

The Trans Oral History Project presents

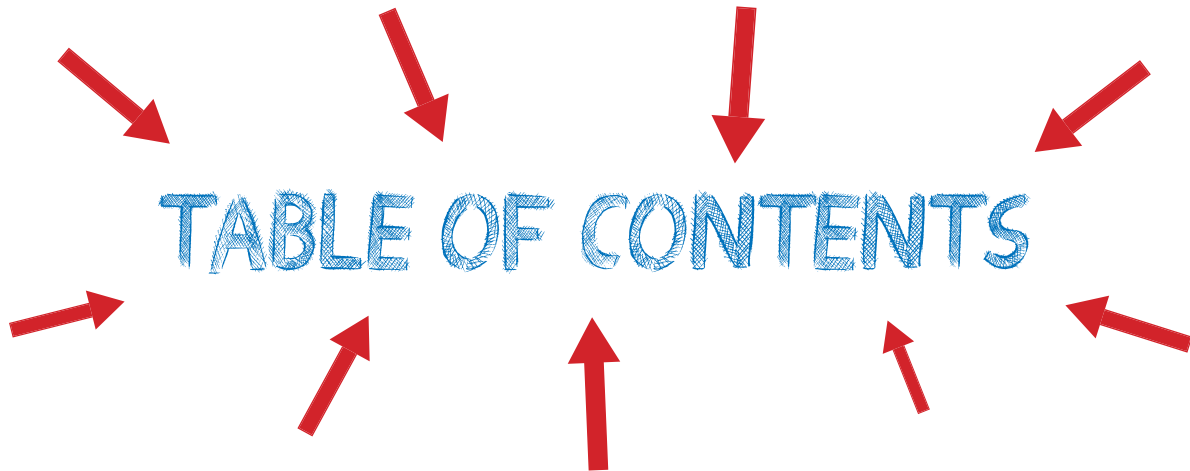
# i live for... TRANS EDUCATION



A YOUTH TOOLKIT

INCLUDES 4-PART DOCUMENTARY AND ACCOMPANYING LESSON PLANS  
FOR GENDER IDENTITY EDUCATION IN TODAY'S WORLD

+ BONUS LESSON PLAN AND  
CIVIL RIGHTS MAPS OF THE USA



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# INTRODUCTION

*I Live for Trans Education: A Youth Toolkit* is a collection of multimedia tools and activities to help youth leaders, youth workers, and youth educators begin and sustain conversations about issues that impact transgender communities. *I Live* contains four lesson plans targeted for youth ages 15-21 paired with four 10-minute thematic documentaries.

*I Live* has evolved over the course of a year, involving over a dozen transgender-identified people and allies. This toolkit is part of our effort to bring transgender voices into spaces across the country and to create tools that build a movement led by the people who experience gender-based oppression regularly. We bring an anti-colonialist, anti-racist, anti-oppression, and intersectional lens to our discussions. We hope that this toolkit will influence future leaders of our movement to integrate consciousness around experiences of trans people of all ages into our work and community.

We are honored to be part of a community with so many fierce activists who are transforming what it means to be trans and gender variant in this world everyday. Thank you for your work, and we hope that this toolkit helps. You can find all the material online as well as instructions to order physical copies at <http://transoralhistory.com/ilive>.

With community, all is possible!

**The Trans Oral History Collective**





# BEHIND THE SCENES

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## **André Pérez, *Trans Oral History Founder and Midwest Coordinator***

André is a mixed-race community organizer, media maker, and housing advocate. He founded the Trans Oral History Project in 2008, created a traveling multimedia exhibition in 2009, directed a residency at the University of Chicago in 2011, and toured the northeast interviewing trans people in 2012. In 2013, he worked with Project NIA on Chain Reaction, a youth media program that collected stories about experiences with policing. André currently works at StoryCorps Chicago, the nation's largest oral history project. He is one of the queers behind the curtain who recruits participants, partners with community organizations, interviews folks, teaches media production, and generally makes stuff work. André directed *I Live for Trans Education: A Youth Toolkit*.

## **Carrie Colpitts, *Chicago Community Core Member and Zine Distro Manager***

Carrie Colpitts is a teacher, schwag maker, cat lady, and zinester. Carrie is the editor of Gender Matters 1 and 2, and finds herself teaching about gender and sexuality wherever she goes. A Trans Oral History Collective member since 2012, Carrie runs the online store, manages our zine archive, and helped develop the curriculum for *I Live for Trans Education*.

## **Mat Defiler, *Chicago Community Core Member***

Mat Defiler hates self promotion. Mat is a nurse who, after working with older folks for many years, fell in love with hearing people's stories. Mat is also a comic artist, a genderqueer, and someone who believes we can create a more egalitarian world by listening to one another and creating more space for all among us to speak our truths. Mat helped develop the Health Care curriculum and produced the accompanying documentary.

## **Alexis Martinez, *Chicago Community Advisory Board Member***

Born in 1950, Alexis is a Chicago native who's been out as transgender for 50 years. She speaks publicly about trans issues in numerous venues including University of Illinois Chicago's School of Public Health. Alexis launched Transgender, Gender Non-Conforming, and Intersex Freedom in Chicago, sits on the Community Advisory Board of Howard Brown Community Health Center, is a member of Chicago Dyke March Collective, and is a TOHP Member. Alexis has helped develop ideas and connections throughout the development of *I Live*.

## **Sandi Woods, *Chicago Community Core Member***

Sandi is one of Chicago's homeless transgender youth. She believes that the Trans Oral History Project has the power to create a difference for a very diverse range of communities and people by beginning new conversations within and between them. Through her background in television production, she hopes to make a strong contribution to a future of fluid communication and social progress. Sandi helped develop and edit the *Creating Affirming Spaces* documentary.



