



Scout's Honor

P.O.V.'s Youth Views

Youth Outreach Toolkit



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INTRODUCTION

Welcome to the **Scout's Honor Youth Outreach Toolkit**! We are very excited to have your participation in the Youth Views program. Youth Views' dedicated to collaborating with young people that want to explore the use of documentaries as community building tools. The **Scout's Honor Youth Outreach Toolkit** focuses on involving young people in the creation of screening events where critical dialogues and civic response can succeed under youth leadership and initiative. With your input, we hope to continue creating more youth outreach toolkits for other P.O.V. programs.

The Goals of The *Scout's Honor* Youth Outreach Toolkit Are To...

Support youth by...

encouraging the development of critical thinking, media literacy, community organizing, peer support, personal expression, leadership, coalition building, and solution seeking through the organizing and execution of the **Scout's Honor** screening event in their communities.

presenting a vehicle for "breaking the ice" on the **Scout's Honor** topics through screening the film in a safe context for dialogue with families and community members.

providing documentary films to youth activists and youth community leaders as tools for education and outreach. Youth Views offers support to young leaders who want to use documentaries as catalysts for action in their communities.

Support youth service providers by...

assisting communities and institutions in mapping the assets and resources available for all youth.

fostering coalition building among groups concerned about youth.

highlighting community resources available for youth activists and LGBT youth

How can you use *Scout's Honor* in your community? The Youth Views Advisory Board identified two screening goals that can be used for community discussions and activities. These goals are...

- 1. Inspiring Youth Activism**
- 2. Increasing Awareness of the Impact of Homophobia**

How to use this kit

Since you may start anywhere with this kit, here are descriptions of each section:

- The **Background Information on *Scout's Honor*** provides a synopsis of the film, descriptions of the characters in the film, and background information on the Boys Scouts of America and the queer rights movement.
- Each of the three **screening goals** contains suggestions on audiences, screening objectives and screening formats, sample discussion questions, and recommended post-screening follow-up activities. Please adapt these suggestions to your event's needs or create your own screening goals. (If you do make any changes to the kit, please send us a copy so we can credit you in the next version of the kit!)
- The **Step-by-Step Guide on How to Organize a Screening Event** section provides questions, points, and tips to consider when planning your event.
- The **resources index** can help you brainstorm possible screening partners, audiences and other resources for your event. It contains listings of select New York City resources that correspond to each of the screening goals, in addition to resources on the Lu Mien community.
- The **Acknowledgements** section provides information on the creators of the ***Scout's Honor Youth Outreach Toolkit***, filmmaker Tom Shepard, the Youth Views program, and P.O.V.

Scout's Honor

About the Film

Steven Cozza is a twelve year old aspiring Eagle Scout in Petaluma, California. David Rice is in his seventies and has a lifetime of warm Scouting memories. Both identify as heterosexual but feel that the Boy Scouts policy of excluding homosexuals is contrary to the ideals of the Boy Scouts. Together they, along with Scott Cozza, Steven's dad, create "Scouting for All" and take on the Boy Scouts' discriminatory policies.

In addition to following Steven as he works for his Eagle Scout rank and against homophobia in the Boy Scouts, filmmaker Tom Shepard traces the history of the legal battles surrounding the Boy Scouts policies. The film includes interviews and commentary by Tim Curran and James Dale, both expelled from the Scouts for being openly gay. Tim Curran, an Eagle Scout, sued the Scouts in 1981 after his expulsion. James Dale, also an Eagle Scout, challenged and won against the Boy Scouts in the New Jersey Supreme Court, though the decision was later overturned by the U.S. Supreme Court by a five to four vote.

