



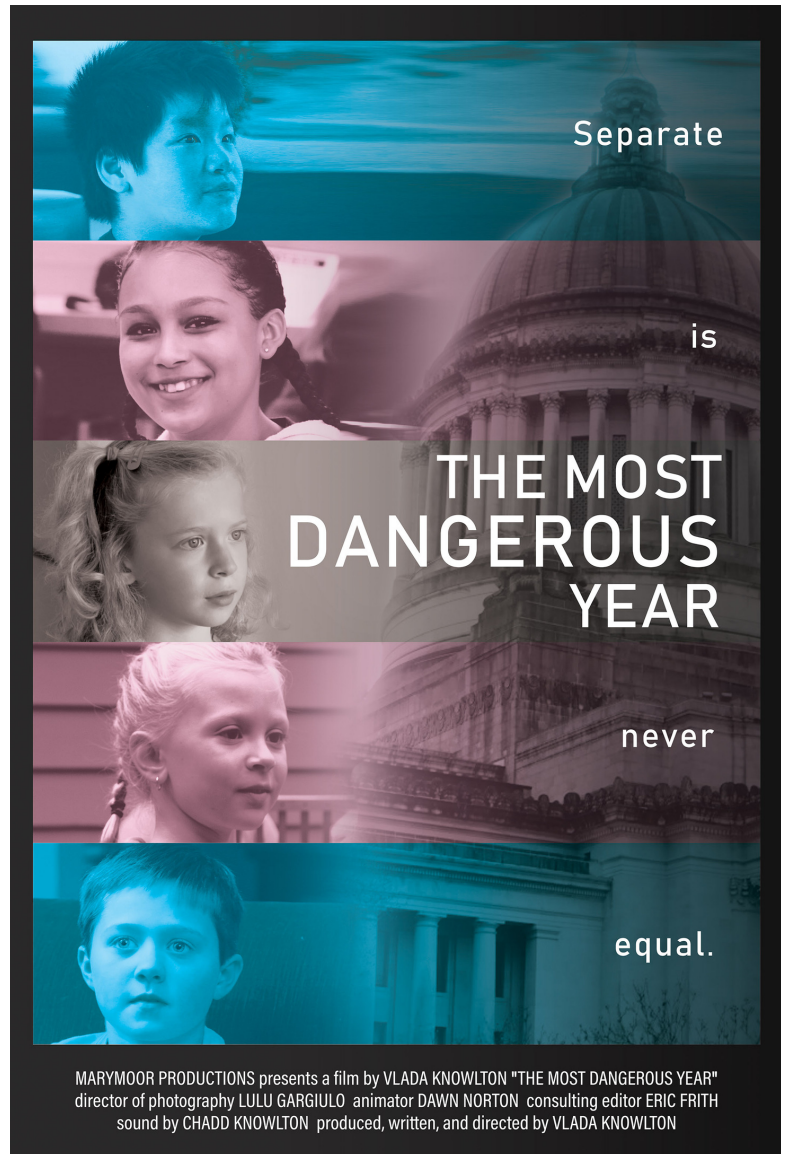
# THE MOST DANGEROUS YEAR

## EDUCATIONAL SCREENING DISCUSSION GUIDE

[www.themostdangerousyear.com](http://www.themostdangerousyear.com)  
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# SUMMARY OF THE FILM

In 2016, a group of Washington State families with transgender kids joined the fight against the wave of discriminatory anti-transgender legislation sweeping through the nation and into their home state. With the help of a coalition of state lawmakers and civil rights activists, these families embarked on an uncharted journey of fighting to protect and preserve their children's human rights and civil liberties in this present-day civil rights movement.



# LETTER FROM THE FILMMAKER

In 2014, my husband and I were not well prepared for the discovery that our youngest child was transgender. At that time the amount of accurate and reliable information about what it means to be transgender was sparse and difficult to find. However, we listened to our child and did as much research as we could. We emerged from that shaking experience with a happier, healthier family and a world of knowledge and understanding. Around that time, I also remember telling my husband that I couldn't imagine ever making a film about this topic. (I was already working as a filmmaker then). It felt to me like a topic that was so personal and so close to the bone that I didn't think I could ever do it justice.

In December 2015, my friend and parent support group founder, Aidan Key, called and told me that there were dark times coming our way: an unprecedented wave of anti-transgender legislation was about to hit our country and our state. He told me this because he was hoping I could document what was about to happen to the local transgender community and their loved ones.

