OFFICIAL SELECTION HOLLYSHORTS FILM FESTIVAL 2021
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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
Discussion Guide
sallyrubinfilms PRESENTS
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Part I
Introduction

Letter from the Filmmaker

The idea of gender as a construct, rather than a biological trait, is not a new one. But the ways in which Americans are embracing this notion on a broad, national scale are vast and exciting. As we move forward into a new era around gender and so much else, a slew of new terms are being used to describe anyone who identifies as outside the bounds of traditional gender expression: gender nonconforming, gender variant, gender fluid, and genderqueer, among many others, all used adamantly to eclipse the gender binary. Within this context, kids' own gender identities and their perceptions of their parents' gender are more complicated and nuanced than ever.

As a gender nonconforming documentary filmmaker, *Mama Has a Mustache* is highly personal to me. Because the film is rooted in my personal experience and community, the quality of the interviews with the children in the film are, I hope, intimate, refreshing, and undeniably funny. Most of the kids in the film are the children of friends of mine, and others are folks from around the country that I found through the film's many advisors and supporters.

HollyShorts Film Screening

I decided to make *Mama Has a Mustache* after noticing a rapid change over the past couple of years in the gender identities of my students, whom I teach at Chapman University, as well as in the identities of my queer parental peers and their children. I made this film because I wanted to ask questions: 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 are freed up to express themselves in a whole new range of forms? During a time when our world is suffering from so much pain and divisiveness, *Mama Has a Mustache* seeks to explore and uncover how kids think about these questions--with lightness, humor, childlike openness, and play.

Beatrice explaining her drawing

I always knew that kids were smart and funny. But through making the film and having so many rich conversations with the kids featured in it, I discovered in a whole new way the general premise behind the film itself--that kids have an innocence, inherent wisdom, and compassion that enables them to broach some of today's most difficult and pressing conversations with ease and grace. Our hope is that the film and its discussion guide can be the catalyst for broaching these conversations, with kids and adults alike.

Sally Rubin

Sally Rubin, Director

Film Summary

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 comes from a diverse background; some of the kids identify as transgender themselves, some as nonbinary, 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 ages five to ten, the film uses these sound bytes 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?

RESEARCH & BACKGROUND

Gender has been widely debated and extensively studied from psychological, sociocultural, and biological standpoints. More recently, an explosion of interest has followed an unparalleled broad interrogation of gender norms and expression, created in part by the growing transgender rights movement. The “gender binary,” i.e. traditional masculine/feminine modes of gender expression, have, in our current cultural moment, been increasingly deconstructed, interrogated and reimagined, with gender increasingly conceptualized as on a spectrum. These explorations have taken place in many socio-cultural realms, including the transgender movement, feminism, and the popularization of alternative gender pronoun use to define gendered identities outside of the gender binary.

What is gender, and how did we get to our current moment regarding gender? ‘Gender’ was originally a linguistic term used to refer to masculine, feminine and neuter forms of language use, e.g. gendered nouns. The term became a euphemism for ‘sex’ (i.e. male or female), which came increasingly in the 20th century to refer to physical intimacy. ‘Gender’ was expanded to refer to social and cultural dimensions of masculinity and femininity, distinguished from one’s biological sex. We now think of gender as an individual’s self-conception with regard to their place within masculine and feminine categories, along the masculine / feminine gender spectrum, or outside of these categorical and dimensional designations altogether.

Many theorists and writers from various disciplines including biology, psychology, sociology, philosophy, linguistics, literary studies and many other fields have studied and interrogated gender throughout history, but the bulk of systematic work on the subject occurred in more modern times, i.e. the late 19th century through the present.

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

It isn’t possible to adequately summarize the total body of knowledge on this subject here, but we will focus on considerations of the topic that are salient to questions related to gender identity development, gender expression, and changing gender roles.

Gender identity is defined as one’s personal sense of belonging to a particular gendered category, i.e. boy/man or girl/woman, and has been expanded to include trans and non-binary gender experiences. It is distinguished from gender role and other gendered behavior and sexuality, i.e. homo-, hetero-, gay, lesbian, etc. There has been much research into the social, psychological and biological determinants of gender identity. Interestingly, while research has shown an important role of hormones such as androgen on aspects of gender development, relatively small to no effects have been demonstrated to influence gender identity development (Blakemore, Berenbaum, & Liben, 2009; Berenbaum, 2017). Most research suggests that both nature and nurture contribute to gender development in

general, and gender identity development in particular, though there remains much controversy about the degree to which gender identity is influenced by social, psychological and biological factors.