### **Helyx Chase, *Northeast Coordinator***

Helyx Chase is the Northeast Coordinator of the Trans Oral History Project and a dedicated Philadelphian. In addition to being an independent video artist Helyx works with the Termite TV collective, Media Mobilizing Project, Scribe Video Center, and as a youth video educator. Helyx is passionate about storytelling and story preservation as a means to draw connections. Their video art is built by, about, and for televisions and computers. Helyx helped develop the Media Literacy lesson plan and edited the accompanying documentary. Helyx's work can be seen at [www.midnightmediacoup.com](http://www.midnightmediacoup.com).

### **Jessica Oros, *Philadelphia Community Core Member***

Jessica is a freelance web developer who truly believes in the power of information as an instrument for social, political, and economic change. She is constantly thinking of new ways to use the internet and other forms of media as a means to educate, inspire and just generally make the world a better place. She helped edit the accompanying videos, design this toolkit, and work on the Trans Oral History Project website and archive.

### **G Ragovin, *Philadelphia Community Core Member***

G is an archivist, community historian, and writer who is in the early planning stages for an oral history project on queer collective housing in Philadelphia and who is writing a zine on queer nihilism. G has provided feedback on rough cuts of the documentaries and copy-edited the curriculum. They also work with Philly Queer Media (<http://phillyqueermedia.com/>).

### **Jacob Klippenstein, *Chicago Community Core Member***

Jacob is a video activist with a B.A. in Documentary Film from Columbia College Chicago. He's active in Fearless Leading by the Youth, the Chicago Freedom School and the Chicago Childcare Collective as well as being a coordinator of the Allied Media Conference 2013. Jacob recruited and coordinated video editors who paired with community members to develop mini documentaries for the Educators' Toolkit. He was the editor of the Employment mini documentary.

### **Deborah Harper, *Video Editor for the Educators' Toolkit***

Deborah is a filmmaker with a BA in Documentary Film from Columbia College who focuses on topics related to social change. In addition to being a collaborator with The Media Elixir production company, Deborah is currently producing two feature documentaries, From Sea To Sky and a yet to be titled film on racial integration issues in the Chicago suburbs. Deborah edited the Healthcare mini documentary.

### **Debbie Southorn, *Video Education and Support***

Debbie is a freelance videographer and editor who specializes in producing short videos for community-based organizations to support racial and economic justice work. She's recently worked with the Illinois Federation of Community Schools, the Arab American Action Network, and the American Friends Service Committee. From 2010-2012, she worked for Free Spirit Media teaching Final Cut Pro to youth. Debbie provided technical assistance and trained new video editors during our production process.

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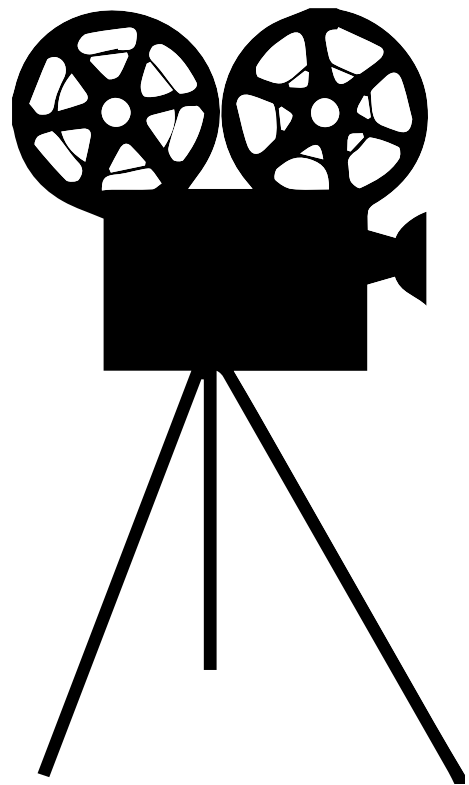
# MEDIA LITERACY

## OBJECTIVES:

- ♦ Deconstruct portrayal of trans folks in the media.
- ♦ Examine positive uses of media by trans folks.
- ♦ Explore the impact of media portrayals on trans folks.

## SUPPLIES:

- ♦ Over-sized sticky notes or butcher paper
- ♦ Markers
- ♦ Equipment to watch documentary



## WARM UP



Sit in a circle and give your name and pronoun, and answer the question: when did you first see a trans person in the media?



## Group Brainstorm

1. Write “trans people in pop culture” at the top of a sticky note or piece of paper.
2. Ask the group to brainstorm trans folks that people have seen in various forms of media, including fiction, news, documentaries, and movies until the room seems to be out of ideas.
3. **Discuss:**
  - Which of these images are positive and why? Which of these images are negative and why?
  - What assumptions do we see reflected in the role trans people and characters have in the media?
  - Can you think of any good news you associate with trans people?
  - What stereotypes do we see represented about trans people?
  - How are the ways that trans people are represented similar to the way that other marginalized people are represented?
  - What kind of characters are trans characters?
  - How do you feel about the trans people you see represented in the media?



## Video


See DVD or [transoralhistory.com](http://transoralhistory.com) website.




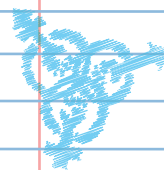
## Discussion

- What themes about representation came out in the video?
- Some people say all visibility is good visibility. What do you think of that attitude?
- How did the perspectives of older people in the video differ from those of younger people?
- How has the media changed according to the video?
- What kind of ideas and identities do you think the media represents as positive?
- How do trans people and people of color not fit into those ideas?
- How does the way the media represents trans folks impact people in real life?
- What would an ideal media portrayal of trans people be like?

## Notes

 Between 2002 - 2012 GLAAD reports that 54% of transgender characters on television contained negative portrayals.

 The most common profession among transgender TV characters between 2002 - 2012 was sex work.





