They may still feel dedicated to the binary model, or they may begin to envision gender as something more abstract (a yin/yang-type relationship, a Mobius strip, a circle). Using the same terms or magazine images from earlier, have students arrange these gender characteristics in their own diagram. Write a short explanation of how the new model presents the best explanation of gender.

Close
Reconvene as a class to discuss findings. How many different diagrams and ways of explaining gender did your students create? Why do we have to choose between male or female, man or woman, masculine or feminine? What other gender options are there?

Further Study
Consider assigning discussion or closing questions as essay or journal prompts.

Use these films and this guide as a launching point for an extended unit on gender role issues. See the Resources section of this guide for links to other classroom materials.

See Action Guide for more classroom activity ideas.
NOTE: There’s a lot included here. Choose the questions that are most relevant for your class, or use a few to generate a more organic conversation about LGBT historical contributions.

Gender Expression
(eddie and Tomboy)

1. What is Eddie’s gender? How do you know? What physical attributes or mannerisms give clues about Eddie’s gender? What terms might Eddie use to describe her own gender?

2. What gender role(s) is Eddie expected to play? Do these expectations change depending on whether Eddie is interacting with boys or girls, groups or individuals? Have you ever had your gender expression “policed” or “corrected” by family or friends? Did they say something outright (“quit acting like a girl!”) or was it more subtle? How did you feel?

3. How is Eddie’s confidence linked to gender? When does Eddie seem most comfortable and secure? What prompts Eddie to feel shame or fear?

4. How did Donna Carter’s vision of how girls were supposed to act differ from her mother’s? Does Donna’s decision to be an athlete challenge her ability to be a “real woman”?

5. How is Donna’s sense of confidence linked to gender?

6. What patterns or themes did you observe about the messages we receive regarding gender and sexuality? In what ways do these messages limit us?

7. What do you know about Eddie’s or Donna’s sexual orientation? Do you think gender identity and sexual orientation are linked or completely separate concepts? Why?

8. What happens to people who don’t conform to society’s expectations with regard to gender and sexuality? What are they called? How are they treated? Are expectations of gender conformity different for men and women? For example, is it more acceptable to be a “tomboy” than an effeminate young man? What does this say about the ways we value masculinity and femininity?
Gender Identity
(The Bond and Just Call Me Kade)

1. What is the “script” for being a man? In other words, what are the gender expectations for how to be a “real man”? In what ways did Michaela conform to this script before she transitioned? Were you surprised that Michaela served in the Army or had children? Why do you think Michaela acted out these gender expectations even though they were not comfortable? How does Michaela now conform to the script for a “real woman”?

2. Were you surprised by the ways Michaela or Kade expressed their genders before and after their transitions? How did Kade and Michaela conform to or challenge stereotypes about transgender people? Were you surprised by the fact that before Michaela transitioned, she wasn't particularly effeminate?

3. Michaela’s father explains, “The biggest shock was when you realized that Michaela was not Sean in a dress. Michaela was Michaela. Michaela was a different personality.” How was Michaela different from Sean? How is Michaela’s sense of confidence linked to gender? Does fitting in equal happiness?

4. How does Michaela’s father show support for her transition? How do you think this support affects Michaela’s confidence?

5. In what ways is Kade “an average kid”? How does Kade conform to gender roles prior to transitioning? After beginning the transition process?

6. Kade’s family and friends are very supportive of his transition from female to male. Where does Kade find support? In what situations does Kade find the most difficulty transitioning? Do you think Kade’s decision to transition as a teenager makes his experience more or less difficult than Michaela’s? Why?

7. Many transgender individuals are beginning the transition process at increasingly younger ages. Although people do not choose their gender identity, transgender people do make certain choices, including when and how to come out, and whether or not to be an activist. Kade begins his transition process while still a teenager, while Michaela does not transition until well into adulthood. How does when they each transitioned make a difference in their lives? Do you think it is easier or more difficult to come out as transgender as a young person?

8. Kade says one of the toughest places to be transgender is in Spanish class because the entire language is gendered. How do cultural expectations and language affect our concept of gender? What are the gender expectations for men and women in your culture? How are they different from the expectations in other cultures or the culture at school?

9. What do you know about Kade’s or Michaela’s sexual orientation? Based on the experiences of these two individuals, do you think gender identity and sexual orientation are linked or completely separate concepts? Why?
Beyond Gender
(Bikini and Two-Spirit People)


2. In Bikini, how is the main character’s confidence linked to gender? When does he seem most comfortable and secure? What prompts the boy to feel shame or fear? How are these thoughts and feelings connected to the way we think about gender?

