In My Shoes: Stories of Youth With LGBTQ Parents (Discussion And Action Guide)
A Youth-Produced Documentary Film By And About Youth With LGBTQ Parents
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Introduction

In a time when lesbian, gay, bisexual, transgender, and/or queer (LGBTQ) families are debated and attacked in the media, courts and Congress, from school houses to state houses across the country, five young people give you a chance to walk in their shoes – to hear their own views on marriage, making change, and what it means to be a family.

This 30 minute documentary film was directed by Jen Gilomen and produced by the COLAGE Youth Leadership and Action Program during a 10-month activism training program in San Francisco, CA. In My Shoes is an excellent tool for raising awareness and making the case for same-sex marriage in schools, community centers, churches and legislative offices.

This Guide provides suggestions for using In My Shoes to spark dialogue among young people and discussions in classrooms, youth groups, gay straight alliance clubs, COLAGE chapters and other community groups in an effort to promote the visibility and rights of the millions of youth who have one or more LGBTQ parent. COLAGE also promotes the use of youth-created film as a medium that allows young people to make a statement and ensure that their voices are heard.

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COLAGE is the only national youth-driven network of people with lesbian, gay, bisexual, transgender, or queer parents.

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(415) 861-5437
WWW.COLAGE.ORG
How to use this movie in your community

In My Shoes: Stories of Youth with LGBTQ Parents was produced by youth ages 13-19 with LGBTQ parents to promote visibility of families like ours, to lend our voices to the debates about same-sex marriage, and to raise awareness about the effects of homophobia and transphobia. With your help, we can raise visibility, open minds, let people know that families like ours exist and flourish, and affect public opinion and policies that impact LGBTQ families. All of this is possible when you use In My Shoes in your community! Here are some ideas of how to use this incredible film to educate and inspire your community. Be creative!

Where should we show the film?
• Public library
• Schools, colleges, universities
• Community/Youth centers
• Film festivals
• At a meeting of your Gay Straight Alliance or COLAGE chapter
• Churches, synagogues and temples
• Conferences
• Show the film at a house party, local movie theater, or fundraiser for COLAGE and/or your local group
• And other great locations

How can I plan an event to showcase the film in my community?

In addition to using the film in organized settings such as schools, youth groups and film festivals, COLAGE strongly supports the efforts of youth and adults who wish to organize a public film screening of In My Shoes. Such events will allow the voices of youth with LGBTQ parents to help change minds and hearts in the debates around same-sex marriage, combat the discrimination, isolation or prejudice that youth with LGBTQ parents often face, and promote a more just world for all youth and families. If you are interested in planning an event centered around the film, please contact COLAGE for resources about event planning, outreach, fundraising, media work and more.

How can we make sure In My Shoes really has an impact in our community?

Combine the screening with programming, discussion and action:
• Show it in a school and encourage teachers to incorporate it into the curriculum
• Use it in conjunction with special events or school assemblies
• Host a youth panel with youth who have LGBTQ parents in your area
• Organize a discussion about the issues raised in the film. See the Discussion Guide on page 4 of this guide
• Have a fundraiser for COLAGE featuring In My Shoes. Contact COLAGE for ideas and support.
• Use the film as a way to get into the local media. You can pitch local media to do a story about youth with LGBTQ parents connected to the screening
• Share copies of the film with your state or federal representatives and ask them to support legislation that protects LGBTQ families and/or oppose legislation that restricts LGBTQ families’ rights

Please ask the folks in your community who see the film to fill out the Viewer Feedback Form (on page 19) and return the completed surveys to COLAGE. This will help us continue to grow the resources and support we offer in connection to the film project.
What do we do if the film elicits homophobic responses?

It's important to be prepared both emotionally and strategically for this possibility. Talk about this as a group as you plan a screening of *In My Shoes*. There have been instances in communities across the country where screenings of movies discussing LGBTQ families have been picketed or protested. **Remember that you have the right to screen this movie in your community.** But you may want to be prepared with a response just in case folks use the movie as an opportunity to share their homophobic views.