## Into Our Own Hands


**Brainstorm:** What tools do we have to combat harmful media stereotypes and misrepresentations of trans people?

### Possible Answers:

- ◆ Share resources and media we do find that represents trans people well.
- ◆ Ask trans folks and other marginalized people how they want to be represented when they are being covered in the news, whether it's a school newspaper, a press conference, or a group presentation.
- ◆ Make our own media, and be inclusive of trans folks in the media we make about the LGBTQ community whether it's a flyer, music video, or poem.
- ◆ ANY time a news station genders somebody incorrectly, email or call that station and ask them to correct themselves. A lot of local news producers lack the understanding and/or time to investigate if someone is being gendered incorrectly.
- ◆ GLAAD makes a great reference guide for journalists covering covering transgender people: <http://www.glaad.org/reference/transgender>

## NOTES

! “Hi, my name is (name) and I am a viewer of your show, (title). I noticed that in the story on (topic/person) on (date) you used the wrong pronouns. It is really important to report accurately about transgender people. If you need help understanding how to do that, GLAAD puts out a wonderful media guide.

 Out of 101 film releases by major studios in 2012, no films contained transgender characters.



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# HEALTHCARE

## OBJECTIVES:

- ♦ Raise awareness about the structural barriers to accessing adequate and respectful health care.
- ♦ Show what affirming, trans-inclusive healthcare looks like.

## SUPPLIES:

- ♦ A small stuffed animal
- ♦ Transition in Progress prompt cards (*see pages 13-15*)
- ♦ Equipment to watch documentary



## WARM UP



Stand in a circle. Toss the animal to someone across from you in the circle. When a participant catches the animal, they should say their name and pronoun, and answer the question: “What does going to the doctor make you think of?”



## Preface

When doctors first started treating transgender patients, they developed the Harry Benjamin Standards of Care (HBSC), which laid out strict steps patients had to follow to prove they were “woman enough” or “man enough.” These put a lot of unnecessary economic and emotional stress on trans people, even making them live through a “real life test” where they had to live as the gender they identified as for a year before accessing care. Today the process of gender transition is not standardized. Each doctor or clinic decides what qualifications they need to give care. Transgender care exists on a spectrum of access. Some clinics demand specialists and therapists be involved, while others do not. A handful of clinics in large cities operate on “informed consent” where trans people only have to demonstrate that they understand the risk and benefits of treatments in order to receive them.



## Video

See DVD or [transoralhistory.com](http://transoralhistory.com) website

## Discussion

- ♦ What are some of the barriers people faced in receiving transition-related care?
- ♦ What strategies did trans patients use to navigate those barriers?
- ♦ How did being trans impact how people received health care unrelated to their transition?
- ♦ How did health professionals’ individual attitudes and actions impact patients’ care?
- ♦ What were some positive examples of how health care professionals can be helpful to trans patients?
- ♦ Some people talked about health care in prison. What about that conversation surprised you? Why do you think it’s important to talk about health care in prison?



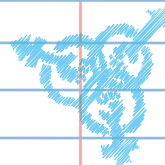
## Transition in Progress

- ♦ **Overview:** Three transgender patients are trying to start on hormones as part of their gender transition. Participants will

## NOTES

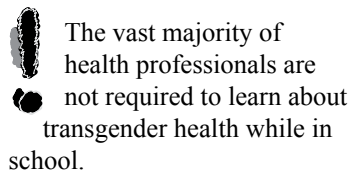
! This preface gives some background to one of the more complex topics in this toolkit.

! Although prisoners make almost no money for work they might do in prison, health care centers can charge inmates for medications they might need.

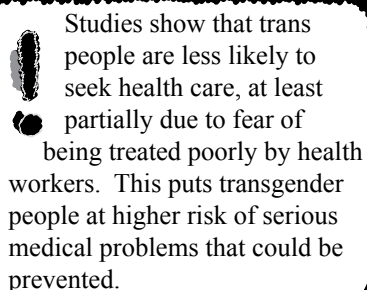


act out different roles that illustrate three different experiences of trying to transition (corresponding to the three different patients). Each patient will interact with at least one information source, one therapist, and one doctor en route to getting hormones. Some will see more. Each card will contain a script for the interaction, and the next step in the gender process will always be stated at the bottom of each card. See Transition in Progress prompt cards.

1. Choose four volunteers. One will be a patient, one a doctor, one a therapist, and one an information source.
2. Four volunteers go to the front of the room. Each one brings a chair with them. The doctor and therapist sit in a chair with an empty chair across from them (as if in an office). The patient and the information source stand to the side.
3. The facilitator explains to the group, “While some transgender people decide not to take medical steps towards transitioning, many transgender people do. There is no nationally standardized pathway to gender transition, and this exercise is meant to show examples of some of the possible paths. During this exercise, each transgender patient will have the same goal--to start hormones. As each patient navigates through the system, they will try to get accurate information, have an appointment with a therapist, and then see a doctor who can prescribe them hormones. If you are not actively involved in this exercise, please watch and pay attention to the complexities trans people face in accessing hormones as well the ways that people in the system can make a difference.”
4. The facilitator chooses Patient Card 1, and gives it to the patient. The patient will remain constant until the end of the round. The facilitator gives the doctor, therapist, and information source all of the cards that correspond to their role. They will be told which card to read from by the preceding character. Some will be helpful and some will not be.
5. The patient looks at the card and introduces who they are to the group.
6. Patient navigates to the next step as directed until an outcome is reached.
7. After Patient 1 gets a hormone prescription, start over again with a new set of volunteers.
8. Repeat steps as stated on the cards. (Hint: This one ends differently)
9. After Patient 2 gets hormones, start over again with a new set of volunteers.
10. When all patients have gotten hormones, the discussion begins.



The vast majority of health professionals are not required to learn about transgender health while in school.



Studies show that trans people are less likely to seek health care, at least partially due to fear of being treated poorly by health workers. This puts transgender people at higher risk of serious medical problems that could be prevented.



## Discussion

### To the patients--

- ♦ "How did it feel to go through that process? Did any of your experiences surprise you? How do you think the process of gender transition plays out in real life for trans folks?"

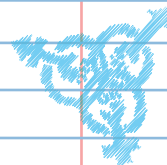
### To everyone--

- ♦ "What were the major differences between the helpful and unhelpful practitioner? What were some of the reasons that the unhelpful practitioners were unhelpful (i.e. some didn't have enough training, some had bad attitudes about gender variance, some didn't see the value of patient choice)? What factors influenced and changed the process from patient to patient? How did identities and circumstances outside of someone's gender identity play into their process for gender transition? What are some changes that could be made to the system to make the process of starting hormones easier for trans patients?"

