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Official Selection New York International Children's Film Festival

PROVIDENCE CHILDREN'S FILM FESTIVAL OFFICIAL SELECTION 2022

OFFICIAL SELECTION MOUNTAINFILM 2022

MAMA has a **MUSTACHE**
KIDS TALK GENDER

CURRICULUM GUIDE

sallyrubinfilms PRESENTS
 ORIGINAL MUSIC BY Andrew Barkan Polly Hall
 EDITOR & CO-PRODUCER Stacy Goldate
 DIRECTOR OF ANIMATION Max Strebel
 DIRECTED & PRODUCED BY Sally Rubin



I LOVE

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PART I INTRODUCTION

LETTER FROM THE FILMMAKER

As a gender nonconforming documentary filmmaker, *Mama Has a Mustache* is highly personal to me. The film is rooted in my personal experience and community, many of the kids in the film are family friends, and others are folks around the country who I have been lucky enough to connect. I have seen first-hand the ways the film can reshape traditional views on gender roles and make for a more inclusive classroom and community.

The idea of gender as a construct, rather than a biological trait, is not a new one. However, kids' own gender identities and their perceptions of their parents' gender are more complicated and nuanced than ever. What are the ways in which children of nonbinary people are freed up to express themselves in a whole new range of forms? More than ever before, parents, teachers, and kids are ready to have conversations about gender identity both at home and in the classroom.

While legislation around gender and identity continue to divide our communities and classrooms, *Mama Has a Mustache* seeks to explore and uncover this exciting new frontier—with lightness, humor, childlike openness, and play.

We are excited for you to use *Mama Has a Mustache* as a tool and a starting point to learn about diverse identities and a variety of modern family structures. Every person deserves a safe place where they can freely express themselves—whether that is inside or outside the gender binary. We hope that with the tools and resources in this guide, you will find the film to be useful in your classroom and curriculum.

With gratitude,



Sally Rubin, Director



Beatrice explains her drawing



HollyShorts film screening

Film Summary / How to Introduce the Film

Mama Has a Mustache is a short, quirky, fully animated documentary about gender and family, as seen through children's eyes. Each of the twelve children interviewed for the film come from a diverse background; some of the kids identify as transgender themselves, some as nonbinary, and they all have parents who identify somewhere outside the traditional gender spectrum, and come from ethnically diverse backgrounds.

Driven completely by audio interviews of kids aged five to ten, the film uses these sound bites combined with clip-art and mixed media to explore how children are able to experience a world outside of the traditional gender binary. The film's animation references and incorporates traditional gender stereotypes in the form of archival advertisements, home videos, and various types of pop-art. Those normative gender representations are then cut apart and animated as clip art, literally deconstructed onscreen as we hear from children—the next generation—talking about gender in a fresh and uncontaminated way.

The film explores kids' answers to the following questions, among others:



Gender Identity: What does it mean to be a boy, and what does it mean to be a girl? Can you be something *other* than a boy or a girl? Or *both* a boy and a girl? What is that kind of person called, and what's it like to be this kind of person?



Different Types of Bodies: Can you be a boy and have a girl body, or be a girl and have a boy body? Do you know what this kind of person is called, and what it might feel like to be this kind of person?



Gender Identity of Parents: What about parents—who gets to have a baby? What kind of body do you have to have to make a baby? Do you feel lucky to have the kind of parents that you have?



Self Acceptance: Do you ever feel different from other kids? Do you think that you would change anything about yourself? What do you love about yourself?



E D U C A T I O N

We welcome you to use this guide as a resource to help plan and think through how, where, when, and why to use this film within your curriculum. We understand that it is important to teach these concepts at an appropriate age and within state-mandated standards. Though we hope this guide will be used nationwide, we have used California state standards and grade-specific curriculum frameworks to guide the context and activities provided.



CONTENT ALIGNMENT

The California Department of Education provides general guidance for teaching about gender and LGBT issues in the elementary classroom. The following are their recommendations and the activities and materials provided that directly address these topics.

CDE Guidance

“Both teachers and students should understand the terminology used to refer to individuals who are LGBT, and be able to understand the negative effects of slang terms or discriminatory language.”

See: Glossary of Terms & Bullying Activity

“Increase students’ access to an inclusive curriculum with the inclusion of the contributions of LGBT Americans to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.”

See: History Activity

“Make available and share age-appropriate literature that reflects the diversity of humankind and thoughtfully deals with the complexities and dynamics of intolerance and discrimination.”

See: Glossary of Terms, Post-Screening Questions

“Teach students, by example and through discussion, how to treat diverse others.”

See: Pronouns in the Classroom, Glossary of Terms, Post-Screening Questions, Bullying Activity

“Ensure the classroom environment is inclusive by using posters or images that depict students and people of all abilities. Consider hanging a small rainbow pride flag or safe zone sticker that signifies that all gender identities and expressions are welcome in the classroom.”

