

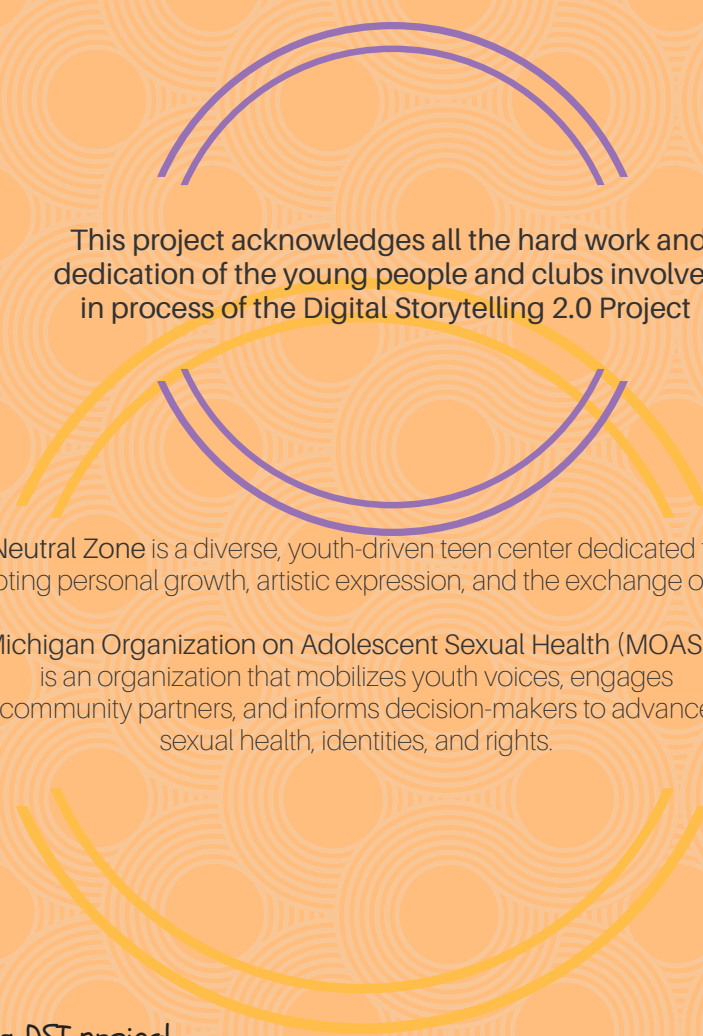
Digital Storytelling (DST) Organizers Toolkit

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This project acknowledges all the hard work and dedication of the young people and clubs involved in process of the Digital Storytelling 2.0 Project

Neutral Zone is a diverse, youth-driven teen center dedicated to promoting personal growth, artistic expression, and the exchange of ideas.

Michigan Organization on Adolescent Sexual Health (MOASH) is an organization that mobilizes youth voices, engages community partners, and informs decision-makers to advance sexual health, identities, and rights.

*This toolkit is based on our experience coordinating a DST project with LGBTQ+ youth in Southeast Michigan



michigan organization on
adolescent sexual health

BACKGROUND & CONTEXT

The Digital Storytelling 2.0 project is a collaborative effort among young people and youth-serving organizations to document stories to, ultimately, improve inclusion and affirmation for LGBTQ+ - identified middle and high school students in Southeast Michigan.