## NOTES

! Few insurance plans cover transition-related medical costs. In some cases, insurance companies do not cover basic screenings and treatments for diseases like breast or prostate cancer for trans people because of rules saying which body parts can be covered for different genders.

🔍 50% of transgender people report having to teach their medical providers about transgender care.







## PATIENT 1

You are Jake, a gender variant teenager. While volunteering at the LGBTQ community center, you have realized that you like being referred to as “she” and enjoy being called “Jessica.” You have recently been fantasizing about starting hormones.

**Go to information source 1.**



## PATIENT 2

You are Esmerelda, a trans woman who hopes to start hormones. You usually do not go to the doctor because you are undocumented and do not have insurance. You are uncertain how to navigate the process, and concerned about being outed as undocumented.

**Go to information source 2.**



## PATIENT 3

You are Flip, a genderqueer trans man living in Seattle. You are a 21 year old computer science major who has health insurance through your parents. You know you want hormones and are also considering gender reassignment surgery.

**Go to information source 3.**



## DOCTOR 1

- “I know that gender identity and presentation are complicated and profoundly personal. I want to make sure I ask the right questions to understand what you need from the medical system.”
- “If I leave a message for you on your home phone, which name should I use, and should I mention the reason for your visit?”

**Write patient a prescription for hormones!**



## DOCTOR 2

- “I’m the only Doctor at your campus health center, but I’ve never seen a trans person before. Can you explain what exactly you mean by transgender?”
- “Are you sure you really want to transition because you don’t act very masculine?”
- “I can’t prescribe hormones because I don’t know what the long term side effects are, and I’m concerned about your health.”
- I won’t help you get what you need. Go off campus, do some research online, and

**Go to Doctor #3.**



## DOCTOR 3

- “Do you know if your insurance covers hormones? If not, that is ok, I can research programs to help you get what you need”
- “It sounds like you’ve thought this through for a while. I’m sorry you had a bad experience. You can always come back to me while you are in school, and if you move after graduation, I’ll help you find a competent doctor in your new city.”

**Write patient a prescription for hormones!**



## INFORMATION SOURCE 1

I am a staff member at your local LGBTQ community center. Let's talk about who you are and what you want. I can answer some questions you have about hormones. I also recommend you go to a peer-to-peer group we host so that you can talk to other trans people about their experiences if you want. However, I can send you to a great therapist who has experiences with trans patients today.

**Go to Therapist #1.**



## INFORMATION SOURCE 3

I am your childhood best friend, Jamie. I listen to you and keep an open mind, but I don't really have any helpful information or resources to help you get what you need. Have you checked online?

**Go to Information Source #2.**



## INFORMATION SOURCE 2

Hello, I am the Internet. Wow, look at this overwhelming photo of a surgery. Here's a youtube video with lots of mean comments. Hey, it's not so bad, you can take hormones if this is what you have to do. No, wait, hormones might make you regret your life. Oh my god, this is so confusing! Do you want to forget about this whole thing? (If patient says NO, read the next part) Oh, wait, here's a YouTube community of trans people sharing their stories. Many of them recommend you can go to a therapist and ask to start hormones.

**Go to Therapist #2.**



## INFORMATION SOURCE 4

I am a new friend you met through internet circles who has also recently started a gender transition. I live near your town so we are able to hang out and i show you places to go, and I am excited to share everything i am learning about trans life with you. The doctor wouldn't give you hormones? No problem, I know some girls who sell them on the street. Go get Hormones! We don't know if they are a safe dose for you or if you will have clean needles to use, but, hey, isn't this what you wanted?

**Go get hormones!**



## THERAPIST 1

- “What name and pronouns do you prefer? If that ever changes while we are seeing each other, just let me know.”
- “These are known long-term risks and benefits related to hormones. Let’s talk it through so that you can make the decision that’s right for you.”
- “Let’s strategize about how you can take care of yourself after experiencing transphobia, bigotry, and/or violence.”
- I write you a letter validating your mental health so that you can start hormones. I recommend a doctor who I know will be helpful.

**Go to Doctor #1.**



## THERAPIST 2

- “You should really talk to your family before I can help you with this.”
- “If you do not have insurance, I can only see you every other week, so it will take double the time.”
- Uses the wrong pronoun with you even after you correct them.
- “I won’t write you a letter recommending you for hormones. “
- Back to the Drawing Board!

**Go to information source #4.**



## THERAPIST 3

- “I really think you need to work on a different aspect of your mental health before you start worrying about changing your gender.”
- “Why would you want to do something like that to your body?”
- Go see someone else.

**Go to Therapist #4.**



## THERAPIST 4

- “What name and pronouns do you prefer? ”
- “There are several types of hormone therapy. Let’s talk about the options so that you can make the decision that’s right for you.”
- “Let’s strategize about how you can take care of yourself after experiencing transphobia, bigotry, and/or violence.”
- I write you a letter validating your mental health so that you can start hormones. I send you to your campus health center Doctor.

**Go to Doctor #2.**

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# EMPLOYMENT

## OBJECTIVES:

- ◆ Understand some barriers that transgender and gender-nonconforming people face in finding and maintaining employment.
- ◆ Help young people brainstorm and practice being allies in a workplace setting.

## SUPPLIES:

- ◆ Over-sized sticky notes or butcher paper
- ◆ Markers
- ◆ What Happens Next prompt cards (*see page 19*)
- ◆ Equipment to watch documentary





## WARM UP



- ◆ Pair students (facilitator may join if there's an uneven number of students) and ask them to think back to when they were 10 years old. What did they want to be when they grew up, and do they think now that they could do that?
- ◆ Tell participants that they will have 2 minutes to talk to their partner. You will call switch when 2 minutes are up, and their partner will have 2 minutes to talk. Emphasize that the silent partner should be actively listening and can ask questions.
- ◆ Warn participants when there is only 30 seconds left that they need to wrap up and prepare to switch.
- ◆ When both partners in each pair have had a chance to speak, ask for volunteers to share their conversation with the group. Highlight how many transgender people have similar goals but face many barriers to achieving those goals, and guide a discussion about those barriers.