If you are screening the film at your school or on school property, be sure to follow all guidelines set out by your school district for screening movies that include LGBTQ content. Some school districts may require parental consent for any film that include mention of LGBTQ people or issues, although in many states, actual law states that only instruction or materials that *explicitly* mention human reproductive organs and their functions fall under consent laws for sex education. (Ex. SB71 in California).

Do not be afraid to use the media to raise further awareness if the movie screening does elicit homophobic responses. Media coverage can help raise awareness about the film, about the subject and about the harmful effects of homophobia. Please do not hesitate to call COLAGE to get sample press releases, media tips and further support.
Discussion Guide

This discussion guide was developed primarily with classroom-based, middle and high school age groups in mind. The suggested activities range in the amount of time they will take. Please feel free to adapt and expand these suggestions to create activities that will be successful for your own group or classroom.

General Discussion Questions

Before showing the movie:

- Who is in your family?
- What are different types of families that are not the stereotypical model of a family with one mom, one dad, and kids?
- Do you know anyone who has lesbian, gay, bisexual or transgender parents?
- How do you think youth who have LGBTQ parents/guardians are different than youth with straight parents/guardians?
- What are some of the things you know or have heard about lesbian, gay, bisexual, transgender, and/or queer parents/guardians or families?
- How is your family protected by the government? How is your family NOT protected by the government?
- How do you feel about same-sex marriage?
- How is your own family unique or different?

After showing the movie:

- How were the youth in the film or their families the same or different from yours?
- What surprised you about the movie? What was something you learned?
- Why did the youth who created this movie want you to “walk in their shoes”?
- Do you hear or use phrases such as “that’s so gay” in your school, community or family? How do those words affect you? What do you do when you hear someone using homophobic words or phrases?
- In what ways do you think youth with LGBTQ parents/guardians experience isolation, discrimination or harassment at school, or in society as a whole?
- How are people with LGBTQ parents working to make change and raise awareness?
- What could you do to fight discrimination against LGBTQ families? What would you feel comfortable doing? What would you NOT feel comfortable doing and why?
Classroom or Group Activities

Film Making Activities

- **PSAs (Public Service Announcements):** Show your group/class examples of Public Service Announcement videos. Ask each youth, or in groups of youth, to make a PSA about an issue that is important to them. This could be an issue about something specific to your school, city, or community, or a larger issue that interests the youth.

- **Group Film Making:** Have your group/class separate into groups of 3-5 youth. Each group should choose one political issue and make a 10 minute video about the topic. They should be encouraged to think creatively about ways to use video to discuss their topic.

- Each of the groups should present their video to the entire class/group and lead a discussion of the political issues addressed by their film.

There are many resources available that address using film and media (and accessing equipment and resources) as a teaching tool in the classroom. For ideas of resources in your area, contact COLAGE.

Writing activities

- Have the youth in your class/group get into groups of 3-5 to create a collaborative piece of creative writing. You may offer a poem by a well-known writer to use as a prompt. *(1 class period to write, one class period for groups to share)*

- Ask the youth to keep a running journal of everything they do for an entire 24 hour period. Then ask the youth to reflect on which activities/parts of their day would be different if they had two dads or two moms. Discuss how most differences between a child of LGBTQ parents and one with straight parents are quite small, but also talk about any of the significant differences as well (for example, dealing with homophobia in school and the world or having to fill out forms that say mom and dad).