"Gender is not so much an "internal reality", but is produced through an individual's repeated performance of gender"

A number of theories have had exceptionally important impacts on popular notions of gender identity development throughout modern, mostly 20th century, history. Psychoanalysis played an early and central determining role in cultural views of gender identity development, and still exerts an influence despite not always being recognized as the source. For example, the popular understanding that in order for boys to become well-adjusted men they need strong father figures with whom to identify originates in the idea of supposed 'normative' development of boys and girls into mature men and women.

The terms 'gender role' and 'gender identity,' were coined in the 1950s and 60s, and many concepts related to sexuality and gender, including the idea that gender identity was socially constructed, became more popular at the time. Controversy arose regarding these ideas based on cases such as that of David Reimer, written about in journalist John Colapinto's 2000 book *As Nature Made Him: The Boy Who Was Raised As a Girl*. Reimer was raised as a girl from infancy, after a botched circumcision resulted in him being surgically reassigned as a girl based on the idea that gender was a social construct. He later began to identify as a boy at age 9 or 10, suffered from depression throughout his life, and suicided as an adult. Relatedly, the idea that intersex people require early surgical intervention to develop a "healthy" gender identity has come under fire from the intersex community, who have advocated for delaying or deferring surgical intervention until the intersex person can consent to it. They cite research indicating the difficulty determining an intersex person's gender identity development early in life, and the higher rates of later gender transition among intersex individuals.

Feminist and postmodern ideas on gender and gender identity development have emerged to critique established gender binary norms. These commentaries make the point that while gender is not an identity or essence at the core of a person, it is still a *core experience* that is part of one's identity. A common theme of more modern theories of psychological gender is that it is assembled from the gender memes that each family, culture, and historical period make available. The difficulty these theories grapple with is not to reduce gender to its essential, bodily aspects, while also not discounting the importance of embodied features of it.

The more contemporary concept of *gender performativity*, whereby one's gender is socially constructed through a set of acts in compliance with dominant societal norms,

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turns the idea of core gender identity inside out. As such, gender is not so much an "internal reality" as the idea 'core gender identity' would suggest, but is produced through an individual's repeated performance of gender. That gender is constructed through behavior opens up the possibility to create different experiences of gender via differing gendered behaviors.

A modern developmental model of gender identity development has been recently proposed which looks at early developmental processes between caregivers and babies. In this paradigm, the development of gender identity results from early, repetitive interactions between caregivers and babies that form the child's developing subjective experience of their gender, consistent with studies that show boys and girls are treated and handled differently right from infancy. This theory integrates modern developmental concepts and processes into a comprehensive framework for understanding gender identity development.

"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"

Research into the gender identity development of trans youth has started to get off the ground in the last five years. Reports coming from the Trans Youth Project point to the need for more longitudinal research into the spectrum of gender nonconformity, in order to better discern what kinds of early supports gender nonconforming children could benefit from, including which children would benefit from early social transition. Similarly, research into transgender parents shows them enjoying good quality relational experiences with their children, who showed good psychological adjustment. Also, 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. This is despite much higher levels of discrimination experienced by transgender parents in the courts, adoption and reproductive care organizations.

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.

With that said, the following is a **glossary of common terms** associated with conversations around gender identity, used in this discussion guide.

- **Agender** | Denotes or relates to a person who does not identify themselves as having a particular gender.
- **Ally** | A term used to describe someone who is actively supportive of LGBTQ people. It encompasses straight and cisgender allies, as well as those within the LGBTQ community who support each other (e.g., a lesbian who is an ally to the bisexual community).
- **Androgynous** | The combination of both traditionally masculine and feminine qualities in one person's gender expression.
- **Asexual** | The lack of a sexual attraction or desire for other people.
- **Biphobia** | The fear and hatred of, or discomfort with, people who love and are sexually attracted to more than one gender.
- **Bisexual** | A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree. Sometimes used interchangeably with pansexual.
- **Cisgender** | A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.
- **Coming Out** | The process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others.
- **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.
- **Gay** | A person who is emotionally, romantically or sexually attracted to members of the same gender. Men, women and non-binary people may use this term to describe themselves.
- **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.
- **Homophobia** | The fear and hatred of or discomfort with people who are attracted to members of the same sex.
- **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.
- **Lesbian** | A woman who is emotionally, romantically or sexually attracted to other women. Women and non-binary people may use this term to describe themselves.
- **LGBTQ** | An acronym for “lesbian, gay, bisexual, transgender and queer.”
- **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.
- **Outing** | Exposing someone’s lesbian, gay, bisexual transgender or gender non-binary identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations.