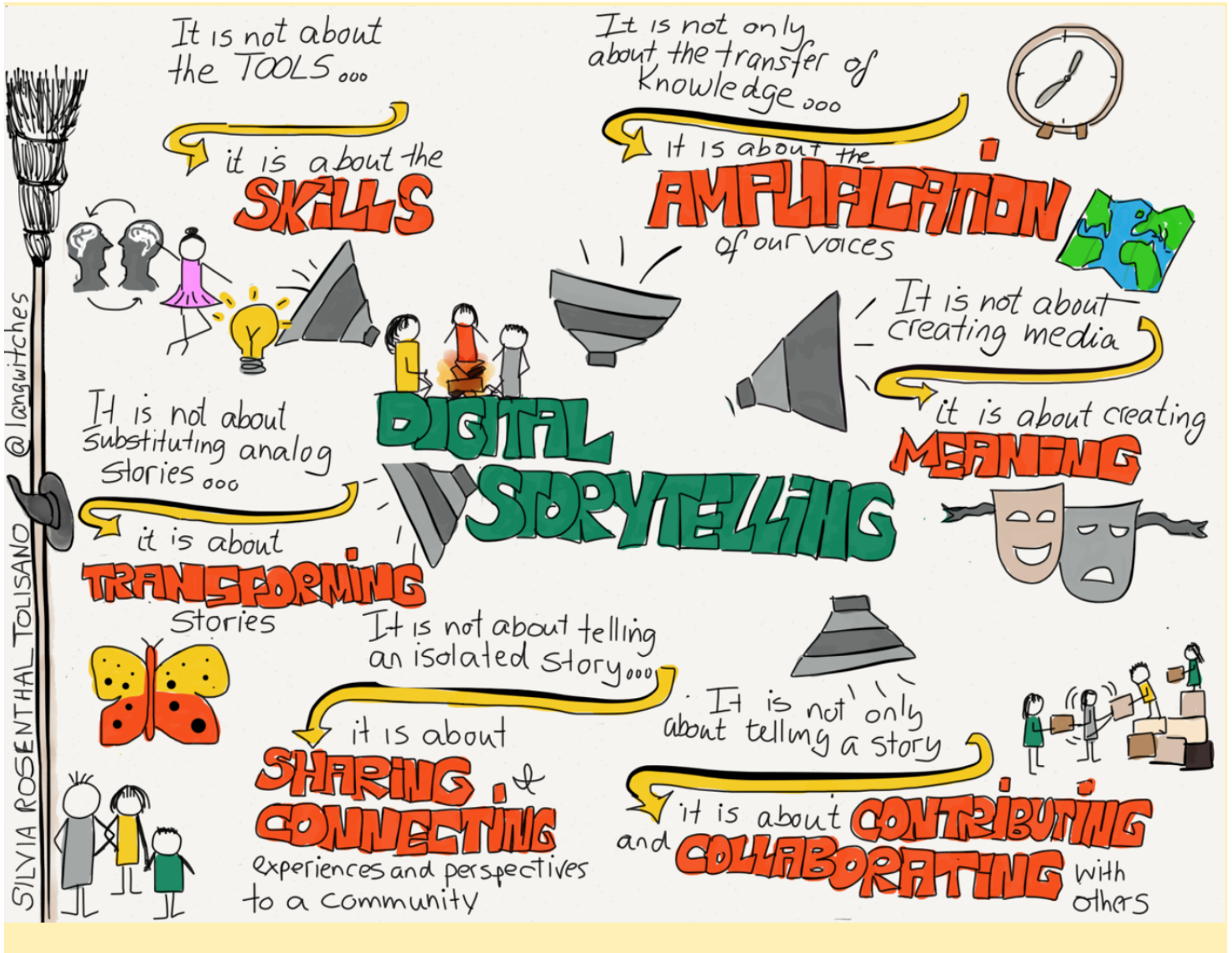
What is digital storytelling?

Digital storytelling is “the modern expression of the ancient art of storytelling.” Digital storytelling is an innovative approach to sharing stories and experiences. Digital storytelling can look different depending on what forms of multimedia are incorporated, such as, narrative, text, images, and/or sound. Some digital storytelling can be just visual or include various multimedia.

Digital storytelling has been shown to be a particularly effective means of amplifying the voice of marginalized communities, including young people within those communities. Digital storytelling is a form of short personal storytelling, told as a first person narrative spoken over a series of accompanying pictures, selected to add depth and meaning to the auditory presentation. Three to five minutes is the recommended duration for digital stories, which means they rely on succinct, economical storyline (Staley, 2017).

The final product is often easily shareable via social media and accessible to educators and others to quickly capture, express, and create themes, lessons, connection, and community.

Thank you Sylvia R. Tolisano for this visualization of Digital Storytelling: What it is... And... What it is not:



Tolisano, S., (August 18, 2015). Digital storytelling: What it is...and...what it is NOT. Retrieved from <http://langwitches.org/blog/2015/08/18/digital-storytelling-what-it-is-and-what-it-is-not/>

History of the Digital Storytelling Project 1.0 and 2.0

In 2014, the Neutral Zone (NZ) in Ann Arbor, MI created the Digital Storytelling 1.0 project. The project included the development and implementation of a climate survey for students attending schools within Washtenaw County, MI. NZ analyzed the data collected from the survey and identified the following findings/needs:

- Student-led trainings on gender identity and inclusiveness for staff at all middle schools and high schools
- GSA/QSA club (or similar club with a different name) at every middle and high school
- Gender neutral bathrooms in all K-12 schools
- Names and gender pronouns respected and used by school staff (including substitute teachers), in PowerSchool (i.e., school records), and year books.

FOLLOWING THE RESEARCH COMPONENT OF THE PROJECT, THE GSAS/QSAS CONVENED TO CREATE A DIGITAL STORYTELLING VIDEO, AS A METHOD FOR EXPRESSING RESEARCH FINDINGS IN A MORE ACCESSIBLE MANNER THAT SHARES EXPERIENCES OF HOW THE FINDINGS PLAY OUT IN REAL LIFE.