- Ask your students/youth to write a letter to one of the youth profiled in *In My Shoes*. Tell them to share their thoughts after seeing the movie, ask any questions about the youth’s family, share their opinions, and their thoughts on same-sex marriage. Please feel free to mail or email these letters to COLAGE. *(30 Minutes)*

Political Science activities

- Break your class into groups and give each one a difficult situation that youth with LGBTQ parents might face. Ask each group to brainstorm solutions on individual, school and societal levels to address their situation. *(1 class period)*

- Stage a mock court case about an issue that affects LGBTQ families. For example, you could create a case in which a lesbian parent is being sued for custody by her former husband based on the fact that she is a lesbian. Assign roles such as the lawyers, judge, and family members in the case, etc, to each youth. They can spend time researching the way that court cases work,
what the law says about custody, and developing a character for their role. Use your classroom or group meeting to enact the mock courtroom scene. After the mock court case discuss the tactics used by both sides of the case, the decision of the judge and the way that the judicial system can be used to both protect and harm families.

• Hold an open forum or debate on the issue of same-sex marriage. You can either assign youth to take different sides of the debate, or ask each youth to research the issue and develop their own perspective of the topic. These discussions can start in smaller groups or pairs and then be presented to the group as a whole.

Art activities

• Family Tree: Ask each of the youth to create a family tree using mixed media, collage, paint or other art forms. Allow them to use their own and broad definitions of family to decide who should be included on their tree. You can also talk about the various parts of the tree representing different aspects of the family (i.e., the roots are the values that are important in their family, the trunk is the traditions, activities or beliefs that keep their family strong, and the branches can be the individual members of the family).
Activities for each segment of the movie

For some groups or classrooms, you may want to show the segments of the film separately or focus on one or two specific segments in the film. The following activities and discussion ideas are connected to each of the five youth profiled in In My Shoes.

Sarah, adopted daughter of two gay dads.

- In the film, Sarah talks about her family tradition of making dinner together and sitting down to talk about their day. Have the students plan a dinner with their family where they cook together. During dinner, ask the student to interview the members of their family about their day. Or have them interview their parents about their lives (Ask the parents about their childhoods, how they met, about being a single parent, their feelings about marriage, challenges they may have faced when creating a family).
- Sarah was brought into her family through adoption. Facilitate a discussion about adoptive families, the reasons that some birth mothers might decide to place their babies for adoption by another family, and the reasons that some families choose to adopt children.

Alex, son of lesbian moms and a gay dad.

Alex talks a lot about his experiences with teasing and bullying in middle school because of his gay dads and lesbian mothers. In his experience, the teasing he endured because of his family was so bad that it forced him to change schools.

- Ask the youth to brainstorm who is targeted by bullies in their school and some of the reasons why. This could include a wide variety of things, such as being gay or having a gay family, being overweight, being a “nerd,” not being good at sports, etc. Have them list negative slurs that they hear at their school and discuss the ways that other students or teachers have responded when they hear someone being bullied. Ask them to brainstorm solutions for bullying at their school.
- Have the youth brainstorm different situations in which a student might be teased or bullied. Then have youth volunteer to role play the situation making it clear that they should offer a solution to the situation within their skit. After each role play, ask the youth for other ideas for how the youth could have addressed the situation of bullying. They can jump in and re-enact their new ideas for how to address bullying. They can also role play ways for teachers to address bullying.

Jessica lives with her transgender and lesbian guardians.

Jessica lives with her guardians who are her uncle (a transgender person) and her aunt. Transgender is a term to describe people whose gender expression is non-conforming and/or whose gender identity is different from their birth-assigned gender. In Jessica’s story, this means that her guardian and uncle used to be a woman but now lives his life as a man.

- Give everyone a chance to choose pictures of people out of magazines or books. (Ask them not to show anyone their picture.) Ask everyone to describe the person without referring to the person’s “privates” or using pronouns that we associate with a specific gender. Have each person read aloud their description and then have everyone “guess” the gender. Here are a list of questions you can use for discussion when the “guessing” is done: Why did you associate some adjectives with men or women? Is something wrong with a person whose attributes are not
considered normal for their gender? Why or why not? Can someone be both masculine and feminine?

