

This Is Me

EDUCATOR COMPANION GUIDE

TABLE OF CONTENTS

From the Producer

Episode Synopsis

Lesson Plans

Supplementary Materials

Resource Materials

Feedback Form



Mental health education for a new generation

LETTER FROM THE PRODUCER

Dear Educators,

Glow media films are intended to destigmatize challenges that can make teens feel isolated and worry that they are different from their peers. When the adolescents in the films struggle, students viewing the films will feel less alone, less stigmatized by their own issues. Our films emphasize the importance of getting support and learning coping strategies. Through our educational series, schools can present our films and start discussions, raising the chances that young people will feel valued despite the challenges they face.

This is Me, based on a true story, aims to reach students on their own level. With contemporary music and modern situations, the film 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. 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. Classroom discussions of the film can help to teach tolerance, build community, and increase trust between students.

This guide includes preparatory and resource materials for before, during, and after viewing the film. A synopsis of the film is included for your use. As part of your school's Health curriculum, the film should, ideally, be viewed in two 45-min. class periods. The lesson plan adheres to Common Core Standards as well as ASCA Mindsets and Behaviors for Student Success. To achieve the greatest benefits from the film, the information in the Parent/Guardian Companion Guide should be sent to parents/guardians along with a letter about the screening of the film so 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?

LESSON OVERVIEW

Grade Levels: Secondary, 6-12

Lesson Duration: To be completed over two 45 min. class periods

Standards:

<p>Common Core Standards</p>	<p>English Language Arts Standards Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.7.1 CCSS.ELA-LITERACY.SL.8.1 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.11-12.1</p>	<p><i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
	<p>English Language Arts Standards Writing Text Types & Purposes:</p> <p>CCSS.ELA-LITERACY.W.6.3 CCSS.ELA-LITERACY.W.7.3 CCSS.ELA-LITERACY.W.8.3 CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.11-12.3</p>	<p><i>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p>
<p>ASCA Mindsets & Behaviors for Student Success</p>	<p>K-12 College- and Career-Readiness Standards for Every Student Category 1: Mindset Standards</p>	<p><i>School counselors encourage the following mindsets for all students:</i></p> <ul style="list-style-type: none"> • <i>Self-confidence in ability to succeed</i> • <i>Sense of belonging in the school environment</i>
	<p>K-12 College- and Career-Readiness Standards for Every Student Category 2: Behavior Standards</p>	<ul style="list-style-type: none"> • <i>Demonstrate creativity</i> • <i>Use effective oral and written communication skills and listening skills.</i> • <i>Demonstrate empathy</i> • <i>Demonstrate social maturity and behaviors appropriate to the situation and environment</i>

Objectives

- 1) Students will become informed about the difficulties facing students who identify as LGBTQ.
- 2) SWBAT engage in a discussion about varying perspectives.
- 3) SWBAT demonstrate creativity by writing a monologue from the perspective of one of the characters from the episode.

Essential Questions:

- 1) What are some challenges facing students who identify as LGBTQ?
- 2) How can the community support students facing these challenges?
- 3) How does writing a monologue from another person's point of view support community building and facilitate understanding and empathy?

Materials:

- Episode #1 ***"This is Me"***
- Student Packet
- Guiding Questions worksheet (provided in packet)
- Monologue Writing worksheet (provided in packet)

INSTRUCTIONAL PROCEDURES

1. Launching the Lesson
 - The instructor will introduce the topic of Episode #1 *“This is Me”*
 - Homosexuality is something that many individuals have difficulty discussing. This can be frustrating for students wishing to come out to their family and friends. In this video we see these struggles first-hand as we follow Luke on his journey to come to terms with his own identity and be honest about it with others.
 - Watch Episode #1 *“This is Me”*
2. Student Engagement Part I (day 1)
 - Pass out the **Student Packet**
 - Have students read through each **Guiding Question** (either independently or out loud in a group). Ensure each student is familiar with the questions so they may successfully take notes while viewing the episode a second time.
 - Re-watch Episode #1 *“This is Me”*
 - While viewing the Episode, students should fill out the worksheet – taking notes to support thoughtful post-viewing discourse.
3. Student Engagement Part II (day 2)
 - **Monologue Writing:**
 - Introduce the **Monologue Writing Guide**.
 - Students can choose to write their monologue from the perspective of a real life experience. They can apply this writing exercise to their own lives.
 - Guide students in answering the questions as their chosen character from the episode. If students choose a character from the video, they should use the given circumstances in the world of the episode.
 - After students have spent sufficient time pre-writing, filling out the questions to inform their monologue, they should begin writing.
 - Remind students to write in first person and write as if they were speaking to a friend or loved one.
4. Closing
 - Sharing
 - Allow a few student volunteers to read their monologues out loud.
 - Do not force students to share; take volunteers.
 - Reflection
 - End the class by asking students to share their reactions to the episode and class activities. Please, remind students that it is important to listen and be kind when others are sharing.
 - Encourage students to be aware that there may be students they know who may be struggling to come out, struggling with their own identity. Encourage students to be kind and understanding.

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?

EXTENSION ACTIVITIES & CROSS-CURRICULAR CONNECTIONS

The Instructor will assign extension activities as necessary and appropriate.

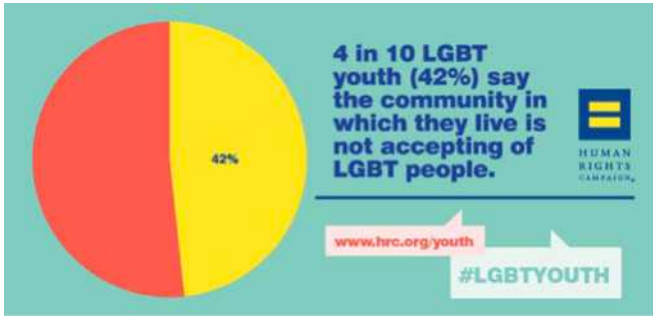
Music

The opening song exhibits the internal struggle Luke is feeling:

*Something deep within me's wired differently
But I look in the mirror and just see me
Bombarded by media, online, and TV
No wonder people think this way it's all that they see
Why's the word gay used in this way?
When did it start, why did it stay?
If I am this and this is me,
When will I be able to tell the world so I can just be free?*

Write a second verse about how Luke is feeling, and the difficulties he is facing at school.

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)

FEEDBACK

We strive to create programming that supports educators in the classroom. We encourage you to share your feedback with us so that we can continue to offer effective curriculum companion guides for our films.

Name

Email/Phone

School/Organization

Date(s) of Lesson(s)

Number of Students

What worked well when implementing the lesson plan?

What would you change about the lesson plan?

Please return this page to the address below: