Hayward Public Library

Hayward Public Library

Now We Can Dance

The Story of the Hayward Gay Prom

Curriculum Guide

OFFICIAL SELECTION
frameline37
San Francisco International
LGBT Film Festival

FRIENDS OF THE HAYWARD PUBLIC LIBRARY

CAL HUMANITIES
A STATE OF OPEN MIND

Table of Contents

Film Synopsis	3
Making of the Film	3
Guidelines	4
Introduction	5
Module 1: Safe Space	6
Module 2: Treating Others with Respect	7
Module 3: Rights & Democracy	8
Module 4: Taking Action	9
Common Core State Standards	10
Credits	11
Survey	12
Resources	13

DVD Extras

English and Spanish subtitled versions of the film are also available on the DVD.

officers play guardian angels at Gay Prom

Hayward police officer Chris Orrey and Sgt. Juds Sands of the Alameda County Sheriffs Department at outside Hayward's Centennial

Hall and discuss the controversy surrounding the upcoming gay prom which will be held at Centennial Hall June 30th.

Film synopsis

Now We Can Dance: The Story of the Hayward Gay Prom, celebrates a long-standing event in the community of Hayward, California, in the East Bay area near San Francisco. The film chronicles the controversy surrounding the 1995 creation of the gay prom and the significance of having a traditional high school dance for lesbian, gay, bisexual, and transgender teenagers. The gay prom is the brainchild of the Horizon Services Lambda Youth Project, an LGBT (Lesbian/Gay/Bisexual/Transgender) support group. Yearly, hundreds of youth from the San Francisco Bay Area and beyond, come to the prom because it is a safe place to be themselves and celebrate with other like-minded youth.

The film, available in a 33-minute version with optional Spanish or English subtitles and a shorter 17-minute version, also shows various reactions to the annual event, which draws hundreds of youth. Interviews with early prom organizers, attendees, and supportive community members were interspersed with footage from the 2011 gay prom and interviews with recent prom goers, volunteers, and even a protester.

Making of the Film

Now We Can Dance is a culmination of a two-year project, funded by Cal Humanities, which trained teens to be filmmakers with help from a team of Hayward Public Library staff and professional advisors, including Academy Award-winning documentary film director Debra Chasnoff.

The Hayward librarians were inspired to create the film after the prom was briefly mentioned in another library digital video project. The library staff realized there was a bigger story behind the gay prom, and they teamed up with several local teenagers to work on the film. The librarians and professional advisors taught the students how to shoot video with library cameras, conduct interviews and research, and do minor editing,

The documentary was funded by a $10,000 grant from Cal Humanities, a non-profit that promotes California cultural projects, with additional funding provided by the Friends of the Hayward Public Library. The film was completed in December 2012, and the premiere in Hayward City Hall drew an audience of more than 200 people.

"Working on the film I learned a lot about the history of Hayward and the perspectives of the adult community and youth on LGBT issues. I learned how important the gay prom is to exist because it gives kids a place to have fun and fulfills their right to feel comfortable," said Natalina Campopiano, a teen filmmaker and senior at Hayward High School. "It makes me appreciate what I have now."

The film is a shining example of how a library can go beyond its traditional role of curator to create information that not only documents significant aspects of the community, but also brings young and old together in a conversation about the right of queer youth to have a safe environment in which to have fun.

Guidelines

Addressing LGBT-related topics can elicit controversy. Before screening the film, it is important that you know your rights and responsibilities as a facilitator. In California, teaching about sexual orientation and gender identity is not only protected but is mandated by legislation. See Gay-Straight Alliance Network's Fact Sheets on AB5371, SB712, and the FAIR Education Act for more information. (www.gsanetwork.org)

Facilitating Conversations on LGBT Issues

Agree upon ground rules for discussion. Rules may include an agreement to listen to and respect multiple viewpoints, maintain confidentiality, refrain from making personal attacks, and speak one at a time.

Avoid negative or hurtful comments. Even if you think that you do not have an LGBT student in your group, there may be students who are not "out" or who are questioning their gender identity, or who may have LGBT friends or family members. Negative comments can have a personal impact on these students, even when such impact is not intended. Maintain an atmosphere of respect for all points of view, without attempting to change anyone's perspective.

Do not put LGBT students "on the spot." Allow them to speak for themselves when and as they feel comfortable doing so.

Be honest about what you do and don't know. Encourage students to help research questions that come up.

What to Do if You Encounter Homophobic or Hurtful Responses

Use these steps, adapted from Project 10's How to Handle Harassment in the Hallways in 3 Minutes or Less (www.project10.org)

Stop the behavior. Interrupt the comment or harassment. Do not pull a student aside unless absolutely necessary. Make sure all the students hear your comments.

Identify the harassment and broaden the response. Make clear why this behavior is not accepted by the community: "Our community does not appreciate hurtful behavior or language that puts people down. That word is a slur and can also be hurtful to others who overhear it."

Ask for change in future behavior. You may want to personalize the response: "Chris, please pause and think before you speak." Or you may wish to address the whole class: "Let's all remember to treat one another with respect."

Redirect the class to the activity at hand. Remind the class of the goals of the lesson: "Today we're looking at this topic in order to broaden our perspectives."

Guidelines adapted from those of the Frameline Youth in Motion project.
http://www.frameline.org/youth-motion

Introduction

Introducing the Film

Before watching the film, share these key concepts:

- The youth who started the Gay Prom in Hayward were seeking a safe space to be themselves and have fun. What factors can make this simple desire become complicated for LGBT youth to achieve?
- LGBT youth often feel harassed and unsafe being themselves at regular school functions such as a school prom. Are there other groups that also might have these feelings?
- The LGBT youth felt that having a safe space was a right that they deserved. What had to happen for them to assert this right? What about the rights of the people who did not want them to have a prom?

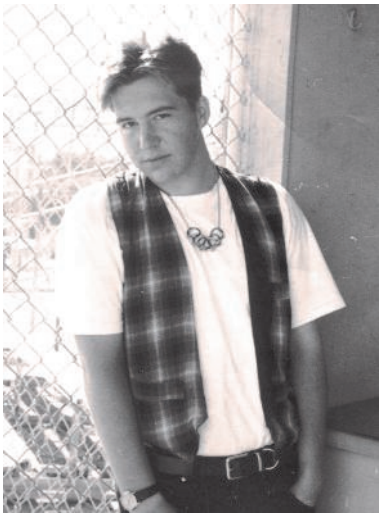
Ask students to keep these in mind as they watch the film.

Module 1: Safe Space

Discussion Questions

The teens who started the Gay Prom felt the need for a safe space to be their selves, outside of the regular school prom. Do you feel safe at your school? Are there groups of students who may not feel safe at your school? What makes a space safe or unsafe?

What are the expectations about expressing sexual orientation at your school? Are these expectations different outside of school?



Activity

Choose a person in the film. For example:

- Brent, who had been bullied because he was gay, and who attended the first prom
- Erika, who had left Fresno because "in a small town you can't be gay," and who attended the first prom
- Froy, who took a girl to his school prom to please his mom, and who attended the Gay Prom in 2010 and 2011
- Ken, who headed the Lambda Youth Group, which started the Hayward Gay Prom
- Chris, the lesbian police officer who provided security for the prom
- Roberta, the mayor who supported the prom
- Don, the protester who pickets outside the prom

Pretend that you are that person and write a journal entry about what you would have been feeling the day before attending the prom. Write another entry telling your feelings the day after the prom.

Module 2: Treating others with Respect

Discussion Questions

Think about your own school and out-of-school activities. Are youth respectful of each other's differences? Is there a particular group or groups of students that are frequently treated with disrespect because of sexual orientation, gender, race, disability, religion, or some other characteristic? Have students been treated with disrespect for personal reasons such as how much they weigh, what they wear, or how they look?

For Classroom Use:
To see how this exercise applies to California's Common Core State Standards, see page 9.

Activity

Brainstorm with the class a list of specific situations where people have been treated with disrespect in your school.

Break the class into groups of three or four students. Have each group select a topic from the brainstorming list for discussion. More than one group can discuss the same topic. Small group discussion questions:

- Imagine you are a person being treated with disrespect. How would you feel? Why might you feel that way? How might you react?
- Now, imagine you are a person treating someone else with disrespect. How would you feel? Why might you fell that way? What might motivate your behavior?
- Can you identify with either or both of these people?