- Break everyone into small groups (or one on one if your group is small already). Give each person a bag of mixed jelly beans or M&M’s (anything will work as long as they are the same size and shape and that they do vary in color). Tell each group to divide their bag up into two categories, using any criteria they can think of. Give people as much time as they need. Here are some follow-up questions. How did you divide up the contents of the bag? Was it hard to think of criteria? Can some objects fit into both categories? If not can you think of an instance when an object could? Or where one couldn’t fit into either group? Do you think some people don’t fit into one particular gender category? Do you think if someone has the body of a “man” and acts like a “woman” (or vice-versa) that they should alter their body or dress/style to fit the gender that they act like? Why or why not?

- Facilitate a discussion about families in which the children live with a relative, or non-related guardian. Talk to them about the reasons that children do not always live with their biological parents and brainstorm ways that Jessica’s family is both similar to and different from families where children live with their biological parents.

Xavier has two lesbian moms and a baby sister.
In this movie, Xavier talks about his own process of coming out about having lesbian mothers. In many senses everyone has certain parts of their identity or lives that require a coming out process. For some it may be about being gay or having a gay parent… for others it may be about telling their friends that they have diabetes or that their parents are getting a divorce.

- Ask youth to brainstorm a list of qualities, characteristics or parts of their identity which someone would not be able to tell just by looking at them. These can be as straight-forward or as creative as the youth want. Ask them to think about which of these things are most challenging to share with their friends and peers. You could ask the youth to write a journal entry about this part of their identity or do a creative project expressing this more hidden aspect of themselves. One idea for an art project is to have the youth create masks that are split into two sections. On one side they can use images and words to portray public parts of their identity and on the other the more hidden qualities of their lives and personalities.

- Play a game in which youth “come out” about some part of their identity. Each youth should write on a piece of paper something about themselves that no one can tell just by looking at them. Put all of the papers in a hat or bowl. Youth should take turns selecting one of the pieces of paper, reading the coming out statement and then guessing who they think the statement might apply to.

Marina has two lesbian moms who are a bi-national couple.
In the film, you see Marina and her mothers engaged in political activism when they attempt to get a marriage license for their family. At the end of the film Marina talks about continuing her activism in order to change the world. Use this segment to spark discussion with your group/class about ways to be active and make a difference in the world.

- Ask your class/group to brainstorm the different ways that they can make a difference in their community? You could have your class/group select a community service activity that they can do together such as working at a soup kitchen, volunteering for an AIDS walk, or tutoring younger kids in your community.
• Ask each of the youth to look through a newspaper and choose one article that they find interesting, exciting or maddening. Have them write a letter to the editor agreeing or disagreeing with the opinions outlined in the newspaper article. They might choose to focus on an article about same-sex marriage or any of a variety of other topics (e.g., the environment, abortion, health care, war, or community developments). They should share their letter to the editor with the class/group as well as mail it to the newspaper which ran the original article.

• For Marina, one of the reasons that same-sex marriage is so important is that her parents are a bi-national couple. This means that only one of her mothers is a United States citizen. Immigration laws in the US make it possible for straight couples to get married allowing the non-citizen partner to be eligible for citizenship. Because her parents can’t get married, her family is unable to protect itself through adoption, custody, visitation and other laws. Ask the students in your group to think about ways that their family is and can be protected by US law. Ask them to think about ways their own family would be or is affected if their parents aren’t or weren’t able to get married. How would these changes affect them on both small and large levels? (Possible discussions include: custody of children, access to health care, tax breaks for married couples, adoption laws, visitation and decision making in hospitals, etc.)
Same-Sex Marriage Facts and Time-Line

In recent years, the issue of same-sex marriage has come to the forefront of politics in the United States. Each of the youth in the film, In My Shoes, offers their perspective of the topic of same-sex marriage. The following facts and dates will allow you to discuss this issue with your class/group with a common base of knowledge. There are 1138 federal and state rights that couples receive upon becoming married. Each state has its own laws regarding marriage. Some of these laws affect most Americans, such as laws about spousal inheritance rights, or laws requiring everyone to declare themselves either single or married when filing federal taxes. Other such laws affect very few people. For instance, some states allow legal spouses to share a single hunting, fishing, or clamming license, so that they needn’t pay for a second one. Governmental rules often ban public officials’ legal spouses from accepting gifts from lobbyists. And when an American falls in love with a citizen of another nation, marriage is the only status that enables the beloved to apply for American residency and citizenship.