See: Classroom materials, Art Activity, Pronouns in the Classroom

“Gender is not so much an “internal reality”, but is produced through an individual’s repeated performance of gender”

CURRICULUM FRAMEWORK

The California Department of Education uses Curriculum Frameworks to guide the concepts and activities for specific grade levels. The CDE specifically mentions teaching about diverse families in Grade 2 and the history and contributions of LGBTQ people in Grade 5.

Depending on what state you teach in and what curriculum guidelines you follow, these concepts and activities can be adapted to similar or nearby grade levels.

History, Social Science - CDE Grade Level 2

People Who Make a Difference, Section 2.1, Families Today and in the Past

“By studying the stories of a diverse collection of families—such as immigrant families, families with lesbian, gay, bisexual, or transgender parents and their children, families of color, step- and blended families, families headed by single parents, extended families, multigenerational families, families with members having a disability, families from different religious traditions, and adoptive families—students can both locate themselves and their own families in history and learn about the lives and historical struggles of their peers.

In developing these activities, teachers should not assume any particular family structure and ask questions in a way that will easily include children from diverse family backgrounds. They need to be sensitive to family diversity and privacy and respect the wishes of students and parents who prefer not to participate. Members of students’ families may be invited to tell about the experiences of their families.”

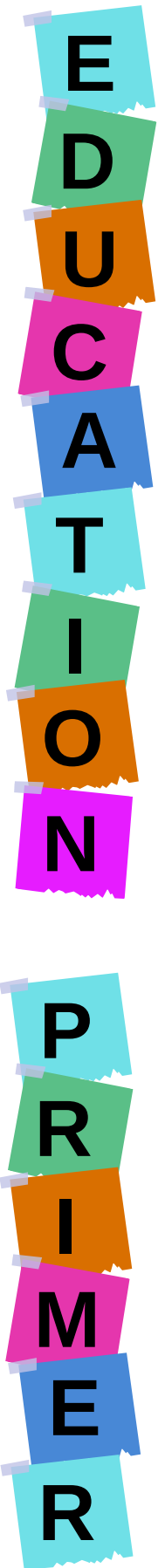
Health Education - CDE Grade Level 5

“This is also an important time to discuss gender, gender roles, and gender expression, as puberty can be a difficult time for all students. Educators should acknowledge this and create an environment that is inclusive and challenges binary concepts about gender. The goal is not to cause confusion about the gender of the child but to develop an awareness that other expressions exist.”

“Students are exposed to stereotypes regarding gender, gender roles, and sexuality in their social environments including in their communities, families, friendships, and the media. Many of these stereotypes are evident in peer interactions and may contribute to bullying, discrimination, and harassment, including sexual harassment.”



"Gender identity is defined as one's personal sense of belonging to a particular gendered category"



PRONOUNS IN THE CLASSROOM

GENDER NEUTRAL LANGUAGE AND PRONOUNS IN THE CLASSROOM

According to the American Psychological Association, 80% of transgender adults report knowing they were “different” as early as elementary school. 96% report realizing they were transgender before adulthood. On average, gender diverse individuals were 15 years old before they had the vocabulary to understand and communicate their gender identity.

Children will often feel left out, confused, and different if labeled something that doesn’t fit their true identity. Gender diverse students experiencing gender-related stressors at school are more likely to be absent, have lower GPAs, report higher levels of depression, engage in substance use and risky behaviors, and be at an elevated risk for suicide.

For many of us, using gender neutral pronouns involves a process of unlearning what we were taught from an early age in school. For others, especially children and parents who grew up in a gender-diverse family, this comes naturally to them. The world around us is filled with language and environments that reinforce the gender binary.

It is therefore extremely important to consider how educators and the school community are using gender-specific language. Try not to assume that a person wants to be called “he” or “she”. This goes for children as well as their family members. The following tools and language are ways to identify and support gender diversity:

- Model gender inclusive language and behavior. Don’t categorize students by binary gender (e.g., line up by boys/girls). Avoid idioms such as “Boys and girls”, “ladies and gentleman”, “Hey guys”. When addressing groups of people or people whose pronouns you haven’t been told, use gender neutral language such as, “siblings,” “third graders,” “students”, “friends,” “folks,” “all,” or “y’all,” rather than “brothers and sisters,” or “guys,” “ladies,” “ma’am,” or “sir.”
- If you make a mistake and someone corrects you, say “Thank you” instead of “I’m sorry” to own the responsibility for your mistake.
- Implement policies for non-discrimination and anti-harassment for gender diverse students. Don’t wait for issues to arise before addressing harassment and discrimination against gender diverse students.
- Maintain an open mind that gender identity is complex and each student’s identity is unique. Don’t attempt to categorize students or draw conclusions about other qualities based on their gender expression.
- Respect students’ stories and allow them to inform people (peers, teachers, parents) in their own time and in their own way. Don’t share information about gender identity without students’ permission. In particular, be aware that in a virtual learning environment (VLE) some students may have other people in the same learning space who are not aware of their gender identity.
- Recognize that, depending on home situations, some youth may feel limited in their ability to express their gender identity. Don’t assume that students are equally comfortable expressing their gender identity at home and at school.