It was at that point that I realized I no longer had the luxury of considering making a film about transgender children optional. This was no longer about me; this was about fighting for the human and civil rights of an extremely vulnerable and underrepresented population of people. If I didn't make this film, who would?

I hope you find this film helpful, educational, and a valuable resource for understanding not only the experience of transgender people and their families when they are forced to defend their civil and human rights, but also the experience of all human beings grappling with the never-ending process of discovering new truths and complexities of our rich and diverse race, the human race.

Vlada Knowlton

# HOW TO USE THIS GUIDE AND THE FILM

We're glad you've decided to share this film with your students! Although every school and classroom environment is different and discussions will vary, this Guide contains helpful suggestions to help you facilitate a respectful and productive discussion about the film.

The experience of watching this movie is likely very different for transgender people and for cisgender people.\* If you are transgender or gender nonconforming (GNC), and you feel comfortable doing so, please share how your experience compares or contrasts with the transgender ("trans" for short) people in the film.

If you are cisgender, reflect on what the experience of watching this film might be like for a trans or GNC person. What do you think might make this conversation feel safer or more supportive for trans and GNC students?

We have made notes throughout the guide indicating what time something was said or referenced in the film. It looks like this: 8:23. That means the point was made at the eight minute and twenty-three second mark in the film. This allows you to pause or go back to specific parts of the film as you hold your discussion.

*\* A term used for those who are not transgender. In other words, a person whose gender identity aligns with their visible reproductive anatomy in the most common way.*

# PRIOR TO WATCHING THE FILM

- **Set or review ground rules/community agreements.** Ground rules or agreements are a few key rules to follow, which can help those who may feel unsure or vulnerable to fully participate in the conversation. Some rules/agreements might be: *one person speak at a time; use the correct pronouns, practice saying your own or introducing someone else's pronouns; keep it confidential; allow people to step out of the room if they are feeling uncomfortable.* Trans students might not want to be involved in conversations where cisgender people try to imagine trans realities.
- **Review vocabulary.** Do this for yourself and for your students. The conversation will be richer if people have shared understanding of key terminology. There is a list of key terminology used in the film starting on page 10, as well as links to various websites that provide additional definitions.
- **Get to know your students and their families.** Are any of your students transgender? Are any of your co-workers? Look for opportunities, with their permission, to include their voice in the post-film conversations.

# FILM THEMES

There are four key themes in the film (below), and the Guide is organized by those themes. In each section, we've provided several questions you can pose to your students to generate discussions about the film.

1. Politics/Legislation
2. Science/Research
3. Civil Rights
4. Transgender Experience



# BACKGROUND INFORMATION FOR THE EDUCATOR

## Anti-transgender Legislation in the United States

In early 2016, The Human Rights Campaign[1] published a report (link listed below) identifying 2016 as **the most dangerous year** for transgender Americans. Thus began a year in which an unprecedented wave of discriminatory legislation swept across the United States, aiming to take away basic civil rights from transgender Americans and make it virtually impossible for them to live freely and openly in our society.

By the end of that year, more than 150 bills were introduced in at least 24 states aiming to restrict transgender people's access to gender-segregated bathrooms and locker rooms based on their core identities. In 2018 (the year of publication of this guide), at least 10 states introduced more than 20 anti-transgender bills attempting to revoke equal treatment in and access to public facilities, health care, education, housing, and employment.

For more detailed information about current anti-transgender legislation in the United States see the following links

- **Human Rights Campaign 2016 Report on Anti-transgender Legislation**  
<http://assets2.hrc.org/files/assets/resources/HRC-Anti-Trans-Issue-Brief-FINAL-REV2.pdf>
- **NASPA (Student Affairs Administrators in Higher Education) report – The Status of Trans Rights in 2018** <https://www.naspa.org/rpi/posts/the-status-of-trans-rights-in-2018>
- **National Center for Transgender Equality, State Action Center**  
<https://transequality.org/action-center>

[1] last retrieved online December 9, 2018. Retrieved from <http://assets2.hrc.org/files/assets/resources/HRC-Anti-Trans-Issue-Brief-FINAL-REV2.pdf>

# 2016

## FILM STORY TIMELINE

### JANUARY

Six Bills are introduced into the Washington State Legislature (4 in the House of Representatives, 2 in the Senate) that would make it legal to refuse transgender people access to bathrooms that align with their gender identity.