- **Pansexual** | Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree. Sometimes used interchangeably with bisexual.
- **Queer** | A term people often used to express a spectrum of identities and orientations that are counter to the mainstream. Queer is often used as a catch-all to include many people, including those who do not identify as exclusively straight and/or folks who have non-binary or gender-expansive identities. This term was previously used as a slur, but has been reclaimed by many parts of the LGBTQ movement.
- **Questioning** | A term used to describe people who are in the process of exploring their sexual orientation or gender identity.
- **Same-gender loving** | A term some prefer to use instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender.
- **Sex assigned at birth** | The sex, male, female or intersex, that a doctor or midwife uses to describe a child at birth based on their external anatomy.
- **Sexual orientation** | An inherent or immutable enduring emotional, romantic or sexual attraction to other people. Note: an individual's sexual orientation is independent of their gender identity.
- **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: https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions

GLOSSARY

Part II
Using the Film

Topics & Issues

A screening of ***Mama Has A Mustache*** can be used to spark interest in any of the following topics. In planning a screening, consider finding speakers, panelists, or discussion leaders who have expertise 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

Discussion Prompts & Activities to Facilitate Conversation

Introduction

To set the stage for meaningful discussion, start by letting participants know that the purpose of the conversation is to gain a deeper understanding of how we think about gender as individuals and as a society, 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:

Before seeing this film, what was your image of gender non-binary / transgender children and adults? Did watching the film changes your views about gender non-binary / transgender people? If so, in what ways?

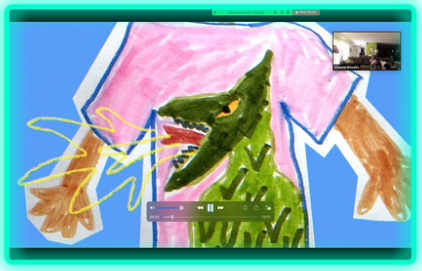
The filmmaker asks a child presenting a drawing of a bigendered person “did this person choose to be this way?” The question of whether it is a choice to be gender fluid / gender nonconforming / transgender is a complicated one worth exploring. Do you think it makes a difference whether it was a choice vs. being born that way to be differently gendered? Why and why not?

In our society gender roles have traditionally been passed down through our families and the ways our parents inhabit and embody gender norms. One of the children points out that having a transgender dad makes them “feel like I can be really free and I can do a lot of what I feel.” Do you think having a parent who is gender nonconforming or transgendered changes the way children think about theirs and others’ gender and/or helps them to feel freer in other ways? If so, in what ways might it help them feel freer? If not, why not?

In the film one of the children talks about their experience being bullied on the playground for looking like a girl.

- 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 for looking like a girl?
- What could you say to the children who were doing the bullying, to help them understand that not all children fit expected gender norms?

As one of the children in the film describes, some children and adults feel that they don't fit into a binary gender category. But in our society, we have to identify ourselves as male or female, boy or girl, all the time (through the clothes we wear, the bathrooms we use, the boxes we check on all manner of applications, etc.--though this is changing). Do you think we should do away with gender categories all together (for example by having all things be gender neutral)? Why or why not?



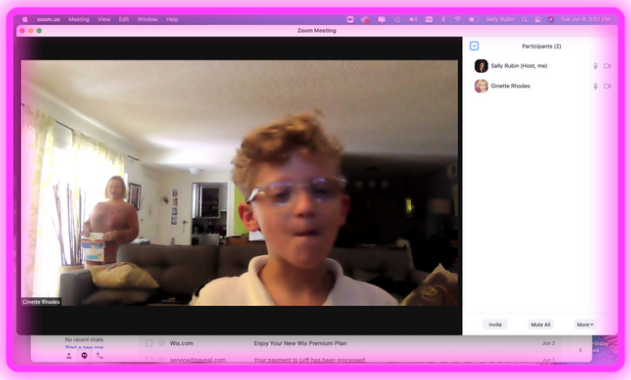
Many feel that our bodies delimit our gender. This is one of the reasons that some transgender people wish to alter their anatomy to match their gendered self-experience. Do you feel that it is your body / your anatomy that makes you feel like a boy/man, a girl/woman, both, or neither? Or is it what you are wearing? Or something else? What makes people feel that they are gendered?