Same-Sex Marriage Timeline

1993: Hawaii Supreme Court rules that prohibiting same-sex couples from marrying may violate HI Constitution’s ban on sex-discrimination and can only be upheld if prohibition is justified by a compelling reason. In 1996, no compelling reason is found. In 1998, before the HI Supreme Court can issue a final ruling, the voters amend the state law to allow state legislature to restrict marriage to men and women only.

1996: Federal Defense of Marriage Act (DOMA) enacted by Congress defines marriage as between one man and one woman and says that states are not required to recognize same-sex marriages performed in other states.

1998: In May, an Alaskan trial court rules that choosing a marital partner is a fundamental right and can’t be interfered with by the state absent a compelling reason. In November of that same year, voters amend Alaska Constitution to require that all marriages be between a man and a woman.

1999: Vermont Supreme Court rules that same-sex couples are entitled to all the state protections and benefits provided through marriage. In 2000, Vermont legislature creates civil-unions for same-sex couples, giving those couples all the rights and benefits of marriage under Vermont law but not marriage licenses.

November 18th, 2003: in Goodridge v. Department of Public Health, the Massachusetts Supreme Court holds that barring an individual from the protections, benefits and obligations of civil marriage solely because that person would marry a person of the same-sex violates the MA Constitution. Marriage licenses were issued to LGBTQ couples starting May 17, 2004.

February 12th, 2004: Mayor of San Francisco, Gavin Newsom decides to begin issuing marriage licenses to any couples who want them stating that denying same-sex couples marriage equality violates the California State Constitution. Over 4000 couples come to San Francisco City Hall and get married. About a month later, the state intervened and ordered San Francisco to cease issuing marriage licenses. The courts annulled the marriages although the case is still being reviewed by the CA court system as of September 2005. Several other cities around the country including Portland, OR and New Paltz, NY followed San Francisco’s lead and issued marriage licenses to same-sex couples.
March 22, 2004: U.S. Senator Wayne Allard (R-CO) and Rep. Marilyn Musgrave (R-CO), propose language for a Federal Marriage Amendment which would write into the U. S. Constitution that marriage is defined as a union between a man and a woman. This legislation was defeated in 2004 but will be re-introduced for a Congressional decision in 2005.

November 2004: In response to the same-sex marriages in Massachusetts, San Francisco and elsewhere, many states put forth homophobic ballot initiatives in an attempt to make same-sex marriage illegal up for public vote. Thirteen states passed these anti-gay marriage amendments. In some states, the laws even went so far as to restrict the state from offering same-sex couples any means of partner protection such as domestic partnerships or civil unions. In several states, such as Ohio, this law also affects straight couples who are not married.

January 2005: AB205 goes into effect in California. Registered domestic partners are legally equivalent to married couples under state law.

2005: Many additional states are considering state Constitutional amendments that will prevent same-sex couples from marrying or from having access to other means of protecting their relationships. Some of these initiatives may even strip gay and lesbian couples of existing partnership rights such as domestic partnership or civil unions.
Raising Visibility for Youth with LGBTQ Parents—Helpful Facts

In the United States alone, there are millions of people with one or more lesbian, gay, bisexual, transgender, and/or queer (LGBTQ) parent(s). While research shows that there are no significant developmental differences or negative effects on children of LGBTQ parents, these youth do report facing significantly more prejudice and discrimination due to societal homophobia and transphobia. Youth report that schools are a key place where they face intolerance—from peers, teachers, school administration, and school systems that are affected by the homophobia in our society. According to a 2001 study, students who have LGBTQ parents experience harassment at the same rate as students who themselves are gay.

