



An Original EduGuide for

PASSION POWER PERFORMANCE

OUT & TRAINING FOR THE OLYMPIC GAMES TOKYO 2020

IT GETS
BETTER
PROJECT

PASSION POWER PERFORMANCE: OUT & TRAINING FOR THE OLYMPIC GAMES TOKYO 2020

*This series was made
in partnership with*



The following EduGuide accompanies the It Gets Better Project’s original video series *Passion Power Performance: Out & Training for the Olympic Games Tokyo 2020*, which features the trials and triumphs of athletes Chelsea Wolfee, Courtney Ryan, Izzy Cerullo, and Michael Gunning as they train for the honor of representing their respective countries in the Olympic and Paralympic Games. Chelsea, Courtney, Izzy, and Michael are all part of the lesbian, gay, bisexual, transgender, and queer (LGBTQ+) community, and their stories highlight the bravery, courage, and determination that it takes to embrace your identity while performing on the world stage:

Chelsea (page 2) made a place for herself in the BMX riding community with the hope of becoming the first-ever transgender athlete to compete in the Olympic Games.

Activity: Expository Essay

Courtney (page 9) wanted to redefine society’s perception of what it means to be an athlete with a disability by playing wheelchair basketball for Team USA.

Activity: School Evaluation

Izzy (page 16) unexpectedly became a role model for LGBTQ+ folks around the world after her girlfriend proposed to her at the 2016 Olympic Games.

Activity: Argumentative Essay

Michael (page 23) aimed to uplift the LGBTQ+ and Black communities by living openly as a gay, Black swimmer.

Activity: Group Presentation

Bonus Opportunity (page 32)

Activity: Identity/Intersectionality Collage

LGBTQ+ athletes regularly face harassment, risk losing sponsorships, and are denied the opportunity to compete because of their sexual orientation and/or gender identity. Coping with this unfairness makes the ups and downs of training even more difficult to endure. For LGBTQ+ athletes to make it to the highest level of competition at the Olympic or Paralympic Games, they must overcome even more hurdles by being emotionally, mentally, and physically powerful.

The job of an athlete, especially one who is selected to represent their country in front of the world, is about more than playing a sport. Being an athlete means being a role model and an inspiration to many people. Through sacrifice, hard work, strength, and perseverance, athletes inspire us to live passionately and chase our dreams. Seeing them accomplish incredible feats of physical prowess reminds us that anything is possible.

For LGBTQ+ athletes, being a role model is an opportunity to inspire and uplift a group of marginalized people. Many LGBTQ+ athletes are motivated to succeed by the desire to become the role model that they needed when they were younger. Seeing LGBTQ+ athletes overcome barriers to accomplish their dreams reminds others in the community that it’s possible to live life to its fullest. We hope that by listening to their stories, your students will absorb the qualities of these role models—hard work, determination, courage—and live passionately.

Facilitation of all of our EduGuides benefits from the use of correct LGBTQ+ terminology and inclusive language. Specific words and labels to express gender expression, gender identity, sex, and sexual orientation are incredibly meaningful within LGBTQ+ curriculum but can be unfamiliar sometimes. No worries! Here is the It Gets Better Project’s LGBTQ+ Glossary to help: itgetsbetter.org/glossary

—Andrea Castro,
Curriculum Developer
(she/her)

PASSION POWER PERFORMANCE



CHELSEA WOLFE

“I needed an inspiration like that when I was younger, and that person didn’t exist yet, so getting to be that person now means the world to me.”

INTRODUCTION

The first episode of *Passion Power Performance* shines the spotlight on Chelsea, a transgender woman training to become the first-ever transgender athlete to compete in the Olympic Games since International Olympic Committee ruled that transgender athletes could openly compete in 2003.

Chelsea had always thought of BMX riding as a sport for outcasts for herself. Although many riders embraced her, Chelsea still faced discrimination in response to her transgender identity, causing her to question whether she should pursue the sport she loved.

Plagued with worries that she would never be accepted by other riders or that sponsors would reject her for being transgender, Chelsea began doubting whether she deserved a place in the world. With her self-worth at an all-time low, Chelsea rode recklessly and eventually sustained an injury. After a friend confronted her, Chelsea admitted that she was struggling with feelings of worthlessness and rejection.

With support from her friends, Chelsea chose to embrace her identity as a trans woman in the BMX community. Instead of questioning whether she deserved a place in the sport, she decided to become a role model for trans youth. As Chelsea puts it, “I needed an inspiration like that when I was younger, and that person didn’t exist yet, so getting to be that person now means the world to me.”

NOTE: Some of the terms Chelsea uses, like *microaggressions, misgendering, deadnaming, and going stealth*, describe specific aspects of the trans experience that may be unfamiliar to some students. We encourage you to define these terms with your students so that they better understand their significance to the trans community. For help defining these terms or to find out more information about the differences between sex, gender identity, and gender expression, visit the *It Gets Better Project’s LGBTQ+ Glossary* at itgetsbetter.org/glossary or the *Gender Nation Glossary* from *Refinery29* (<https://www.refinery29.com>).

After questioning whether she deserved a place in the BMX community, Chelsea considered committing suicide. Although Chelsea only briefly mentions suicidal ideation, it is worth warning your students before watching the episode in case anyone is struggling with similar thoughts or other mental health problems. Take a moment to let students know when you are available to talk outside of class in case they need to discuss any feelings that arise from the material presented in class. If your school has a school psychologist, counselor, therapist, or another mental health worker available, you can also remind students of those resources before beginning.

OBJECTIVES

In this lesson, students will listen to Chelsea's story about the challenges she has faced as a transgender BMX rider before they delve deeper to address the following objectives:

- Students will be able to define terms like misgendering and deadnaming and explain how the actions described by these terms impact the transgender community.
- Students will synthesize findings from multiple studies of transgender youth to write an essay explaining how participating in sports might offset the unique emotional, mental, and social challenges that transgender youth face.
- Students will compare and contrast state guidance for transgender individuals in sports and reflect on how these policies impact transgender youth.

To find out how this lesson plan aligns with Common Core Standards, check out the "Common Core Alignment" section at the end of this lesson.



WATCH ON  YouTube

STEP 1: GETTING STARTED

As a class, watch Chelsea's video, [Chelsea will be the First Trans Reserve Athlete at the Olympic Games | Passion Power Performance](#) (4:56).

BEFORE YOU START

Whether transgender athletes should compete in the category that matches their gender identity is the subject of huge debate, especially when it comes to transgender women athletes like Chelsea. Those who oppose transgender women competing in the women's category argue that trans women have an unfair physical advantage over cisgender women, often equating their bodies and abilities to those of men. They fear that transgender women will dominate women's sports and threaten women athletes who already struggle to earn recognition and respect.

Equating trans women's bodies and abilities with those of men and using these arguments to justify why trans women should not participate in women's sports is transphobic and invalidates trans women's gender identity. "[Get the Facts: Trans Equity in Sports](#)," an article by the organization Gender Justice, refutes the arguments of those who oppose trans women competing in the women's category by saying, "When discussing trans people's participation in sports, it is not appropriate to compare men and women. Trans women are women and trans men are men. When trans women compete in women's sports, there are no men competing."

Be prepared to pivot your class's discussion back to the true purpose of this lesson if it veers into transphobic territory. Whether Chelsea should be able to compete in the women's category—or compete at all, for that matter—is not up for debate, and it is not the subject of this lesson. The discussion surrounding Chelsea's story should be grounded in her truth. In no way should this lesson serve as an opportunity to invalidate Chelsea's gender identity or the identity of other transgender athletes. The purpose of listening to Chelsea's story is to better understand the very real challenges that transgender athletes must overcome.

As a **bonus**, you can watch any combination of the following videos or all of them to add extra information to the discussion that will come next:

- [Trans 101: Deadnaming](#) (BBC The Social, 4:16)
- [Transgender Swimmer Now on Harvard Men's Team](#) (Washington Post, 3:11)
- [Charlie Martin Wants To Make History At Le Mans | TIME](#) (TIME, 3:08)
- Article: [Center for American Progress Fair Play](#) (americanprogress.org) [**Note:** Scroll down to "Appendix B: Personal Stories" and read Mika, JayCee, Emet, and Lex's stories.]

Now that students have heard Chelsea's story and watched any bonus content, you can either give students a day to reflect on what they have learned or jump right into the class discussion.

STEP 2: DISCUSSION QUESTIONS

With everything that they have learned from Chelsea's *Passion Power Performance* episode, any of the suggested bonus videos, and their preexisting knowledge, begin a class discussion and ask students to share their thoughts on the following questions:

1. Understanding Microaggressions

Although many BMX riders accepted Chelsea, she still faced resistance within the community. Chelsea explained that she is often the victim of microaggressions like deadnaming and misgendering.