### JANUARY - MAY

Aidan Key, Justin Fox-Bailey, and Scott Peacock organize a series of community discussions and workshops to develop and explain the Snohomish School District's proposed transgender-inclusive policy.

### JANUARY

A Senate Hearing is held for SB 6443 in Olympia. Ryan Trainer, Aidan Key, and David Ward are among the attendees who testify against the bill.

### FEBRUARY

The Senate votes on SB 6443. It is defeated by one vote, with the help of Republican Senator, Joe Fain.

### MARCH

Just Want Privacy files five identically worded anti-transgender ballot initiatives. They file a sixth ballot initiative (I-1515) two weeks later, on March 18, after not getting the title they want for the first five initiatives.

### APRIL

Just Want Privacy files challenges against the Secretary of State to contest the titles and descriptions that are given to their six anti-transgender ballot initiatives. Two hearings are held at the Thurston County Superior Court; two judges reject Just Want Privacy's title and description arguments.



# 2016

## FILM STORY TIMELINE

### APRIL

The Washington Won't Discriminate campaign launch is held at the First United Methodist Church in Renton.

### LATE APRIL - EARLY JULY

Just Want Privacy collects signatures for I-1515 throughout Washington State.

### JUNE

Just Want Privacy holds a Press Conference and Q&A Session at the University of Washington Tacoma Campus.

### JUNE

The Snohomish School District Board holds a final public hearing and vote on their transgender-inclusive policy. The board votes unanimously in favor of adopting the policy.

### JULY 7

Just Want Privacy cancels their appointment with the Secretary of State's office to turn in their signatures for I-1515; they didn't gather enough to qualify for the ballot.

# KEY TERMINOLOGY

**Ally:** Someone who recognizes the unearned privilege they receive by being a member of a dominant group, and takes responsibility to bring change to such injustice. Allies include men who work to end sexism, white people who work to end racism, heterosexual people who work to end homophobia, cisgender people who work to end transphobia, able-bodied people who work to end ableism, and so on.[2]

**Assigned Male at Birth or Assigned Female at Birth (AMAB or AFAB):** Instead of saying “biological sex,” some people use the phrase “assigned male at birth” or “assigned female at birth.” This acknowledges that someone (often a doctor) is deciding for someone else what their sex or gender is based on their external genitalia. The assignment of a “biological sex” may or may not align with that person’s biological gender identity (as determined by their brain) or internal sex organs (in the case of intersex conditions).

**Cisgender:** A term used for those who are not transgender. In other words, a person whose gender identity aligns with their visible reproductive anatomy in the most common way. A majority of the human population is born cisgender.

**Gender Identity:** A person’s innate sense of their own gender, as determined by their brain. Gender identity develops in all children (both cisgender and transgender) as early as age 2 or 3, according to child development research.

**Gender Pronouns:** The pronoun or set of pronouns that an individual would like others to use when talking to or about that individual. For example, a person whose gender identity is female generally prefers for people to use the pronouns she/her when talking about her. A person whose gender identity is male prefers he/him. Some people use they/them.

[2] Transforming Inclusion: An Organizational Guide, published by The Leeway Foundation, ©2018.

# KEY TERMINOLOGY

**Genderqueer/gender-nonconforming (GNC):** Terms commonly used to describe a person's gender identity that does not fit into the socially constructed gender "norms." These individuals may feel that they are both male and female, neither male nor female, in between genders on a continuum, or outside of the binary gender systems all together. Other identities may include androgynous, bigender, gender-fluid, gender-neutral, gender-variant, non-gendered, pangender, two-spirit, and many more.

**Intersex:** Is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside. Or a person may be born with genitals that seem to be in-between the usual male and female types—for example, a girl may be born with a noticeably large clitoris, or lacking a vaginal opening, or a boy may be born with a notably small penis, or with a scrotum that is divided so that it has formed more like labia. Or a person may be born with mosaic genetics, so that some of her cells have XX chromosomes and some of them have XY. Though we speak of intersex as an inborn condition, intersex anatomy doesn't always show up at birth. Sometimes a person isn't found to have intersex anatomy until she or he reaches the age of puberty, or finds himself an infertile adult, or dies of old age and is autopsied. Some people live and die with intersex anatomy without anyone (including themselves) ever knowing.[3]