3. How do some Native American cultures understand gender? What diagram or shape might they use to represent gender? How do two-spirit people fit into this Native American concept of gender?

4. What aspects of your identity are dynamic or have changed? Have you always liked the same music? Had the same expectations for who you will be and what you will do when you are older? Have you always held the same opinions? Why do you think some aspects of our identity are allowed to change while others, like gender, are static or expected to remain the same?

5. Describe the “Basket and the Bow” ritual described in Two-Spirit People. Does your culture, religion, or family have any similar coming of age rites of passage (quinceañera, bat/bar mitzvah, prom)? Do these cultural events encourage gender choice or reinforce gender expectations? How?

6. In what other ways do people change personalities or “become new people” (i.e., going to college, moving to a new school, etc.)? How are these sorts of transitions similar or different to coming of age rituals?

In many communities, two-spirit people act as a conduit between the physical and spiritual world and because of these unique abilities, are often placed in positions of power within the community.
Credits
Portions of this guide have been adapted from:


**Diagram of Sex and Gender.** Center for Gender Sanity. www.gendersanity.com/diagram.shtml

**Gender Talk.** GLSEN. www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/239-1.pdf

**Transgender Issues.** GSA Network. www.gsanetwork.org/resources/trans.html

Organizations & Web Resources

**Center for Gender Sanity**
www.gendersanity.com

**Gender Education and Advocacy**
www.gender.org

**TRANSceding Identities:** A Bibliography of Resources on Gender Variance, Transgender and Intersex Topics. San Francisco Public Library. http://sfpl.org/librarylocations/main/glctransceding.htm

**National Center for Transgender Equality**
www.nctequality.org

**Sylvia Rivera Law Project**
www.srlp.org

Resources for Transgender Youth

**Gender Public Advocacy Coalition.** GenderYOUTH Network. www.gpac.org/youth


**TransProud.** www.transproud.com

**TransYouth Family Allies.** www.imatyfa.org

Books


Films


**Boys Don’t Cry.** Kimberley Peirce. Fox Searchlight, 1999.

**Ma Vie En Rose.** Alain Berliner. Song Pictures, 1997.


**Southern Comfort.** Kate Davis. Docurama, 2001.

**Straightlaced.** GroundSpark, 2009.

**Transamerica.** Duncan Tucker. Weinstein Media, 2005.


Resources for Teachers

The following national and statewide organizations offer resources to teachers or GSAs who may face resistance or harassment in their schools for teaching about LGBT subjects.

**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 US by the Constitution.  [www.aclu.org](http://www.aclu.org)

**California Teachers Association (CTA):** Represents more than 340,000 public school teachers, counselors, psychologists, librarians, other non-supervisory certificated personnel, and Education Support Professionals.  [www.cta.org](http://www.cta.org)

**Gay, Lesbian, Straight Educators Network (GLSEN):** Comprised of LGBT and allied individuals who wish to put an end to discrimination, harassment, and bullying based on sexual orientation and gender identity/expression in K-12 schools in the United States.  [www.glsen.org](http://www.glsen.org)

**Lambda Legal:** Oldest national organization pursuing high-impact litigation, education, and advocacy on behalf of LGBT people and people with HIV.  [www.lambdalegal.org](http://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 LGBT community, provides free legal assistance, and conducts community education.  [www.nclrights.org](http://www.nclrights.org)

**Safe Schools Coalition:** An international public-private partnership in support of LGBT 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](http://www.safeschoolscoalition.org)

**Transgender Law Center:** California’s first state-wide transgender legal organization, specializing in individualized legal information, transgender rights and advocacy materials, and transformative public policy work.  [www.transgenderlawcenter.org](http://www.transgenderlawcenter.org)

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1. [http://www.gsanetwork.org/resources](http://www.gsanetwork.org/resources)
2. [http://www.gsanetwork.org/about#staff](http://www.gsanetwork.org/about#staff)
**Bisexual**: A term for people who are attracted sexually/emotionally to males and females.

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

**Gay**: Refers to any person who is attracted to members of the same sex or gender. In common usage, “gay” is often shorthand for “gay man” – a woman might prefer to call herself “lesbian.”