- Be aware of your own biases or assumptions that might send mixed messages to students. Don't assume students should behave or express their gender identities in certain ways.
- Use your pronouns when you introduce yourself, in your email signature, and on your video screen. This communicates to students that you don't make assumptions about pronouns and gender identity based on appearance alone, and that they can report the pronouns that they use. Don't require that every student use their preferred pronouns as they may not be ready to share these yet. Remember that you can't tell someone's gender just by looking at their appearance.
- Invite students to change the name on their video screen to reflect the name that they would like to use during your class. Don't require that they use the name with which they are registered for school.
- Use gender-neutral pronouns such as "they" and "ze" as opposed to "he" or "she" while visualizing the person who uses them. This is especially useful to do right before you're about to see the person. Use descriptive language if you do not know a person's gender, pronouns, or name. e.g. "Can you give this paper to the person across the room with the white t-shirt and short brown hair?"

*Excerpted from the American Psychological Association
(<https://www.adp.com/spark/articles/2021/06/best-practices-for-using-pronouns-in-the-workplace-and-everyplace.aspx>)*

**<https://www.glsen.org/activity/pronouns-guide-glsen>*

**Also worth exploring: <https://www.mypronouns.org/>*

P R O N O U N S



PART II

USING THE FILM IN THE CLASSROOM

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Below is a draft email/ letter that could be sent to your school's parents/ community, with some context for the film and the issues raised within.

Dear Parents, Guardians, and Community,

This school year, we will be discussing a wide variety of topics that will help to make our school a safe and welcoming space for all students and families. Part of this discussion will include gender identity and diversity.

The idea of gender as a construct, rather than a biological trait, is not a new one. However, kids' own gender identities and their perceptions of their parents' gender are more complicated and nuanced than ever. How do kids, many of whom embrace this gender nonbinary, perceive their own and their parents' gender? What are the ways in which children of nonbinary people freed up to express themselves in a whole new range of forms? Parents, teachers, and kids are now in a place where they are ready to talk about these issues in the home and classroom.

To facilitate this discussion, we will be showing *Mama Has a Mustache*, a short, quirky, fully animated documentary about gender and family, as seen through children's eyes. Driven completely by audio interviews of kids ages 5-10, the film uses these sound bites combined with clip-art and mixed media to explore how children are able to experience a world outside of the traditional gender binary.

We are very excited to be using this film in the classroom. It is important for every person to have a safe space to learn about diverse identities and family structures, the history of the LGBTQ movement, and have the freedom to express themselves outside of the gender binary. We hope that you can continue to reinforce these concepts at home by having conversations about gender roles, pronouns, important transgender or non-binary figures throughout history, and by modeling inclusive language and behavior.

Sincerely,
[Your School/ Classroom Name]

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TOPICS & ISSUES

Classroom screenings of *Mama Has a Mustache* ignite conversation in one or more of the following areas:

-  Gender non-binary / transgender children's development
-  Parenting children who are gender non-binary / transgender
-  Parents who are gender non-binary / transgender
-  Gender non-binary / transgender mental health issues / Gender Dysphoria
-  Use of alternative gender pronouns best practices
-  Nontraditional family structures
-  Gender non-binary / transgender law issues
-  Gender studies
-  Queer theory

"Having a trans parent is not shown in this research to affect a child's gender identity or sexual orientation development, or other developmental milestones"



DISCUSSION PROMPTS & ACTIVITIES TO FACILITATE CONVERSATION

Setting the Scene

To set the stage for meaningful discussion, start by letting students know that the purpose of the conversation is to gain a deeper understanding of how we think about gender as individuals and as a community, and to think about what ways we might want to change our views or hang onto them. **We intend the discussion to be respectful, constructive and safe for all involved.** This means that there are no right or wrong questions, answers, or viewpoints. No one will be judged or shamed for their points of view, and all ideas will be seriously considered.

Opening questions to help get a dialogue going:



Gender Identity: What does it mean to be a boy, and what does it mean to be a girl? Can you be something other than a boy or a girl? Or both a boy and a girl? What is that kind of person called, and what's it like to be this kind of person?

Different Types of Bodies: Can you be a boy and have a girl body, or be a girl and have a boy body? Do you know what this kind of person is called, and what it might feel like to be this kind of person?

Gender Identity of Parents: What about parents-- who gets to have a baby? What kind of body do you have to have to make a baby? Do you feel lucky to have the kind of parents that you have?