- What are microaggressions?
 - For help defining microaggressions, deadnaming, and misgendering, visit the It Gets Better Project's LGBTQ+ Glossary at itgetsbetter.org/glossary or the [Gender Nation Glossary](https://www.refinery29.com) from Refinery29 (<https://www.refinery29.com>).
- How are microaggressions different from outright or blatant discrimination?
- Although microaggressions like deadnaming and misgendering might seem small to us, why might these incidents significantly impact Chelsea and other trans individuals?

2. Significance of Role Models

Instead of choosing to "go stealth," Chelsea chose to embrace her identity as a trans woman in the BMX community so that she could be a role model for trans youth. She said, "I needed an inspiration like that when I was younger, and that person didn't exist yet, so getting to be that person now means the world to me."

- How does having role models that share aspects of your identity impact you?
- What is the significance of seeing a transgender athlete compete in the Olympic Games?
- Why are role models significant, especially for transgender youth?
- How might Chelsea's success impact future generations of transgender youth?

3. Having a Place in the World

Facing resistance and rejection in the BMX community made Chelsea question not only whether she belonged in sports but whether she belonged in the world at all.

- When transgender individuals are barred from small parts of our society, like sports, what message does that send to them about their place in our society?
- What is the significance of making transgender individuals feel accepted in sports?

4. What It Takes To Be a Successful Athlete

When talking about what makes a successful athlete, we usually think about the physical qualities of an athlete—strength, height, speed, power—but being an athlete is about more than physicality.

- What non-physical qualities help an athlete to succeed?
 - Ask students to consider technical skills, training, and resources that impact athletic performance.
- Are these non-physical qualities limited to individuals of a certain gender? Explain your reasoning.

5. Emotional, Mental, and Social Benefits of Sports

Many benefits come from playing a sport, but not all of them are fitness-related.

- Why do you think sports are so significant in some communities or cultures?
- What are some of the non-physical benefits of playing a sport/ participating in a sport?
 - Ask students to consider the impact that sports have on our emotional, mental, and social well-being.
- Why is it important that trans athletes also have access to the non-physical benefits of playing a sport?

STEP 3: ACTIVITY

After absorbing Chelsea's story and their classmates' responses during the discussion, students will take a closer look at how to "participating in sports and being accepted by the athletic community might help offset the unique emotional, mental, and social struggles that transgender youth face.

Share the following reports with your class. Students will use the findings of these reports to respond to the essay prompt (below):

- [Research Brief: Data on Transgender Youth – The Trevor Project](#)
- [Research Brief: LGBTQ Youth Sports Participation – The Trevor Project](#)
- [Research Brief: The Well-Being of LGBTQ Youth Athletes – The Trevor Project](#)
- [The 2019 National School Climate Survey](https://www.glsen.org/research/school-climate-survey) (<https://www.glsen.org/research/school-climate-survey>; pages 1-8)
- [Play to Win: Improving the Lives of LGBTQ Youth in Sports](https://www.hrc.org/resources/lgbtq-people-and-sports) (Download from <https://www.hrc.org/resources/lgbtq-people-and-sports>)

Based on the information presented in these resources and their additional research, students will write a 5-paragraph essay to respond to the following prompt:

PROMPT: According to research conducted by The Trevor Project and GLSEN, transgender youth reported significant rates of mental health problems and victimization. Separate research indicates that transgender youth are less likely to participate in sports than their cisgender counterparts.

- How can schools support the participation of trans students in sports?
- Based on your understanding of the positive effects of participating in sports, how might participating in sports offset the unique emotional, mental, and social challenges that transgender youth face?
- What laws or guidelines are in place in your state regarding participation in sports by transgender youth?
- How do your state's laws or guidelines make it easier or harder for transgender youth to access the benefits of playing a sport?



CONCLUSION

1. What has listening to Chelsea's story taught you?
2. If Chelsea makes it to the Olympic Games, she will be the first-ever transgender BMX rider to compete in The Olympics.
 - What is the significance of this accomplishment for the transgender community?
3. Transgender athletes regularly face discrimination, risk losing sponsorships, and are denied the opportunity to compete because of their gender identity.
 - How do you view Chelsea's accomplishments in light of these hardships?
 - Do you think these challenges make her experiences as an athlete easier or harder than those of cisgender athletes? Explain your reasoning.
4. How does participating or competing in sports reaffirm a transgender person's place in the world?
5. What can you do to make sports a safe space for transgender athletes?

LESSON TAKEAWAY

Before ending the lesson, take a moment and make a concluding statement to the class to summarize the significance of what they have learned and what they should take away from this lesson. For example, you could say something like:

"Today you listened to Chelsea's story about how she overcame discrimination as a transgender woman in the BMX riding community. Chelsea, like so many other transgender individuals, thought that her opportunities in life would be limited because of her transgender identity, until she gained the strength to assert her place in the world. What I hope you take away from today's lesson is that everyone deserves to take up space in this world regardless of their gender identity. Moving forward, I hope that you all help to reaffirm that everyone is worthy of simply participating in the world as their true selves."

Remind students of times when you are available to talk, or guide them to appropriate mental health resources based on their needs. Please thank your students for their willingness to learn, hard work, and participation—we at the It Gets Better Project are certainly thankful for them.

RESOURCES & LINKS

Here are the links for the videos and resources mentioned throughout this lesson, plus a few other helpful links for your consideration. If any of the links do not work, simply type the exact title into your search engine:

VIDEOS

- [Chelsea will be the First Trans Reserve Athlete at the Olympic Games | Passion Power Performance](#) (4:56)
- [Trans 101: Deadnaming](#) (BBC The Social, 4:16)
- [Transgender Swimmer Now on Harvard Men's Team](#) (Washington Post, 3:11)
- [Charlie Martin Wants To Make History At Le Mans | TIME](#) (TIME, 3:08)

WEBSITES

- [Get the Facts: Trans Equity in Sports](#)
- [Center for American Progress Fair Play](#) (americanprogress.org)
- [**Note:** Scroll down to "Appendix B: Personal Stories" and read Mika, JayCee, Emet, and Lex's stories.]
- [Research Brief: Data on Transgender Youth – The Trevor Project](#)
- [Research Brief: LGBTQ Youth Sports Participation – The Trevor Project](#)
- [Research Brief: The Well-Being of LGBTQ Youth Athletes – The Trevor Project](#)
- [The 2019 National School Climate Survey](#) (<https://www.glsen.org/research/school-climate-survey>; pages 1–8)
- [Play to Win: Improving the Lives of LGBTQ Youth in Sports](#) (Download from <https://www.hrc.org/resources/lgbtq-people-and-sports>)

EDUCATOR RESOURCES

- [LGBTQ+ Glossary – It Gets Better](#) (itgetsbetter.org/glossary)
- [LGBTQ Definitions Gender Identity, Sexual Orientations](#) (refinery29.com)
- [A Guide to Being an Ally to Transgender and Nonbinary Youth – The Trevor Project](#)
- [Common Core Standards PDF](#)

TRANSGENDER YOUTH SPORTS PARTICIPATION ESSAY RUBRIC

Student Name: _____

Date: _____

	4	3	2	1
Thesis Statement	Thesis statement is clear and includes specific details or reasons to support the author's claim	Thesis statement is clear and outlines reasons to support the author's claim	Thesis statement lacks some clarity and/or focus	Thesis statement is weak or unfocused
Focus	Writing is strongly focused on addressing the essential question and meets all task demands	Writing is focused on addressing the essential question and meets all task demands	Writing is somewhat focused on addressing the essential question and meets some of the task demands	Writing is not sufficiently focused on addressing the essential question and fails to meet most of the task demands
Use of Evidence	Controlling idea is supported by well-chosen, accurate, and relevant evidence	Controlling idea is supported by accurate and relevant evidence	Controlling idea is supported by inconsistently accurate or relevant evidence	Inaccurate or irrelevant evidence fails to support the controlling idea
Organization	Writing is poorly organized in a structure that does not meet the task demands	Writing is organized but does not clearly meet the task demands	Writing is organized in a structure that meets the task demands	Writing is well-organized with a purposeful structure that clearly meets the task demands
Word Choice	Writing does not attempt to use academic language or uses it incorrectly or in a way that fails to create an appropriate tone and purpose for the task demands	Writing attempts to incorporate academic language but sometimes fails to create an appropriate tone and purpose for the task demands	Writing incorporates academic language that creates an appropriate tone and purpose for the task demand	Writing skillfully incorporates academic language that creates an appropriate tone and purpose for the task demands
Conventions	Writing has consistent errors and fails to use language that is appropriate for the audience and purpose of the task	Writing has some errors; attempts to use language that is appropriate for the audience and purpose of the task	Writing has few errors and uses appropriate language for the audience and purpose of the task	Writing has few to no errors and uses language appropriate for the audience and purpose of the task

Total: _____ /24

COMMON CORE ALIGNMENT

For detailed information about how our EduGuides can be used to teach Common Core standards, check out our [It Gets Better EDU Common Core Alignment Chart](#). [Note: If the link does not work, visit <https://itgetsbetter.org/media/> and click on "Common Core Alignment," located near the top of the page.]