## Video: Employment Mini Documentary

See DVD or [transoralhistory.com](http://transoralhistory.com) website



## Discussion

Choose questions below that feel most relevant or interesting to the group.

- ◆ What are some different perspectives presented in the mini documentary about being out as trans while on the job?
  - Notice that Alexis was the boss at her small business. How did that impact her ability to be out?
  - Melvin referred to himself as privileged because he works in academia. What do you think he meant by that?
  - What are some other factors that you think could impact trans people's comfort being out on the job?

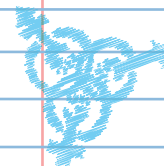
## Notes



In a 2011 survey 90% of Trans and Gender Non Conforming individuals experienced some kind of workplace discrimination. 26% said they had lost a job because of their gender identity or expression.



78% of Trans folks who transitioned from one gender to another reported that post transition they felt more comfortable at work and their job performance improved.



## Discussion (cont.):

- ♦ What is ENDA?
  - One of the first things mentioned was how the Human Rights Campaign excluded the transgender community from ENDA in 2007. Do you think that was the right thing to do? Why or why not?
  - There is still no Federal ENDA. Why do you think passing ENDA has been unsuccessful?
- ♦ Does it seem like working conditions are changing for trans people? Why or why not?
  - Alexis says things have not changed since she came out 50 years ago, but Katie talks about how things are changing with the corporate equality index. Why do you think they have such different perspectives?
  - Salem says she doesn't believe changes in laws will change the behavior of employers. What do you think about that?
  - Other than changing laws, what are steps that can be taken to improve employment conditions for trans people?



### Barrier Break out groups

1. Split the class into two groups and have them each stand on opposite side of the room.
2. Give each group a piece of butcher paper or a large sticky note. One will say "finding a job" at the top and the other will say "on the job."
3. Ask the two groups to brainstorm: What are some difficulties a person who is transgender or gender variant might face while looking for a job (during interviews, when writing a resume, etc.) or at work when they have a job (interacting with customers and co-workers, etc.)?
4. Give everyone 5 minutes to brainstorm on their own.
5. Ask groups to report back to one another, inviting participants from the other group to make additions to each list at the end.

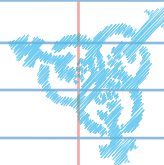
## NOTES



In a 2011 survey 90% of Trans and Gender Non Conforming individuals experienced some kind of workplace discrimination. 26% said they had lost a job because of their gender identity or expression.



On average 40% of trans people are unemployed.





## What happens next?

1. Split into groups of 3 and perform skits (see What Happens Next prompt cards for details)
2. Distribute prompt cards to each group. Some groups can have the same prompts.
3. Reflect as a group when they are all done.
  - Did these scenarios seem realistic?
  - Why is it important for someone who is not the target of an attack or insult to do something?
  - Which scenes were resolved well? Why do you think so?
  - Which scenes didn't go as well?
  - How has what you have learned from these scenarios change how you would act in real life?
  - How could you be a better ally in the workplace?



Check out [transoralhistory.com](https://transoralhistory.com) for suggestions and strategies for taking action.

### What Happens Next Skit Prompts

**Group 1:** Two baristas are at a small coffee shop. One barista is gender non-conforming, she was assigned female at birth but dresses conventionally masculine. A customer comes in and begins asking her uncomfortable questions.

**Act it out.**

**Group 2:** Two people are working at a sandwich shop. The bathrooms need to be cleaned. One co-worker is trans and is unsure about which bathroom they should clean.

**Act it out.**

**Group 3:** Two people are working at a retail clothing store in the dressing rooms. A woman comes to the desk, sees the transfeminine worker, and asks, "What is he doing here?"

**Act it out.**

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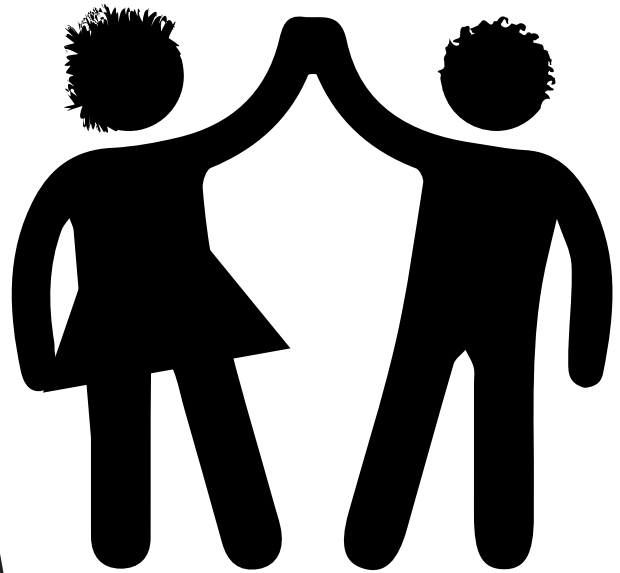
# CREATING ACCEPTANCE

## OBJECTIVES:

- ◆ Highlight pressures trans people face both within and outside of the community.
- ◆ Show how different people navigate social pressures associated with trans identity.
- ◆ Consider how to create affirming & liberatory spaces.

## SUPPLIES:

- ◆ Large, open room or outdoor space
- ◆ Equipment to watch documentary



## WARM UP



Split students into groups of 3 with people they know the least well. Ask them to go around and state their names and pronouns, and to share a time when someone else created a space that felt affirming and welcoming to them.





