

SEEING SELF IN SCHOOL: *LGBTQ AND A YOUTH EXPLORING* IDENTITY

QuERI-Syracuse University Spring 2012
Curriculum Guide

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How To Use This Guide

This curriculum is in conjunction with QuERI’s Gallery Exhibition that can be viewed in your school, in this guide and online at www.queeringeducation.org. It is recommended that you bring your students to see the work before engaging in some of the following activities. These activities can be one-day lessons in conjunction with the *Day of Silence*, or can be longer activities.

Introduction

This curriculum is part of The Queering Education Research Institute's (QuERI) *Gallery 2 Go* program. The Gallery 2 Go project (G2G) is a touring art project designed to promote greater school and community awareness of the experiences of LGBTQ youth. Through this program, we aim to:

- Stimulate discussion around the issues of diversity and inclusion in school through the presence of the art exhibit
- Encourage serious dialog around these issues in the classroom by providing professionally designed curriculum guides to accompany each art exhibit.
- Combat LGBTQ youth invisibility in schools through the presence of art work created by youth who identify as Lesbian, Gay, Bisexual, Transgendered, Queer, Questioning and Ally.

About QuERI

The Queering Education Research Institute© is an independent think-tank, qualitative research and training center formally affiliated with Syracuse University School of Education, Cultural Foundations of Education Department. The purpose of the Queering Education Research Institute (QuERI) is to bridge the gap between research and practice in the teaching of LGBTQ students and the creation of LGBTQ youth-affirming schools and youth serving programs. Primary QuERI activities include: qualitative research on LGBTQ Issues in Education; creating and delivering research-based professional development trainings; and providing research-based approaches to creating supportive environments for LGBTQ youth and the children of LGBTQ families. Founded in 2006, QuERI strives to foster change for LGBTQ youth through:

- Conducting qualitative research exploring the education experiences of LGBTQ youth, the children of LGBTQ families, and the experiences of their teachers, other school personnel, and youth service providers.
- Developing research-based professional development opportunities to support educators in the creation of affirming learning environments for LGBTQ students in schools and in youth serving social service organizations.
- Evaluating school policy and policy implementation in support of LGBTQ students and proposing new policy and implementation practices to improve school climate for LGBTQ youth.
- Utilizing research to generate new and creative approaches to engaging students, teachers, school personnel and community in working to improve the school experiences of LGBTQ youth and the children of LGBTQ families.
- Generating and disseminating research on the LGBTQ youth experience and on models for creating change in the institutions that serve them through publication, conference presentation, and workshop delivery.

From the Director

April 2012

Dear Educator:

Like members of other minority groups, LGBTQ youth are in schools, churches, summer camps and youth organizations, but unlike members of other groups, they are often unrecognized, and they often do not have the support of family and community. LGBT young people are an “invisible” group - others don’t “see” them. If these youth are made “visible” it is often through harassment and abuse. Research tells us that 97% of all high school students report hearing anti-gay remarks on a daily basis and 90% of all LGBTQ youth report verbal harassment in schools, with 33% reporting physical harassment. Because of these hostile experiences in schools, LGBTQ youth have a high school drop out rate three times the national average. The social stigma and the sense of “invisibility” that these youth experience also puts them at increased risk for drug and alcohol use and sexual risk taking. 33% of LGBT youth attempted suicide within the past year – four times the national youth average.

The goal of the *Gallery to Go Program* is to combat that invisibility in schools through the presence of art work created by youth who identify as Lesbian, Gay, Bisexual, Transgendered, Queer, Questioning and Ally. Through the traveling art, youth actively engage the community in discussions of tolerance, equality, safety, inclusion and visibility and remind people that they contribute to every high school, every middle school. We hope to stimulate school wide discussion around these issues with the presence of the art exhibit and to encourage dialog in the classroom by providing a professionally designed curriculum guide to accompany the exhibit.

Gallery to Go and other QuERI arts programs provide venues for the voices of LGBTQ youth through artistic expression and tools to increase awareness of the presence, experiences, and talents of these young people. Through the *Gallery to Go Program*, not only can youth tell their stories, but their fellow students can learn about the experiences faced by these youth and the creativity and resilience of LGBTQ young people that is often overlooked.

Thank you for having the exhibit in your school, and for considering inclusion of these topics in your classroom. We hope you will find this guide useful.

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The Art Project—Visual Representation of Self in School

“When we liberate ourselves from our own fears, simply our presence may liberate others.”