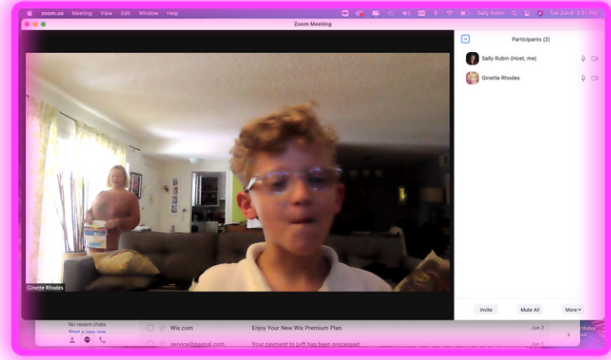
Self Acceptance: Do you ever feel different from other kids? Do you think that you would change anything about yourself? What do you love about yourself?

Behaviors/Activities: What activities do you enjoy that some people think only girls or boys should like? Does it bother you when people say it's only for them?

Favorite Colors: Why do you think blue is associated with boys and pink with girls? Is it ok to like all colors of the rainbow? Why is the rainbow a symbol of diversity?

Appearance: Can everyone wear pink? Blue? What about dresses or leggings? Nail polish? Jewelry? What about bow ties? And makeup? What does your haircut say about you?



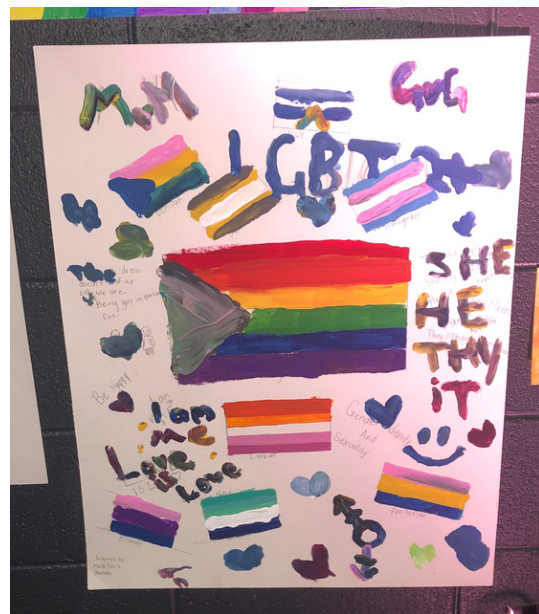
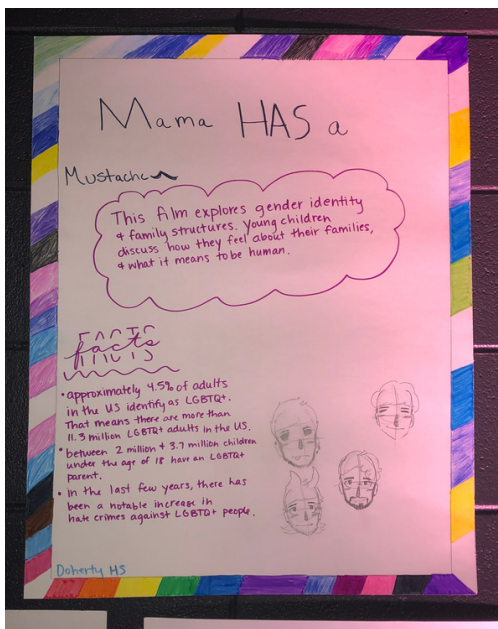


Parents/Guardians: Think about your own mom, dad, parent, or guardian. Are they supposed to look a certain way based on their gender? Can moms have mustaches? Can dads wear tutus? Are WE supposed to look a certain way based on our gender?

What does a mother, father, or parent look like? Is this the same as what society tells us a mother, father, or parent is supposed to look like? Is facial hair or body hair associated with mothers? Is long hair associated with boys/men? If not, why is that? Do you feel pressure to look, sound, or act a certain way based on the gender you were assigned at birth?

Try incorporating the following questions into the closing of a discussion:

- A. This film inspired me to _____
- B. This film helped me understand that _____
- C. This film is important because _____
- D. This film changed my perception about/ of _____
- E. This film left me with the following questions: _____



ACCEPTANCE & ANTI-BULLYING ACTIVITIES

(Grades 1-5)

Discussion questions:

In the film, one of the children talks about their experience being bullied on the playground for looking a certain way

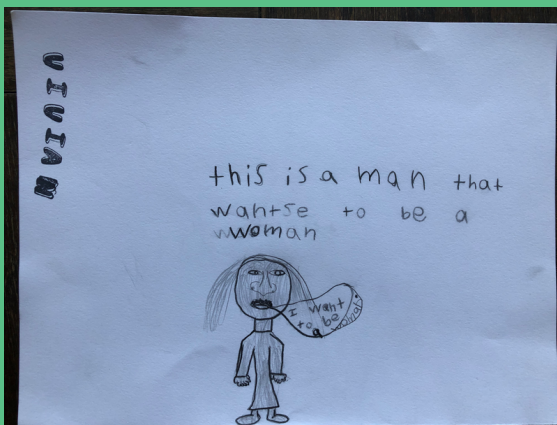
- Have you ever been the subject of ridicule for being different? What was it like?
- What do you wish you could say to the child who was being ridiculed on the playground?
- What could you say to the children who were doing the bullying, to help them understand that not all children fit expected gender norms?
- Do you feel pressure to look, sound, or act a certain way based on the sex you were assigned at birth?

