

This Is Me

STUDENT COMPANION GUIDE

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Mental health education for a new generation

LETTER FROM THE PRODUCER

Dear Students,

Did you know that 92% of LGBTQ youth say they hear negative messages about being LGBTQ? The top sources are school, the internet and their peers.

With contemporary music and modern situations, ***This is Me***, based on a true story, follows three high school students from different racial, ethnic and class backgrounds as they navigate a typical week in a U.S. high school. In this film, we see the main character grapple with issues relating to sexual identity. The students are kind and respectful to one another and support each other through difficult times. This film is based on a true story.

Students watching ***This is Me*** will learn that struggling with one's sexual identity can be extremely stressful. Not only will this help students to cope with their own challenges, but should heighten their sensitivity and empathy to other students who may be struggling.

This guide includes resource materials and information about LGBTQ, as well as the guiding questions and assignments you will experience in the classroom. It is our hope that discussion may continue in the home in addition to the classroom.

Sincerely,

Trish Glowacki
Executive Director, glow media
Executive Producer, ***This is Me***
Publish Date, August 2, 2017

EPISODE SYNOPSIS

A typical few days at school and home for a teenage boy grappling with his own identity

In the opening montage, Luke overhears various conversations in which the word “gay” is thrown around as a disparaging remark. Later that evening, at the dinner table, family members question Luke about his day and his Grandmother comments about his “girlfriend.” Though his parents know that he identifies as homosexual, no one seems to know how to share this with his Grandmother.

Luke’s self-consciousness and uncertainty build when the next day, in psychology class, the teacher introduces a new unit of study: Nature vs. Nurture and Homosexuality. Luke is forced to face this aspect of his identity. Will he have the courage to tell his Grandmother the truth about his sexual identity? Will his friends understand and accept him?

GUIDING QUESTIONS

Reproducible worksheet

Read through these questions and prompts.

While watching the episode a second time, respond to the questions and prompts below:

1. In the opening sequence, we see Luke as he overhears people using the word “gay” in disparaging ways:
 - In the hallway – two boys giving each other a hard time.
 - In the classroom – while talking about the upcoming soccer match.Luke overhears the negative connotations of the word “gay” in these conversations. Based on his reactions, how did these instances make him feel?

2. There are many seemingly innocent comments made by family members at dinner. What were some of the things his family said that made Luke uncomfortable?

3. How does his best friend react when Luke talks to him about identifying as homosexual? In your opinion, did he handle it well? How do you know?

4. When Luke finally gets the courage to tell his Grandmother, how did she react? How did this affect Luke the next day at school?

MONOLOGUE WRITING GUIDE

Reproducible worksheet

What is a monologue?

A monologue is a theatrical element in which one character “thinks out loud” or shares his or her thoughts with the audience or other characters onstage. When a character speaks directly to the audience, acknowledging that the audience is there, that is referred to as “Breaking the Fourth Wall.”

Pick your Point of View

You will be writing in first person. Choose a character from the Episode and write a thoughtful monologue to express how you feel in this situation.

You can choose to write from the perspective of a friend or family member receiving the news OR as Luke giving the news.

Select from the characters below:

- Grandma
- Brandon (Friend)
- Natalie (Friend)
- Luke
- Other - _____

Answer the following Questions

1) Who is your audience? To whom are you speaking?

2) What are the given circumstances of your current situation?

3) What issues are you dealing with?

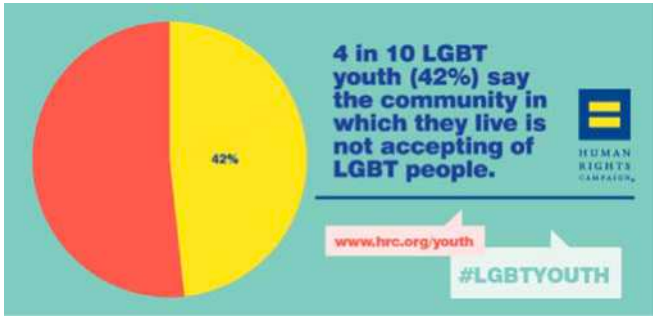
GLOSSARY OF TERMS

Given Circumstances – The aspects of a characters life in the world of the play.

Monologue – a long speech given by a single character, most often to express inner most thoughts and feelings.

The Fourth Wall – the imaginary wall between audience and actors on stage.

FACT SHEET



RESOURCE MATERIALS, LINKS & INFO

Create an inclusive school/home/social environment:

- Start a chapter of the Gay-Straight Alliance at your school
- Support/enforce Anti-Bullying Policies

Source: <http://www.tolerance.org/lgbt-best-practices>

What can I do as a Teacher, Parent, Adult?

Action Items for Teachers/Parents/Adults:

- Be an advocate
- Engage in Professional Development
- Build an Inclusive Environment

Source: <https://www.edutopia.org/discussion/supporting-lgbt-students-your-school>

National Data and Government Research

FACT: LGBTQ students are at a higher risk for substance abuse

- FACT: LGBTQ students are at a higher risk for suicide and self-harm

Sexual Attraction ¹	Sexual Identity
<i>People are different in their sexual attraction to other people. Which statement best describes your feelings?</i> <ul style="list-style-type: none">- I am only attracted to males- I am mostly attracted to males- I am equally attracted to males and females- I am mostly attracted to females- I am only attracted to females- I am not sure	<i>Which one of the following do you consider yourself to be?</i> <ul style="list-style-type: none">- Heterosexual, that is, straight- (If female respondent) Lesbian or Gay- (If male respondent) Gay- Bisexual

¹ The table shows the response options for the sexual attraction question for female respondents. For male respondents, the response options were presented in reverse order (i.e., from "I am only attracted to females" to "I am only attracted to males"), except for "I am not sure."

Source: <https://www.samhsa.gov/behavioral-health-equity/lgbt>

Study Conducted and Published by the National Academies of Science, Engineering and Medicine:

<http://www.nationalacademies.org/hmd/Reports/2011/The-Health-of-Lesbian-Gay-Bisexual-and-Transgender-People.aspx>

LGBTQ students and Eating Disorders
<https://www.nationaleatingdisorders.org/lgbtq>



TO CONNECT WITH A CRISIS COUNSELOR AT CRISIS TEXT LINE
TEXT "HELLO" TO 741741
FREE, 24/7, CONFIDENTIAL.

SUPPORT FOR GAY, LESBIAN, BISEXUAL AND TRANSGENDER (GLBT) YOUTH

- GLBT National Youth Talk
 - Call 1-800-246-7743 (Monday-Friday, 4pm-12 am EST/Saturday, 12pm-5pm EST)
 - [Email the GLBT National Youth Talk](#)
- The Trevor Project
 - Call 866-488-7386 (24/7)
 - [Live Chat with the Trevor Project](#) (Fridays 4pm- 5pm EST)