Scout's Honor shows the bravery and vision of a young person taking a stand against injustice. By following the work of Steven Cozza and David Rice the film documents how generation gaps can be bridged through social justice organizing. Steven Cozza's actions demonstrates the powerful effect allies can have in working for the rights of LGBTQ people. *Running Time: 56:46 minutes.*

People We Meet in *Scout's Honor*

- **Dave Rice** is a scout leader in his seventies in Petaluma, California. He has been a scout most of his life and is actively involved in scouting for all. His registration in the Boy Scouts was terminated due to his involvement in Scouting for All.
- **Steven Cozza** is a twelve year old boy scout in Petaluma, California. An aspiring Eagle Scout, he organizes Scouting for All when he hears about how the Scouts discriminate against gay men.
- **Scott Cozza** Steven's father, an assistant scout master who is also involved in Scouting for All. Forced to resign after 2 years due to his involvement in Scouting for All.
- **Anne Cozza** Steven's sister, discusses teasing at their school and later starts a Gay/Straight Alliance with Steven.
- **Tim Curran** Expelled from the Scouts in 1981 for being openly gay, he sued the Boy Scouts for half a million dollars in damages. Invited on national media and advocated for the rights of sexual minorities in Scouting.

- **Beryl Voss** Tim Curran's mother who discusses the importance of supporting her openly gay son and the effect coverage by the mass media had on him.
- **Robert Espindola** Steven's Church Camp Counselor, an openly gay, HIV positive man who acts as Steven's mentor and role model.
- **Cathay Zortman** Parent of Scout, Petaluma troop. Feels Scouting for All should stay out of troop business.
- **James Dale** Eagle Scout expelled from Boy Scouts in New Jersey for being openly gay. Took his case to court and the New Jersey Supreme court ruled that the Boy Scouts cannot bar homosexuals. His case was taken to the US Supreme Court in Washington, DC. On June 28, 2000 the US Supreme Court ruled against James Dale, in a five to four vote.

Background Information about the Boy Scouts of America

The Boy Scouts of America (BSA) was incorporated in 1910 and chartered by Congress in 1916. According to their website the purpose of the Boy Scouts is to "provide an educational program for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness." According to Scout Law a Boy Scout is: Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, Reverent. The Boy Scouts aims to instill Scouts to live ethically and morally by abiding by the Scout Law, which reads, "To help other people at all times; To keep myself physically strong, mentally awake, and morally straight."

In a position statement in support of diversity posted on their website the BSA states, "Scouts come from all walks of life and are exposed to diversity in Scouting that they may not otherwise experience. The Boy Scouts of America aims to allow youth to live and learn as children and enjoy Scouting without immersing them in the politics of the day." However, the BSA has denied membership to gay people, children of gay or lesbian parents, bisexuals and those they have suspected of being homosexual. This includes both youth members and Scout leaders. Referring to James Dale's case against the BSA, their website reads, "On June 28, 2000, the United States Supreme Court reaffirmed the Boy Scouts of America's standing as a private organization with the right to set its own membership and leadership standards." In a February 2002 press release the BSA reiterated their position, stating that homosexuals are not fit to be Scout leaders and that duty to God is an obligation in the Boy Scouts. However, the BSA acknowledges a study of convicted child molesters which found that homosexuals are no more dangerous to children than heterosexuals.

Overview of struggle to end discrimination against sexual minorities by the BSA

According to Tim Curran he was the "first person to find out that you couldn't be gay in Scouting." He was expelled from the BSA in 1981 for being openly gay. He sued the BSA in response and generated a flurry of media attention. Tim Curran's actions helped raise public awareness of the anti-gay policy of the BSA. In response to Tim Curran's

case, in 1998 the California Supreme Court ruled that the BSA is a private club and therefore they could not be prevented from barring sexual minorities membership. In response to this ruling and based on his deep belief in Scouting values, Steven Cozza created Scouting for All in 1998. Scouting for All's goal is to end the anti-gay policy of the BSA. The group began with a small petition drive at a local grocery store and soon gained national attention for their work. In 1999, after 50 years as a member of the BSA David Rice was expelled from the BSA for his work with Scouting for All. In addition, Steven's father Scott Cozza was forced to resign as an Assistant Scout Master due to his involvement with Scouting for All.