## Video

See DVD or [transoralhistory.com](http://transoralhistory.com) website



## Discussion

- ♦ What are some of the pressures that trans people face from those outside of the community? Where do those come from?
- ♦ How do those outside pressures play out within the community?
- ♦ How do the pressures and dynamics of the larger world impact the pressures and dynamics within communities you are a part of (for example, LGBTQ, religious, or ethnic communities)?
- ♦ How do those outside pressures play out within individuals in the documentary?
- ♦ Melvin and Sandi both talk about how their experiences of blackness impact their experiences of trans spaces. How are they similar or different?
- ♦ How does recognizing our own assumptions and expectations relate to the topic of creating acceptance?
- ♦ How did the individuals in the documentary create acceptance?



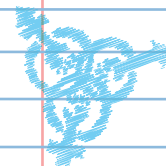
## Privilege Walk

1. Have participants form a straight line across the room, leaving about an arm's length between participants.
2. "Listen to the following statements, and follow the instructions. For example, when I read 'If you are a white male, take one step forward,' only white males will move and everyone else will stand still. Each step should be an average length step. No one is going to check up on you, so if you feel you qualify to take a step then do so, and if not then you may stay where you are. You are the judge of what you should do."
3. Read the statements on page 22 out loud, allowing time for participants to take a step forward or backwards.

## Notes



41% of trans folks live without ID that matches their gender identity.



## Privilege Walk Prompts:

- ◆ Step forward if you can use gendered restrooms without fear of being interrogated about your gender.
- ◆ Step back if you have ever been told you are not man enough or woman enough to belong in a social setting or group.
- ◆ Step forward if many of the people you look up to are from the same racial or cultural background as you.
- ◆ Step forward if your family understands how to support you emotionally.
- ◆ Step forward if you can reliably predict how people will respond to your gender presentation in new situations and circumstances.
- ◆ Step forward if you feel like you do not need to change your body to feel comfortable with yourself.
- ◆ Step forward if people you identify with typically accept you as one of them.
- ◆ Step forward if others like you who came before you helped create an environment where people are aware of the difficulties you face.
- ◆ Step back if the people you are interested in dating respond to you by being offended or insecure about their own sexuality.
- ◆ Step forward if you believe others in your day-to-day life will listen to you when you advocate for yourself



## Discuss

- ◆ What is your gut reaction to where you find yourself?
- ◆ Did any of the prompts make you think about something you hadn't considered before?
- ◆ What was that like? How does it feel to be in front? In the middle? In the back?
- ◆ Did you come to any new realizations throughout the exercise?
- ◆ If we were all starting a race and these were our starting points, who would be the most likely to finish first?
- ◆ This exercise is about recognizing the ways we are privileged and the ways we are oppressed. When the rules of a system give you benefits, you are privileged. When the rules of a system give you disadvantages, you are oppressed. How do the ideas of privilege and oppression relate to creating acceptance?
- ◆ How can people who don't experience a form of oppression help those who do?

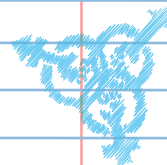
## NOTES



78% of trans individuals who expressed gender-nonconformity in grades K-12 report being harassed.



53% of trans folks report being verbally harassed or disrespected in a public place.



i live for

# CIVIL RIGHTS

## OBJECTIVES:

- ◆ Help inform participants on current legal rights for queer and trans people.
- ◆ Encourage participants to think critically about how legal rights impact different parts of the LGBTQ community.

## SUPPLIES:

- ◆ 3 US map handouts (*see pages 25-27*)
- ◆ Ball or plush animal
- ◆ 2 different colored pencils



## WARM UP



- ◆ Ask participants to stand in a circle. Toss the animal or ball to someone across from you in the circle.
- ◆ When a participant catches the animal, they should say their name and pronoun, and finish the sentence: "If I could have anything I wanted ..."
- ◆ Make sure everyone gets to introduce themselves at least once, twice if there are few enough people.



## Fifty Nifty United States:

1. Ask participants if they understand what employment non-discrimination means. If no one else can, then you explain using examples (i.e. you can't be fired for being black or gay or trans). Clarify that protection on the basis of gender identity (being transgender) is different than protection on the basis of sexual orientation. Make sure everyone is on the same page before moving on.
2. Divide participants into groups of 3 to 5.
3. Distribute a blank copy of the US map, along with a light and dark colored pencil, to each group (*see page 25*).
4. Ask participants to use the darker color to draw lines through the states where gay marriage is legal and to use the lighter color to color in states where gender identity is protected by law.
5. Let participants work together in small groups for 5 minutes, encouraging groups to talk it out before coloring.
6. If a group seems stuck, approach them individually and help them brainstorm, "Have you heard about any states in the news? Which places do you think are more gay-friendly?"
7. Share the Employment Non-Discrimination and Gay Marriage maps with the group (*see pages 26 & 27*)



## Discussion:

- ◆ How were your answers different than the reality the maps show?
- ◆ Does the reality shift or alter your expectations?
- ◆ Why do you think laws are different in different places?
- ◆ Did you know more about legal protection of sexual orientation or of gender identity? If so, why do you think that it is?
- ◆ Do you think one is more important than the other? Which one? Why?
- ◆ How can you be a part of changing the awareness of people around you?
- ◆ How does your state rank?
- ◆ Is there anything you want to do about it?

## NOTES



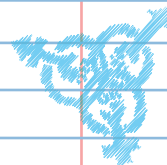
Look up these maps and more at:  
[lgbtmap.org](http://lgbtmap.org)