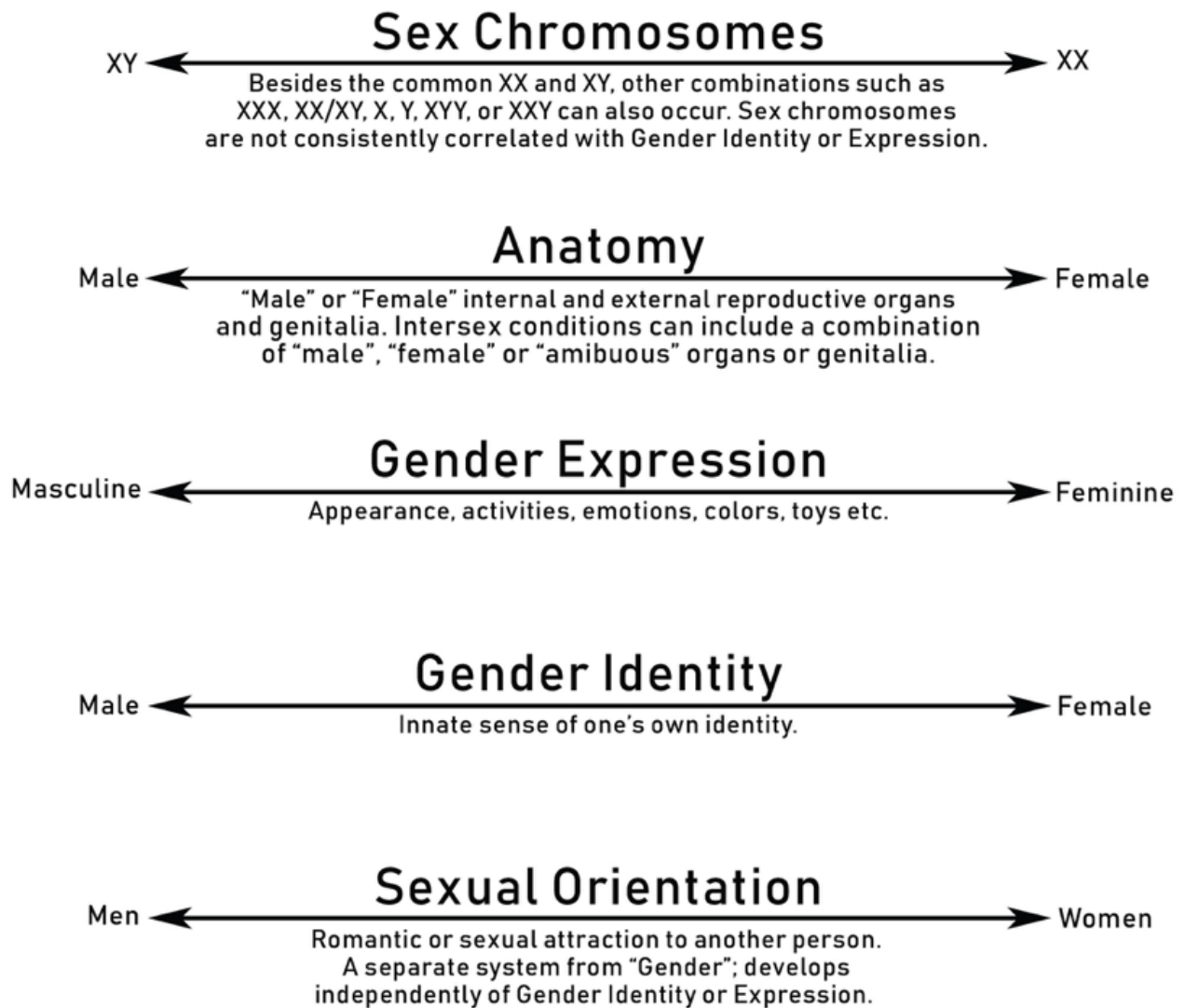
[3] last accessed online November 7, 2018. Retrieved from [www.isna.org/faq/what\\_is\\_intersex](http://www.isna.org/faq/what_is_intersex)

# KEY TERMINOLOGY

**Sex:** Is a label — male or female — assigned by a doctor at birth based on the genitals someone is born with. Some people call the sex we are assigned at birth “biological sex.” But this term doesn’t fully capture the complex biological, anatomical, and chromosomal variations that can occur. Having only two options (biological male or biological female) might not describe what’s going on inside a person’s body. Instead of saying “biological sex,” some people use the phrase “assigned male at birth” or “assigned female at birth.” This acknowledges that someone (often a doctor) is deciding for someone else. The assignment of a biological sex may or may not align with that person’s biological gender identity (as determined by their brain) or internal sex organs (in the case of intersex conditions).