"We are so proud of teens for sharing their stories and standing up for what they need and deserve. I applaud their bravery." -

Suzie Staley, Program Director, Neutral Zone

Go to <https://youtu.be/hk9l3qvfcPY> to see Digital Storytelling 1.0 project

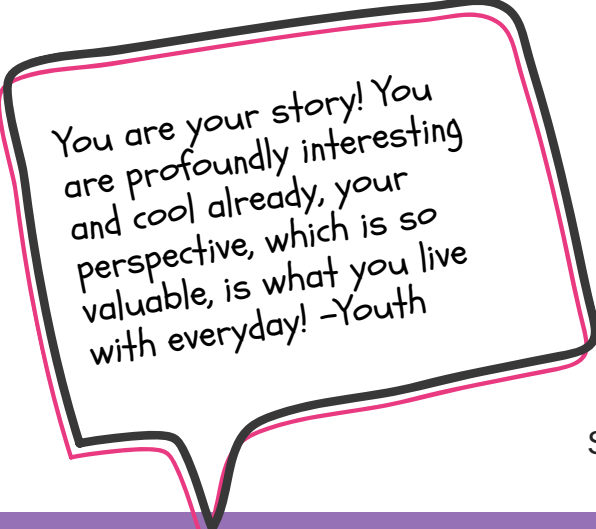
Go to <https://youtu.be/J8IFsVVZG9k> to see DST 2.0

Purpose of Digital Storytelling. Why do we need it?


The products of digital storytelling (e.g., videos) are utilized in a variety of settings, including schools, community based organizations, virtual settings (e.g., social media), and others. Research shows that viewing/hearing digital stories enhance audience engagement, dialogue, and empathy through multiple literacies and technologies.

For those participants who tell their story through digital storytelling, it allows them to reach a broader audience, amplify their individual and communal voice, and harness audience emotion. Both the process of identifying their story, as well as, telling their story can be powerful and empowering. The tasks inherent in the digital storytelling process offer youth the chance to learn new skills and demonstrate their proficiency in a multitude of programs (such as iMovie, Creative Commons Search and Jamendo). (Staley & Freeman, 2017).

Youth Voice ...there is *nothing* more important or critical when doing any programming that ultimately impacts young people. The leadership/empowerment opportunity benefits youth, and furthermore, it benefits the adults/allies and programs provided.



You are your story! You are profoundly interesting and cool already, your perspective, which is so valuable, is what you live with everyday! -Youth



Everyone
has
a story

See Appendix A for Why Your Voice is Valuable

Why do digital storytelling with LGBTQ+ youth?

At least 8.4% of Michigan high school students identify as LGB, with no data currently collected on number of transgender students. This is more than 36,000 Michigan public high school students whose voices are often underrepresented, ignored, and disregarded. Based on the health and behavior outcome findings from the 2015 Michigan Youth Risk Behavior Survey (YRBS), the MI Department of Education identified LGB students as a subset of students at greater risk than their heterosexual peers for engaging in multiple risky behaviors. Engagement in these risky behaviors is associated with increased risk for negative health and educational outcomes. LGBTQ youth are more likely to drop out of school and be homeless. Additionally, school can be an unsafe place for LGBTQ youth in Michigan. These students are more likely than their heterosexual and cisgender peers to be victimized, excluded, and verbally, physically, and sexually harassed.

Digital storytelling with LGBTQ+ youth can give power to their voices, which can lead to a shift in culture, narrative, and policy at district, local, statewide, and federal levels. An important component of digital storytelling is a call to action, which can prompt the audience to mobilize around these efforts.

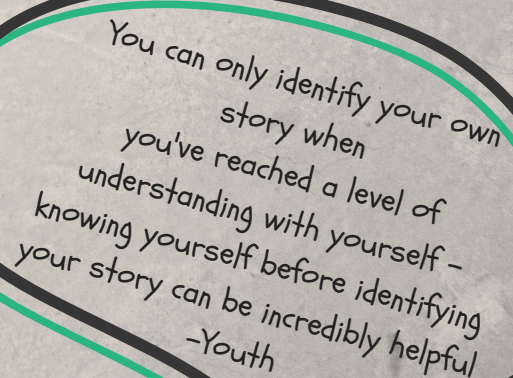


THE ORGANIZERS TOOLKIT

The purpose of this toolkit is to help you to plan and implement a digital storytelling project to raise awareness about the school experiences of LGBTQ+ youth in grades K-12, as well as to educate others on actions that need to be taken to improve the inclusion and affirmation of these youth. This toolkit is intended to provide support and materials that can be modified to meet the needs of your project and audience. If you have questions, please email info@neutral-zone.org and/or info@moash.org

Trigger Warning: A Note to Digital Storytelling Project Organizers:

This toolkit is intended as a resource for project leaders to use in the event of planning a digital storytelling project with youth, ages 11-18, who identify as LGBTQ+. This Toolkit, and the pages it links to, contains real life stories, which may be triggering for those who identify similarly as the story's author and/or have had similar experiences. As an organizer of a digital storytelling project, the process of storytelling can be retraumatizing or triggering, as telling one's own authentic story can bring back memories and trauma similar to how they were felt the first time it was lived. Youth should be celebrated in the telling of their stories, but also appropriately supported. For both the storytellers and the audience (involuntarily or voluntarily), it is important that support be available for anyone in need. Please be prepared to provide resources, such as on-call or physically present social workers/counselors, hotline numbers, support group contact information, or other local resources for anyone who may need assistance.