Declaring one's gender pronoun preferences, as the film points out, has become a popular way to specify one's gender identifications. Some people use more than one gendered pronoun, or give people a choice for how they can be referred to. Would you prefer someone tell you the pronouns that they use, or give you a choice regarding what pronouns you can use to refer to them?

The topic of where babies come from is explored in the film. Nowadays, people can have babies using reproductive technology, and peoples' biology does not have to determine their way of reproducing quite as much as it used to. How do these technologies change gendered ideas about parenting? Do these technologies make it possible for parents to have less binary parenting gender roles? If so, how? If not, why not?

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: _____



Discussion Circle Activity

Overview: Participants will learn about different perspectives on parenthood, family structures, and gender expression and identity.

Objectives: Participants will define what a "parent" is and what a parent looks like. Participants will analyze the short film *Mama Has a Mustache*. Participants will discuss the intersection of parenthood with gender expression.

Preparation: Computer/smartphones, Internet access. If in-person, arrange chairs in a circle.

Time: 45-60 Minutes

The Activity

(5 Minutes) Welcome participants and explain to everyone that today's discussion circle will focus on the intersection of parenthood and gender expression/identity.

Example: "Hello, everyone! Today we're going to talk about what a parent looks like. 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? We will discuss the expectations and pressures often placed on us as we navigate the world, and we will begin to challenge those notions."

(5 Minutes) Set community guidelines for the space to ensure that everyone feels safe and comfortable in participating in the discussion circle.

Example: "To create a safer space for everyone to participate, we will develop a list of community guidelines. These include…

- **Confidentiality.** What is said here stays here, but what is learned here leaves with us. Keep specific stories and details in this space, but apply the lessons and tools to your everyday life.
- **One Mic, One Diva.** Avoid interrupting each other in this space, and allow others to complete their statements before beginning your own.
- **Use "I" Statements.** It's easy for us to generalize or speak on behalf of people not present, but it's more impactful and profound when we speak from our own experiences.
- **Practice Self-Care.** If you recognize yourself feeling overwhelmed, stressed, or even triggered during today's discussion, take a moment of breath, grab some water, get some fresh air, or practice another self-care activity/strategy. Listen to your body, mind, and heart.
- **Have fun!** Our discussion circle will hopefully spark joy for you today and allow for moments of laughter and awe through activities and conversation.
- What other community guidelines can we add to our list?"

(10-15 Minutes) Ask the participants the following:

- What were your first impressions of the film?
- What did you learn about gender identity and expression, specifically identities beyond the binary?
- What questions or ideas did the film spark for you?

(15 Minutes) Engage in smaller group discussions - ideally 4 to 5 people each - around the following questions. Allow for 3 to 4 minutes of smaller group discussion per question before asking one member of each group to share with everyone. Select whichever questions are most relevant to your participants for discussion:

- 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?
- When was the first time you met an openly transgender and/or nonbinary person? What was your initial reaction?
- What were the stories or messages you were taught about transgender and/or nonbinary people growing up? Think about film/media, education, healthcare, etc.

Follow-Up & Extensions

Before or after this activity, reach out to local LGBTQ+ organizations and ask if they would be interested in speaking to participants about the topics. They may also have volunteer opportunities that you can encourage participants to consider.

(5-10 Minutes) Download and/or print copies of GLSEN's LGBTQ History Coloring Book (https://www.glsen.org/sites/default/files/2020-06/LGBTQ-History-Coloring-Book-Color.pdf), and use markers/color pencils (if possible). Participants will be encouraged to select one or more pages to color as a grounding/cool-down activity.

Example: "As we begin the wrap up, I want to remind everyone that we as LGBTQ+ people have always been around and have always fought back against discrimination. You are more powerful than you know, and when you know your LGBTQ+ history you can feel more confident and resilient writing your own story. Take a few minutes to color in one or more pages from GLSEN's LGBTQ History Coloring Book."