This lesson asks students to synthesize data from multiple sources to construct a coherent essay about the benefits of participating in sports for transgender youth and how state policies impact transgender youth's ability to participate. This lesson is excellent for teaching the following standards in particular:

CCSS.ELA-LITERACY.W.11-12.2.A-F

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

PASSION POWER PERFORMANCE



COURTNEY RYAN

*“We aren’t fragile.
We are competitors, and we’re ready to prove that.”*

INTRODUCTION

The second episode of *Passion Power Performance* focuses on Courtney Ryan, a proud lesbian who plays wheelchair basketball for Team USA at the Paralympic Games. After a blood clot burst in her spinal cord and caused her to become paralyzed from the waist down, Courtney had to find a new way to channel her competitive spirit.

After Courtney became paralyzed, her sister supported her in more ways than one. Not only did her sister quit her job and move from Washington, D.C. to Colorado to be with Courtney, but much to Courtney’s surprise—and delight—Courtney and her sister came out as lesbians to each other at the same time.

Courtney’s sister persuaded her to start playing wheelchair basketball. Thinking the idea was ridiculous, Courtney’s apprehension disappeared as soon as she saw a player get flipped out of their wheelchair. She knew that she wouldn’t have to sacrifice her rough-and-tumble attitude in wheelchair basketball.

Although Courtney knew how demanding the sport could be, outsiders still perceived her as weak and fragile just because of her wheelchair. Even more than that, Courtney felt that people overlooked her LGBTQ+ identity because of her disability. For Courtney, sports provide an opportunity to change people’s perceptions of what a disability should look like. By playing wheelchair basketball, Courtney hopes to challenge others to see more than what meets the eye.



OBJECTIVES

In this lesson, students will listen to Courtney's story about how her identities as an LGBTQ+ individual and a person with a disability impacted her athletic journey before they delve deeper to address the following objectives:

- Students will explain how different facets of Courtney's identity influenced her experience as an athlete.
- Students will demonstrate an understanding of how word choice and language reflect our perceptions of disability and impact the disability community.
- Students will assess their school's accessibility for people with disabilities and make suggestions to improve their campus.

To find out how this lesson plan aligns with Common Core Standards, check out the "Common Core Alignment" section at the end of this lesson.

BEFORE YOU START

Although 15% of the world's population experience some form of disability, the negative stigma around disability makes it hard to talk about. Many educators and students may be uncomfortable talking about disability, so the first step that you can take is to familiarize yourself and your students with respectful and appropriate language to talk about disabilities.

There are two main preferences for the type of language used to address disability: people-first language and identity-first language. People-first language means acknowledging the humanity of the person before their disability by saying, "person with a disability" or "people with disabilities." Identity-first language, or saying "disabled people," is often used within the disability community to express pride in their identity. By putting their disability identity first, this language allows members of the disability community to reclaim their identity on their terms.

When in doubt, it's best to ask individuals what language they would like to use to describe their disability—only when they would like to disclose their disability and/or when it is necessary to disclose. We must respect the diversity of the disability community by recognizing that language preferences vary from person to person.

There are some terms that members of the community vocally oppose and some terms that are off-limits. Describing people with disabilities as "differently-abled," "challenged," and/or "handicapable" or calling people without disabilities "able-bodied" or "normal" is not only an unwarranted judgment of someone's health and ability, but it further perpetuates the negative stigma around disabilities. In the same vein, refrain from saying that people with disabilities are "overcoming" or "suffering from" their disabilities. Framing disabilities in this way implies that disabilities are always negative. And, of course, slurs are always off-limits when talking about disabilities.

For more information, check out [Stanford University's Disability Language Guide](#) or "[Communicating With and About People with Disabilities](#)," published by the Center for Disease Control.



WATCH ON  YouTube

STEP 1: GETTING STARTED

As a class, watch Courtney's video, [Courtney's Journey to Wheelchair Basketball for TEAM USA | Passion, Power, Performance](#) (4:45).

As a **bonus**, you can watch any combination of the following videos or all of them to add extra information to the discussion that will come next:

- [Let's Change the Way We Think About Disability | Joel Dembe | TEDxMississauga](#) (Tedx Talks, 16:05)
- [I'm Not Your Inspiration, Thank You Very Much | Stella Young](#) (TED, 9:16) [Note: Brief foul language at 7:43]
- Short film: "[Swim Up Hill](https://www.swimuphill.com/)" by Jamal Hill
- [Wheelchair Freestyle - Wheelz - Gnarly!](#) (devinsupertramp, 3:02)
- [Paralympic Sports AZ Playlist](#) (Paralympic Games, 18 videos each about 2 minutes long) [**Note:** Some videos include the use of the term "able-bodied." Remind students of appropriate language.]
- Article: [My Disability IS My Excuse | Misandry Angie](#) (misandryangie.wordpress.com)

Now that students have heard Chelsea's story and watched any bonus content, you can either give students a day to reflect on what they have learned or jump right into the class discussion.

STEP 2: DISCUSSION QUESTIONS

With everything that they have learned from Chelsea's *Passion Power Performance* episode, any of the suggested bonus videos, and their preexisting knowledge, begin a class discussion and ask students to share their thoughts on the following questions:

1. Significance of Family Support

After Courtney became paralyzed, her sister left her home and job in Washington, D.C. and moved to Colorado to support Courtney. Her sister helped her through some major life changes, like learning to adapt to a wheelchair and coming out as a lesbian.

- What do you think her sister's support meant to Courtney?
- What was the significance of Courtney's "coming out" moment with her sister?
- What is the significance of family support to people who are coming out as part of the LGBTQ+ community?

2. Perceptions of Disability

When Courtney's sister suggested that she try wheelchair basketball, Courtney thought the idea was ridiculous, but she changed her mind when she saw one of the players get flipped out of their wheelchair. Courtney discovered that playing a wheelchair sport didn't mean she would have to sacrifice her athleticism or competitive spirit.

- Why do you think Courtney assumed she would not enjoy wheelchair basketball?
- What were your preconceived notions about adaptive/inclusive sports before watching Courtney's video and/or the bonus videos, and what were your perceptions after?
- Were you surprised by any of the adaptive/inclusive sports featured in Courtney's video or the bonus videos? Explain your reasoning.

3. Sports and Stigma Attached to Disability

People with disabilities make up 15% of the world's population, yet many negative stigmas around disabilities still exist.

- Where do these stigmas come from?
- How might seeing athletes with disabilities compete help reduce the stigmas associated with disability?
- How can you better support adaptive sports, and events like the Paralympic Games, in your community?

4. Identity Pride

As a proud lesbian, Courtney often felt that her LGBTQ+ identity was overlooked because of her disability even though she was proud of both identities.

- Why was it important to Courtney to celebrate both of her identities?
- How might people with disabilities feel when we ignore other parts of their identity and only focus on their disabilities?

5. "Inspiration" and the Disability Community

Like many people with disabilities, Courtney expressed frustration with being called an "inspiration" just because she uses a wheelchair.

- Why do you think this frustrates Courtney?
- When people without disabilities use people with disabilities for their own inspiration, what message does that send?
- When athletes with disabilities are used as models of perseverance, hard work, and determination, what effects might this have on people with disabilities who do not or cannot play sports?

STEP 3: ACTIVITY

After absorbing Courtney's story and their classmates' responses during the discussion, students will take a closer look at the meaning of accessibility for people with disabilities.

In the most basic sense, accessible means "able to be entered," as in a building that can be entered. But accessibility goes beyond merely being able to enter or access a space. Accessibility for people with disabilities also refers to being able to move within the space and utilize its amenities in a similar amount of time and effort as a person without disabilities. Accessible environments promote empowerment and independence for people with disabilities.

Print out copies of the [Assessing Your School Environment for Access to People With Disabilities](#) chart (Anti-Defamation League, <https://www.adl.org/>) for your class. This chart includes 23 questions about your school's environment to measure its accessibility for people with disabilities.

Students will use this chart to evaluate their school's accessibility. They will search for the answers to the questions in the chart and mark yes or no depending on whether a particular feature of the school is accessible.

After completing their assessment, students will write an evaluation of their school's accessibility and describe areas in need of improvement within their school.

Note: *This activity can be done alone or in groups.*



CONCLUSION

If you would like to extend the activity, ask students to write a brief reflection piece responding to any or all of the following questions:

1. What has listening to Courtney's story taught you?
2. Being part of the LGBTQ+ community and the disability community is very important to Courtney, but she often felt like only her identity as a person with a disability mattered.
 - Why is it so difficult for us to see past disability?
 - Why is it important to validate all parts of a person's identity?
3. What language should we use to talk about the accomplishments of people with disabilities without using their disability as our inspiration?
4. How do the Paralympic Games—and sports in general—change our perception of people with disabilities?
5. After assessing your school's accessibility, how would you rate the accessibility of your school?
 - Have you thought about your school's accessibility before today?
 - How can you make your school more accessible for people with disabilities?
 - What barriers prevent us from having more accessible spaces?