You can only identify your own story when you've reached a level of understanding with yourself - knowing yourself before identifying your story can be incredibly helpful
-Youth

4 (very broad) Steps to Developing a Digital Storytelling Project

- Logistics 
- Digital Storytelling Workshop 
- Recording Stories 
- Disseminating Video 

I. Logistics

Finding Funding & Budgeting. You will need funding for food, transportation, videographer, staff time, space rental, marketing, and any other extras you want to throw in to make your DST project extra special and personalized. For example, we always advocate for paying youth via stipends or gift cards for their time and expertise. Check out Appendix X to see our budget and how we allocated funds.

You may have to get creative, but there are many ways to identify and obtain funding for a DST project. Get creative and look into the following potential funding opportunities: local/regional community foundation (this is how we were funded!); school or district parent-teacher student organizations/associations; private foundations supporting youth health, LGBTQ+ topics, youth leadership (there are so many intersecting issues that a DST project can address!); and social media fundraiser, such as Kickstarter.

Identifying Partners. Partners are the most important key to the success of your DST project. This includes youth, organizations/individuals who work with youth, organizations/individuals who have access to funding, recording equipment, skilled facilitators, videographer, networks for dissemination, and others who can fill gaps in your capacity and reach.

Identifying Videographer. You can choose whether to hire (or identify volunteer) professional videographer or film yourself. Regardless, there are several filming tips to consider, including physical recording tips and intentionality tips when filming stories of people with marginalized identities. See Section III for more details.

See appendix C for some general tips for a successful project

II. Planning Your Own Digital Storytelling Workshop



Recruiting. Set recruiting up based on the needs and accessibility of the school, school system, or region where you are trying to reach LGBTQ+ youth. We began by reaching out to 5-7 GSA's in Southeast Michigan where we already had established relationships. 40-60 students were recruited to participate with the intention of recording 20-30 stories. Other recruitment tactics can be via social media posts, social media events (please be cautious of safety and confidentiality concerns), posting flyers, reaching out to community based organizations who work with LGBTQ+ youth, and asking LGBTQ+ youth who you know to invite their friends.

(See Appendix D for example of recruitment flyer.)

Waiver. Consent Waivers are an important consideration. Be sure to not only collect identifying information of the participant and consenting adult, but also a description of the intent of the project and planned use for videos. Caregivers are more willing to have their youth participate if they understand the purpose and intent of the project.

See Appendix E for waiver

Identifying Space. Workshop and filming space must be safe, accessible (e.g., on bus route, free parking, bus parking, central location), affordable, and comfortable (this includes being able to bring snacks and other food to provide to participants). Some suggestions for places are school, community based organizations, summer camps, online video meeting, campus space and/or office space.. We did our workshop at a local facility acts as a meeting place for LGBTQ+ youth and adults.

Transportation. considerations, bus companies in Michigan?, reimbursement for mileage, support with arranging rides for students from

The Agenda. It is important that the agenda include team- and comfort- building activities (e.g., group norms/ground rules, examples of effective storytelling, and time to work on personal stories. Be intentional about identifying facilitators (e.g., will some/all of agenda be youth-led?).

Go to <https://youtu.be/Eas3Z-KpdYM> for video on group norms.

See Appendix F for sample agenda.

See Appendix G for How to Facilitate Conversation on Sensitive Topics

Evaluation. For many funders, evaluation is required. If it is not, it is still important to be able to show the impact of your program. Evaluation does not have to be extensive or complicated.

See Appendix H for sample evaluation.

III. Recording Stories

- *Scheduling.* Where and when you record stories will greatly impact the number of students who participate and whether or not students who do participate feel comfortable telling their story as they prepared it. Choose a youth-accessible time (e.g., right after school, during lunch, weekend programming that they're already attending) and a safe recording space (e.g., classroom, LGBTQ+ - inclusive community based organization, where the GSA/QSA meets)
-
- *Filming.* Remind youth that the final video will be edited, so there is no need to go through the entire story perfectly at one time.
-
-

Videographer Tips:

- If using a phone, remember to record it horizontally (landscape), so it is the proper aspect ratio
- There is free editing software available, including apps you can download and easily use to edit on your phone
- Location: Make sure it is quiet and the lighting is even. The subject should be nice and clear
- Do NOT shoot handheld. Find something to lean the phone/camera on. There are inexpensive phone tripods available.