**Transgender (Trans):** A person whose gender identity is different from the gender identity typically associated with their assigned sex at birth. This could mean that their gender identity is the opposite of their sex assigned at birth or that it lies somewhere along the gender spectrum (neither only “male” nor only “female”).

# Some Key Elements of the Gender and Sex Spectrums



# POST-SCREENING DISCUSSION QUESTIONS



## Theme 1: Politics/Legislation

Q: What is the core argument of the people who support “bathroom bills” (bills which aim to take away the rights of transgender people from using the bathroom or locker-room that matches their gender identity)? *(Ans: That sex offenders can use anti-discrimination laws to target people, especially girls, in public bathrooms by “dressing up” as the opposite gender. See 8:33, a person claiming that an anti-discrimination law “opens the door to pedophiles and to traffickers.”*

# POST-SCREENING DISCUSSION QUESTIONS

## Theme 1: Politics/Legislation

**Q:** Did Washington State’s anti-discrimination law make it legal for male sexual predators to “dress up” as women and enter women’s bathrooms and locker rooms? *(Ans: No, Washington State’s anti-discrimination law made it clear that it does not protect a person who enters a public restroom under false pretenses. A person who attempts to do this and is not actually transgender or gender non-conforming could be prosecuted.)*

**Q:** Was there evidence to support the claim that “bathroom bills” are needed to protect people from sexual predators in public restrooms and locker rooms? *(Ans: No, there was no evidence that allowing transgender people to use facilities that align with their gender identity caused a rise in predatory crimes in WA State or anywhere in the U.S.)*

**Q:** What laws are already in place to protect people from being victimized in public spaces? *(Ans: There are already laws that make behaviors such as sexual assault, harassment, voyeurism, and indecent exposure illegal. These laws protect all people regardless of their gender identity.)*

**Q:** Why do you think the “bathroom bills” still had a high level of support, despite a lack of evidence that they were needed? *(Ans: This can be an open-ended discussion that includes the effectiveness of fear-mongering and a distrust or fear of people who are in some way different from the majority.)*

# POST-SCREENING DISCUSSION QUESTIONS

## Theme 1: Politics/Legislation

**Q:** Is there evidence available showing that “bathroom bills” would cause an increased safety risk to transgender people? *(Ans: Yes, statistics show that transgender children and adults are at an extremely high risk of being harassed and attacked in bathrooms, especially when they seem to ‘stand out’ visually and look like they are in a place where they don’t belong, such as when they are using a bathroom that doesn’t match their gender identity or expression. At 8:57, Representative Karen Keiser mentions this fact.)*

**Q:** A secondary argument in support of “bathroom bills” is that the presence of a transgender person may make someone uncomfortable simply because their body looks different from other people of their gender identity. Some people in the film even suggest it is akin to a “sexual assault” in and of itself.

- Is this a fair assessment of the situation?
- Is it fair to restrict the civil rights of an individual because their physical appearance may make someone uncomfortable?

*(Ans: Tie this is with the discussion in the Civil Rights section. Based on other civil rights fights of the past, such as for Black or people with disabilities, we have determined that it is unconstitutional to restrict a law-abiding individual’s civil and human rights simply because of a physical difference over which they have no control.)*



# POST-SCREENING DISCUSSION QUESTIONS

## Theme 2: Science/Research

**Q:** One of the anti-transgender rights arguments is represented in the film by a police officer testifying at the Senate hearing. At the 9:46 mark he says, “...it’s as simple as which equipment you have.” Is his assessment accurate? *(Ans: Based on current research we know that external genitalia does not always predict a person’s gender identity, or even their internal organs and sex chromosomes.)*

**Q:** Based on what we know from current research, is being transgender a personal “choice” or is it a trait that a person is born with and has no control over? *(Ans: It is a trait that a person is born with and has no control over.)*

**Q:** Based on what we know from current research, is a human being’s gender determined by their reproductive anatomy, chromosomes, or by their brain? *(Ans: Since both chromosomes and reproductive anatomy can be different from a person’s gender identity, but a person’s brain, as far as we know, shows consistent markers with their gender identity, we can now conclude that it is most likely determined by their brain.)*

**Q:** How have your understandings of gender and biological sex changed after watching the film? What specific moments or pieces of information were influential to your understanding?