Art Activity / "Express Yourself":

- Using multi-media materials such as magazines brought in from home, poems written or typed, create a visual representation of *your* gender after watching the film. Markers, paints, pipe cleaners- all can be used! The idea is to create an expressive, representational collage of how you experience your gender in the world. There are no right or wrong answers!

Class Policy Group Activity:

Make a class policy around bullying and gender respect/pronouns to hang in the classroom- this could be generated with the students.



History Activity:

(any grade)

For many people, we don't think LGBTQ+ are normal because we haven't been taught in our history classes that LGBTQ+ and nonbinary folks have always been around. This is why it's important to learn LGBTQ+ history.

- Download and/or print copies of GLSEN's LGBTQ History Coloring Book (<https://www.glsen.org/sites/default/files/2020-06/LGBTQ-History-Coloring-BookColor.pdf>), and use markers/color pencils to fill in and decorate.

For Reference:

- *Teaching LGBTQ History- Resources for California Educators, Students and Families:* <https://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/>
- *History Un erased, which offers free academic inquiry kits for various grade levels:* <https://www.unerased.org>

Gender Stereotyping Activity:

Activity A:

The teacher shows pictures of 3 people. Students make assumptions about each person's favorite games, colors, dress, and activities. The teacher then reads the real answers on back of profile card to break apart stereotypes.

Activity B:

- 1) Post a chart with the heading: "What kinds of things do you like to do?"
- 2) Have a few students share ideas such as, "I like to skateboard, draw, run, sing, read, ride my bike, bake cookies, take care of my pet."
- 3) Give each student one sticky note and have them draw and/or write the name of something they enjoy doing. (For younger students you could also just write the things that they like to do on the chart paper as they shout out their responses).
- 4) Have each student place their sticky note on the chart paper.
- 5) When all of the sticky notes are posted (or after you have written each student's idea on the chart paper), read each item, asking, "Who likes to (fill in all of the activities from the list)?" Generally, many children will raise their hands for the different activities. Point out that lots of kids in the class enjoy doing these things. Also, note that if there is an activity that only one or two children like, point out that it's great to have unique interests as well. That's part of what makes us individuals. Point out how exciting it is that all of them can do all of these things.
- 6) Ask the children if they ever feel excluded from an activity because it is supposed to be for boys or girls instead of all children.
- 7) Have the students think of ways they can help all kids at school feel included in the activities they like. Ask them to think about how they could help others in trying new things and playing with lots of new friends.

Part III Take Action

WAYS TO TAKE ACTION

Counteract Microaggressions

Intervene in microaggressions at school and in your community! When someone says “That’s so gay...” or “You look good for being transgender...” or “you can’t be bisexual, you have a boyfriend..”, say something.

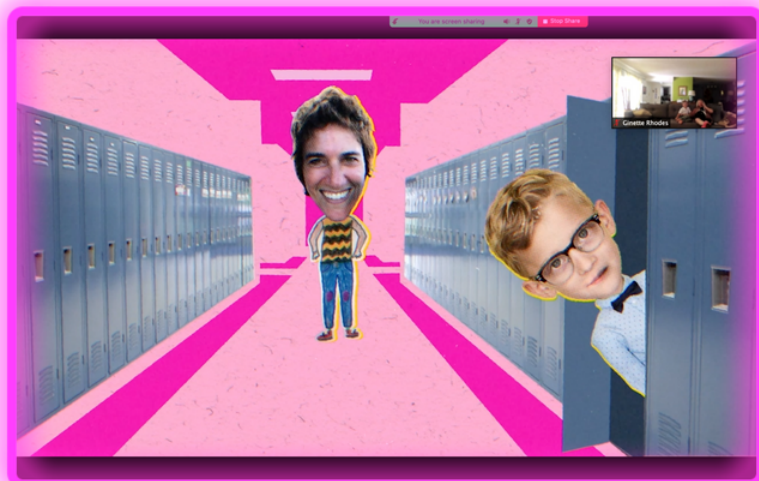
Learn LGBTQIA+ History

- **The One Archives Foundation:**
<https://www.onearchives.org>
- **CNN’s LGBTQ Rights Milestones Fast Facts:**
<https://www.cnn.com/2015/06/19/us/lgbt-rights-milestones-fast-facts/index.html>
- **Gay Lesbian and Straight Education Network (GLSEN)’s LGBTQ History Page:**
<https://www.glsen.org/lgbtq-history>
- **Teaching LGBTQ History- Resources for California Educators, Students and Families:**
<https://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/>
- **The American Psychological Association’s History of Lesbian, Gay, Bisexual, and Transgender Social Movements:**
<https://www.apa.org/pi/lgbt/resources/history>