-
- *Many digital storytelling projects will include a CALL TO ACTION. Depending on your audience and location specific goal(s) will look different. Be intentional to identify themes in stories, so they can be prominently displayed at the end of the video.*
-

- See Appendix J for sample questions/prompts asked during filming and facilitated discussion questions
-

Videographer Tips:

- Maintain an atmosphere of professionalism and respect
- Focus on telling the subject's story
- You have an obligation to stay true to the story of others, especially when involves less represented identities
- Engage in conversation with the subject, but don't debate their experiences and truths
- If something doesn't make sense to you, kindly ask the subject to elaborate on their feelings, story, perspective
- When editing, don't manipulate the message. Ask the subject to explain what tone, mood, and message they'd like to convey



"...documentary photography has always come with great responsibility. Not just to tell the story honestly and with empathy, but also to make sure the right people hear it. When you photograph somebody who is in pain or discomfort, they trust you to make sure the images will act as their advocate" - Giles Duley

IV. Disseminating Video

Be Intentional. Take time and effort when determining what, when, how, and where the final video will be released and shared. Make sure you can answer the following questions: What is the purpose of showing this video? To meet that purpose, who is the intended audience? Does the intended audience align with who will have access to the video? Is this plan in line with your call to action.

Be intentional about what is being shared. Is the subject's name, school, age, and other identifying information being presented? What is safe?

Liability Check. Double check waivers

Viewing/screening. When the video is ready to share, do a final viewing/screening with at least one or two of the subjects and possibly their caregiver to see if there are any red flags that need to be addressed in terms of safety.

References

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- Wales, P., (2012) Telling tales in and out of school: youth performativities with digital storytelling, Research in Drama Education: The Journal of Applied Theatre and Performance, 17:4, 535-552, DOI: 10.1080/13569783.2012.727625

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Appendices

- A. Why Your Voice is Valuable
- B. Sample Budget
- C. Digital Storytelling Project Tips for Success
- D. Sample Recruitment Flyer
- E. Sample Video Waiver
- F. Sample Workshop Agenda
- G. How to Facilitate Conversations on Sensitive Topics
- H. Sample Pre/Post Test/Evaluation
- I. Sample Questions/Prompts for Filming & Facilitated Discussion questions

Why YOUR Voice is Valuable: Tips for LGBTQ+ Youth

The idea of sharing your story can be daunting for youth, regardless of sexual orientation/attractiveness and gender identity.

Check out some tips from our friends at the Massachusetts Alliance on Teen Pregnancy about raising awareness about the things that matter to you!

Raising awareness is done in three steps:

1. Giving the right information,
2. to the right people,
3. at the right time!

- **Your story is powerful!** A personal, true story being told to help change policies is more powerful than assumptions or thoughts being made by people who are neither young nor parents
- **Who better to raise awareness for what young LGBTQ+ people need than a young LGBTQ+ person themselves!** That's right; YOU know what YOU need to be happy, healthy, and successful so YOU would be the best person to educate others about all those things.
- **Awareness-raising is done in many different ways through DST** like poetry, reading a personal narrative, music, photographs, and other forms of multimedia. It doesn't matter how you do it; it just matters that you're doing it!
- **Your voice matters!** Do not be discouraged by those who would say you're too young or inexperienced. What you have to say is just as important as what any provider, educator, decision maker, etc. has to say.
- **Always remember:** by raising awareness, you not only help shape policy and change perceptions for LGBTQ+ youth, but you also prove to the world that young people are strong and capable leaders!

Remember: effective programs and policy are those that are shaped by the voices of people most directly impacted by them!

Sample Budget

Expense

WORKSHOP

- Venue
- Mileage Reimbursement for staff & Participants
- Stipends for Participants
- Facilitator Costs
- Staff Time
- Videographer Time ad Materials
- Meals & Snacks for Participants
- Recruitment
- Materials (chart paper, notebooks, pens)

RECORDING

- Videographer Time & Mileage Reimbursement
- Staff Time & Mileage Reimbursement

DISSEMINATION

- Venue for Premiere
- Marketing
- Refreshments for Premiere

Tactics for a Successful DST Project:

1. Define your goal(s) and objective(s)

- Think about what kind of impact you want to make in the short, medium, and long-term
- Goals are more broad, and objectives are the smaller steps that will need to happen in order to achieve your goal(s)
- Set SMART objectives: Specific, Measurable, Achievable, Realistic, Timely

2. Determine your intended audience

- Who do you want to speak to? Who do you want to connect with?

3. Identify resources and people that will help you achieve your goals/objectives

- What kind of influential people/organizations do you have access to? Who else would be interested in your goal(s) and might like to join you?
- Contact MOASH at info@moash.org and/or Neutral Zone at X if you would like to collaborate with us!
- Look for funding sources - these could be from other organizations, or you might organize in-person fundraising events (bakesales, raffles, auctions, etc.) or online fundraisers (crowdfunding, kickstarter campaigns, etc.)