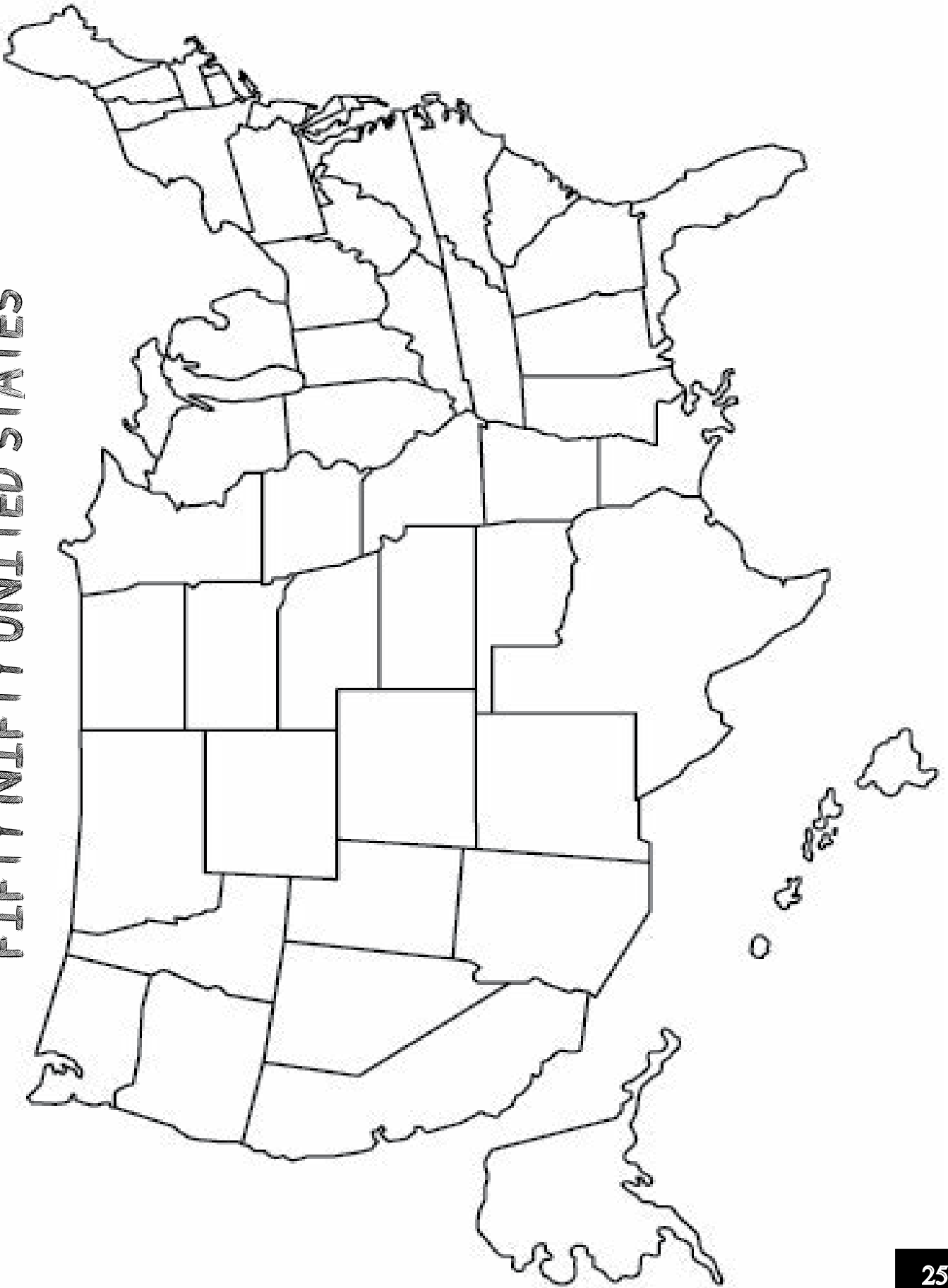
Those who have lost a job because of anti-trans bias are 50% more likely to be incarcerated.



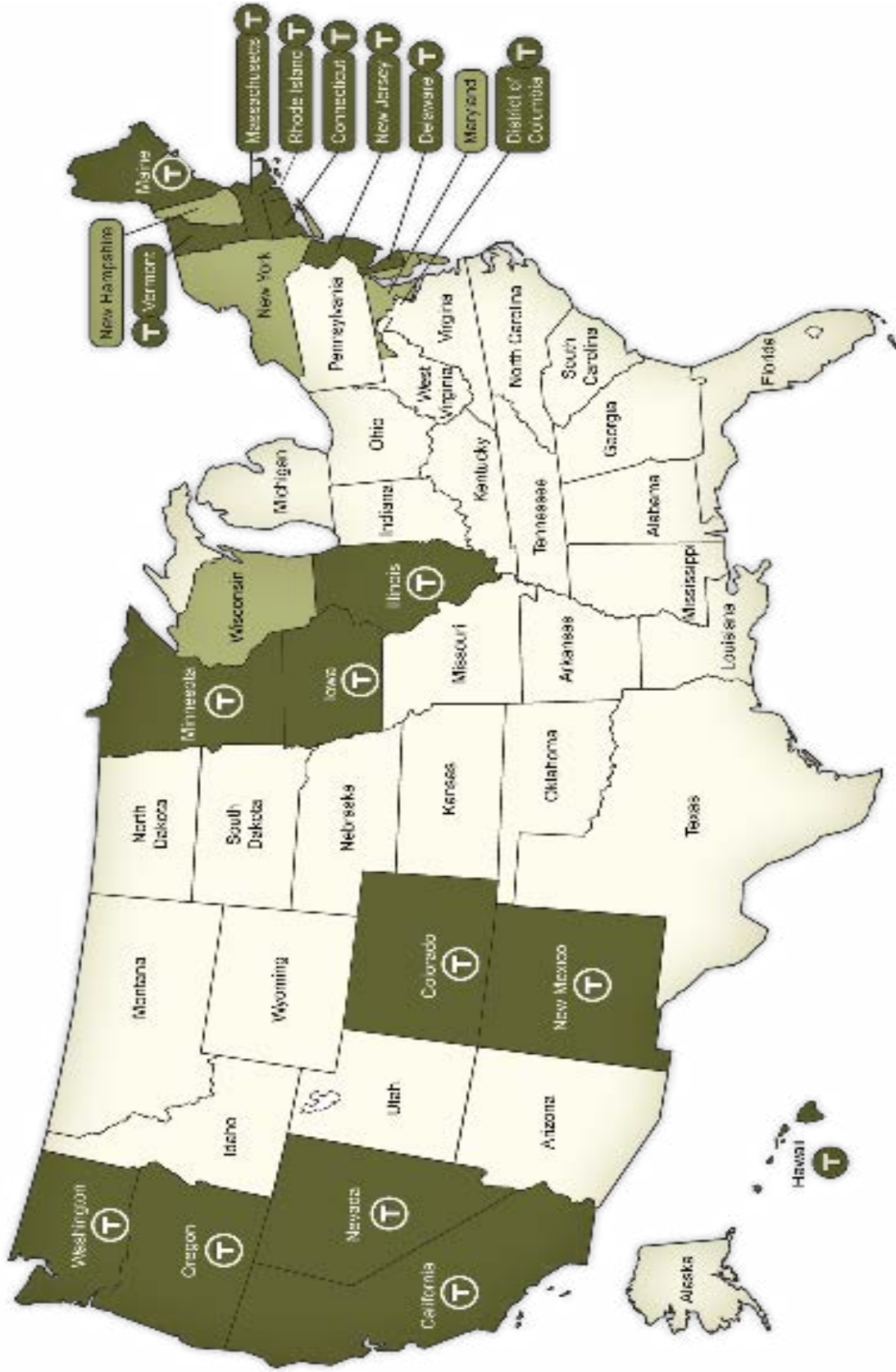
As of 2011 over 130 cities and counties in the US have a ban on discrimination based on gender identity.