**Gender**: An individual and social understanding of someone (or something) being masculine feminine, or some combination of the two. Gender is distinct from biological sex and covers a wide range of issues that affect everyone. Subcategories of gender include:

- **Gender Binary System**: A social system that requires that everyone be raised as either a boy or girl (dependent on the sex one is assigned at birth) which in turn forms the basis for education, job expectations, behavior norms, fashion choices, gender presentation, and who one should be attracted to/love/marry, etc.

- **Gender Expression**: The way a person expresses his or her gender through gestures, movement, dress, and grooming, regardless of biological sex (also sometimes referred to as “gender presentation”).

- **Gender Identity**: A person’s understanding, definition, or experience of their own gender, regardless of biological sex.

- **Gender Nonconformity**: Not expressing gender or not having gender characteristics or gender identity that conform to the expectations of society and culture.

- **Gender Role**: Culturally accepted and expected gendered behavior associated with biological sex (i.e., acting “masculine” or “feminine”).

**Heterosexism**: The belief or assumption that heterosexuality is the only normal or acceptable sexual orientation. Heterosexism is also the systematic devaluing of homosexual/bisexual identities and relationships, through numerous laws, cultural norms, and social expectations.

**Heterosexual**: Refers to a person who is attracted to members of the opposite sex. Sometimes, the word “straight” is used as a synonym.

**Homophobia**: A term often used generally to describe a strong negative bias toward LGBT people, but the term “anti-LGBT bias” is more inclusive.
Homosexual: Refers to a person who is attracted to members of the same sex. Typically, however, the synonymous term “gay” is used. (When referring to people, this term is considered derogatory. When used to describe behavior, the term “same-sex” is preferable.)

Intersex: Describes a person who is born with genitals, chromosomes, or other sex characteristics that are a combination of male or female. The archaic term is “hermaphrodite” (which many find offensive). See the Intersex Society of North America, www.isna.org, for more information.

Male-To-Female (MTF), Female-To-Male (FTM): Terms used to classify transgender or transsexual individuals; may indicate either gender expression or gender identity.

Sex: One’s biological assignment as male, female, or intersex.

Sexual Orientation: Describes whether a person is attracted to members of the opposite sex (heterosexual), to members of the same sex (gay/lesbian), or to members of both sexes (bisexual).

Transgender: A person whose gender identity does not match their biological sex. Some transgender people embody a social role closely associated with masculinity or femininity, expressed through changes in clothing, name and preferred pronoun (such as “he” or “she”), or other activities (see Male-to-Female and Female-to-Male). Other people identify or present themselves as not traditionally male or female (for example, “ze” is considered a gender-neutral pronoun), as androgynous, or as having both masculine and feminine characteristics. The term “transgender” is often used politically as an umbrella term for all gender non-conforming people, including transsexuals, drag kings/queens, crossdressers, and others, though there is disagreement as to the term’s most appropriate usages.

Transition: The process a transgender individual goes through when aligning their gender expression with their gender identity. This process may include wearing appropriately gendered clothing, hormone treatments, sex reassignment surgery, or other activities.

Transsexual: A more specific term for a person whose gender identity does not match their biological sex (e.g., “I’m a woman born with a man’s body”) and who takes steps to change their body to match their gender identity. Many transsexual people use surgery, hormones, or other physical activities (e.g. weight lifting) to change their bodies though not all transsexuals desire or have access to medical interventions.

Two-Spirit: In many Native American cultures, individuals who did not conform to gender roles, or whose gender expression reflected male and female were thought of as belonging to a third gender. Two-spirit people were not categorized as either gay or lesbian, transgender or bisexual, showing how gender does not determine sexuality. Two-spirit people are respected and looked upon as people who are “more than” simply a man or a woman, which allows them to see the world in a more balanced way.
This *Youth In Motion Curriculum Guide* was written by Tracey Calhoun, an English teacher and GSA Advisor based in Los Angeles.

**About Youth In Motion**

Frameline and Gay-Straight Alliance Network have teamed up on Youth In Motion, a new program that provides free high-quality LGBTQ media to high schools throughout California! Based on the model of Frameline’s successful Send It Home project in 1998, our membership, festival audiences, and other concerned individuals are given the opportunity to support youth by donating films to GSAs that are taking a leadership role in reforming their school’s curriculum. The DVDs are accompanied by curriculum and action guides to help make schools safer for all students. Youth In Motion is funded in part through the generous support of the James Irvine Foundation and the Bob Ross Foundation.