Have everyone return to the large group and compare the small group discussions. Are there feelings that are common to both the disrespected and those who treat others with disrespect?

Module 3: Rights & Democracy

Discussion Questions

Some adults feel it is important to protest against the prom. What do you think motivates them to do this? Do they have the right to protest? How can their rights be balanced with the rights of queer youth? Is it possible to protest against a group of people without treating them with disrespect?

In the film, Nan Alamilla Boyd says that for a same-gender couple, attending a regular school prom is a political action and an act of courage. What do you think she means? Can you think of a situation where you have had to take a stand for something you believed in?

Activity

Send two students of the same gender out of the room. While they are gone, divide the rest of the class into supporters and protesters. Have the 2 students return to the room holding hands. Have the supporters and protesters role-play how they would behave if they were outside the prom as this couple entered. After a suitable amount of time (around 3-5 minutes), discuss how it felt to be in each role, beginning with the couple. Repeat the same exercise with a heterosexual couple as the focus. Switch roles of supporters and protesters. Discuss how each group felt. Compare the two exercises.

Module 4: Taking Action

Discussion Questions

The idea for the Hayward Gay Prom originated in a meeting of a small group of LGBT teens called Lambda Youth Group. Why did the teens feel they needed a Gay Prom?

Have you ever felt the need to create your own space or group because you felt like you didn't fit in?

What was the role of adults in creating the first Gay Prom? Do you think the teens would have been able to hold the prom on their own?

What adults or group of adults have provided support in accomplishing something important to you? Is there an issue in your school or community where adults could help you make a difference?

The Gay Prom in Hayward has been going on since 1995. The people in the film have various opinions about whether the prom should continue. What do you think? Is there a Gay Prom in your community? If there is, what is its impact on the community? If there isn't, what do you think would be the impact if a Gay Prom was started?

Activity

Most of the filming of *Now We Can Dance* was done by a team of teens. Divide the class into teams of 4-6 people. Have each team think of an issue in their school or community where they see a need for improvement. Using cell phones or digital cameras, have each team produce a 60-second film about the issue they have selected. Share the films with the class and discuss the issues they depict.
Alternative: Use another art form, such as still photography, painting, sketching, or sculpture instead of creating a film.

Common Core State Standards

Speaking and Listening Standards, Grades 6-12

Speaking and Listening - Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions with diverse partners.

2.Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

English Language Arts Standards, Grades 11-12

Speaking and Listening - Comprehension and Collaboration

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.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

Principles of American Democracy, Grade 12

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.6.4 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

View the complete Common Core State Standards at http://www.cde.ca.gov/re/cc/

Now We Can Dance was created and presented by Hayward Public Library

Director
Laurie Willis

Producers
Sally Thomas
Shawna Sherman

Editors
Laurie Willis
Donovan Dinkins
Solana Brown-Chever
Keith Wilson

Cast (in order of appearance)
Erika Hernandez
Froilan (Froy) Luna
Rori Burns
Anthony Montenegro
Mante Rodriguez
Asia (Canary) Gillam
Connie Trevino
Betty DeForest
Ken Athey
Nikki O'Donohue
Brent Calderwood
Nan Alamilla Boyd
Mike Dwyer
Marvin Burrows
Charlene Shores
Christine Orrey
Roberta Cooper
Harry Bruno
Don Grundmann
Doug Litwin
Heidi Beeler
Cathryn Mura
Mekayla Blanck
Amanda Justus
Julianne Hampton
Melissa Lobao
Ashley Justus
Carol Hanson
D. Mark Wilson

Film Crew
Natalina Campopiano
Solana Brown-Chever
Donovan Dinkins
Marisa Lomeli
James Jermaine
Eduardo Preciado
Carlos Guevara
Selene Sierra
Sinthia Sierra
Sally Thomas
Shawna Sherman
Keith Wilson
Nick Tabari

Additional Crew
Davis Avila
Tati Doyle
Larrolyn Parms Ford

Artistic Advisor
Debra Chasnoff

Technical Advisor
Keith Wilson

Humanities Advisor
Nan Alamilla Boyd

Additional Advisor
Ilsa Bertolini

Music
P by Roglok
Dance or Die Trying by Pierlo
Everybody Dance All Night by Pierlo
Got Me by Beat Doctor