# FIFTY NIFTY UNITED STATES



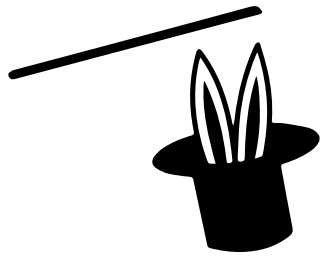
# EMPLOYMENT NON-DISCRIMINATION



- States with Employment Non-Discrimination Laws that cover sexual orientation and gender identity.
- States with Employment Non-Discrimination Laws that only cover sexual orientation.
- States with NO Employment Anti-Discrimination Laws that cover sexual orientation or gender identity.







# FACILITATOR TRICKS AND TIPS

## **Good facilitation starts before you get into the room:**

- Prepare: Test out your workshop a week ahead of time with friends to make sure you understand the steps in each activity, and can feel confident while you are presenting.
- Gather background information: Although these exercises are meant to be presented by everyday people, participants are likely to look to you as the expert. You won't know everything about the topic, but you can do your best to prepare so that you can answer questions. Read relevant reports & articles included as bonus material on the DVD.
- Bring back up: You can lead these lessons alone, but we don't recommend it. It's a good idea to have at least one co-facilitator to lean on in case you get stuck or things go wrong. When things are going well, it's great to have the extra energy, ideas, and perspectives. Consider if you want to split the responsibility equally or dedicate one person as the lead facilitator.
- Tailor workshops to your audience: When you choose to lead a workshop, consider what you want people to get out of it. What will they find most relevant & useful? How actively engaged are they? How much experience with trans community do they have? Modify exercises, shorten activity times, or do whatever else you need to to make it work.

## **During your workshop:**

- Establish Safe/Great Space agreements: (see page 29 for details).
- Dedicate a timekeeper: Whether it's a co-presenter or an audience volunteer, someone should help you stay on track. These lessons are ambitious for an hour, more time is great. Either way, have someone make 30 min, 15 min, and 5 min cards to flash when you are running out of time.
- Only ask one question at a time: If you ask multiple questions simultaneously, participants can feel overwhelmed.
- Give participants time to respond: A few seconds can feel like a century, but people need that time to process the question.
- Be sensitive: These topics may hit on a nerve or be profoundly personal for some of your participants. Especially if there are trans people in your workshop, make sure folks know that they can leave if they need to.
- Shape discussions: You don't need to ask every question. Be selective, help people develop ideas, and steer the conversation as it goes.
- Be Responsive: Good facilitation balances preparation with responsiveness. Be able to shift or change in the moment based on how things are going.
- Have fun: If you are enjoying yourself, others are more likely to as well.



# BRAVE SPACE AGREEMENTS

*Safe/Great space agreements can help set the right tone for participants to feel comfortable participating fully. This is especially true if you are facilitating in a public space or a space where some people don't know others well. We suggest picking out your favorite 3-5 and going over them in the beginning, so that everyone is on the same page, but isn't overwhelmed with a lot of rules.*

**One Diva, One Mic** - Only one person speaks at a time.

**Step Up, Step Up** - Pay attention to how much you talking relative to others. If you are talking more, then step up your listening. If you are not talking, then step up your input.

**Las Vegas Rule** - What's said here stays here so that people can feel comfortable sharing

**Don't Yuck My Yum** - Don't shame people for their interests and preferences even if they are different than your own.

**Don't Spill Someone Else's T** - Don't share sensitive information about someone else without their permission. Do you know someone who is HIV positive? Who is trans but not out? Be careful not to out them.

**Take space if you need it** - Sometimes you may react emotionally to the themes discussed in the workshops. If you need to take time to be on your own or get air, then do it. If you need someone to talk to, then ask them to come with you.

**Avoid Generalizations/ Use I Statements** - Instead of saying that trans people normally do x, y, or z say, "I do x,y, or z" or "I know people who do x, y, or z."

**Respect** - It's obvious, but sometimes can be important to state directly, especially if you are in a space where emotions can run high.

**Have Fun** - It is okay to have a good time. Creating a safe space is about coming together as a community, being mutually supportive, and enjoying one another.

**Ask your Audience** - Are there other agreements anyone else wants or needs to feel comfortable in this space?

# ACKNOWLEDGEMENTS



Thank you to the Allied Media Conference for creating a space where we could learn and grow as organizers, as a project and as individuals. Thank you to David Eads and Bec White who have been a constant source of support in helping us develop our ideas and dreams.

Thank you to Chicago Filmmakers for their generous support via the Digital Media Fund as well as the Valentine Foundation, Crossroads Fund, and numerous individual donors.

Special Thanks to all the volunteers, especially all our transcriptionists, without whose support this would not have been possible!