T A K E A C T I O N

- **The Organization of American Historian’s Queer History page:**
<https://www.oah.org/tah/issues/2019/may/queer-history/>
- **GLSEN’s Unheard Voices page**, recommended for grades 6-12, an oral history curriculum project that highlights the stories of nine important people in LGBTQ history:
<https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12>
- **History Unerased**, which offers free academic inquiry kits for various grade levels:
<https://www.unerased.org>
- **Quist**, an LGBTQ history education organization focused on using creative tech solutions to teach “quistory” in youth-friendly ways:
<http://www.quistapp.com>
- **LGBTQ Heritage Theme Study**, a publication of the National Park Foundation:
<https://www.nps.gov/subjects/tellingallamericansstories/lgbtqthemestudy.htm>
- **Making Gay History: The Podcast:**
<https://makinggayhistory.com>
- **Stonewall Out Loud Toolkit:**
<https://storycorpsorg-staging.s3.amazonaws.com/uploads/Stonewall-OutLoud-for-Individuals-6.6.19.pdf>
- **OUTWords History videos:**
<https://www.theoutwordsarchive.org>



GLOSSARY OF TERMS



One of the most important things to note about *any* conversation about gender identity is that **no one person has authority or final say over the definitions of any of these terms!** They are in fact a moving target, constantly changing and evolving with the times. Additionally, the quickest way to shut down a conversation is to allow a climate of fear or “getting it right” to take over. So, while we want to maintain a tone and general attitude of respect towards the entire conversation, we also want to be open to a certain amount of flubs and floundering as we *all* work to make sense of the ever-changing nature of gender-based identity definitions.

When children ask questions about gender identity, it is often best to offer simple and direct answers. You might choose to answer a student’s question with another question to figure out what they are really asking—is it about name-calling, a classmate’s two dads, or something they saw on the internet. Listening and asking questions first helps you respond.

Here are a few items to keep in mind when defining terms for children:

- Use examples to help children understand definitions.
- Questions about LGBTQ+ words can provide teachable moments on topics like understanding differences, similarities, and treating all people with respect.
- If a student uses an LGBTQ+ or gender-based identity term in a derogatory way, ask them if they know what it means. If they don’t, give a short definition and explain how using an identity as a means of hurting someone doesn’t mean the word itself is a “bad word.”

The following list can serve as a starting place for educators to respond to questions about LGBTQ+ words. These suggested definitions can help teachers feel more confident in their own knowledge and ability to communicate these ideas to students. Educators should use their own expertise and discernment to modify definitions based upon the age of the students.

- **Agender** | Denotes or relates to a person who does not identify themselves as having a particular gender.
- **Androgynous** | The combination of both traditionally masculine and feminine qualities in one person’s gender expression.
- **Cisgender** | Denotes or relates to a person whose sense of personal identity and gender corresponds with their sex assigned at birth.
- **Demigirl/demiboy** | A term for someone who was assigned female or male at birth but does not fully identify with being a girl/woman or a boy/man, socially or mentally.
- **Gender binary** | A system in which gender is constructed into two strict categories of male or female. Gender identity is expected to align with the sex assigned at birth and gender expressions and roles fit traditional expectations.
- **Gender-creative** | A self-descriptive term some may use who express their gender differently than what traditional norms may expect.

GLOSSARY

- **Gender dysphoria** | Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify.
- **Gender-expansive** | A person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Often used as an umbrella term when referring to young people still exploring the possibilities of their gender expression and/or gender identity.
- **Gender expression** | External appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.
- **Gender-fluid** | A person who does not identify with a single fixed gender or has a fluid or unfixed gender identity.
- **Gender identity** | One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.
- **Gender non-conforming** | A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category. While many also identify as transgender, not all gender non-conforming people do.
- **Genderqueer** | Genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories.
- **Intersex** | Intersex people are born with a variety of differences in their sex traits and reproductive anatomy. There is a wide variety of difference among intersex variations, including differences in genitalia, chromosomes, gonads, internal sex organs, hormone production, hormone response, and/or secondary sex traits.
- **Non-binary** | An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do. Non-binary can also be used as an umbrella term encompassing identities such as agender, bigender, genderqueer or gender-fluid.
- **Transgender** | An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.
- **Transitioning** | A series of processes that some transgender people may undergo in order to live more fully as their true gender. This typically includes social transition, such as changing name and pronouns, medical transition, which may include hormone therapy or gender affirming surgeries, and legal transition, which may include changing legal name and sex on government identity documents. Transgender people may choose to undergo some, all, or none of these processes.