In 2000, after being expelled from the BSA for being openly gay, Eagle Scout James Dale took the BSA to court in New Jersey. The case reached the New Jersey Supreme Court, who ruled in favor of Dale. They explained because the BSA is a "public accommodation" they could not exclude openly gay boys or men. On June 28, 2000 this decision was overturned by the United States Supreme Court. The U.S. Supreme Court's ruling upheld the BSA's policy of excluding sexual minorities. James Dale's case helped inspired numerous public school systems, including New York, San Francisco, Chicago and Chappell Hill, NC, public and corporate entities and religious groups to express their outrage at the BSA's continued discrimination against LGBTQ people.

Background on the Queer Rights Movement

Members of LGBTQ community and historians point to the Stonewall rebellion as the beginning of the contemporary Queer Liberation and Gay Rights movements. However, Stonewall was not the first time LGBTQ communities organized for their rights. During the first part of the twentieth century small gay communities began to form in larger metropolitan areas throughout the United States. In Chicago in 1924 Henry Gerber and six other men founded the Society for Human Rights, the first known gay-rights organization in the United States. In 1950 The Mattachine Society, a "homophile" organization aimed at promoting tolerance of homosexuality, was founded in Los Angeles. These groups organized protest actions and lectures, but did not garner large public support. In 1966 the Student Homophile League, the earliest documented gay student organization, was founded at Columbia University in New York City.

Stonewall marked a turning point in the approaches and tactics of the Queer Rights Movement. Despite small scale organizing, the LGBTQ communities often lived under extreme repression and surveillance from their local police departments. In New York City in the mid-20th century police raided gay bars (which were often mob-affiliated), harassing, abusing and arresting the patrons. On June 28, 1969, in Greenwich Village, New York City, fed up with constant police harassment and discrimination, patrons of the Stonewall Inn, including trans-woman Silvia Rivera, barricaded themselves inside the bar when the police tried to enter for a raid. They threw bricks and bottles at the officers, set trash cans on fire and created a disturbance that lasted three days.

Bolstered by the energy of this rebellion, the rebellious cultural climate of the 1960's, civil rights and anti-war activism, new groups were formed to advocate for Queer Rights.

These groups were often highly visible political organizations such as the Gay Liberation Front and the Gay Activists Alliance. These groups staged demonstrations, targeted homophobic elected officials and took direct political action to raise awareness about the impact of homophobia. The first lesbian and gay pride march was held in 1970 in New York City, commemorating the Stonewall Rebellion. In 1979 over 100,000 people took part in the first March on Washington for Lesbian and Gay Rights.

The 1980's marked many victories and setbacks for LGBTQ communities. In 1982 Wisconsin became the first state to outlaw discrimination on the basis of sexual orientation, prohibiting bias in housing, employment, and public accommodations. In 1988 the governing board of the City College of San Francisco approved the creation of the first Gay and Lesbian Studies department in the United States. LGBTQ communities during the 1980's were (and continue to be) deeply impacted by the AIDS pandemic. In 1987 the Aids Coalition to Unleash Power (ACT UP) was founded in New York City. A broad coalition of artists, activists and people with AIDS, ACT UP used direct action, political art and organizing campaigns to alert and educate about the AIDS crises, improve medical research on the HIV virus, and speed up the approval of AIDS drugs. In the late 1980's and early 1990's other radical LGBTQ groups, such as the Lesbian Avengers and Queer Nation, begin to form. However, LGBTQ communities faced a major legal setback in 1986 when the U.S. Supreme Court, by a 5-to-4 vote, upheld Georgia's sodomy law in the *Bowers v. Hardwick* case. The Court ruled "there is no Constitutional right to engage in homosexual sodomy."

The 1990's and early part of the 21st century have seen increasing visibility of sexual minorities in mainstream culture. However, it remains a major question within Queer communities what kind of impact this visibility has on mainstream perceptions of LGBTQ people. Throughout the 1990's many states voted on referendums to create laws making it illegal to discriminate against someone based on their sexual orientation. In some cases Conservative Christian groups initiated referendums that would make it illegal to prevent discrimination against someone based on their sexual orientation. These referendums failed, except in Colorado in 1992, where it was quickly overturned. As of July 2003 California, Rhode Island, New Mexico and Minnesota have laws preventing discrimination based on sexual orientation and gender identity. Twenty other states have laws preventing discrimination based on sexual orientation.