LESSON TAKEAWAY

Before ending the lesson, take a moment and make a concluding statement to the class to summarize the significance of what they have learned and what they should take away from this lesson. For example, you could say something like:

"Today you listened to Courtney's story about how she learned that disability does not define any athlete—or anyone for that matter. Courtney felt that people always overlooked her LGBTQ+ identity because of her disability, but she wanted people to see all of the parts of her identity. Her story reminds us that one thing does not define a person. We are all multifaceted people with layers and stories. What I hope you take away from this lesson is to not let a single aspect of someone's identity define how you perceive and treat them."

Remind students of times when you are available to talk, or guide them to appropriate mental health resources based on their needs. Please thank your students for their willingness to learn, hard work, and participation—we at the It Gets Better Project are certainly thankful for them.

RESOURCES & LINKS

Here are the links for the videos and resources mentioned throughout this lesson, plus a few other helpful links for your consideration. If any of the links do not work, simply type the exact title into your search engine:

VIDEOS

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[Let's Change the Way We Think About Disability | Joel Dembe | TEDxMississauga](#) (Tedx Talks, 16:05)
[I'm Not Your Inspiration, Thank You Very Much | Stella Young](#) (TED, 9:16) [**Note:** Brief foul language at 7:43]
[Paralympic Sports AZ Playlist](#) (Paralympic Games, 18 videos each about 2 minutes long)
[Note: Some videos include the use of the term "able-bodied." Remind students of appropriate language.]
 Short film: "[Swim Up Hill](#)" by Jamal Hill (<https://www.swimuphill.com/>)

WEBSITES

Article: [My Disability IS My Excuse | Misandry Angie](#) (misandryangie.wordpress.com)
[Assessing Your School Environment for Access to People With Disabilities](#)

EDUCATOR RESOURCES

[LGBTQ+ Glossary – It Gets Better](#) (itgetsbetter.org/glossary)
[Disability Guides](#) (disability.stanford.edu)
[Disability Language Guide](#)
[Communicating With and About People With Disabilities](#) (cdc.gov)
[Common Core Standards PDF](#)

TRANSGENDER YOUTH SPORTS PARTICIPATION ESSAY RUBRIC

Student Name: _____

Date: _____

	3	2	1	0
Completion of "Assessing Your School Environment for Access to People With Disabilities" Chart	All items on the chart have been completed by marking Yes or No	Almost all/most items on the chart have been completed by marking Yes or No	Some items on the chart have been completed by marking Yes or No, but the majority of items are incomplete	No items on the chart have been completed/chart is missing
Written Evaluation of School's Accessibility	Student makes a judgment of their school's accessibility and supports their evaluation with well-chosen, accurate, and relevant evidence	Student makes a judgment of their school's accessibility and supports their evaluation with relevant evidence	Student makes a judgment of their school's accessibility but does not provide evidence to support their evaluation	Student does not make a judgment of their school's accessibility in their written evaluation
Suggestions for Improvement	Student makes well-reasoned suggestions to improve their school's accessibility and supports their suggestions with well-chosen, accurate, and relevant evidence	Student makes suggestions to improve their school's accessibility and supports their suggestions with relevant evidence	Student's suggestions for improvement are unclear or ill-considered, and their suggestions are not supported by evidence	Student does not make suggestions for improvement

Total: _____ /9

COMMON CORE ALIGNMENT

For detailed information about how our EduGuides can be used to teach Common Core standards, check out our [It Gets Better EDU Common Core Alignment Chart](#). [Note: If the link does not work, visit <https://itgetsbetter.org/media/> and click on "Common Core Alignment," located near the top of the page.]

This lesson asks students to synthesize data from multiple sources to construct a coherent essay about the benefits of participating in sports for transgender youth and how state policies impact transgender youth's ability to participate. This lesson is excellent for teaching the following standards in particular:

CCSS.ELA-LITERACY.SL.11-12.1.A-D

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

PASSION POWER PERFORMANCE



IZZY CERULLO

“I realized if I had seen that growing up, what a world of a difference it would have made for me.”

INTRODUCTION

The third episode of *Passion Power Performance* follows Izzy Cerullo as she trains to compete in her second Olympics as a member of Brazil’s rugby team. Playing rugby helped Izzy work through her depressive symptoms that stemmed from her struggle with her sexual orientation.

Izzy found refuge in rugby. On the rugby field, Izzy didn’t feel the pressure to conform to heteronormative standards, and she felt free to let go. Izzy not only found freedom in rugby, but she found her wife Marjorie while visiting Brazil for a test run to play for their national team.

As an American with two Brazilian parents, Izzy was allowed to have dual citizenship, something that she loves because it gives her “two identities.” Izzy redefined her view of happiness after reading the works of a Brazilian poet that encouraged her to make happiness a routine by finding joy in the day-to-day happenings of life.

After a clip of Marjorie proposing to Izzy on the rugby field at the Olympic Games Rio 2016 went viral, Izzy was blown away by how many people thanked them for representing the LGBTQ+ community. “I realized if I had seen that growing up, what a world of a difference it would have made for me,” Izzy said.

NOTE: Unfortunately, like many LGBTQ+ individuals, Izzy experienced depressive symptoms throughout her adolescence and early college years as she tried to come to terms with her identity. Although Izzy only briefly describes her depressive symptoms, any mention of depression and other mental health problems should be taken seriously in the classroom because some students may be struggling with similar problems. Take a moment to let students know when you are available to talk outside of class in case they need to discuss any feelings that arise from the material presented in class. If your school has a school psychologist, counselor, therapist, or another mental health worker available, you can also remind students of those resources before beginning.

OBJECTIVES

In this lesson, students will listen to Izzy's story about how her identities as a woman, a member of the LGBTQ+ community, and a dual citizen shaped her experience in women's rugby before they delve deeper to address the following objectives:

- Students will explain how Izzy's different identities as a woman, lesbian, and dual citizen impacted her experience playing rugby.
- Students will identify stereotypes about women in sports and understand how these stereotypes impact women's participation in sports, making note of how these stereotypes perpetuate homophobia and transphobia.
- Students will evaluate the effectiveness of a strategy to increase women's participation in sports and defend their reasoning in a 5-paragraph persuasive essay.

To find out how this lesson plan aligns with Common Core Standards, check out the "Common Core Alignment" section at the end of this lesson.

BEFORE YOU START

Pervasive stereotypes and gender norms can negatively impact the way female athletes are perceived by sports fans and portrayed in the media. Gender stereotypes usually dictate that men should be strong, athletic, and powerful, while women should be delicate, obedient, and nurturing. Female athletes can often receive intense backlash for going against these gender norms by simply daring to claim their place in a male-dominated world of sports. The treatment of female athletes is wrong.

Nearly any display of emotion from female athletes is labeled aggressive, angry, and unsportsmanlike. Female athlete's bodies are often scrutinized and criticized for being strong and athletic. When their bodies are muscular, they are often called manly and masculine as an insult. Even after displaying tremendous feats of athleticism, their accomplishments are overshadowed by opinions about their physical attractiveness and desirability. Some insults hurled at female athletes have homophobic and transphobic undertones, like when female athletes are called lesbians as an insult or when they are asked if they are secretly men. For female athletes of color like tennis legend Serena Williams, insults often encompass sexism, homophobia, transphobia, body-shaming, and racism.

While discussing Izzy's story, it is not appropriate to perpetuate these stereotypes. Comparing female athletes to men, making unwarranted comments about their bodies, or policing their femininity is not conducive to a productive conversation about the challenges that female athletes face in sports. Be prepared to redirect the conversation if inappropriate comments are made, and remind students to talk about female athletes with respect.



WATCH ON  YouTube

STEP 1: GETTING STARTED

As a class, watch Izzy's video, [How Izzy's Wife Proposed on the Olympic Rugby Field | Passion, Power, Performance](#) (4:02).

As a **bonus**, you can watch any combination of the following videos or all of them to add extra information to the discussion that will come next:

- [Women's Rugby Tribute • Best Tries, Tackles & Offloads](#) (Creative Prop, 5:18)
- Article: [Women's Rugby: Coverage Has a Long Way To Go](#) (social.shorthand.com; Part 1 of women's rugby series)
- Article: [How Women's Rugby is Outgrowing Its Stereotypes](#) (social.shorthand.com; Part 2 of women's rugby series)
- Article: [The Wall is Coming Down: You Can Join Rugby](#) (social.shorthand.com; Part 3 of women's rugby series)

Now that students have heard Chelsea's story and watched any bonus content, you can either give students a day to reflect on what they have learned or jump right into the class discussion.

STEP 2: DISCUSSION QUESTIONS

With everything that they have learned from Izzy's *Passion Power Performance* episode, any of the suggested bonus videos, and their preexisting knowledge, begin a class discussion and ask students to share their thoughts on the following questions:

1. Being a Woman in Rugby

Although the number of women in rugby is growing, rugby remains a male-dominated sport. Women in male-dominated sports often face backlash for going against gender norms, and they are negatively stereotyped by spectators and the media.