- 6 million to 14 million children in the United States have one or more lesbian, gay, bisexual, transgender, and/or queer parent. (Johnson & O’Connor, 2002.)

- The 2000 Census was the first time the US Government captured info regarding same-sex households and found that same-sex couples live in 99.3% of US counties.

- A growing body of scientific literature demonstrates that children who grow up with one or more LGBTQ parents fare as well in emotional, cognitive, social and sexual functioning as do children whose parents are heterosexual. (American Academy of Pediatrics, 2002)

- People with LGBTQ parents have the same incidence of homosexuality as the general population. Research studies have found that growing up with LGBTQ parents does not have an effect on the sexual orientation/preference of their children (Anderssen, Amlie, & Ytteroy, 2002).

- Studies have shown that people with LGBTQ parents may be more open-minded about a wide variety of things than people with straight parents. (Stacy & Biblarz, 2001)

- African-American lesbians are the group within the LGBTQ community that is most likely to be raising children. (US Census, 2000)

- On measures of psychosocial well-being, school functioning, and romantic relationships and behaviors, teens with same-sex parents are as well adjusted as their peers with opposite-sex parents. A more important predictor of teens’ psychological and social adjustment is the quality of the relationships they have with their parents. (Wainright, Russell, & Patterson, 2004, based on data from the National Longitudinal Study of Adolescent Health, 2004)

Almost half of the participants in Ray and Gregory's (2001) study of children ages seven to eleven years old with lesbian and gay parents had experienced teasing in relation to their parent's sexuality, and a large number of the children heard anti-gay sentiments and gay jokes, often on a daily basis.
Definitions

In order to be able to comfortably address issues of LGBTQ families in your classroom, it’s important to be familiar with some of the terms and words commonly used in conversations about LGBTQ families. This list is just a start to facilitate initial conversations about students with LGBTQ parents.

Adoption: An option for LGBTQ parents considering parenthood. Laws concerning gay adoption vary from state to state. There are some states where there is an outright ban on gay adoption. Other states allow second-parent adoption. To learn about the gay adoption laws in your state, you can visit http://www.hrc.org/laws_and_elections/state_law_listing.asp.

Biological Sex: The category (usually male or female) assigned by a doctor at birth, based on what body parts you have and certain other physical characteristics.

Bisexual: People whose attraction to others is fluid between same-sex and opposite sex partners.

Co-parenting: When two or more adults, usually not involved in a romantic relationship, share parenting responsibilities.

Donor Insemination (sometimes referred to as alternative insemination): Conception using a sperm donation (sometimes anonymous, sometimes known).

Gay: Someone who is attracted to people of the same sex. Most commonly used to describe the sexual orientation of men.

Gender Expression: The way a person expresses their gender identity through gestures, movement, dress, and grooming.

Gender Identity: A person’s sense of being male, female, or somewhere in between.

GSA: Gay Straight Alliance. School-based clubs that bring together LGBTQ and straight ally youth for social, educational, advocacy, and/or other types of activities. Some schools use different names for clubs of this sort.

Heterosexism: An ideological system that denies, denigrates, and stigmatizes any non-heterosexual form of behavior, identity, relationship, or community. Also, systems and societies that prefer and privilege heterosexuals through public sentiment, laws, judicial systems, and more.

Homophobia: Irrational fear of, aversion to, or discrimination against homosexuality or homosexuals. Like all prejudices, it is based on a set of myths and stereotypes. Because it is so rarely challenged structurally, it is destructive both in terms of societal and legal limitations and in terms of violence against LGBTQ people, people perceived to be LGBTQ, or people related to LGBTQ individuals.

Lesbian: A woman who is attracted to other women.