**About Frameline**

Founded in 1977, Frameline’s mission is to strengthen the diverse lesbian, gay, bisexual and transgender (LGBT) community and further its visibility by supporting and promoting a broad array of cultural representations and artistic expression in film, video and other media arts. Frameline is the nation’s only nonprofit organization solely dedicated to the funding, exhibition, distribution and promotion of lesbian, gay, bisexual and transgender media arts. Frameline’s integrated programs provide critical support for emerging LGBT filmmakers, reach hundreds of thousands with a collection of more than 250 films distributed nationally, and create an international stage for the world’s best queer cinema through the annual San Francisco International LGBT Film Festival and additional year-round screenings and cinematic events. For more information, visit [www.frameline.org](http://www.frameline.org).

**About GSA Network**

Founded in 1998 in California, Gay-Straight Alliance Network is a youth leadership organization that empowers youth activists to fight homophobia and transphobia in schools through Gay-Straight Alliance (GSA) clubs. In ten years, GSA Network has brought GSA clubs to 50% of public high schools in California, impacting more than 1.1 million students. Through a decade of impact, GSA Network has supported more than 30,000 GSA members and intensively trained more than 8,000 LGBT and straight ally youth as leaders who stand up for equality, organize other students, advocate for non-discrimination policies, and create safer schools for all. GSA Network’s successful youth-led organizing in California is now a national model that is accelerating the growth and impact of the GSA movement nationwide. For more information, visit [www.gsanetwork.org](http://www.gsanetwork.org).

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**LGBT Youth Programs:**
Billy DeFrank Center
Christopher Wahl Youth Center
LifeWorks Mentoring
Pacific Center
Lighthouse Community Center

And all of the youth who filled out a survey or attended a screening!
Finding a Facilitator

DVD TITLE

Facilitating a Discussion

www.frameline.org/distribution

Identify your own.

When the 90’s hit, all the new communication technologies offered people a new way to communicate that was easier and more.

Be knowledgeable.

When the 90’s hit, all the new communication technologies offered people a new way to communicate that was easier and more.

Be clear about your role.

When the 90’s hit, all the new communication technologies offered people a new way to communicate that was easier and more.

Know your group.

When the 90’s hit, all the new communication technologies offered people a new way to communicate that was easier and more.

GENDER MATTERS

EXPRESSION AND IDENTITIES BEYOND THE BINARY

EDDIE
a film by Quentin Kruger

TOMBOY
a film by Donna Carter

THE BOND
a film by Michael T. Connell

JUST CALL ME KADE
a film by Sam Zolten

BIKINI
a film by Lasse Persson

TWO-SPIRIT PEOPLE
a film by Michel Beauchemin, Lori Levy & Gretchen Vogel

Action Guide
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Youth In Motion is funded in part through the generous support of the James Irvine Foundation and the Bob Ross Foundation.

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“Jeez Eddie! Quit being such a girl. C’mon we got a kickball game going on by Danny's place!”

A narrative short, eddie tells the story of a young Latina girl who’s just one of the boys and a VIP in the neighborhood kickball game. But on this particular afternoon, Eddie confronts her sexual and gender identities when an embarrassing moment forces her to step up to the plate.

From climbing trees to shooting hoops, Donna Carter’s childhood and adolescence was all about smashing stereotypes and glass ceilings. In this experimental short, she explores how following her own dreams and instincts allowed her to become a college basketball star, sports writer, and the publisher of the first ever women-in-sports magazine.

Drawing on personal narrative, still photography and stop animation – Tomboy is an imaginative autobiographical account of an African American tomboy’s journey to success and self-acceptance.

“How could you raise a transsexual child and not know it?” In this honest and compassionate documentary, the father of a transsexual child shares his family's story – what it was like when his child came out, how their relationship has changed and how their bond continues to strengthen.

Made by a father for transgender individuals and their parents, The Bond offers hopeful answers to the hard questions parents face when a child – of any age – comes out.
Kade is a sixteen year old FTM (female-to-male) transgender youth residing in Tucson, Arizona. Though Kade’s parents are supportive and nurturing, it hasn’t always been easy. As Kade entered puberty, he became depressed and frustrated with his changing female body and even considered suicide. Realizing that Kade’s identity was more complex than being a tomboy or lesbian, he and his family sought support from their local LGBT community center and searched for resources on the internet.