- Why might a woman in rugby, like Izzy, face more backlash than a woman in a sport like figure skating?
- How do negative stereotypes affect women's desire to join sports that are usually played by men?

2. Dual Citizenship and "Two Identities"

Izzy was born in the United States, but her parents are from Brazil, so she is a dual citizen of the United States and Brazil. Her dual citizenship allows her to play for Brazil's rugby team, and she proudly says that being a dual citizen gives her "two identities."

- What does Izzy mean by saying that she has "two identities"?
- How has dual citizenship impacted her athletic journey?

3. Representation

After Marjorie (Izzy's wife) publicly proposed to Izzy at The 2016 Olympics, the couple received an enormous amount of support and thanks from strangers around the world.

- Why do you think so many people were touched by this moment?
- When Izzy talks about the proposal, saying, "If I had seen that growing up, what a world of a difference it would have made for me," what does she mean?

4. Mental Health

Izzy had dealt with depressive symptoms since adolescence. Rugby played a big role in improving her mental health and so did the words of a Brazilian poet that said to "make happiness a routine."

- What does making happiness a routine mean to Izzy?
- What does making happiness a routine mean to you?
- What can you do to make happiness a routine?

5. Sports as a Safe Place

Izzy said, "When I get out on the pitch, I don't have to worry if something slips or if there's a crack in the facade, and the more secure I feel in myself, the better I play."

- What do you think Izzy is referring to when she talks about the "facade"?
- Why is rugby freeing for Izzy?
- How can sports serve as a place of refuge for LGBTQ+ individuals?

STEP 3: ACTIVITY

After absorbing Izzy's story and their classmates' responses during the discussion, students take a deeper look at how to promote gender equity in rugby by writing a persuasive essay based on information from the organization Women in Rugby.

Share the following articles with your class. Students will use this information to respond to the essay prompt (below):

- [Balancing the Board \(https://www.women.rugby/\)](https://www.women.rugby/)
- [World Rugby Increase Female Representation on Boards \(https://www.beyondsport.org\)](https://www.beyondsport.org)

Based on the information presented in these resources and their additional research, students will write a 5-paragraph essay to respond to the following prompt:

PROMPT: As of 2020, more than a quarter of the 9.6 million World Rugby members are women, and the number of women in rugby increases every year. Even though rugby players who are women are making tremendous strides, rugby remains a sport dominated by men. The organization Women in Rugby argues that more women need to be in the highest governing body of rugby (commonly called "Board") to get more women involved in rugby.

- If women have greater representation in the Board, do you think more women will play rugby? Write a 5-paragraph essay to defend your reasoning.



CONCLUSION

If you would like to extend the activity, ask students to write a brief reflection piece responding to any or all of the following questions:

1. What has listening to Izzy's story taught you?
2. Izzy is a lesbian, a woman in rugby, and a dual citizen of the United States and Brazil.
 - How did all of her identities impact her experience in sports?
3. Representation plays a big role in Izzy's story and in how we can make sports more inclusive of women. After Marjorie proposed to Izzy at the 2016 Olympic Games, Izzy became the representation she needed when she was younger for the LGBTQ+ community. The organization Women In Rugby argues that representation is key to get more women to play rugby.
 - Why is representation so important?
 - Why is representation especially important for LGBTQ+ individuals and women in sports?
4. What stereotypes should we be aware of when talking about women who play sports?
5. To get more women involved in rugby, Women In Rugby suggested that more women should be present in the highest governing body of rugby.
 - What other ways can we encourage women to participate in sports?

LESSON TAKEAWAY

Before ending the lesson, take a moment and make a concluding statement to the class to summarize the significance of what they have learned and what they should take away from this lesson. For example, you could say something like:

"Today you listened to Izzy's story about how she found refuge in the sport of rugby. Although rugby was a safe space for Izzy, many women find it difficult to get involved in sports because of the negative stereotypes and treatment toward female athletes. What I hope you take away from this lesson is that there is still plenty of work to be done to make sports inclusive for people of all genders and sexual orientations, and that work begins by breaking down negative stereotypes and creating an environment that embraces women and queer folks."

Remind students of times when you are available to talk, or guide them to appropriate mental health resources based on their needs. Please thank your students for their willingness to learn, hard work, and participation—we at the It Gets Better Project are certainly thankful for them.

RESOURCES & LINKS

Here are the links for the videos and resources mentioned throughout this lesson, plus a few other helpful links for your consideration. If any of the links do not work, simply type the exact title into your search engine:

VIDEOS

[How Izzy's Wife Proposed on the Olympic Rugby Field | Passion, Power, Performance](#) (4:02)

[Women's Rugby Tribute • Best Tries, Tackles & Offloads](#) (Creative Prop, 5:18)

WEBSITES

Article: [Women's Rugby: Coverage Has a Long Way To Go](#) (social.shorthand.com; Part 1 of women's rugby series)

Article: [How Women's Rugby is Outgrowing Its Stereotypes](#) (social.shorthand.com; Part 2 of women's rugby series)

Article: [The Wall is Coming Down: You Can Join Rugby](#) (social.shorthand.com; Part 3 of women's rugby series)

[Balancing the Board](https://www.womenrugby/) (<https://www.womenrugby/>)

[World Rugby Increase Female Representation on Boards](https://www.beyondsport.org/) (<https://www.beyondsport.org/>)

EDUCATOR RESOURCES

[LGBTQ+ Glossary – It Gets Better](https://itgetsbetter.org/glossary/) (itgetsbetter.org/glossary/)

[Common Core Standards PDF](#)

WOMEN’S SPORT PARTICIPATION ESSAY RUBRIC

Student Name: _____ Date: _____

	4	3	2	1
Thesis Statement	Thesis statement is clear and includes specific details or reasons to support the author’s position	Thesis statement is clear and outlines reasons to support the author’s position	Thesis statement lacks some clarity and/or focus	Thesis statement is weak or unfocused; author does not take a position on topic
Focus	Writing is strongly focused on addressing the essential question and meets all task demands	Writing is focused on addressing the essential question and meets all task demands	Writing is somewhat focused on addressing the essential question and meets some of the task demands	Writing is not sufficiently focused on addressing the essential question and fails to meet most of the task demands
Use of Evidence in Support of Claim	Position is supported by well-chosen, accurate, and relevant evidence	Position is supported by accurate and relevant evidence	Position is supported by inconsistently accurate or relevant evidence	Inaccurate or irrelevant evidence fails to support the author’s position
Discussion of Opposing Viewpoint(s)	Discusses arguments of opposing viewpoint(s) and uses well-chosen, accurate, and relevant evidence to explain why they are invalid	Discusses arguments of opposing viewpoint(s) and uses accurate and relevant evidence to explain why they are invalid	Discussion of arguments of opposing viewpoints is limited; explanation of why they are invalid is not supported by evidence	Author does not acknowledge arguments of opposing viewpoints
Organization	Writing is well-organized with a purposeful structure that clearly meets the task demands	Writing is organized in a structure that meets the task demands	Writing is organized but does not clearly meet the task demands	Writing is poorly organized in a structure that does not meet the task demands
Word Choice	Writing skillfully incorporates academic language that creates an appropriate tone and purpose for the task demands	Writing incorporates academic language that creates an appropriate tone and purpose for the task demands	Writing attempts to incorporate academic language but sometimes fails to create an appropriate tone and purpose for the task demands	Writing does not attempt to use academic language or uses it incorrectly or in a way that fails to create an appropriate tone and purpose for the task demands
Conventions	Writing has few to no errors and uses language appropriate for the audience and purpose of the task	Writing has few errors and uses appropriate language for the audience and purpose of the task	Writing has some errors; attempts to use language that is appropriate for the audience and purpose of the task	Writing has consistent errors and fails to use language that is appropriate for the audience and purpose of the task

Total: _____ /28

COMMON CORE ALIGNMENT

For detailed information about how our EduGuides can be used to teach Common Core standards, check out our [It Gets Better EDU Common Core Alignment Chart](#). [Note: If the link does not work, visit <https://itgetsbetter.org/media/> and click on "Common Core Alignment," located near the top of the page.]

This lesson asks students to synthesize data from multiple sources to construct a coherent essay about the benefits of participating in sports for transgender youth and how state policies impact transgender youth's ability to participate. This lesson is excellent for teaching the following standards in particular:

CCSS.ELA-LITERACY. W.11-12.1.A-E

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

PASSION POWER PERFORMANCE

**MICHAEL GUNNING**

*“I’m proud of who I am...
I want to be that beacon of light for people
as a Black gay swimmer.”*

INTRODUCTION

The fourth episode of *Passion Power Performance* features Michael Gunning, the first openly LGBTQ+ person of color (POC) to represent Jamaica in the Olympic Games. Michael always felt different from his peers growing up—and not just because he was obsessed with swimming.