# POST-SCREENING DISCUSSION QUESTIONS



## Theme 3: Civil Rights

**Q:** Civil Rights are an expansive and significant set of rights that are designed to protect individuals from unfair treatment within a society; they are the rights of individuals to receive equal treatment (and to be free from unfair treatment or discrimination) in a number of settings -- including education, employment, housing, public accommodations, and more -- and based on certain legally-protected characteristics.[4]

- In your own words, what are civil rights?
- Who has civil rights? How do you know who has them and who doesn't?
- In your own words, what is discrimination?

[4] Last accessed online November 26, 2018. Retrieved from <https://civilrights.findlaw.com/civil-rights-overview/what-are-civil-rights.html>

# POST-SCREENING DISCUSSION QUESTIONS

## Theme 3: Civil Rights

**Q:** Historically, the Civil Rights Movement refers to Black freedom struggles of the 1950's and 1960s. The passage of the Civil Rights Act of 1964, meant that discrimination based on race, color, religion, sex, or national origin was outlawed in the United States, and encouraged the end of racial segregation in schools, jobs, and public spaces.

- Consider your race, religion, sex, or nation of origin. What are some civil rights that you have that someone of your identities might not have had before the passage of the Civil Rights act in 1964?
- What are some rights that someone of your identities might not have had access to 20 years ago?
- How were those civil rights won?

**Q:** At 1:15:11, Lieutenant Governor Cyrus Habib talks about the Americans with Disabilities Act of 1990 and its importance in the conversation about Transgender Civil Rights. Why did he make this comparison? (Discuss the similarities between the challenges of people who are disabled and the challenges of transgender people in our society.)

- Why should our society allow people who are disabled to have access to the same resources as everyone else?
- Do you think our society should allow transgender people to have access to the same resources as everyone else?

# POST-SCREENING DISCUSSION QUESTIONS

## Theme 3: Civil Rights

**Q:** Public bathrooms have often been used as a site of discrimination based on race and sexual orientation. For example, as Jim Crow laws expanded across the United States, Black people and other people of color were prohibited from using the same public facilities—including restrooms—as white people. Jim Crow segregation laws contributed to the deaths of many Black people, including people who were killed for using bathrooms designated for white people.[5] **Why do you think bathrooms are such a controversial site of civil rights struggles?** (*Ans: Bathrooms and locker rooms are associated with places where one can feel vulnerable.*)

**Q:** Schools have also been key battlegrounds in civil rights struggles around race and gender (see *Brown vs. Board of Education*[6]). Segregationists argued that "integration of schools would prohibit white female students from using the bathroom to avoid sharing facilities with girls of color".[7]

- Why do you think schools are such a controversial site of civil rights struggles?

[5] Last accessed online November 26, 2018. Retrieved from <https://www.lgbtmap.org/file/bathroom-ban-laws.pdf>

[6] Last accessed online December 10, 2018. Retrieved from <http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment>

[7] Last accessed online November 26, 2018. Retrieved from <https://www.lgbtmap.org/file/bathroom-ban-laws.pdf>

# POST-SCREENING DISCUSSION QUESTIONS

## Theme 3: Civil Rights

Q: “Separate but equal” is a legal doctrine from the early 20th century which deemed that racial segregation was legal and constitutional. Where are there echoes of “separate but equal” thinking in arguments for discriminatory bathroom bills? *(Ans: This discussion can be related to the problem of regarding people who are physically different as “other”. This problem can be motivated by fear and prejudices. Look to 57:03 for an articulated connection between “separate but equal” thinking in race and gender.)*

Q: Senator Fain says (38:15): “I want to know what you are thinking, it really does change my mind on issues, but on issues of individual rights and personal dignity, and constitutional rights, I don’t put that up for a poll, I’m going to vote my principles.”

- Do you agree or disagree with him?
- What is a principle that you would “not put up for a vote”?

Q: Do you live in state that allows discrimination against LGBTQ people? Or do you live in a state that has legal protections for LGBTQ people?

- How about bathroom-specific legislation? Can people use the bathroom of their choice without legal consequences?
- Are there current judicial or legislative battles in your state around different types of discrimination?
- If your state has legal protections, how and when did your state adopt legal protections for LGBTQ people?

# POST-SCREENING DISCUSSION QUESTIONS

## Theme 4: The Transgender Experience

**Q:** In the film, we see a variety of experiences that trans students have in schools. We hear about a student suing their school so that they can use the bathroom. We also see educator and activist, Aidan Key, training the Snohomish school district on supporting trans students.