This award-winning documentary follows Kade through two years of his transition process, highlighting important milestones including his name change, his first shots of testosterone, and his first girlfriend. Throughout the film, Kade’s friends and family candidly express their feelings about the transition, the changes they see in him, and how their own lives have been transformed along with his.

An animated musical, *Bikini* stars a young boy, dolled up in his mother’s yellow swimsuit, who is afraid to come out of the locker room. With the encouragement of a pair of happy twins he emerges, but their lady friend would rather receive all the attention herself.

Set to the classic 1960 song “Itsy Bitsy Teenie Weenie Yellow Polka Dot Bikini,” this short offers an entertaining take on finding the courage and acceptance to express one’s gender with honesty and style.
Two-Spirit People explores the berdache or “two-spirit” tradition in many Native American cultures, in which individuals who embody feminine and masculine qualities are understood as a third gender, beyond man and woman. In many communities, two-spirit people act as a conduit between the physical and spiritual world and because of these unique abilities, are often placed in positions of power within the community.

Told through powerful personal testimony, archival photos, and clips from Hollywood Westerns, this ground-breaking documentary – one of the first cultural works to revive the term “two-spirit” – offers a unique overview of historical and contemporary Native American concepts of gender, sexuality and sexual orientation.
How to Use this Guide

This guide is intended to help GSA members explore LGBT history – essential viewing for all young activists and allies. There are tips on how to facilitate a film screening at a club meeting or special event, including discussion questions and activities to do after you watch the films. Feel free to use this guide as a resource – we know each GSA is different, so adapt the activities however you want!

Don’t forget to take a look at the Curriculum Guide as well. There are some great questions and activities you may find useful too. And of course you’ll want to let the teachers at your school know about the Curriculum Guide that came with the DVD. Because we’ve designed these guides to link with state standards, you can encourage teachers to use these materials as part of their regular curriculum. It’s a chance for you to teach your teachers something! You may want to start by talking to individual teachers, or try asking your GSA advisor or Principal how you can get on the agenda for a faculty meeting.

Why is LGBTQ-Inclusive Curriculum Important & Necessary?

In many schools, learning about LGBTQ issues takes the form of very necessary tolerance education where students are educated about the importance of not discriminating against each other. Tolerance education is an important first step, but we need to push further. Take the step of infusing LGBTQ topics into classroom curriculum, and students can start learning not only why we should treat each other fairly, but also that LGBTQ individuals have made valuable contributions to our society and our history. We can break down ignorance even more and create respect for everyone.

—excerpted from GSA Network’s Curriculum Campaign Guide.

1  http://www.gsanetwork.org/resources

“How could you raise a transsexual child and not know it?”
How to Host a Film Screening

Here’s a checklist of things you’ll want to consider when planning your 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?

> **WHERE & WHEN:** Decide where and when to hold a screening, based on your goals. Some ideas include:

- GSA meetings
- Classroom presentations
- School assemblies
- Lunchtime/after school event screenings
- LGBT centers, or other community/youth centers
- 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 films? Does the venue come with a TV 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.
- multicultural or diversity education clubs
- local LGBT 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-show panel. Or select GSA members to lead a discussion afterwards in small groups. See the Make an Impact section on the next page for more ideas.

> **ADVERTISE:** Market the event, using whatever works best at your school:

- flyers
- PA announcements
- emails
- MySpace and Facebook

> **REFRESHMENTS:** Providing popcorn or other refreshments is a good way to help turn out an audience!
Make an impact!

Combine the screening with programming, discussion and action:

- Show the film at a faculty meeting and encourage teachers to incorporate it into their curriculum.
- Have GSA members present the film and curriculum guide in a classroom workshop – see the discussion questions on page 9 of this guide or the Curriculum Guide.
- Use it in conjunction with special events or school assemblies.
- Host a panel discussion with speakers from local LGBT organizations.
- Use the film as a way to get into the local media. You can pitch local media to do a story about LGBT youth connected to the screening.
- Invite local, state, or federal representatives to a screening and ask them to support legislation that protects LGBT youth and families.

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. There have been instances in communities across the country where screenings of movies discussing LGBT topics have been picketed or protested. Remember that you have the right to screen this movie in your school.

If you are screening the film on school property, be sure to follow all guidelines set out by your school district for screening movies. School districts in California cannot require parental consent for films that include mention of LGBT people or issues – only instruction or materials that explicitly mentions human reproductive organs and their functions fall under consent laws for sex education. For more information, see GSA Network’s SB71 Fact Sheet.