Excerpted from HRC Welcoming Schools Campaign:

<https://welcomingschools.org/resources/definitions-lgbtq-elementary-school>

FURTHER RESOURCES

National

Get involved in awareness day events:

May 17 - International Day Against Homophobia, Transphobia, and Biphobia:

<https://may17.org>

Online Support Groups & Resources

<https://www.cdc.gov/lgbthealth/youth-resources.htm>

LGBTQ Teens Online Talk Group

A weekly moderated group for gay, lesbian, bisexual, transgender, queer & questioning to talk in a safe space and to be able to fully express themselves without fear of being made to feel uncomfortable or unwelcome. To discuss concerns, issues and to talk about personal victories. Ages 12-19.

help@lgbthotline.org

Trans Teen Online Talk Group

A weekly moderated group for transgender, pan-gender, gender-fluid, non-binary, agender teens to talk in a safe space and to be able to fully express themselves without fear of being made to feel uncomfortable or unwelcome. To discuss concerns, issues and to talk about personal victories. Ages 12-19.

help@lgbthotline.org

Trans Youth Online Chat Group

A weekly moderated group for trans and gender-expansive young people to talk in a safe space and to be able to fully express themselves without fear of being made to feel uncomfortable or unwelcome. To discuss concerns, issues and to talk about personal victories. Ages 13 and younger.

help@lgbthotline.org

LA LGBT Center Coming Out Support Group

The Los Angeles LGBT Center hosts ten peer support and discussion groups for the community as part of our Social Networking Groups program from the Cultural Arts Department. The community groups are led by trained and dedicated volunteer facilitators. Their dedication has led to the long-lasting success of this important service. As for the future, whatever comes next for our community is already being discussed in these groups.

groups@lalgbtcenter.org

Trevor Support Center

Where LGBTQ youth and allies can find answers to FAQs and explore resources related to sexual orientation, gender identity and more.

Quist App

"Quist is a free app for iPhone, iPad, and Android phones that brings lesbian, gay, bisexual, transgender, and queer (LGBTQ) and HIV history to life. Each day when a user opens the app on their smartphone or tablet, they will see the events from LGBTQ and HIV/AIDS world history that occurred on that date. Each event entry contains a brief description and an image, links to websites, videos, and products like DVDs or books, and a cited source. Events are searchable by date, year, country, and U.S. state."

<http://www.quistapp.com/about/press-kit/>

REFUGE

"REFUGE is a web application that seeks to provide safe restroom access for transgender, intersex, and gender nonconforming individuals. When the Safe2Pee website passed out of functionality it left a hole in our hearts. REFUGE picks up the torch where Safe2Pee left off and makes the valuable resource available to those who find themselves in need of a place to pee safely once again. Users can search for restrooms by proximity to a search location, add new restroom listings, as well as comment and rate existing listings. We seek to create a community focused not only on finding existing safe restroom access but also looking forward and participating in restroom advocacy for transgender, intersex, and gender nonconforming folk."

<http://www.refugerestrooms.org/about>

Q Chat Space

Q Chat Space is a bully-free online community of LGBTQ teens that can chat with other LGBTQ teens and trained staff from LGBTQ centers around the country.

www.qchatspace.org

Gender Spectrum Lounge

Gender Spectrum Lounge is a global online community for gender-expansive teens, their families and support professionals to connect, collaborate and find resources.

genderspectrum.org/lounge

The Validation Station

The Validation Station is a free texting service that sends daily gender-affirming and uplifting text messages to trans and non-binary youth in lockdown.

Validationstation.net

Meet Our Partners

BREAK THE BINARY

<https://www.breakthebinaryllc.com>

The mission of Break the Binary is to build a more affirming, equitable, understanding, and empowering world for LGBTQ+ people through the facilitation of educational presentations, the development of strategic plans, and the engagement of crucial conversations.

CENTERLINK

<https://www.lgbtcenters.org>

CenterLink is a member-based coalition whose fundamental goal is to strengthen, support, and connect LGBTQ community centers, and to help build the capacity of these centers to address the social, cultural, health, and political advocacy needs of LGBTQ community members across the country. CenterLink plays a vital role in addressing the challenges centers face by helping them to improve their organizational and service delivery capacity, access public resources, and engage their regional communities in grassroots social justice movements.

CHILDREN OF LESBIANS AND GAYS EVERYWHERE (COLAGE)

<https://www.colage.org>

COLAGE unites people with one or more lesbian, gay, bisexual, transgender, queer, intersex, and/or asexual parent into a network of peers and supports them as they nurture and empower each other to be skilled, self-confident, and just leaders in our collective communities.

FAMILY EQUALITY

<https://www.familyequality.org>

Family Equality's mission is to advance legal and lived equality for LGBTQ families, and for those who wish to form them, through building community, changing hearts and minds, and driving policy change.

GAY, LESBIAN, & STRAIGHT EDUCATION NETWORK (GLSEN)

<http://glsen.org>

GLSEN works with the leadership of passionate activists, tireless historians and researchers, inspiring educators and advocates, and most of all, the students and educators working every day to ensure safer, more inclusive schools for LGBTQ youth.

GAY AND LESBIAN ALLIANCE AGAINST DEFAMATION (GLAAD)

<https://www.glaad.org>

GLAAD works through entertainment, news, and digital media to share stories from the LGBTQ community that accelerate acceptance.

GENDER SPECTRUM

<https://genderspectrum.org>

Gender Spectrum works to create gender sensitive and inclusive environments for all children and teens.