4. Develop your message

- Tailor your overall message/theme to your specific audience, and be memorable!
- Think about the political environment and the context of your message
- Make a clear "ask" or call to action by telling the audience exactly what you'd like them to do - be specific!
- Support your message with research/expert sources when appropriate

5. Go out and SHARE!

- Be clear, engaging, and respectful - and don't forget the call to action!

6. Follow-up

- Make sure you plan out how to monitor and evaluate your efforts
- Thank those who helped you and maintain the relationships that you have built throughout the process!

Sample Recruitment Flyer

you Have a story SHARE it

all you need to do:

- be part of a storytelling workshop at Affirmations in Ferndale on November 17th 10am-3pm (no cost, lunch is provided)
- be filmed between November 2017 and January 2018 at your G/QSA!



questions? email Suzie@neutral-zone.org
& Taryn.Gal@moash.org



The Neutral Zone
Where teens lead, create and innovate



MOASH

michigan organization on
adolescent sexual health

Sample Waiver



Consent and Media Release for: Digital Storytelling Project 2.0

Date: _____
Name of Teen _____
Name of Parent/Guardian _____

The Neutral Zone (NZ) is an after school teen center in Ann Arbor that offers Arts and Leadership programs to high school-aged youth. Michigan Organization on Adolescent Sexual Health (MOASH), is a non-profit dedicated to supporting the sexual identity of youth. Together, we are partnering to host an initiative for GSA's to connect, build leadership, and tell their stories for a statewide Digital Storytelling Project to support youth-led dialogues and educational training.

Those interested in the project must be comfortable

- Sharing their story
- Being filmed for a digital video to support future educational workshops

***There is no cost to participate

By signing below, my guardian and I acknowledge that I will participate in the **Digital Storytelling Project 2.0 which includes a workshop on November 17th at Affirmations in Ferndale as well as filmed interviews between November 2017 and January 2018 at my GSA.**

- I grant permission to participate for my child to be interviewed
- I grant permission for my child to be filmed during the interview and know that the filming will result in an educational tool
- I grant permission for my child's photo to be used

Signature by teen

Date

Signature by parent or guardian

Date

Contact Information:

Parent/ Guardian Contact _____

Phone number(s) home: _____ cell: _____

Questions? Contact Suzie Staley, 734-214-9995, suzie@neutral-zone.org



THE NEUTRAL ZONE
ANN ARBOR'S TEEN CENTER

Advisor Consent and Media Release for: Digital Storytelling Project 2.0

Date: _____

G/QSA Advisor Name: _____

Name of Administrator: _____

The Neutral Zone (NZ) is an after school teen center in Ann Arbor that offers Arts and Leadership programs to high school-aged youth. Michigan Organization on Adolescent Sexual Health (MOASH), is a non-profit dedicated to supporting the sexual identity of youth. Together, we are partnering to host an initiative for GSA's to connect, build leadership, and tell their stories for a statewide Digital Storytelling Project to support youth-led dialogues and educational training.

Those interested in the project must be comfortable

- Sharing their story
- Being filmed for a digital video to support future educational workshops

***There is no cost to participate

By signing below, I as an Administrator acknowledge that I have a minimum of 5 teens from my school that will participate in the **Digital Storytelling Project 2.0 which includes a workshop on November 17th at Affirmations in Ferndale as well as filmed interviews between November 2017 and January 2018 at my GSA.**

- I grant permission to participate for my students to be interviewed and for my staff G/QSA advisor to be present during the filming
- I grant permission for my students to be filmed during the interview and know that the filming will result in a Public Service Announcement that will be shared broadly
- I grant permission for my students' photos to be used
- I have spoken to my administrator and they are supportive of the project

Signature of G/QSA Advisor

Date

Contact Information:

Administrator email: _____

Administrator Phone number: _____

Administrator email: _____

Administrator Phone number: _____

Questions? Contact Suzie Staley, 734-214-9995, suzie@neutral-zone.org

Digital Storytelling 2.0!

Neutral Zone's Riot Youth teens developed the **Digital Storytelling Project** between 2014 and 2017, collecting stories from students at four Ann Arbor high schools on issues of **school climate, safety, and bullying** related to sexual orientation, gender identity/expression, race, and appearance. Riot Youth has shared their findings through the Digital Storytelling Project, a compellation of youth voices in our community. They have been working with adults in schools and high school and middle school students, followed by youth-facilitated educational dialogues about school climate and bullying.

Neutral Zone is partnering with MOASH to launch the Digital Storytelling Project 2.0 that will involve youth from South East Michigan and will be used statewide as an educational tool. **Neutral Zone is now accepting applications from school representatives** to participate in the Digital Storytelling Project 2.0.