Out (as a verb): The act of telling people about a person’s sexual orientation or gender identity. In the case of students with LGBTQ parents, it is referred to as coming out about their family. To out someone means to share this information on their behalf (with or without their consent).

Queer: A term used by some LGBT people to describe their identity. Not every LGBT person identifies as queer. It has been and still is used as a derogatory term against LGBT people, but has also been
reclaimed as a positive and often political term in recent years. May be used to refer to either sexual orientation and/or gender identity.

**Second-Parent Adoption:** When one parent is the biological parent of a child, some states allow the second parent to do a second-parent adoption, through which both parents are the legal parents of the child.

**Sexual Orientation:** The sex/gender that a person is emotionally and physically attracted to over a period of time.

**Slurs:** Negative words used to describe LGBTQ people. Also can mean simply using a word such as “gay” in a negative context, e.g., “You are SO gay!”

**Straight:** Someone who is attracted to people of the opposite sex.

**Transgender:** An umbrella term describing anyone whose gender identity or expression differs from their biological sex. Literally means “across gender,” and conveys the idea of transcending the boundaries of the gender binary system. This is independent of sexual orientation.

**Transsexual:** A person who medically changes their body to match with their gender identity. This may be done through hormone treatments and/or surgical procedures.
Additional Resources

**COLAGE**

COLAGE is the only national youth-driven network of people with lesbian, gay, bisexual, transgender, or queer parents. Living in a world that treats our families differently can be isolating or challenging. By connecting us with peers who share our experiences, COLAGE helps us become strong advocates for ourselves and our families. [www.colage.org](http://www.colage.org), 415-861-5437, [colage@colage.org](mailto:colage@colage.org)

Offers education resources such as:

- **Respect All Families Poster Series**, COLAGE YLAP 2003: A series of two posters designed by and about youth with LGBTQ parents to raise awareness in schools.

- **That’s So Gay: Portraits of Youth with LGBTQ Parent**, COLAGE YLAP, 2003: A phototext art show profiling youth with LGBTQ parents. This project is available on CD with a complete action guide so that it is quick and easy to use to make change in your community.

- **Focus on MY Family: A Queerspawn Anthology**, COLAGE YLAP 2004

- Online lists for children, young adults and adults of books about people with LGBTQ parents.

- Extensive peer support, education and advocacy programs for children, youth and adults with one or more LGBTQ parent/s. Go online at [www.colage](http://www.colage) to learn more!

**Organizations**

**PFLAG**: Parents, Friends and Family of Lesbians and Gays, a national organization for parents and family members of LGBTQ people. [www.pflag.org](http://www.pflag.org)

**Families Like Mine**: A web site dedicated to decreasing isolation for people who have parents who are LGBTQ, and bringing voice to the experiences of these families. [www.familieslikemine.com](http://www.familieslikemine.com)

**Family Pride Coalition** is a national organization that aims to advance the well-being of LGBTQ parents and their families through mutual support, community collaboration, and public understanding. Based in Washington DC, FPC provides programming for LGBTQ families across the country. [www.familypride.org](http://www.familypride.org)

**GSA Network** is a youth-led organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources. Their website is full of resources that will be useful to teachers, school staff, and student activists and also includes *Liberation Ink*, another youth poster series. [www.gsanetwork.org](http://www.gsanetwork.org)

**GLSEN**: The Gay Lesbian Straight Education Network. GLSEN strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression. [www.glsen.org](http://www.glsen.org)

**Books**
In My Shoes: Resource Guide

Additional Resources

50 Ways


How It Feels to Have a Gay or Lesbian Parent. Judith E. Snow, MA. This book shares the thoughts and feelings of children and young adults who have a gay or lesbian parent. Haworth Press, 2004.