Michael was already familiar with racism as a Black swimmer growing up in predominantly white communities in the United Kingdom, but the growing suspicion that he was gay added to his inner turmoil and his bullies’ fuel. When he was bullied, Michael couldn’t tell if it was because of his race, his sexual orientation, or some combination of the two.

Even though Michael was afraid that his parents would be disappointed in him if they knew that he was gay, his parents had his back through all of the ups and downs. After the bullies ruined his school uniform, Michael’s mom marched straight into his headmistress’s office and demanded that the bullies be held accountable. To Michael’s great relief, his mom was accepting and loving when he came out as gay to her years later.

Although the people closest to him were accepting of his sexual orientation, Michael knew that the world might not be. Thanks to his dual citizenship, Michael began swimming for the Jamaican Olympic team. Members of the LGBTQ+ community are treated very differently in Jamaica compared to the United Kingdom, and Michael saw the need for global equality for LGBTQ+ people. As a proud Black, LGBTQ+ athlete, Michael feels a responsibility to use his platform as an Olympic athlete to uplift both the Black and LGBTQ+ communities.



OBJECTIVES

In this lesson, students will listen to Michael's story about how his experiences as a gay, Black athlete differ in his home country and the country for which he competes in The Olympics before they delve deeper to address the following objectives:

- Students will understand how Michael's life was shaped by both of his identities as a gay, Black man.
- Students will conduct research about LGBTQ+ rights around the world and compare and contrast the quality of life for LGBTQ+ folks in each country.
- Students will explain how support from all levels of society (one-on-one interactions, communities, and institutions) impacts the LGBTQ+ community.

To find out how this lesson plan aligns with Common Core Standards, check out the "Common Core Alignment" section at the end of this lesson.



WATCH ON  YouTube

STEP 1: GETTING STARTED

As a class, watch Michael's video, [Michael Could be the First Openly LGBTQ+ POC on Team Jamaica | Passion, Power, Performance](#) (3:50).

BEFORE YOU START

With many landmark rulings defending LGBTQ+ rights by the United States Supreme Court in recent history, students may be tempted to ask, "Why are we still talking about LGBTQ+ rights?"

Although LGBTQ+ rights in the United States are comparatively more progressive than many countries in the world, LGBTQ+ people around the world are still fighting for fundamental human rights. According to [Human Rights Watch](#), people still experience violence and inequality for their sexual orientation or gender identity including "torture, killing and executions, arrests under unjust laws, unequal treatment, censorship, medical abuses, discrimination in health and jobs and housing, domestic violence, abuses against children, and denial of family rights and recognition."

The discussion in this lesson asks students to expand their worldview. They must look beyond the state of LGBTQ+ rights in their immediate surroundings and look at LGBTQ+ rights on a global platform. In doing so, they must also critically analyze the shortcomings of their own country.

In the article "[Global LGBT Rights](#)," the organization GLAAD highlights pitfalls to avoid when talking about LGBTQ+ rights, saying, "Avoid comparing the world's 'worst' countries and 'best' countries for LGBT people. Do not assume that countries that allow same-sex marriage have addressed all rights-based concerns. Note that all countries, including the United States, still have high levels of community violence and exclusion for LGBT people and that transgender and intersex communities receive relatively little support or services globally."

As a **bonus**, you can watch any combination of the following videos or all of them to add extra information to the discussion that will come next:

- [What It's Like To Grow Up Gay And Black](#) (BuzzFeedVideo, 5:50)
- [Men Can Dance \(In Heels!\) Too | It Gets Better: Ballet Dancer Harper Watters](#) (It Gets Better Project, 3:43)
- [Queer And Abroad: Four People Share Their Experiences Living Outside The U.S.](#) (It Gets Better Project, 4:23)
- [Gay people in Jamaica risk violence and abuse](#) (AP Archive, 6:07)
- [Unchecked Homophobic Violence in Jamaica](#) (Human Rights Watch, 4:32)

Now that students have heard Chelsea's story and watched any bonus content, you can either give students a day to reflect on what they have learned or jump right into the class discussion.

STEP 2: DISCUSSION QUESTIONS

With everything that they have learned from Michael's *Passion Power Performance* episode, any of the suggested bonus videos, and their preexisting knowledge, begin a class discussion and ask students to share their thoughts on the following questions:

1. Racism, Homophobia, & Bullying

Michael recalled that he was physically and verbally bullied in school. He said, "You know, a few people called me names and to this day I don't really know whether it was because of the color of my skin, whether it was my sexuality, or whether I just didn't fit in."

- How might being bullied affect all aspects of someone's life even outside of school?
- How did the perception of both of Michael's identities (being Black and gay) contribute to him being bullied?

2. Significance of Family Support

Michael's mom stood up for him when he was bullied at school. When Michael came out as gay to her later on, his mom was accepting and supportive.

- What do you think it meant to Michael to have his mom's support when he was being bullied?
- What were Michael's biggest fears about coming out as gay to his parents?
- Why was Michael's "coming out" moment significant?
- How does family support make a difference in the lives of LGBTQ+ individuals?

3. Being Black and Gay Around the World

Michael grew up in the United Kingdom—England, specifically—before swimming for the Jamaican Olympic team. Roughly 3% of England's population is Black while nearly 90% of Jamaica's population is Black. Compared to Jamaica, the United Kingdom has one of the highest degrees of liberty for LGBTQ+ folks around the world; the Jamaican government is considered one of the most hostile governments toward the LGBTQ+ community in the world.

- What do you think Michael's experience as a Black man is like in the United Kingdom compared to Jamaica?
- What do you think Michael's experience as a gay man is like in the United Kingdom compared to Jamaica?
- How does the treatment that Michael receives because of his identities shift when he's in the United Kingdom versus when he's in Jamaica?

4. LGBTQ+ Rights In Different Countries

LGBTQ+ rights vary from country to country. In some countries, LGBTQ+ folks have the same social, economic, and political freedoms as non-LGBTQ+ people, but in others, LGBTQ+ individuals are denied their rights because of their identity. To learn more about LGBTQ+ rights across the world, go to EqualDex.com.

- How would you describe the quality of LGBTQ+ rights in your community? In your state/province? In your country?
- Compared to other countries, how is the LGBTQ+ community treated in your community? In your state/province? In your country?
- Are there any movements to increase LGBTQ+ rights where you live? Please describe them.

5. Levels of Support

Support for the LGBTQ+ community can come from our closest friends to the national government. Consider support for the LGBTQ+ community across large systems (e.g. the government), medium systems (e.g. schools), and small systems (e.g. families).

- How is each level of support represented in Michael's story?
- How does each level of support impact LGBTQ+ individuals?
- Can the LGBTQ+ community achieve equality without support from all three systems? Explain your reasoning.

STEP 3: ACTIVITY

After absorbing Michael's story and their classmates' responses during the discussion, students will compare and contrast the experiences of LGBTQ+ folks around the world.

LGBTQ+ rights vary around the world. For example, some countries recognize same-sex marriages, and same-sex marriage is illegal in others. Some governments criminalize hate crimes against LGBTQ+ individuals, and other governments turn a blind eye to violence against the LGBTQ+ community. While LGBTQ+ folks in certain countries benefit from social, economic, and political equality, global equality for all LGBTQ+ folks has not been reached.

Begin by watching *Out & Around* ([Out & Around: The Full-Length Documentary](#) [It Gets Better Project, 1:20:21]), a documentary by Jennifer Chang and Lisa Dazols (Jenni and Lisa). The documentary follows their search for "Super Gays"—leaders of the movement for LGBTQ+ equality—throughout 15 countries in Africa, Asia, and South America.

This activity can be shortened to fit your class's time constraints. If you do not have enough time to watch *Out & Around* as a class, watch Jenni and Lisa's TED Talk about their journey, "[This Is What LGBT Life Is Like Around the World | Jenni Chang and Lisa Dazols | TED Talks](#)" (TED, 11:50).

After watching the film and/or TED video, students will complete one of the projects from the accompanying *Out & Around* EduGuide. The complete EduGuide can be downloaded from itgetsbetter.org/OutandAround.

Divide students into small groups of 2–4 people. Assign a country to each group or allow students to select a country to research. Provide students with the "Project 1: Group Presentations" worksheet (below). Students will research their country as a group and complete the worksheet to organize their findings.

After completing their research, students will create a poster, slideshow, or other presentation to share their findings with the larger classroom.



CONCLUSION

If you would like to extend the activity, ask students to write a brief reflection piece responding to any or all of the following questions:

- From the *Out & Around* EduGuide:
 - Which countries were most similar in how they legislate and treat LGBTQ+ individuals?
 - Which were most different?
 - Why do you think that is?
- From the *Out & Around* EduGuide:
 - How safe and accepting is the country you studied for LGBTQ+ people?
 - What do you think would help increase general acceptance of LGBTQ+ people in that country?
- From the *Out & Around* EduGuide:
 - How do you think other identities, such as race or gender, might influence how LGBTQ+ individuals are treated in the country you selected?
 - What makes you think that?
- What have you learned from listening to Michael's story?
- As a gay, Black Olympic athlete, Michael feels a responsibility to use his platform to uplift both the LGBTQ+ and Black communities.
 - What is the significance of role models to queer POC?
 - Can you think of any other LGBTQ+ role models in the Black community?