Marianne Williamson

Description: This is a mixed media project surrounding the experiences of high school aged students in schools.

Materials: canvas, acrylic paint, paintbrushes, magazines, sharpies, glue, scissors, gel medium, palate paper, palate knives and other found materials.

Time: Two class periods. Encourage students to work on their piece in between the two workshops.

Procedures

Introduction: Use the following questions to facilitate the opening discussion.

- What does *liberation* mean?
- Can anyone tell me what this quote (show Williamson’s quote above) might mean?
- How might we liberate ourselves from one’s fears?
- How might that liberate others?

Connect discussion to images: Hand out worksheet (Appendix A) and lay out magazines for students to browse. Alternatively, allow them to find an image in the library, on their phones, school computer, etc. Encourage them to respond artistically to the images with any writing instrument:

Instruct students to choose one portrait that reminds them of themselves. It need not physically look like them. Instead, it may express any aspect of themselves such as an emotion or way of relating to the world. The portrait may be different from them in gender, race, or age, but they should identify with it in some way. Guide students to use the following questions to help them respond to their images.

- How would it feel to be the person in this portrait? Begin with the words "I am..." and write as if you are the person in the image. Let your words "flow" do not censor yourself or worry about spelling, grammar, or editing. What does it feel like to be this person: what do your eyes, posture, breathing, muscles feel like? What does this person love? What frightens this person? Look carefully at the image and let it "speak" to you.
- How would it feel to be an object or space in this image? Choose one part of the image that is not the whole figure (an object, the environment, a part of the body). Again, start your writing with the words "I am. . ." Be playful-think of yourself as an object that would not normally be human and imagine its relationship with the person in the portrait.
- How are you like the portrait? Looking at the overall portrait, in what ways are you similar to the image? Focus on yourself and similarities to what you see in the art-work. Once again, start your writing with "I am...."

- What would it feel like to be the person in your partner's portrait? With your partner's image in front of you, write about the person in that portrait. Start with the words, "I am..."¹
- Who do you think represents this quote in your life, media, school?

Brainstorming

Now that students have looked at the power of an image and the power of text, they **are going to create a piece with image and text that might tell a story about their experience in school. It should be a visual representation of how they see themselves in the school context.**

How might you combine image and text to tell your story? Do you feel like you fit in? Do you feel powerful in school? Do you see representations of yourself in your classes? How do you create change in school? Will you represent your experience literally or abstractly, or both?

Provide the following questions as prompts for further brainstorming. Students can respond in a variety of ways depending on the time and materials.

- How might you combine image and text to tell your story? Do you feel like you fit in? Do you feel powerful in school? Do you see representations of yourself in your classes? How do you create change in school? Will you represent your experience literally or abstractly, or both?
- What do others see when they look at me?
- What do others DON'T see when they look at me?
- The most important thing in my life at this time....?
- You could write a visual letter to someone.
- You could write a thank you to someone.
- You could show something to someone who might not know your LGBTQ identity.
- You could show or write something to your former self.

¹ Adapted from: James, P. (2000). I am the dark forest: Personal analogy as a way to understand metaphor. *Art Education*, 53(5), 6-11.

QuERI Creative Writing Lesson

“When we liberate ourselves from our own fears, simply our presence may liberate others.”

Marianne Williamson

Purpose: Students will explore the theme *Representation of Self in School* through creative writing. Students may choose the type(s) of writing they would like to produce—short story, poetry, personal essay, song lyrics, a letter, etc. The final pieces of writing should explore how students believe their identities *are* and/or *should be* represented, heard, and/or visible in the school.

Opening: Show students the Williamson quote above. Discuss:

- What is *liberation*?
- What might this quote mean?
- How might we liberate ourselves from our own fears?
- How might that liberate others?

Show students images from the QuERI exhibit. Explain that these are images LGBTQ high school students created to represent how they see themselves in school. Students should choose one image that reminds them of themselves. It does not need to be exactly like them. Instead, it may feel familiar or express some aspect of themselves such as an emotion or way of relating to the world. It can also be an image that they think is interesting or appealing, or an image that stimulates an emotional reaction.

Free writing: What is your initial reaction to this image? How does it make you feel? What does it make you think about? In what ways do you relate to this image? What seems strange or unfamiliar? What are your questions about this image? What would you ask the artist if you had the opportunity?