The original Digital Storytelling Project has been used to **support safety and academic success in schools** by: influencing effective **policies**; **training** teachers, counselors, and administrators; and, **working directly with students to end bullying**. Riot Youth teens have worked with elected officials, adult educators, and current students to address issues affecting local schools and schools across the state and country to better support diverse, safe, and inclusive schools. The Digital Storytelling Project and the dialogue workshops have been in high demand by schools and young people in rural and urban schools across the state. We are thrilled to work with your teens to launch the Digital Storytelling Project 2.0.

"LGBTQ students need our help, our advocacy, and are deserve dignity and respect."
– Advisor after viewing the Digital Storytelling Project

For schools that are accepted to the Digital Storytelling Project 2.0, **School representatives** will:

- Secure administrative support in their schools
- Designate an adult representative to coordinate efforts
- Attend a training on November 17 at Affirmations
- Be present and available when filming is taking place
- Attend the BAMM GSA Summit on March 9

Important dates

Before October 13, 2017 – Applications from schools due

October 30, 2017 – Application decisions sent to school representatives

November 17, 2017 – Mandatory student and advisor workshop at Affirmations

November 2017 – January 2018 – Each site will be filmed for the digital piece

March 9, 2018 – BAMM GSA Summit

For more information, please contact Suzie Staley – suzie@neutral-zone.org or 734.214.9995 ext. 224

Sample Agenda

Sample DST 2.0 Agenda

30min	Circle/Intros/Community Builder Group Norms	
45min	Identity Corners/Debrief*	
15min	Break	
90min	Theatre Troup Performance	
30min	Lunch/Scheduling Video Recording Visits with Advisors	
90min	<p>Storytelling Workshop</p> <p>Energizer</p> <p>DST 1.0 video</p> <p>Video Clip “The Danger of a Single Story” (8 minutes) https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en (2:58-10:51)</p> <p>Framing of Activity:</p> <p>Zora Neale Hurston: “If you are silent about your pain, they’ll kill you and say you enjoyed it.” <i>“Take 1 minute and think about what we know to be the “single-story” of people’s coming out experience, finding community and relationships, and navigating their identity(s).”</i></p> <p><i>“We are going to take time now to reflect on our story, knowing that its uniqueness is necessary and celebrated. There is no single story. This is a time for you to think about what parts of our story you want to share and how you want to tell it.”</i></p> <p>Have them count off by 5. Each facilitator will rotate to each group to do a different “W” (ie. Everyone facilitates “who” with their first group, then rotates to a different group to do “what”, then “when”, etc. so that each group gets a new facilitator for each</p>	

	<p>“W”.</p> <p>Stations: (remember confidentiality!) and think of these prompts as ways to flesh out the details of your story</p> <p>Who? (10 minutes)</p> <ul style="list-style-type: none"> figure out the major players in your story; were they your friends? family members? chosen family members? who was brave before you? <p>What? (10 minutes)</p> <ul style="list-style-type: none"> what are you working though right now? what do you want to share? what do you want others to know? what are you nervous about? <p>When? (10 minutes)</p> <ul style="list-style-type: none"> how old were you? when did you start to question who you were “supposed” to be? <p>Where? (10 minutes)</p> <ul style="list-style-type: none"> where were you living? where did you find support? did you move around? <p>Why?</p> <ul style="list-style-type: none"> why do you think it is important to share your story? why must we speak up? <p>5 minute share-out of highlights from the writing sessions</p>	
30min	<p>Closing</p> <p>What does moving forward look like?</p>	

***Identity Corners Activity**

“Notice a set of signs around the room. Each one represents a different social identity (Race, religion, ability status(mental, physical, emotional), SES, Sexuality/attractiveness, ethnicity, Gender, Sex, Body Size/Type, Nationality/Citizenship, Tribal Affiliation, etc.)

“I’ll read a series of statements and ask you to silently move to the “social identity” that best fits your answer. After each round you will have the opportunity to share why you moved to the identity that you did and hear from others”

Notes:

“Remember there is no right answer to any of these questions, it’s all open to your

interpretation. There are many more social identities than the ones posted!”

Move to an/the identity that...

- You feel most comfortable talking about
- You feel least comfortable talking about
- That you feel the most aware of right now
- One that you feel least informed about
- Has the greatest impact on your daily life
- Has the greatest impact on your social life
- Has the greatest impact on the way people perceive you
- Has the greatest impact on how you perceive the world

NOTE: As facilitators read out statements, all facilitators float into the groups that have formed, work with the small group, highlight/encourage participants critical things that come up for a brief (1-2 people) large group share out

Brief mention of “intersectionality” and for some people there may be moments where they couldn’t decide where to go as they may stand at multiple identities.

Debrief Questions:

How did you feel during this activity? What emotions came up?

Were any of the questions that we asked hard to answer? If so, why?

How do your social identities affect the way you see other people? How do they affect the way people see you?

In what ways do our queerness and our many other identities intersect to create different lived experiences around sharing our story?