- What resources are there in place for trans people (students, faculty, or staff) at your school or institution of higher learning?
- Are there bathroom policies?
- Are there clubs or organizations for trans students?
- Are there teachers who are supportive of trans students, and who are outspoken in their support?
- Are there teachers who are out as lesbian, gay, bisexual, transgender, or queer?
- Counselors or other figures who support trans students?

**Q:** At 26:47, we learn that, across the board, transgender children have the same mental health outcomes (such as levels of anxiety and depression) as cisgender children if their families accept, validate, and support their identities.

- What does this illustrate about the source of anxiety and depression for trans people?
- Do you think any human being (cisgender or transgender) whose core identity was rejected and suppressed from an early age would be at high risk for anxiety and depression?

# POST-SCREENING DISCUSSION QUESTIONS

## Theme 4: The Transgender Experience

**Q:** An alarmingly high rate of transgender people report that they avoided using a restroom in public, at work, or at school, because they were afraid of confrontations or other problems[8]. In the film, we hear directly from one of the children, Ve', that she had stopped drinking liquids so she wouldn't have to use the bathroom at school. This kind of behavior can lead to the frequent occurrence of kidney and urinary tract infections in trans people.

- What are some other tangible outcomes that discriminatory bathroom bills might have in a trans child's life? What about a trans teen or adult?
- What are some tangible outcomes that a protective anti-discrimination bill might have in a trans person's life?

**Q:** A majority of transgender people who are out or perceived as transgender have, at some point in Kindergarten through 12th grade, encountered "one or more negative experiences, such as being verbally harassed, prohibited from dressing according to their gender identity, or physically or sexually assaulted"[9].

- Have you ever been harassed or assaulted at school, verbally or physically, for an aspect of your identity?

[8] Last accessed online November 26, 2018. Retrieved from <https://transequality.org/sites/default/files/docs/usts/USTS-Full-Report-Dec17.pdf>

[9] Ibid

# POST-SCREENING DISCUSSION QUESTIONS

## Theme 4: The Transgender Experience

Q: Roughly 40% of transgender people who are not supported or accepted by their families or communities attempt suicide, which is nearly nine times the rate in the U.S. population (4.6%)[10]. This statistic drastically decreases (to general population levels) when trans people are supported and accepted from an early age. In the film, we hear the story of Annabelle who, at a young age, tells her mother, “I don’t want to be born anymore.” We hear of Leelah Alcorn, whose suicide at the age of 17, stemmed directly from her family’s rejection after she came out to them.

- What are some other moments in the film that illustrate the often-devastating effects that rejection and transphobia can have in trans people’s lives?
- At 1:25:08, Matt’s mom shares a moment where Matt says: “The world is so awesome, and I’m so happy to be alive.” What are some other moments in the film that illustrate the beauty, resilience, and joy in transgender kids when they are supported and accepted by their families?

[10] Last accessed online November 26, 2018. Retrieved from <https://transequality.org/sites/default/files/docs/usts/USTS-Full-Report-Dec17.pdf>



# INFORMATION ABOUT WHAT IT MEANS TO BE BORN TRANSGENDER

**For more information about the latest research on what it means to be born transgender, gender development, and transgender care, see the following links.**

**“Is There Something Unique about the Transgender Brain?”**

<https://www.scientificamerican.com/article/is-there-something-unique-about-the-transgender-brain/>

**“Sex beyond genitalia: The human brain mosaic.”**

<http://www.pnas.org/content/112/50/15468>

**“Sexual differentiation of the human brain in relation to gender identity and sexual orientation.”** <https://www.functionalneurology.com/common/php/portiere.php?ID=1edbbdfc303deac87943d8c5249c8e80>

**TransYouth Project & Gender Development, University of Washington**

<https://depts.washington.edu/scdlab/research/transyouth-project-gender-development/>

**“What does the scholarly research say about the effect of gender transition on transgender well-being?” (Cornell University)**

<https://whatweknow.inequality.cornell.edu/topics/lgbt-equality/what-does-the-scholarly-research-say-about-the-well-being-of-transgender-people/>

# \*Race

Of the five transgender children in this film, three are white, one is Asian, and one is African-American. Although this film does not directly address the increased challenges faced by Transgender People of Color (TPOC) it is important to add this topic to your discussion if possible.