Special Thanks To
Dana Johnson, Rochelle Collins, and the staff at Horizons Services/Project Eden
Lambda Youth Project

The City of Hayward Technology Services Department

GLBT History Museum of San Francisco

The Lesbian/Gay Freedom Band of San Francisco

This film was inspired by a digital story by Dana Johnson, former Lambda Youth Project leader

Photos courtesy of
Brent Calderwood
Christine Orrey
Ken Athey
Nikki O'Donohue
Tom Slocumb
Thirty30 Photography
DOliphant
Varin Tsai

Additional film footage
My Big Gay Prom, Channel 4, London

This project was made possible with support from Cal Humanities, in partnership with the NEH. Experience more at www.calhum.org.
Additional funding was provided by the Friends of the Hayward Public Library.

SURVEY

Please take a few minutes to tell us about your overall experience with this film and curriculum. Your responses to this survey will help us learn how we can improve future programs.

Organization_____ **City/State**_____
Contact Name_____ **Contact email**_____

How did you hear about this film?

□ Flyer/postcard □ Website □ Teacher □Humanities organization
□ E-mail □Friend/family □ Other (*specify*) _____

Why did you decide to show *Now We Can Dance*?

_____

How do you classify your organization? (Check all that apply)
□School based □Faith based □Library or museum □Parks & recreation
□Community based □Youth group □PFLAG
□During school □After school □Other_____

Where was your event held?

□ Middle School/High School □ College or university
□ Community organization (*specify*) _____ □ Other (*specify*) _____

Approximately how many youth viewed the film? _____

How many adults? _____

How many participated in at least some of the curriculum?_____

SURVEY (continued)

Please rate how strongly you agree or disagree with each of the following statements about this program. *(Check the appropriate box)*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
As a result of this program, students better appreciate the diversity of their community					
As a result of this program, I believe students have a better understanding of people in their community					
The film inspired students to share their personal experiences.					
The curriculum materials provided were helpful.					
The program helped students achieve Core Curriculum objectives.					
This program enlarged students' understanding of California and what it means to be Californian.					
As a result of this program, students took action to make a change in their community.					
Overall, I am satisfied with this program.					

Do you have any suggestions on how we could have improved this program?

_____

_____

_____

Thank you for your participation.

Please return this survey to
Now We Can Dance
Hayward Public Library
835 C Street
Hayward, CA 94605

Resources

Organizations in California

AQUA (Asian Queer and Under 25)
Asian and Pacific Islander Wellness Center
730 Polk St., 4th Floor
San Francisco, CA 94109
(415) 292-3420 ext. 315
www.apiwellness.org/youth.html

Billy DeFrank Lesbian & Gay Community Center
938 The Alameda
San Jose, CA 95126
(408) 293-3040
http://www.defrankcenter.org/

Center for Human Development
Empowerment Program
391 Taylor Blvd., Suite 120
Pleasant Hill, CA 94523
(925) 687-8844
http://www.chd-prevention.org/programs/empowerment.php

CUAV (Community United Against Violence)
170A Capp Street
San Francisco, CA 94110
(415) 777-5500 (business line)
(415) 333-HELP (crisis line-24 hours)
www.cuav.org

Dimensions
3850 17th Street
San Francisco, CA 94114
(415) 487-7589
www.dimensionsclinic.org/

Gay-Straight Alliance Network (GSA)
www.gsanetwork.org
GSA/Northern California
160 14th Street
San Francisco, CA 94103
(415) 552-4229

GSA/Central California
985 North Van Ness
Fresno, CA 93728
(559) 442-4777

GSA/Southern California
4477 Hollywood Boulevard, Suite 202
Los Angeles, CA 90027
(323) 662-3160

Gay, Lesbian, Straight Education Network
GLSEN/Los Angeles
1125 McCadden Place, Suite 150
Los Angeles, CA 90038-1212
(323) 460-4573
www.glsen.org/losangeles

GLSEN/Orange County
PO Box 3687
Tustin, CA 92781
(714) 534-0262
www.glsen.org/orangecounty