Movies

As If It Matters. Nine youth wrote, directed, produced, and edited As If It Matters, a 25- minute video that voices the actual stories we see in our everyday lives. It deals with issues of homophobia, cultural acceptance, body image, LGBTQ families, relationships, and labels through the stories of six students at one high school over 24 hours. http://www.gsanetwork.org/freezone/aiim/index.html


In My Shoes: Stories of Youth with LGBTQ Parents. A youth-produced documentary profiling youth from LGBTQ families sharing about their lives, their opinions on same-sex marriage, and their ideas for making change in the world. www.colage.org/inmyshoes.


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1550 BRYANT ST. SUITE 830, SAN FRANCISCO, CA 94103 (415) 861-5437 WWW.COLAGE.ORG
In My Shoes: Resource Guide

Additional Resources


That's a Family! The first film in the Respect for All series is a highly entertaining half-hour documentary that breaks new ground in helping kids see and understand many of the different shapes that families take today. Designed especially for children in elementary school. 2000, Women’s Educational Media. http://www.womedia.org/our/elem.html
In My Shoes Organizer Feedback Form

Your feedback is extremely important to us as we continue to develop new ways to use In My Shoes: Stories of Youth with LGBTQ Parents as a tool for education and awareness across the country. Please let us know about your experiences, feedback and questions. Please return this survey to:

COLAGE, In My Shoes
1550 Bryant Street, Suite 830
San Francisco, CA 94103

1. How did you hear about In My Shoes?

2. How did you use In My Shoes in your community?

3. What was the primary audience for the film in your community?

4. About how many people saw the film in your community? __________
5. What was the response to the film in your community?

6. What parts of the film were most powerful to you or your audience?

7. What events, programming or discussions did you incorporate into the screening of the film?

8. Is there any further support that COLAGE can give you? If so, what?

Anything else we should know?
In My Shoes Viewer Feedback Form

1. What is your age? _________________

2. Where did you see this movie? _________________

3. What did you like best about In My Shoes?

4. How did this movie impact your ideas or feelings about youth with LGBTQ parents?

5. What do you think about same-sex marriage?

6. What impact do you think this film can have?

7. Please tell us about yourself:

I am (check all that apply):

- A Student
- Under 18 years old
- A Teacher/Educator
- A Parent
- A Child of (an) LGBTQ Parent(s)
- An LGBTQ Person
- A Childcare or Health Provider
- Other _________________
- Other _________________
ABOUT COLAGE and YLAP: COLAGE is the only national organization directly serving children, youth, and adults with one or more lesbian, gay, bisexual, transgender, and/or queer parents. Based in San Francisco, CA, COLAGE provides a diverse array of support, education and advocacy programming in order to create a more safe and just world for all children and families.

The COLAGE Youth Leadership and Action Program was launched in 2002 to provide Bay Area high school and college aged youth with LGBTQ parents a place to find community, to gain skills in leadership and activism, and to effect political and social changes in their communities by raising awareness about their unique experiences. In its first year, the YLAP group created That’s So Gay: Portraits of Youth with LGBTQ Parents, an educational art exhibit, and the Respect All Families poster series. In 2004, YLAP edited and published Focus on MY Family: A Queerspawn Anthology, a collection of writing, poetry, art, and photography by youth with LGBTQ parents. For more information about COLAGE and these resources, visit www.colage.org.

COLAGE MISSION: to build community and work toward social justice through youth empowerment, leadership development, education, and advocacy.

COLAGE VISION: We envision a world in which those of us with one or more lesbian, gay, bisexual, transgender and/or queer parents or families are connected to a broad community of peers and mentors, are recognized as the authority of our experiences, belong to respected and valued family structures, and have the tools and support to create and maintain a just society.

We envision a world in which all families are valued, protected, reflected, and embraced by society and all of its institutions; in which all children grow up loved and nurtured by kinship networks and communities that teach them about, connect them to, and honor their unique heritage; and in which every human being has the freedom to express sexual orientation, gender identity, and self.

We envision being part of large movements to transform school systems, social services, mental and physical health systems, media, legislatures, legal systems, and all religious institutions to heal from and end all forms of oppression, discrimination, bigotry and hatred.

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