Tips for Facilitating Discussion on Sensitive Topics

There are many ways to facilitate a group discussion. Please take a moment to look over some of our favorite tips below.

1. Set ground rules as a group (some examples are below)
 - Agree upon confidentiality (the Vegas rule)
 - Be engaged and present during the discussion
 - Listen actively and attentively to others
 - Be respectful of others who are sharing (no interruptions or talking over people) - One Diva, One Mic
 - Be conscious of how much you contribute (give space, take space)
 - Question each other and ask for clarification
 - Critique ideas, not people
 - Speak from your own experience (avoid generalizations)
 - Assume good intention, but own impact
 - Check out MOASH's video on Ground Rules at XXX
2. Use inclusive language
 - Don't assume somebody's gender, sexuality, or life experiences
3. Create a safe environment
4. Handle difficult participants constructively
 - Participant who talks too much - redirect the discussion or ask participant(s) to act as observers for part of the session
 - Participant who will not talk - break into smaller group discussions or allow participants to write out responses to questions
 - Participant who is argumentative with other participants - refer to facts and ground rules
 - Participant who is argumentative with the facilitator - confront, actively listen, reframe, and/or defer

For more details, examples, and tips, go to <http://bit.ly/cmudisc> and/or <http://bit.ly/umdisc>

Sample Pre/Post / Test Evaluation

Digital Storytelling 2.0 Post Survey

.Please fill out all of the answers to the following questions:

* Required

1. What Gender(s) do you identify with? (Check all that apply) *

Mark only one oval.

- Cisgender Woman
- Other
- Transgender Man
- Transgender Woman
- Gender Queer
- Cisgender Man

2. How do you identify sexually? *

Check all that apply.

- Straight
- Gay/Lesbian
- Other
- Bisexual
- Not Sure
- Queer

3. Do you or someone you know struggle with anxiety and/or depression? *

Mark only one oval.

- Yes
- No

4. Do you think that homophobia/transphobia is a problem at your school? *

Mark only one oval.

- Yes
- No

5. How often would you like to intervene when students use language or actions that may be offensive toward LGBTQIA+ students? *

Mark only one oval.

- Never
- Rarely
- Sometimes
- Often
- Frequently
- Other: _____

6. How confident are you that you could successfully intervene? *

Mark only one oval.

- Not Confident
- Somewhat Confident
- Confident
- Other: _____

7. Do you know how to effectively intervene? *

Mark only one oval.

- Not Confident
- Somewhat Confident
- Confident
- Other: _____

8. In which cases would you intervene and in which cases would you not be comfortable? *

9. I would join efforts to advocate for social justice, fairness, and equality for LGBTQIA+ people. *

Mark only one oval.

- Yes
- No
- Maybe

10. What did you think of the video? What was the most effective? Ineffective? *

11. How do you feel today about telling your story? *



Same Recording Subject /Facilitated Discussion Questions

Focus groups or discussion sessions with LGBTQ+ can give them an opportunity to reflect on their experiences. Use these questions to guide your discussion and help develop a strategy to support LGBTQ+ youth' needs!

EDUCATION

- What has your experience as a LGBTQ+ student been like at your school [think about access to bathrooms/locker rooms, pronoun use by teachers, GSA/QSA functioning slurs used by peers, etc.]?
- What people or programs have been helpful/supportive to you as a LGBTQ+ youth?
- What people or programs have made it difficult for you as a LGBTQ+ youth?
- What are some programs that would help you as you work to complete your academic program as a LGBTQ+ youth?

HEALTHCARE

- What has your experience as a LGBTQ+ youth been like seeking health and medical care [thinking about your interactions with medical staff, confidentiality and disclosure of medical records/health information, making health decisions for you, paying for healthcare services, etc.]?
- What health professionals or programs have been helpful/supportive to you as a LGBTQ+ youth?
- What health professionals or programs have made it difficult for you as a LGBTQ+ youth?
- What are some health programs that would help you access and afford the healthcare you need?

FAMILIAL SUPPORTS & OTHER SUPPORTIVE ADULTS

- What has been your experience as a LGBTQ+ youth with familial supports and other supportive adults? Where do you get most of your support from?
- What people have been helpful/supportive to you as a LGBTQ+ youth?
- In what ways has this person/people been supportive and how do they provide help?
- What kind of support would you like from someone you trust?

Let Us Hear It!

Thank you for coordinating a DST project. Please take a moment to let us know about your project, as well as how we can improve this toolkit to support coordinators of future DST projects..

You Can Take Our Survey Online:

<https://goo.gl/forms/SoqPhmkDKU41TZK52>

or you can send feedback to:

Neutral Zone:

email: info@neutral-zone.org

mail to: 310 E. Washington, Ann Arbor, MI 48104

MOASH:

email: info@moash.org

mail to: PO Box 1386 East Lansing, MI 48826

Thank you!