Brainstorming: Students are going to create a text that represents how they see themselves in school. They can write in any medium they want. Students may use the following questions to help them start developing their ideas:

- What do others see when they look at me?
- What do others NOT see when they look at me?
- The most important thing in my life at this time is...
- What would you say to someone who might not know something about your identity?
- What would you say if you could write something to your former self?

Writing: Once students have finished brainstorming, they should begin work on a creative writing piece that reflects their identities in school.

A note to teachers: Ideally, these pieces of writing will be displayed in the classroom or elsewhere in the school to increase the visibility of diverse identities in school contexts. Students should be given the option to display their work anonymously.

QuERI English Language Arts (9-12) Lesson Plan

Standards Addressed: Common Core State Standard for Writing and Speaking/Listening

-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

-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.

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Objectives:

1. Students will view artwork and accompanying written pieces, and engage in discussion to understand the themes of identity within the work overall.
2. Students will make connections between their own lives, the literature that they have read in class, and the artwork in order to explore themes of identity, tolerance, and acceptance in their schools.

Materials:

1. pens/pencils
2. blank paper or journals
3. QuERI Art Exhibit

Procedures:

1. Prior to engaging in this lesson, students should view the art exhibit and record notes about the images and their reactions to them.
2. **Warm-Up Activity (5 minutes):** Ask students to list ten words that describe their identity. Examples might include female, student, athletic, non/religious, funny, smart, etc. Students will have the opportunity to share with the class if they choose.
3. **Carousel Brainstorming (20 minutes):** Break students into groups, with the number of groups equaling the number of questions that you have. Post large pieces of paper on the wall or on groups of desks, and give each group a single color of marker. Try not to repeat colors. Each group starts at one question, and answers the best they can using as much detail as they can. They should leave room for other groups to answer. After 4 minutes has passed, groups rotate clockwise to a new question, carrying their group's marker with them. They then read the new question, the previous group's responses, and add their own thoughts. Each group should answer every question and try to add new ideas or details. They may disagree with what other groups wrote, or pose new questions, but responses must remain focused on the original question. Every time the groups move, you may need to decrease the amount of time given for responses, as much of what the group may want to add will already be written. After students have rotated back to their original question, have groups share the question and all responses on the paper.

- a. Using your notes from viewing the artwork, what different ideas or themes did you see expressed in the paintings and writing? Try to remember specific examples if you can.
 - b. What feelings did the paintings or accompanying writing express? Try to remember specific examples if you can.
 - c. Identities are complex, but in society, people are often reduced to a single piece of their identity, such as gay, jock, artsy, etc. Some people identify as gay, lesbian, bisexual, or transgender, but this is not the *only* thing that they are. In the artists' comments about their work, what do their ideas say about the complexity of identity?
 - d. What does the students' artwork tell you about the complexity of identity?
 - e. Which pieces of art or writings were the most surprising to you and why?
4. **Whole Group Discussion (15 minutes):** After students have returned to their seats, begin by asking students to think silently about the literature that they have read in the past year. How do the characters in the books represent their identities? What kinds of identities have been discussed so far? How do people represent identity in writing? How do characters' identities cause conflict in the books we read? Keeping our discussion in mind, think about your own life at school. What identities are valued the most by your peers? What happens to people who don't have those identities?
 5. **Independent Writing (5-10 minutes):** Students will have time to independently write about the way that different groups of people may be treated (both positively and negatively) in schools because of their perceived or actual identities. They might think about the ways in which the school could change to keep this from happening, or the ways in which their school could be more inclusive of all students. Students may also use the time to write independently about their personal reactions to the artwork and the class discussion.
 6. **Closing Activity (3 minutes):** Have students tear and share a blank or lined piece of paper with a partner. As students to draw (using picture only or words and pictures) their thoughts about the class. What questions or comments did they not get to share in class?

Assessment:

Students can be assessed on their contributions to the carousel brainstorming activity and their class discussion. Their ideas about the themes can also be assessed through their independent writing. This topic can be extended to include content area writing prompts through essays on the representation of identity in the literature students read as part of the Regents curriculum.

QuERI United States History Lesson

Standards Addressed:

Objectives:

1. Students will research and create a timeline of major milestones in the pursuit of civil rights for marginalized groups that are not adequately represented in their textbooks.
2. Students will compare their timeline of civil rights events to their textbooks' representation of US civil rights movements.
3. Students will design lesson plans to teach future students in their school about the marginalized social groups and the civil rights movements.