Transgender women of color, especially Black trans women, are more likely to experience violence and to be murdered than white transgender men or women. "Of the 102 transgender murders between 2013 and 2017, 86 percent of the victims were black, Hispanic or Native American, 11 percent were white and 5 percent were unknown by the organization, according to a 2017 report."<sup>[11]</sup>.

To delve deeper into this issue, explore the 2015 US Transgender Survey report. The report is divided into chapters by category (including health, employment, and homelessness); each chapter further breaks down data by race and ethnicity. The Report reveals a clear pattern: "transgender people of color experience deeper and broader patterns of discrimination than white respondents and the U.S. population." [page 6 of report]

- How does the information in the report shift your understanding of the experience of transgender people of color?
- What stands out as surprising to you?
- What can our society do to correct these systemic inequalities?

[11] Last accessed online December 16, 2018. Retrieved from [http://assets2.hrc.org/files/assets/resources/A\\_Time\\_To\\_Act\\_2017\\_REV3.pdf](http://assets2.hrc.org/files/assets/resources/A_Time_To_Act_2017_REV3.pdf)

# Projects and Next Steps

**Here are some possible projects that you and your students may want to do after watching the film:**

- Research bathroom bill laws in your state, if any exist
- Research bathroom rules at your school
- Research and create a timeline of transgender rights in America (compare to other countries)
- Start an awareness campaign about transgender issues or challenges
- Interview a local politician about their stance on bathroom bills
- Identify a concrete goal towards expanding support for trans and GNC students at your school, such as starting a Trans Students and Allies club; Once you have identified a goal, plan the steps that are necessary to make that happen
- Research legal battles in your state and identify a local campaign that is fighting for Trans rights and find out how you might join this campaign
- Conduct interviews and develop biographies of transgender individuals in your community (who are out/public)
- Curate an art exhibit of art by transgender people

# Additional Resources

This is not an exhaustive list of resources, as the Internet is filled with them. We hope these help you to foster respectful and engaging conversations that are based on the latest research and information.

## ORGANIZATIONS

American Academy of Pediatrics <https://www.aap.org/>

GLAAD (formerly the Gay & Lesbian Alliance Against Defamation) is a U.S. non-governmental media monitoring organization founded by LGBT people in the media <https://www.glaad.org/transgender/transfaq>

GLSEN (Gay, Lesbian & Straight Education Network) <https://www.glsen.org/>

Human Rights Campaign <https://www.hrc.org/>

National Center for Transgender Equality <https://transequality.org/>

World Professional Association for Transgender Health <https://www.wpath.org/>

## RELATED TOPICS

ColorLines, published by Race Forward (this link goes to coverage about Trans Women of Color) <https://www.colorlines.com/tags/transgender-women-color>

Ensuring Comprehensive Care and Support for Transgender and Gender-Diverse Children and Adolescents (AAP) <http://pediatrics.aappublications.org/content/142/4/e20182162>

GLSEN Model School District Policy on Transgender and Gender Nonconforming Students <https://www.glsen.org/article/2018-model-school-district-policy-transgender-and-gender-nonconforming-students>

Independent Lens: A Map of Gender-Diverse Cultures

[http://www.pbs.org/independentlens/content/two-spirits\\_map-html/](http://www.pbs.org/independentlens/content/two-spirits_map-html/)

The facts: bathroom safety, nondiscrimination Laws, and bathroom ban laws

<https://www.lgbtmap.org/file/bathroom-ban-laws.pdf>

Transgender Children & Youth: Understanding the Basics. Human Rights Campaign

<https://www.hrc.org/resources/transgender-children-and-youth-understanding-the-basics>

# Author BIODs

**Ro Adler, Lead Writer.** Ro Adler is an educator and activist based in Philadelphia. Currently working as an early childhood educator, they specialize in developing meaningful and sensitive curricula around issues of social justice and socioemotional learning. They also organize with the Philly Childcare Collective, Resource Generation, and other racial and economic justice projects.

**Rebecca Fabiano, Co-Writer.** President, Fab Youth Philly ([www.fabyouthphilly.com](http://www.fabyouthphilly.com)). Fab Youth Philly is a values-driven organization that SUPPORTS other youth-serving organizations, CONNECTS youth development professionals and INNOVATES original programming for children & teens.

**Vlada Knowlton, Co-Writer.** Award-winning filmmaker and parent of a transgender child. Writer, director, producer of "The Most Dangerous Year". Vlada holds a doctorate in Cognitive Science from Brown University. She lives with her husband and three kids in Seattle, WA.

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