(5-10 Minutes) Download and/or print copies of TSER's Gender Unicorn (https://transstudent.org/gender/) for participants to map out where they identify on various identity spectrums.

Part III
Take Action

Best Practices Regarding Pronouns

- Think about including your own pronouns in your Zoom ID, email signature, or signature line under your name at work or online to help **establish an inclusive culture**. For some LGBTQIA+ people, disclosing their pronouns may be a source of anxiety so don't force this practice on others.

- 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. Practice using someone's pronouns so that you can get this right as soon as possible. Having to correct others who misgender them is exhausting for many transgender and non-binary people.

- **Use "they or their" wherever possible**, as opposed to "his or her" to include people who may not identify with the pronouns his or her.

- **Respect a person's privacy and journey.** Although it is good to ask what pronouns or name a person uses, never ask anyone about gender affirming surgeries or medical transitioning status. Not asking someone about their medical history or plans for surgery is common sense at work regardless of someone's gender identity.

- Remember that **you can't tell someone's gender just by looking at their appearance.** So, share your pronouns first and invite others to share theirs with you.

- **Practice, practice, practice!** Use gender-neutral pronouns such as "they" and "ze" 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 https://www.adp.com/spark/articles/2021/06/best-practices-for-using-pronouns-in-the-workplace-and-everyplace.aspx

And
https://www.glsen.org/activity/pronouns-guide-glsen

Also worth exploring: https://www.mypronouns.org/

WAYS TO TAKE ACTION

Support Your Loved Ones

For parents, family members, and friends struggling to accept their LGBTQ+ loved ones, find a Parents and Friends of Lesbians and Gays (PFLAG) chapter near you: https://pflag.org/find-a-chapter

Counteract Microaggressions

Intervene in microaggressions in the workplace, at home, and beyond! 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. Refer to Best Practices Regarding Pronouns above, or check out this "Guide to Responding to MicroAggressions": https://ncwwi.org/index.php/resourcemenu/resource-library/inclusivity-racial-equity/cultural-responsiveness/1532-a-guide-to-responding-to-microaggressions/file

Learn LGBTQIA+ History

For many people, we don't think LGBTQ+ are normal because we weren't taught in our history classes that we have always been around. Work on your internalized homophobia/transphobia/biphobia by learning our 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

TAKE ACTION

- **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

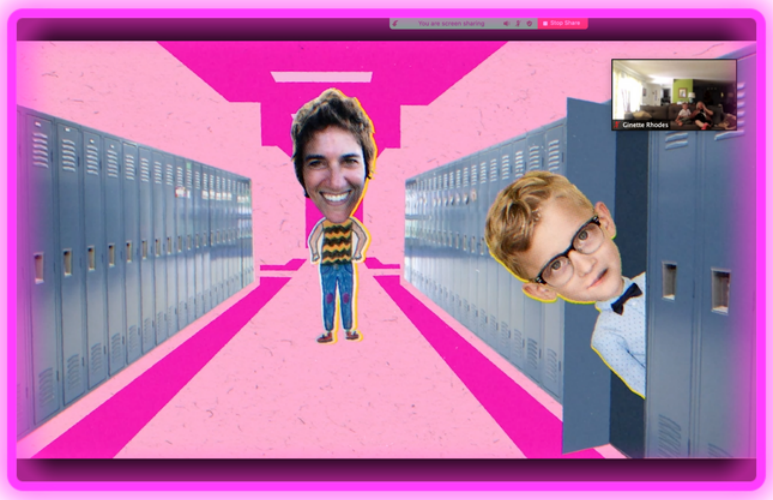
- **Quist**, an LGBTQ history education organization focused on using creative tech solutions to teach "quistory" in youth-friendly ways: http://www.quistapp.com

- **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



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.