Procedures:

1. This assignment will require 3-4 45-minute class sessions so groups have time to complete their research and lesson plans. (Alternatively, students can do some of the work as homework.)
2. Prior to engaging in this lesson, students should have read their textbook's representation of the U.S. Civil Rights Movement. (Or other readings assigned in support of the New York State Regents curriculum.) This assignment will also require access to a computer lab or the school library for internet research.
3. **Warm-up:** Put students in groups of 3-4 and ask them to review the reading and make a list of all identity groups whose experiences were represented in their textbook's account of the civil rights movement. Then ask them to make a list of identity groups whose experiences are NOT part of their textbook's account of this historical period.
4. **Large group discussion:** Ask small groups to report their answers. As a class, discuss what it means for certain identities to be *visible* and others to be *invisible* in curriculum. What are the lessons being taught when this happens? What are the effects of those lessons? The "invisible" social groups they name will be the possible topics for their research (although, the teacher may need to supplement their list.)
5. **Internet research:** Divide students into groups to research a single marginalized group's milestones in the pursuit of civil rights. Students who want to research identity groups that represent their own identities should be allowed to do so. Students should follow these steps:
 - a. Identify 3 websites that are reliable sources for their timeline.
 - b. Create a timeline of milestone events. This can also include information about notable figures in their identity groups' civil rights movement or other historical facts that the students believe are important. The number of events students report may vary, although all groups should be able to name at least 10 relevant facts related to their identity group and civil rights.
 - c. Once students have created their list of facts, they need to return to their textbook and compare their lists to the text's representation of the same time period. Many students will compare their findings to the chapter(s) on the civil rights movement, but some groups may seek out relevant information from chapters on other topics.

Assessment:

Each group will write a 1-2 paragraph summary of the similarities and differences between their research and the textbook and a 1-2 paragraph rationale for including their research in the US History curriculum.

Each group will design a lesson plan to add their research to the US History curriculum for future students. Their lesson plans should be intended for a 40-50 minute class period. Students should be informed that high quality lessons are intended to be included in the curriculum the following school year.

Theatre Lesson

Lesson Idea: *Generating Dialogue and Connection through Visual Art*

Materials: chart paper, markers, tape, QuERI artwork, paper, pens

Timeframe: 50 minute class periods.

STEP 1...

5 min

Ask students to walk around the room and view the artwork/Ask students to recall artwork they viewed.

Students will pick out one color that sticks out to them in a painting and remember their color. After students pick their color, students will find one word that sticks out to them in a painting or they will chose a word that summarizes, describes, or reminds them of a painting.

STEP 2...

5 min **DO THIS ACTIVITY QUICKLY WITH LITTLE DISCUSSION**

ENCOURAGE STUDENTS TO ANSWER FROM THEIR INSTINCTS AND PERSONAL POINTS OF VIEW

Students will reconvene in a circle of chairs.

Students will first share the color they chose with the group. Facilitator will make a column for each new color.

After all colors are written on the paper, students will share their words. Students will decide which color best matches their word. Facilitator will write the word underneath the color (ie. when they think of hate, they think of the color red) Their words do not have to match with their original color.

STEP 3...

10 min

Split students evenly up into groups based on the colors. (ie one group will take red and all the words associated with red.)

Ask students to create a frozen tableau based on the color and some/all of the words. Students will embody the words and color. The students can relate to one another in the frozen image or they can all be separate ideas and images.

Prompts (use words students came up with): What does hate look like? Where do you see embarrassment in school/media/home etc? What symbolizes love for you in an image? What type of person feels shameful?

STEP 4...

10 min

After the group creates a dynamic frozen image. Ask each student to write a simple 5 line poem starting and ending with a word from their group. The poem does not have to but can relate to the original painting. It can also be inspired from personal experience, a story they have heard, or how they feel positioned in their frozen image.

Example:

Love

Everyday I see her cheek

I want to compliment it with a kiss

But they always watch me

Love

STEP 5...

10 min

Ask students to hold on to poems. Students will present frozen tableau. Students will stay frozen. Facilitator will tap each student on the shoulder to read to their poem in frozen image. All groups will present.

STEP 6...

10 min

Dialogue. Ask for initial feedback from groups' presentations. What stuck out in the images/writing? What choices were you surprised by? What did it make you think of? NOTE facilitator should pay attention to word and color choices. Find examples that can open up the group to talking about personal experiences, what affirms heteronormativity, what challenges gender or sexuality, or what reveals students'/teachers' points of view.