HUMAN RIGHTS CAMPAIGN (HRC) - Welcoming Schools

<https://welcomingschools.org>

HRC Foundation's Welcoming Schools is the most comprehensive bias-based bullying prevention program in the nation to provide LGBTQ+ and gender inclusive professional development training, lesson plans, booklists and resources specifically designed for educators and youth-serving professionals.

NATIONAL CENTER FOR LESBIAN RIGHTS (NCLR)

<https://www.nclrights.org>

NCLR is a national legal organization committed to advancing the civil and human rights of lesbian, gay, bisexual, and transgender people and their families through litigation, legislation, policy, and public education.

PARENTS AND FRIENDS OF LESBIANS AND GAYS (PFLAG)

<https://pflag.org>

The mission of PFLAG is to build on a foundation of loving families united with LGBTQ+ people and allies who support one another, and to educate ourselves and our communities to speak up as advocates until all hearts and minds respect, value and affirm LGBTQ people.



ABOUT OUR AUTHORS



Ayelet Barkai, MD (she/her)

Dr. Barkai is trained as an Adult Psychiatrist at McLean Hospital and a Child and Adolescent Psychiatrist at Cambridge Health Alliance, where she is now on the teaching faculty. She is currently the co-clinical director of the Boston/Cambridge chapter of A Home Within, a national organization providing pro-bono psychotherapy to current and former foster youth. She is also an adult psychoanalyst and on the faculty of the Boston Psychoanalytic Society and Institute, as well as a corresponding member of the Psychoanalytic Society of New England. In addition, Dr. Barkai is a Lecturer in Psychiatry at Harvard Medical School, and has been involved as a research associate in a longitudinal developmental psychology research project on adolescent development spanning 30+ years. She has a private practice in Adult, Child and Adolescent Psychiatry and Adult psychoanalysis in Cambridge, Massachusetts. She has taught, lectured and written on the topics of gender, gender identity development, and gender health for much of her career.

Sally Rubin, M.A. (any pronoun will do)

Sally Rubin is a gender nonconforming Emmy-nominated documentary filmmaker. She recently completed a commissioned piece for the Smithsonian Institute, *Appalachian Futures*, as well as her animated documentary, *Mama Has a Mustache*, which premiered in August 2021 at Outfest. Her past directorial credits include *Deep Down*, *Life on the Line*, *Hillbilly*, and *The Last Mountain*, which were broadcast on Hulu, Independent Lens, and PBS nationally. She has produced, written, and edited films that have aired on Frontline, HBO, and the Sundance Channel, and on the experimental LGBT-themed films such as Wu Tsang's *Wildness*, Sam Feder's *Disclosure*, and Shaleece Haas' *Real Boy*. Rubin has received grants from the National Endowment for the Humanities, the National Endowment for the Arts, Chicken and Egg Pictures, the MacArthur Foundation, and the Fledgling Fund, among others. Her films have screened at top festivals including the LA Film Festival, DOC NYC, Big Sky, and the American Documentary Showcase, as well as LGBT-focused festivals such as Outfest and Frameline.



A graduate of Stanford's documentary program, Rubin is a judge for the Emmy Awards, the International Documentary Awards, and a proudly out, queer professor at Chapman University.



Addison Rose Vincent (they/them)

Addison is an educator, LGBTQ+ advocate, and community organizer in Los Angeles. Born in Canada and raised in Michigan, they moved to California in 2010. After coming out as gay then transgender and non-binary, Addison pushed for more LGBTQ+ visibility on campus and in Orange County, became a featured blogger for Huffington Post's Queer Voices, and later graduated in 2015 from Chapman University with a BA in Peace Studies and minors in Women's Studies and Business Administration. Since then, Addison has served a number of non-profit organizations to advocate for and empower LGBTQ+ people, including The Victory Fund (Washington DC), Los Angeles LGBT Center, Disneyland Resort, the Transgender Advisory Council for Los Angeles County's Human Relations Commission, Strength United (CSU Northridge), The TransLatin@ Coalition, and Asian Pacific AIDS Intervention Team (Special Services for Groups). Addison currently serves as our Founder and Lead Consultant, the Founder of the Non-Binary Union of Los Angeles (NBULA), a Reimagine Lab Domestic Violence Prevention Fellow for the Blue

Shield of California Foundation, the Executive Director of the Intersex & Genderqueer Recognition Project, and as the first MX Pride LA for the Imperial Court of Los Angeles & Hollywood. Addison has performed over 200 trainings, workshops, and speaking engagements for organizations and conferences throughout the state of California and beyond, including but not limited to Los Angeles County's LGBTQI2S Mental Health Conference, the EDGY Conference, Live Violence Free, Human Rights Campaign's Time to Thrive Conference, the 2016 Advancing LGBT Progress in Rural America (White House Covering), Models of Pride LGBTQ+ Youth Conference, and Asterisk Trans* Conference.



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