GLSEN/Santa Cruz
1803 Mission Street PMB#522
Santa Cruz, CA 95060
(831) 460-1142

GLSEN/San Diego County
4070 Centre Street
San Diego, CA 92103
www.glsen.org/sandiegocounty

GLSEN/Sonoma County
1088 Ferguson Road
Sebastapol, CA 95472

Health Initiatives For Youth—Fabulous!
1550 Market St.
San Francisco, CA 94102
(415) 247-1970
Drop-In Space:
1684 7th St,.
Oakland, CA
http://www.hify.org/fabulous/index.html

Lighthouse Community Center
1217 A Street
Hayward, CA 94541
(510) 881-8167
www.lgbtlighthouse.org

L.A. Gay & Lesbian Center—Safe Haven Project
1625 North Schrader Boulevard
Los Angeles, CA 90028
(323) 993-7671
www.laglc.org

LYRIC (Lavender Youth Recreation & Information Center)
123 Collingwood
San Francisco, CA 94114
(415) 703-6150
www.lyric.org

Resources (continued)

Outlet Program
711 Church Street
Mountain View, CA 94041
(650) 965-2020 ext. 22
www.projectoutlet.org

Pacific Center
2712 Telegraph Avenue
Berkeley, CA 94705
(510) 548-8283
www.pacificcenter.org

Positive Images
1023 Fourth Street, Suite C
Santa Rosa, CA 95404
(707) 579-4947
http://www.posimages.org/

Project Eden—Lambda Youth Project
22646 2nd Street
Hayward, CA 94541
(510) 247-8217
www.gayprom.org

Rainbow Community Center
2118 Willow Pass Road, # 500
Concord, CA 94520
(925) 692-0090
http://www.rainbowcc.org

The SF LGBT Center
1800 Market Street
San Francisco, Ca 94102
(415) 865-5664
www.sfcenter.org/

San Francisco LGBTQ Speakers Bureau
PO Box 22095
San Francisco, CA 94122
415-681-9728
www.sfspeakersbureau.org

Solano Pride Center
1125 Missouri Steeet, Suite 101
Fairfield, CA 94533
(707) 427-2356
www.solanopride.org

Spectrum LGBT Center
1000 Sir Francis Drake Blvd., Suite 10
San Anselmo, CA 94960
(415) 457-1115
http://www.spectrumlgbtcenter.org/

National Organizations

National Center for Lesbian Rights
870 Market St., Suite 570
San Francisco, CA 94102
(415) 392-6257
www.nclrights.org

Lambda Legal
6030 Wilshire, Suite 200
LA, CA 90036-3617
(323) 937-2728
www.lambdalegal.org

PFLAG (Parents & Friends of Lesbians & Gays)
Check their website for chapters across the U.S.
http://community.pflag.org.

Safe Schools Coalition
1401 East Jefferson Street, Suite 401
Seattle, WA 98122
(206) 451-SAFE (7233)
www.safeschoolscoalition.org

Transgender Law Center
1629 Telegraph Avenue, Suite 400
Oakland, CA 94612
(415) 865-0176
www.transgenderlawcenter.org

The Trevor Project
8704 Santa Monica Blvd., Ste. 200
West Hollywood, CA 90069
(866) 4UT-REVOR
www.thetrevorproject.org

Hotlines

CUAV (Community United Against Violence)
(415) 333-HELP
GLBT Hate Crimes Hotline
(800) 686-HATE
Gay & Lesbian National Hotline
(888) THE-GLNH
LYRIC Youth Talk Line
(800) 246-PRIDE
National Runaway Hotline
(800) 231-6946
National Child Abuse Hotline
(800) 422-4453
Safe Schools Coalition Crisis Line
(877) 723-3723
San Francisco AIDS Hotline
(800) FOR-AIDS
San Francisco Sex Information
(415) 989-SFSI (7374)
Youth Legal Information Line (NCLR)
(800) 528-NCLR

Now We Can Dance: The Story of the Hayward Gay Prom

A film by
Hayward Public Library

835 C Street
Hayward, CA 94605
510-881-7980
www.library.hayward-ca.gov
library@hayward-ca.gov

Funding for this film was provided by

FRIENDS OF THE HAYWARD PUBLIC LIBRARY

CAL HUMANITIES
A STATE OF OPEN MIND

Hayward Public Library