FURTHER RESOURCES

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

24/7 Hotlines/Online Crisis Support

Trans LifeLine:
US - (877) 565-8860
Canada - (877) 330-6366

Trevor Project
The only national 24/7 crisis intervention and suicide prevention lifeline for LGBTQ young people (ages 13-24)
Call - (866) 488-7386
Text - 678-678
Online chat - www.thetrevorproject.org

LGBT National Hotline
Call - (888) 843-4564
Online Chat - https://www.glbthotline.org/peer-chat.html
Youth Hotline - (800) 246-7743

Crisis Text Line
Text START to 741741
National Suicide Prevention LifeLine
(800) 273-8255
Online Chat available: https://suicidepreventionlifeline.org/#

National Runaway Safeline
Call - (800) 786-2929

Social Media Platforms

Instagram:
@ pride
@ lgbt
@ lgbtq
@ pinkmantaray
@ breakthebinary

FURTHER RESOURCES

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.

OUR PARTNERS

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.

HOSTING A SCREENING

Hosting Your Event

We're so excited you've decided to host a screening of *Mama Has a Mustache*! Here is everything you'll need to feel prepared and supported throughout the entire process.

Hosting a Screening

Set up your space

- Test the film's audio and visual levels on your equipment before the screening
- Be sure you can darken the room, have comfortable seating, a large enough screen for the space, and enough sound to fill the room - think movie theater experience!

Inviting a facilitator from your community

Support your community by inviting a professional from one of the following fields. They're typically happy to support a process of opening up a dialogue around gender identity following a screening of *Mama Has a Mustache.* This is an optional bonus for your community, and not necessary to host a great screening.

- Psychotherapists/psychologists
- Child development experts
- Educators
- Counselors
- LGBTQIA+ organizers and experts
- Experts in diversity, equity, and inclusion organizational trainings

Invite the filmmakers

The filmmakers and experts from the film may be available for an in-person or virtual post screening Q&A. Contact the filmmakers at hello@mamahasamustache.com to learn more.

Introducing the Film

Now that you're ready to host a screening, here's an example script for introducing the film at your event!

Mama Has a Mustache is a short, fully animated documentary about gender and family, as seen through children's eyes. Each of the twelve children interviewed for the film comes from a diverse background; some of the kids identify as transgender themselves, some as nonbinary, 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 ages five to ten, the film uses these sound bytes combined with clip-art and mixed media to explore how children are able to experience a world outside of the traditional gender binary.

Please join us for a discussion after the film. And visit www.mamahasamustache.com to learn more - and find *Mama Has a Mustache* on Facebook and Instagram.

PROMOTING A SCREENING

Promoting a Screening

Get the word out about your event! Promote the screening to your audience, create partnerships with other organizations, and alert the media. Here's how to get started:

Your Members

The core audience for your *Mama Has a Mustache* screening is the membership of your organization, school, or institution. So make sure they are informed and excited about your event!

We recommend beginning your promotions at least four weeks before the screening date, then following up regularly (three to five times) leading up to the event. Let your members know about the screening through your normal channels of communication, including your newsletter, website, email list, social media, and announcements at meetings. Put up the *Mama Has a Mustache* poster with your event details and leave the postcards in your lobby area.

Partnerships

Reach out to other organizations in your community with an interest in gender identity and expression, and child development and psychology. They can help promote your event and share some of the costs. Possible partners include: meditation centers, yoga centers, spiritual groups, doctors and nurses, recovery centers, support specialist training centers, hospitals, and homeless shelters. There are a few ways you can leverage your partnerships with these organizations:

- Have them promote the event to their members
- Invite them to set up a booth in the lobby of your screening venue
- Invite their experts to share their experience in a keynote presentation or panel discussion

Press Coverage

If you want to let the whole community know about your *Mama Has a Mustache* screening, generate some coverage in the local media!

Just call your local newspaper, radio station, or television outlet, see who is the best contact person (editor, producer, writer), and tell them why the screening is important for your community. If a local expert is participating in your event, make sure to include them in your press release—you are much more likely to get coverage if there is a robust local angle to your story. If your staff, local practitioners, or local people with lived experience are available, you can do an interview on local radio or television programs. At the very least, you should be able to get your screening listed in the events calendar.

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, *Appalachian Futures*, and released *Mama Has a Mustache*, which premiered in August 2021, at Outfest. Her past work includes directorial credits such as *Deep Down, Life on the Line, Hillbilly*, and *The Last Mountain*, which have broadcast on Hulu, Independent Lens, and PBS nationally. She has done producing, writing, and editing on 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 Covening), Models of Pride LGBTQ+ Youth Conference, and Asterisk Trans* Conference.

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MAMA has a MUSTACHE

Discussion Guide

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