Do not be afraid to use the media to raise further awareness if the movie screening does elicit homophobic 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 homophobia. Contact GSA Network to get sample press releases, media tips and further support.

Thanks COLAGE!

Parts of this page were adapted from the original curriculum guide for In My Shoes, created by COLAGE – a national movement of children, youth, and adults with one or more LGBTQ parents.

For more information, see Youth In Motion’s In The Family Curriculum and Action Guides or visit www.colage.org.

1 http://www.gsanetwork.org/resources/pdf/SB71FactSheet2.pdf
NOTE: There’s a lot included here. Choose the questions that are most relevant for your group or use a few to generate a more organic conversation about gender.

1. Has there ever been a time in your life when you were not treated as a “real man” or “real woman?” What happened?
   - Did you receive any negative messages about your gender identity or gender expression as a child?
   - What were they? How did it make you feel?
   - Did you confront anyone or react in any way?

2. The Native Americans interviewed in *Two-Spirit People* spoke of gender as a spiritual identity, and sex and sexual orientation as a physical identity. Do you agree?
   - What aspects of your identity do you consider physical? Spiritual? Something else?

3. What are the views on gender nonconformity shared by members of your community?
   - Your family? Your friends? Your GSA?
   - In what ways are sexual orientation and gender identity linked?
   - In what ways are they not at all connected?

4. How are sexual orientation and gender different? How are they linked?
   - How do lesbians, gay men, and bisexuals challenge (or uphold) gender roles and expectations?
   - How inclusive of gender differences and transgender issues is your GSA?

In many communities, two-spirit people act as a conduit between the physical and spiritual world and because of these unique abilities, are often placed in positions of power within the community.
5. Michaela leads an annual event in San Francisco known as Pride. Kade attends a support group called Wingspan. What messages do these names convey about the membership and mission of these groups?

- Why do you think neither group has the words lesbian, gay, bisexual, or transgender in its name?
- How important are names?
- What is the name of your GSA?
- Is your name and your mission statement inclusive of transgender individuals and issues?

6. How inclusive is your school when it comes to gender?

- Do you have any gender neutral restrooms or changing areas?
- Are all sports teams affiliated with a gender?
- Are students permitted to choose the name and pronouns by which they are referred in class?
- Are there any policies regarding who can run for homecoming king or prom queen?
- What actions has your GSA taken to make your school a safer and more supportive environment for transgender and gender non-conforming students?

Want more to talk about? Remember: The questions posed in the Curriculum Guide are great conversation starters for your GSA, too – don’t forget to check it out!
GSA ACTIVITIES

GENDER MATTERS

GSA Activities

Educate

Does your GSA have a lot to learn when it comes to transgender issues? Host a transgender speaker at your next GSA meeting. Many national and local organizations including LGBT community and university resource centers frequently send members of their speakers bureaus to give presentations at schools. See the Resources section of this guide for a list of organizations.

Attend a conference or participate in an event like the National Transgender Day of Remembrance¹ to raise awareness about transgender issues.

Organize

Review your GSA’s name and mission to determine if you are inclusive of transgender and gender-nonconforming students. Edit your club’s statement, constitution, bylaws, and other documents to include gender non-specific language. When you do an icebreaker or introduce new members, ask everyone to share their preferred gender pronoun – “he,” “she,” or “ze” (a gender neutral pronoun).

Start a campaign to educate others at your school about gender. Create posters and other visual media to raise awareness about transphobia and discrimination, or about notable transgender and gender variant people. Develop your own “Gender 101” or “How to be a Trans Ally” workshop, and offer it to other GSAs and local organizations. See GSA Network’s Transgender Inclusivity in GSAs resource sheet² for more ideas on how to make your GSA trans-inclusive.

Host or attend a LGBT prom or throw a drag ball event at your school or community center.

1 http://www.gsanetwork.org/resources/dayofremembrance.html
2 http://www.gsanetwork.org/resources/pdf/Transgender.pdf
Advocate

Start a campaign to increase gender inclusivity at your school and in your community. Hold your school accountable for compliance with the California Student Safety and Violence Prevention Act, which prohibits discrimination based on sexual orientation and gender identity and expression.