Connecting the Exhibit to Visual and Popular Culture

Note to teachers: This activity could be adapted for any academic (i.e. arts, English or social science classes) or extra-curricular (i.e. Gay-Straight Alliance, drama or arts clubs) contexts.

Objective: Students will explore and discuss the art exhibit theme—Representation of Self in School—as it relates to music and film.

Introduction: Much like the culture of school, the various media in visual and popular culture often privilege some identities while marginalizing others. LGBTQ identities are often invisible, and when they *are* visible they may be represented in ways that reinforce stereotypes or reinforce social stigma. This activity will give students opportunities to critique popular culture’s representations of youth identity and LGBTQ identity and identify examples of music, film or other media that positively represents their identities.

Note: We have provided song lyrics for students to analyze, but this activity may be more effective if students are given an opportunity to bring their own lyrics to class/club meeting.

Music—Analyzing song lyrics

Procedures: Place students in small groups and give each group copies of the song lyrics. (Appendix C). Ask the students to use the following questions to guide their discussion:

- What identities are represented in these lyrics? Are the identities being represented respectfully? Or not? Explain how you came to these conclusions?
- What identities are given visibility in these lyrics? What are the strengths and weaknesses of these representations?
- What identities are stigmatized, disrespected, stereotyped, ignored, etc.
- Why might these songs be considered controversial? What in our society and culture makes these songs controversial?
- Do you see yourself or people you know in these lyrics? If you brought your own lyrics to the group, why did you choose them? How do they relate to the overall topic of “representation of identity?”

Film Discussion

Note to teachers: There are many films that could be used to discuss the visibility of LGBTQ identity and gender non-conformity in culture. This is one example.

View the film “**Billy Elliot.**”

Discussion:

1. How do race, class, sexuality, religion, and socio-economic status play a role in your identity formation? How do they play a role in Billy Elliot’s identity formation?
2. Do you always feel free to do what you want to do, hobby wise? Could you identify with Billy’s desire to dance? If you identify as a boy, could you create jewelry, or take ceramics? If you identify as a girl, could you play football at your high school, or work on cars? Why or why not?
3. What kinds of activities are “allowed” in this school for boys or girls? What are your opportunities to participate in “outside the gender box” activities? What is the reaction from peers when students step outside the box?
4. Do you think if Billy had a Mom, she would be accepting of his dancing? Why or why not?
5. What kind of relationships does Billy have with his friends? How do they feel about his dancing?

Appendix A

QuERI Imagery Worksheet²

1. How would it feel to be the person in this portrait? Begin with the words "I am..." and write as if you are the person in the image. Let your words "flow" do not censor yourself or worry about spelling, grammar, or editing. What does it feel like to be this person: what do your eyes, posture, breathing, muscles feel like? What does this person love? What frightens this person? Look carefully at the image and let it "speak" to you.

2. How would it feel to be an object or space in this image? Choose one part of the image that is not the whole figure (an object, the environment, a part of the body). Again, start your writing with the words "I am. . ." Be playful-think of yourself as an object that would not normally be human and imagine its relationship with the person in the portrait.

3. How are you like the portrait? Looking at the overall portrait, in what ways are you similar to the image? Focus on yourself and similarities to what you see in the art-work. Once again, start your writing with "I am...." What would it feel like to be the person in your partner's portrait? With your partner's image in front of you, write about the person in that portrait. Start with the words, I am..."

² Adapted from: James, P. (2000). I am the dark forest: Personal analogy as a way to understand metaphor. *Art Education*, 53(5), 6-11.

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liberate ourselves
from our own
fears, simply our
presence may
liberate others.”

Marianne Williamson

Appendix C

QuERI Popular Culture Lesson Song Lyrics Handout

Katy Perry's 'I Kissed a Girl'

This was never the way I planned
Not my intention
I got so brave, drink in hand
Lost my discretion
It's not what, I'm used to
Just wanna try you on
I'm curious for you
Caught my attention

I kissed a girl and I liked it
The taste of her cherry chapstick
I kissed a girl just to try it
I hope my boyfriend don't mind it
It felt so wrong
It felt so right
Don't mean I'm in love tonight
I kissed a girl and I liked it
I liked it

No, I don't even know your name
It doesn't matter,
You're my experimental game
Just human nature,
It's not what,
Good girls do
Not how they should behave
My head gets so confused
Hard to obey