LESSON TAKEAWAY

Before ending the lesson, take a moment and make a concluding statement to the class to summarize the significance of what they have learned and what they should take away from this lesson. For example, you could say something like:

"Today you listened to Michael's story about what it was like being a gay, Black athlete in different countries. His story reminds us that although LGBTQ+ rights may be making great strides in some communities, not all LGBTQ+ folks are able to live freely around the world. What I hope you take away from this lesson is that it is important to broaden our worldview when talking about equality and recognize that there is still plenty of work to be done to reach global equality for the LGBTQ+ community."

Remind students of times when you are available to talk, or guide them to appropriate mental health resources based on their needs. Please thank your students for their willingness to learn, hard work, and participation—we at the It Gets Better Project are certainly thankful for them.

RESOURCES & LINKS

Here are the links for the videos and resources mentioned throughout this lesson, plus a few other helpful links for your consideration. If any of the links do not work, simply type the exact title into your search engine:

VIDEOS

- [Michael Could be the First Openly LGBTQ+ POC on Team Jamaica | Passion, Power, Performance](#) (3:50)
- [What It's Like To Grow Up Gay And Black](#) (BuzzFeedVideo, 5:50)
- [It Got Better Featuring Jason Collins](#) (Istudiopresents, 7:37)
- [Gay people in Jamaica risk violence and abuse](#) (AP Archive, 6:07)
- [Unchecked Homophobic Violence in Jamaica](#) (Human Rights Watch, 4:32)
- [Out & Around: The Full-Length Documentary](#) (It Gets Better Project, 1:20:21)
- [This Is What LGBT Life Is Like Around the World | Jenni Chang and Lisa Dazols | TED Talks](#) (TED, 11:50)

WEBSITES

- itgetsbetter.org/OutandAround
- [Global LGBT Rights \(https://www.glaad.org/\)](https://www.glaad.org/)
- [Human Rights Watch: LGBT Rights \(https://www.hrw.org/\)](https://www.hrw.org/)
- [EqualDex \(https://www.equaldex.com/\)](https://www.equaldex.com/)

EDUCATOR RESOURCES

- [LGBTQ+ Glossary – It Gets Better \(itgetsbetter.org/glossary\)](https://itgetsbetter.org/glossary)
- [Common Core Standards PDF](#)

OUT & AROUND GROUP PRESENTATION RUBRIC

Student Name: _____

Date: _____

	4	3	2	1
Completion of "Out & Around" Worksheet	All questions are answered thoroughly using strong details and examples	All questions are answered using details and examples	Some or most questions are answered; some details are included	Worksheet is incomplete/ answers lack detail to explain findings
Quality of Presentation	Presentation materials are creative, neat, visually appealing, and enhance understanding of findings	Presentation materials adequately support understanding of findings; poster is somewhat neat and visually appealing	Presentation materials support understanding of findings, but not all findings are included or able to be understood	Presentation materials impede understanding of findings
Speaking Skills During Presentation	Group members spoke clearly and concisely. All students could hear the speakers well	Group members spoke clearly and concisely. Some students had trouble hearing the speakers	Group members spoke at an appropriate volume but unclearly. Some points were difficult to understand.	Points were neither clear nor concise. Speakers could not be heard or understood.

Total: _____ /12

COMMON CORE ALIGNMENT

For detailed information about how our EduGuides can be used to teach Common Core standards, check out our [It Gets Better EDU Common Core Alignment Chart](#). [Note: If the link does not work, visit <https://itgetsbetter.org/media/> and click on "Common Core Alignment," located near the top of the page.]

This lesson asks students to synthesize data from multiple sources to construct a coherent essay about the benefits of participating in sports for transgender youth and how state policies impact transgender youth's ability to participate. This lesson is excellent for teaching the following standards in particular:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

PASSION POWER PERFORMANCE



The It Gets Better Project envisions a world where all LGBTQ+ youth are free to live equally and know their worthiness and power as individuals.

INTRODUCTION

After watching *Passion Power Performance*, your students have heard stories from:

Chelsea Wolfe, a transgender woman who made a place for herself in the BMX riding community with the hope of becoming the first-ever transgender athlete to compete in the Olympic Games.

Courtney Ryan, a proud lesbian who plays wheelchair basketball for Team USA and wants to redefine society's perception of what it means to be an athlete with a disability.

Izzy Cerullo, a Brazilian-American rugby player who unexpectedly became a role model for the LGBTQ+ community after a video of her girlfriend proposing to her at the 2016 Olympic Games went viral.

Michael Gunning, a gay, Black swimmer who made it his goal to uplift the LGBTQ+ and Black communities after seeing how his sexual orientation and race were perceived differently around the world.

Chelsea, Courtney, Izzy, and Michael's stories each encompass the concept of *intersectionality*. Intersectionality, coined by Columbia Law School professor and civil rights advocate Kimberlé Crenshaw, is defined as, "the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups" (Merriam-Webster).

It is too simplistic to say that the LGBTQ+ athletes featured in *Passion Power Performance* only face homophobia or transphobia. Some are oppressed by sexism, racism, or ableism, and some even *benefit* from sexism, racism, or ableism. This is because oppression and privilege are two sides of the same coin. Privilege, a "special right, advantage, or immunity granted or available only to a particular person or group" (Oxford Dictionary), is equally important to consider when talking about intersectionality.

As humans, we are multifaceted beings. Our sexuality, gender, ethnicity, race, age, religion, language, education, and socioeconomic status shape our identities, and our identities shape how we are perceived and treated by others. Talking about our identities as they relate to intersectionality is important because it helps us develop empathy for one another. As students learn about intersectionality from *Passion Power Performance*, they will learn how to empathize with others' life experiences.

OBJECTIVES

In this lesson, students will build upon what they have learned from Chelsea, Courtney, Izzy, and Michale's stories to address the following objectives:

- Students will define intersectionality and explain how oppression and privilege play a role in intersectionality, citing examples from *Passion Power Performance* and their own lives.
- Students will practice engaging in constructive discussions about oppression, privilege, and intersectionality with their peers.
- Students will critically reflect on how their identities shape their experiences in the world.

To find out how this lesson plan aligns with Common Core Standards, check out the "Common Core Alignment" section at the end of this lesson.

BEFORE YOU START

Talking about oppression and privilege is a difficult—but essential—part of talking about intersectionality. The concept of privilege challenges our society's widely held belief that skill and hard work are the sole determinants of success. For those whose identities grant them a position of privilege, it may be uncomfortable to confront the reality that marginalized groups face extra hurdles that cannot be overcome by sheer effort. For students who have felt the sting of oppression, such conversations may be upsetting on an entirely different, personal level. Whether students benefit from privilege or struggle with oppression, talking about intersectionality is necessary for growth.

After the concept of intersectionality gained traction, Kimberlé Crenshaw clarified that intersectionality is not about creating a hierarchy of oppression. You may have heard people disdainfully talk about the "Oppression Olympics"—turning oppression into a competition based on who has the most marginalized identities—when talking about intersectionality. In the same way that privilege is not an excuse to invalidate other people's experiences, using one's own oppression to invalidate the experiences of others is not the point of intersectionality. Intersectionality is a tool to examine and dismantle systems that uphold oppression and privilege. We don't discuss intersectionality to make ourselves or others feel guilty; we discuss it so that we can see the work that still needs to be done to achieve equality.

Sharing our experiences with racism, homophobia, or any other form of oppression takes a great deal of vulnerability. If someone has the courage to share those experiences, they should be listened to with an open mind. The key to having a constructive discussion in the classroom is to listen to others with the intent of understanding, not refuting, their point of view. Students should show respect and empathy even if their classmates' experiences do not align with their own.

For more help navigating this conversation, check out "[An Instructor's Guide to Understanding Privilege](#)," (available for download) written by the University of Michigan.



WATCH ON  YouTube

STEP 1: GETTING STARTED

As a class, watch the following videos to prepare for the upcoming discussion about intersectionality:

- [The Urgency of Intersectionality](#) | Kimberlé Crenshaw (TED, 18:49)
[NOTE: This video depicts police brutality and mentions anti-Black racism/violence.]
- [Intersectionality 101](#) (Learning for Justice, 3:03)
- [What Is Intersectionality? | Queer 101 | The Advocate](#) (The Advocate, 3:13)
- [Privilege vs. Oppression](#) (Diverse City LLC, 2:48)

STEP 2: DISCUSSION QUESTIONS

With everything that they have learned from *Passion Power Performance*, any of the videos that you have watched in class, and their preexisting knowledge, begin a class discussion and ask students to share their thoughts on the following questions:

1. Defining Intersectionality, Oppression, and Privilege

It is impossible to talk about intersectionality without talking about oppression and privilege.

