

PUT THIS ON THE {MAP}

FACILITATOR'S GUIDE

ABOUT THE FILM

Fed up with a lack of queer visibility, twenty-six young people in Seattle's suburbs weave together a ground-breaking narrative of shifting identities and a quest for social change. From getting beat-up in a schoolyard to being picked up as a runaway, queer youth exercise courage daily. PUT THIS ON THE {MAP} is an intimate invitation into their stories of social isolation and violence, fearlessness and liberation. Professing expertise over their experiences, queer youth provide a candid evaluation of their schools, families, and communities.

TRAINING MODE: broken into three thematic chapters (2+ hours)

FULL SCREENING: with post-screening discussion (1 - 1.5 hours)

RECOMMENDATIONS FOR THE FACILITATOR:

Talking about gender and sexuality can be vulnerable. Your role is to lead an engaging and sometimes challenging conversation and to continuously gauge the group and individual responses. Use our warm/hot/hotter options to adapt your facilitation based on the comfort level of your audience.

- View the film before facilitating a discussion with an audience
- Get to know common terminology used in the film
- When possible, learn of local resources in your area that serve and accept LGBTQ young people
- Look at the questions proposed in the guide and adapt them to the particular needs of your audience
- If your group/class already has stated ground rules, group agreements, or customs of interacting, remind participants of those before getting started. If your group/class does not have stated ground rules, create some for this discussion. (Examples may include: raise hands before speaking, use "I" statements, challenge yourself to learn from other's perspectives, make room for others voices to be heard, etc.)
- Remember you do not take on the role of expert, but instead help create a dialogue
- Refrain from classifying gender and sexuality conversations as controversial or about morality





CHAPTER ONE

In this chapter, the participants introduce themselves to the audience using various identities. Ranging from being “a musician” to “Catholic” to “not shy” – queer youth position their gender and sexual identity within a spectrum of identities that also define them. The sequence continues in an exploration of gender and sexual diversity, terminology, and challenging stereotypes.

NOTES!

WARM

What particular statement said in Chapter 1 stands out the most?

What terms or ideas about gender are new to you?

What was the impact (if any) of knowing that the youth in the film are from Seattle’s Eastside suburbs? Do you think the themes in the film will be unique to their community, universal, or both?

What was the impact (if any) of the chalkboard sequence? Did the illustrations help deepen your understanding of gender and sexual identities at all?

HOT

Discuss the word “queer” - what does this word mean to you? Do you feel comfortable using this word? Why or why not?

What does it mean to have multiple identities?

What are some common stereotypes about young people?

How might stereotypes about young people relate to gender and sexuality? {for example: the idea that a young person’s gender and or sexual identity might be “just a phase” correlates with the stereotype that young people don’t know who they are yet}

HOTTER

Was there a particular statement or idea presented in Chapter 1 that challenged you personally?

Where would you place yourself on the football field right now? Where do you think other people might place you on the football field? When you were younger (5 years old, 14 years old, etc...), where do you think you would have placed yourself?

What are some messages you received from your community, culture, faith, school, that reinforced the idea of a binary gender (male & female)?

Can anyone identify as queer?



CHAPTER TWO

In this chapter, the subjects talk about complex coming out experiences. The responses vary from Mike and Sam, whose parents attempt to silence their developing identity, to Quinn and Monica, who received open and affirming messages about queer identities while they were exploring their own. The chapter deepens to address the complexities in queer youth lives beyond coming out. Many subjects reflect on the feelings of depression and isolation, the challenges of dating and experiences with dating violence, and risk-taking coping mechanisms. At the end of this chapter, several youth relay a sense of community, pride, and commitment to social change that has begun to define their experiences as queer young people.

NOTES!

WARM

What particular statement or story in Chapter 2 stands out the most?

Were you surprised or not surprised by the stories that you heard? Why?

Coming out is not always a one-time experience. Brainstorm a list of the various places and people one might have to come out to over time.

What are some of the most common media portrayals of queer people and how do those compare to people in the film?

HOT

Discuss what it means and might feel to like to “come out” as an identity vs. being “outed” by someone else?

What health or educational consequences do some queer young people experience as a result of social oppression? (i.e: substance use, violence, family stress, social stigma)

How might schools or organizations be contributing to social oppression? How might they work to alleviate it?

HOTTER

Was there a particular statement or experience presented in Chapter 2 that challenged you personally?

What might be some challenges for young queer people in terms of dating? In terms of sex and sexuality?

How do the stories shared in Chapter 2 compare to those that young people might experience in your school, organization, and/or community?



CHAPTER THREE

In the third segment, the film’s participants provide advice to educators and parents by reflecting on past positive or challenging experiences. This segment ends with a word of hope from queer youth to other queer youth that might be sensing isolation: from Zac’s “Don’t give up on your dream...” – to JayB’s “Just do you!” The end credits supply a light reminder of the complexity of queer youth hopes and dreams, not to “normalize” queer youth lives, but to demonstrate the range of characteristics and paths that fully embody the lives queer people live.

NOTES!

WARM

What particular statement or idea in Chapter 3 stands out the most?

What are gender-neutral bathrooms? What would gender-neutral bathrooms accomplish? Are there other programs or areas that divide or identify people by gender (male/female)?

What are some challenges that queer youth might face in accessing services or be involved programs at school or within community-based organizations and programs?

HOT

What would you do if you a student, client, friend or family member told you they were struggling to figure out their gender identity? (What if you were the only one who knew?)

How would you rate your school, program, organization in terms of affirming gender and sexual diversity? What are some additional steps that could be taken?

In what ways does affirming gender & sexual diversity improve our school/organization for all people?

HOTTER

Was there a particular statement or idea presented in Chapter 3 that challenged you?

What do you think comprehensive sexual education should include?

What beliefs or values are challenged for you in rethinking gender norms?

What tools or information would help you in improving your skills as as queer ally or advocate?

FULL SCREENING

WARM



What terms or ideas were new to you?

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How would you rate your school, program, organization in terms of affirming gender and sexual diversity? What are some additional steps that could be taken?

What do you think comprehensive sexual education should include?

In what ways does affirming gender & sexual diversity improve our school/organization for all people?

HOTTER



What are some messages you received from your community, culture, faith, school, that reinforced the idea of a binary gender (male & female)?

Can anyone identify as queer?

What might be some challenges for young queer people in terms of dating?

What beliefs or values are challenged for you in rethinking gender norms?

What tools or information would help you in improving your skills as as queer ally or advocate?

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PUT THIS ON THE {MAP} was created by Revelry Media & Methods in collaboration with the film's participants and several Seattle-based artists. The production combined participatory action research strategies with youth leadership and community development. Contact us to: find out more about our process, receive additional ideas about how to use this guide, or to host a screening or intensive training opportunities.

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