Work with your school board and school district officials to adopt the model policies for transgender and gender non-conforming students that have been adopted at San Francisco Unified School District and Los Angeles Unified School District. These model policies explain how administrators should treat transgender and gender non-conforming students when it comes to names, pronouns, school records, bathrooms, locker rooms, dress codes, PE class, and every other way in which schools can be segregated by a gender binary.

Approach your administration about conducting an anti-bias training for faculty and staff on transgender issues and provide practical steps they can take to support transgender or gender-nonconforming students.

For ideas on how to conduct a public education campaign, see GSA Network’s Beyond the Binary toolkit3!

Credits
Portions of this guide have been adapted from:

Organizations & Web Resources

Center for Gender Sanity
www.gendersanity.com

Gender Education and Advocacy
www.gender.org


National Center for Transgender Equality
www.nctequality.org

Sylvia Rivera Law Project
www.srlp.org

Resources for Transgender Youth

Gender Public Advocacy Coalition. GenderYOUTH Network. www.gpac.org/youth


TransProud. www.transproud.com

TransYouth Family Allies. www.imatyfa.org

Books


Films


Resources for Students

The following national and statewide organizations offer resources to students or GSAs who may face resistance or harassment in their schools for teaching about LGBT subjects.

**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 US by the Constitution. [www.aclu.org](http://www.aclu.org)

**Gay, Lesbian, Straight Educators Network (GLSEN):** Comprised of LGBT and allied individuals who wish to put an end to discrimination, harassment, and bullying based on sexual orientation and gender identity/expression in K-12 schools in the United States. [www.glsen.org](http://www.glsen.org)

**Lambda Legal:** Oldest national organization pursuing high-impact litigation, education, and advocacy on behalf of LGBT people and people with HIV. [www.lambdalegal.org](http://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 LGBT community, provides free legal assistance, and conducts community education. [www.nclrights.org](http://www.nclrights.org)

**Safe Schools Coalition:** An international public-private partnership in support of LGBT 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](http://www.safeschoolscoalition.org)

**Transgender Law Center:** California's first state-wide transgender legal organization, specializing in individualized legal information, transgender rights and advocacy materials, and transformative public policy work. [www.transgenderlawcenter.org](http://www.transgenderlawcenter.org)

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1. [http://www.gsanetwork.org/resources](http://www.gsanetwork.org/resources)
2. [http://www.gsanetwork.org/about#staff](http://www.gsanetwork.org/about#staff)
This **Youth In Motion Curriculum Guide** was written by Tracey Calhoun, an English teacher and GSA Advisor based in Los Angeles.

### About Youth In Motion

Frameline and Gay-Straight Alliance Network have teamed up on Youth In Motion, a new program that provides free high-quality LGBTQ media to high schools throughout California! Based on the model of Frameline’s successful Send It Home project in 1998, our membership, festival audiences, and other concerned individuals are given the opportunity to support youth by donating films to GSAs that are taking a leadership role in reforming their school’s curriculum. The DVDs are accompanied by curriculum and action guides to help make schools safer for all students. Youth In Motion is funded in part through the generous support of the James Irvine Foundation and the Bob Ross Foundation.

### About Frameline

Founded in 1977, Frameline’s mission is to strengthen the diverse lesbian, gay, bisexual and transgender (LGBT) community and further its visibility by supporting and promoting a broad array of cultural representations and artistic expression in film, video and other media arts. Frameline is the nation’s only nonprofit organization solely dedicated to the funding, exhibition, distribution and promotion of lesbian, gay, bisexual and transgender media arts. Frameline’s integrated programs provide critical support for emerging LGBT filmmakers, reach hundreds of thousands with a collection of more than 250 films distributed nationally, and create an international stage for the world’s best queer cinema through the annual San Francisco International LGBT Film Festival and additional year-round screenings and cinematic events. For more information, visit www.frameline.org.

### About GSA Network

Founded in 1998 in California, Gay-Straight Alliance Network is a youth leadership organization that empowers youth activists to fight homophobia and transphobia in schools through Gay-Straight Alliance (GSA) clubs. In ten years, GSA Network has brought GSA clubs to 50% of public high schools in California, impacting more than 1.1 million students. Through a decade of impact, GSA Network has supported more than 30,000 GSA members and intensively trained more than 8,000 LGBT and straight ally youth as leaders who stand up for equality, organize other students, advocate for non-discrimination policies, and create safer schools for all. GSA Network’s successful youth-led organizing in California is now a national model that is accelerating the growth and impact of the GSA movement nationwide. For more information, visit www.gsanetwork.org.

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