I kissed a girl and I liked it
The taste of her cherry chap stick
I kissed a girl just to try it
I hope my boyfriend don't mind it
It felt so wrong
It felt so right
Don't mean I'm in love tonight

Us girls we are so magical
Soft skin, red lips, so kissable
Hard to resist so touchable
Too good to deny it
Ain't no big deal, it's innocent

I kissed a girl and I liked it
The taste of her cherry chap stick
I kissed a girl just to try it
I hope my boyfriend don't mind it
It felt so wrong
It felt so right
Don't mean I'm in love tonight
I kissed a girl and I liked it
I liked it

Lady Gaga's "Born This Way"

[Intro:]

It doesn't matter if you love him, or capital
H-I-M

Just put your paws up
'cause you were born this way, baby

[Verse:]

My mama told me when I was young
We are all born superstars
She rolled my hair and put my lipstick on
In the glass of her boudoir

"There's nothing wrong with loving who
you are"
She said, "'Cause he made you perfect,
babe"
"So hold your head up girl and you'll go
far,
Listen to me when I say"

[Chorus:]

I'm beautiful in my way
'Cause God makes no mistakes
I'm on the right track, baby
I was born this way
Don't hide yourself in regret
Just love yourself and you're set
I'm on the right track, baby
I was born this way

[Post-chorus:]

Oh there ain't no other way
Baby I was born this way
Baby I was born this way
Oh there ain't no other way
Baby I was born this way
I'm on the right track, baby
I was born this way

Don't be a drag – just be a queen *[x3]*
Don't be!

[Verse:]

Give yourself prudence

And love your friends
Subway kid, rejoice your truth
In the religion of the insecure
I must be myself, respect my youth

A different lover is not a sin
Believe capital H-I-M (Hey hey hey)
I love my life I love this record and
Mi amore vole fe yah (Love needs faith)

[Repeat chorus + post-chorus]

[Bridge:]

Don't be a drag, just be a queen
Whether you're broke or evergreen
You're black, white, beige, chola descent
You're Lebanese, you're orient
Whether life's disabilities
Left you outcast, bullied, or teased
Rejoice and love yourself today
'cause baby you were born this way

No matter gay, straight, or bi,
Lesbian, transgendered life,
I'm on the right track baby,
I was born to survive.
No matter black, white or beige
Chola or orient made,
I'm on the right track baby,
I was born to be brave.

[Repeat chorus + post-chorus]

[Outro/refrain:]

I was born this way hey!
I was born this way hey!
I'm on the right track baby
I was born this way hey!
I was born this way hey!
I was born this way hey!
I was born this way hey!
I'm on the right track baby
I was born this way hey!

[Fade away:]

Same DNA, but born this way.
Same DNA, but born this way.

Pink's "Don't Let me Get Me"

Never win first place, I don't support the team
I can't take direction, and my socks are never clean
Teachers dated me, my parents hated me
I was always in a fight cause I can't do nothin' right

Every day I fight a war against the mirror
I can't take the person starin' back at me
I'm a hazard to myself

[Chorus]
Don't let me get me
I'm my own worst enemy
It's bad when you annoy yourself
So irritating
Don't wanna be my friend no more
I wanna be somebody else

I wanna be somebody else, yeah

LA told me, "You'll be a pop star,
All you have to change is everything you are."
Tired of being compared to damn Britney Spears
She's so pretty, that just ain't me

Doctor, doctor, won't you please prescribe me somethin'
A day in the life of someone else?
Cause I'm a hazard to myself

[Chorus: x 2]

Doctor, doctor, won't you please prescribe me somethin'
A day in the life of someone else?
Don't let me get me


[Chorus]

STUDENT EXAMPLES

This work of art represents me how...

How I feel in the high school as a whole, abandoned. No one to offer salvation, no one to guide the constantly thrown off track high schoolers. Guidance counselors offer some, but they can't reach out. Most high schoolers are nothing more than left for dead.

Nicholas



Dear LGBTQ Community,

The amount of **PRIDE** you have for who you are **UNIQUE** your spirits are person. The voice you have in the world is a breakthrough. The **Experiences** you share with the world has given me a different view of the world and I strive to be. The freedom you all have to

NEVER HIDE

is amazing. Your **Story** has changed my Thank you.

With all my Love,
 inspired ally

This work of art represents me how...

LGBTQ students have showed courage that I can only dream of. This is just a small thank you to them.

Kali