- What is oppression? Provide an example.
- What is privilege? Provide an example.
- What is intersectionality?
- How do oppression and privilege play a role in intersectionality?

2. Intersectionality in *Passion Power Performance*

What are some examples of intersectionality in *Passion Power Performance*? **If students have trouble coming up with examples, here are a few to help them:*

- As a lesbian, Courtney might face sexism as a woman and homophobia for being gay. However, her LGBTQ+ identity is often overlooked because of her disability, which is a result of ableism.
- Michael recalls that he didn't know if he was bullied as a child for being gay or for being Black. As a gay, Black man, his bullies likely targeted him because of homophobia and racism simultaneously.

3. Inclusion and Exclusion in Sports

Consider sexuality, gender, ethnicity, race, socioeconomic status, and disability.

- Describe how these factors have been used (or are still being used) to create barriers to sports participation. For example, how has gender been used to exclude women from sports participation?
- What do you think can be done to make the world of sports more inclusive, to break down barriers to participation that have often separated or prevented people from participating on the basis of their identity?

4. Intersectionality and Context

How your identity is perceived depends on the context. Context can mean the country that you live in, the community that you belong to, or the people that you're surrounded by.

- Why are our identities perceived differently depending on the context?
- What is an example of this from *Passion Power Performance*?
- How do we stay true to ourselves as we move between different countries, communities, or groups?

5. Shaped by Identity

Consider sexuality, gender, ethnicity, race, age, religion, education, socioeconomic status, and any other types of identity.

- How do different parts of our identity work together to shape who we are?
- Fill in the blank: The part of my identity that I am most aware of on a daily basis is _____. The part of my identity that I am least aware of on a daily basis is _____. Explain your answer.
- How have your identities shaped your perception of the world?
- What identities do you possess that intersect?

STEP 3: ACTIVITY

Students will select an athlete featured in *Passion Power Performance* and analyze how their identities intersect and influence their experiences in the world of sports and the world as a whole. They should consider:

- The athlete's sexuality, gender, race, citizenship status, heritage, and disability.
- How the athlete's identities affect their experiences with homophobia, transphobia, sexism, racism, and/or ableism.
- Whether the perception of the athlete's identity/identities changes within different contexts.

Students will create a collage using images, illustrations, phrases, and/or quotes to visually depict the intersection(s) of their athlete's identities. You can give students the option to create their collages physically or digitally.

After the collages are complete, bring the class together to share their collages. Students can present their collages one at a time, or you can hang their collages around the classroom and have students do a gallery walk, taking notes about each other's work.



CONCLUSION

If you would like to extend the activity, ask students to write a brief reflection piece responding to any or all of the following questions:

1. Explain your reasoning behind the images, quotes, or phrases that you included in your collage.
2. Were there any common themes across your classmates' collages?
 - For athletes that shared some identities, how were their collages different based on their other identities?
3. Why is it important to critically reflect on our identities?
4. Why is it difficult to talk about intersectionality?
 - What are some ways to have a constructive conversation about intersectionality?
5. What is your biggest takeaway from *Passion Power Performance*?

LESSON TAKEAWAY

Before ending the lesson, take a moment and make a concluding statement to the class to summarize the significance of what they have learned and what they should take away from this lesson. For example, you could say something like:

"Today you learned about oppression, privilege, and intersectionality by taking a look at the lives of the athletes featured in Passion Power Performance. Intersectionality is a tool to examine how we can better advocate for marginalized communities. What I hope you take away from this lesson is the importance of understanding how our identities intersect to shape our experiences. By examining intersectionality, we can see the work that still needs to be done to achieve full equality for everyone."

Remind students of times when you are available to talk, or guide them to appropriate mental health resources based on their needs. Please thank your students for their willingness to learn, hard work, and participation—we at the It Gets Better Project are certainly thankful for them.

RESOURCES & LINKS

Here are the links for the videos and resources mentioned throughout this lesson, plus a few other helpful links for your consideration. If any of the links do not work, simply type the exact title into your search engine:

VIDEOS

- [The Urgency of Intersectionality](#) | Kimberlé Crenshaw (TED, 18:49)
[NOTE: This video depicts police brutality and mentions anti-Black racism/violence.]
- [Intersectionality 101](#) (Learning for Justice, 3:03)
- [What Is Intersectionality? | Queer 101 | The Advocate](#) (The Advocate, 3:13)
- [Privilege vs. Oppression](#) (Diverse City LLC, 2:48)

EDUCATOR RESOURCES

- [LGBTQ+ Glossary – It Gets Better \(itgetsbetter.org/glossary\)](#)
- [Common Core Standards PDF](#)
- [An Instructor's Guide to Understanding Privilege – Inclusive Teaching](#) (University of Michigan)

INTERSECTIONALITY COLLAGE RUBRIC

Student Name: _____

Date: _____

	3	2	1
Number of Items	Collage includes at least 10 different items (e.g. illustrations, images, phrases, and/or quotes)	Collage contains 5-9 different items (e.g. illustrations, images, phrases, and/or quotes)	Collage includes fewer than 5 different items
Creativity	All items in collage reflect a degree of student creativity	Most items in the collage reflect a degree of student creativity	Few or none of the items reflect a degree of student creativity
Time and Effort	It is apparent that much time and effort went into the design and planning of the collage	Some time and effort went into the design and planning of the collage	Significantly more time and effort needed to be spent on the design and planning of the collage
Thoughtfulness of Visual Materials	All items in collage show thoughtful consideration of the theme of <i>intersectionality</i> ; collage exceeds task demands	Most items in collage show consideration of the theme of <i>intersectionality</i> ; task demands are met	Items in collage do not represent theme of <i>intersectionality</i> ; items do not display thoughtfulness of consideration

Total: _____ /12

COMMON CORE ALIGNMENT

For detailed information about how our EduGuides can be used to teach Common Core standards, check out our [It Gets Better EDU Common Core Alignment Chart](#). [Note: If the link does not work, visit <https://itgetsbetter.org/media/> and click on "Common Core Alignment," located near the top of the page.]

This lesson asks students to choose an athlete from *Passion Power Performance* and create a visual representation of the ways that their identities intersect. This lesson is excellent for teaching the following standards in particular:

CCSS.ELA-LITERACY.SL.11-12.1.A-D

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

GROUP PRESENTATIONS

Name: _____

Country: _____

QUICK FACTS	
Is same-sex sexual activity legal? If so, since when?	
What rights, if any, are there around gender identity and expression?	
Can LGBTQ+ people serve in the military?	
Are there legal protections against discrimination of LGBTQ+ individuals? If so, describe them.	
Is same-sex marriage legal?	
Can LGBTQ+ individuals adopt children?	
Jot down three things you learned about this country's LGBTQ+ community while watching <i>Out & Around</i> .	
List additional websites referenced.	

ON A SEPARATE PIECE OF PAPER...

1. How would you characterize LGBTQ+ quality of life in this country? What examples from the facts you read and from *Out & Around* support your characterization?
2. Imagine that you were at a restaurant in this country (assume a major metropolitan area). Two men are having dinner together and share a kiss. What do you think might happen?
3. Was there anything that seemed different than what you might have guessed about the country based on your prior knowledge of this country?
4. How were Jenni's and Lisa's experiences in the documentary similar to what you read in your research? How were they different?
5. If you were to advocate for one policy to improve the lives of LGBTQ+ people in the country you researched, what would you advocate for and why?

ABOUT THE ORGANIZATION

We hope you enjoyed this official EduGuide for *Passion Power Performance: Out & Training for the Olympic Games Tokyo 2020*. This resource is part of a growing portfolio of materials currently made available through the It Gets Better EDU.

It Gets Better EDU exists to ensure that the uplifting stories crafted and collected by the It Gets Better Project reach LGBTQ+ youth wherever learning takes place. We do this by offering educators and student leaders easy-to-access and easy-to-use resources, information, and more. Learn about It Gets Better EDU at itgetsbetter.org/edu, and for inquiries, email us at education@itgetsbetter.org.



It Gets Better Project is a nonprofit organization based in Los Angeles, California. Its mission is to uplift, empower, and connect LGBTQ+ youth around the globe. With affiliates operating on 4 different continents, the It Gets Better Project boasts a truly global operation. Together, this networks use the power of story - told through online videos, social media, films, television specials, books, and more - to uplift, empower, and connect LGBTQ+ youth around the globe.

Connect with the Organization:

Website: itgetsbetter.org

Email: info@itgetsbetter.org

Get Help: itgetsbetter.org/GetHelp

Follow the Organization:

Facebook: facebook.com/itgetsbetterproject

Instagram: instagram.com/itgetsbetter

TikTok: tiktok.com/@itgetsbetter

Tumblr: itgetsbetterproject.tumblr.com/

Twitter: twitter.com/ItGetsBetter/

YouTube: youtube.com/itgetsbetter

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