Young people have often been at the head of the struggle for Queer rights. During the 1990's many young people organized Gay/Straight Alliances in their high schools and pushed for more inclusive education. In addition, major legal and media battles have been waged over the rights of sexual minorities in the military and gay marriage. In 1993 the U.S military, under President Clinton, implemented the "Don't Ask, Don't Tell" policy. Though sexual minorities are permitted to serve, it bans homosexual activity in the military and has led to the discharge of thousands of men and women. In 1996 President Clinton signed the Defense of Marriage Act, which defines marriage as a "legal union between one man and one woman."

In 2000 Vermont became the first state to legally recognize civil unions between gay or lesbian couples. On May 17, 2004 same-sex marriages become legal in Massachusetts, insuring queer couples the same rights to equal benefits and protections under the law as given to heterosexual couples. However, gay marriage is debated within LGBTQ communities, with some strongly advocating for equal marriage rights and others questioning whether assimilation is a wise strategy and goal. Another victory for the LGBTQ community came in 2003 when the U.S. Supreme Court ruled in *Lawrence et al v. Texas* that sodomy laws in the U.S. are unconstitutional and therefore holds that gay people have the same rights to form intimate relationships as heterosexuals. In the 2004 Presidential Election Senator John Kerry and President George W. Bush discussed gay marriage as an issue in their campaigns. Currently, activists in the Queer Rights movement continue to advocate for equal legal protection, equal access to housing, health care and education and the rights of sexual-minority youth. Transgender and transsexual communities have emerged as a major political force advocating for their civil and legal rights.

Glossary of Terms

ally – an individual or group who supports, advocates, and organizes for the rights of an oppressed group of people when they themselves are not a member of that group.

civil rights – rights belonging to a person including fundamental freedoms guaranteed by the 13th and 14th Constitutional amendments and the right to legal, economic and social equality.

discrimination – unfair treatment of a person or a group on the basis of prejudice.

ageism – discrimination against people based on their age, doubting the abilities of young or old people and/or denying them full participation in society.

social justice –actively addressing current and historical manifestations of oppression and inequality in a society as a means to achieve racial, economic, gender and sexual equality. Thinking about “social justice” can help one formulate a guiding vision in one’s activist work.

sexual minority – Another term often used to describe LGBTQ community or people who identify as LGBTQ or anyone else who does not identify as heterosexual.

If you are dealing with the LGBTQ community in the U.S. today, you are likely to encounter the following terms*:

bisexual – An individual who is romantically and physically attracted to both men and women.

gay – A term for describing people who are physically and/or romantically attracted to members of the same sex. Though the term is sometimes used to refer to both men and

women, some feel that the term renders women's unique experience as invisible, and prefer to use the term "gay" to refer to men and "lesbian" to refer to women.

gender – The linking of certain behaviors and characteristics to a particular biological sex (e.g., "being a man" as opposed to being male). External representation of one's gender identity, usually expressed through "masculine" or "feminine" behavior, clothing, haircut, voice, or body characteristics.

heterosexism – The attitude that heterosexuality is the only valid sexual orientation.

homophobia – Any attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their sexual orientation. The most common forms of homophobia in North America are discrimination against homosexuals and bisexuals in employment, accommodation, ordination, church membership, and freedom to marry. A secondary meaning is the belief that persons of one sexual orientation – normally heterosexuality – are inherently superior to persons who have other orientations. A tertiary meaning is fear or loathing of persons with a specific sexual orientation.

lesbian – A woman whose primary physical, emotional and/or spiritual attraction is to other women.

LGBTQ – The acronym for "lesbian, gay, bisexual, transgender and queer/questioning." LGBTQ is used because it is more inclusive of the community.

queer – Traditionally a pejorative term for non-heterosexuals, this has been appropriated by some lesbian, gay, bisexual and transgender people to describe themselves. Some value the term for its defiance and because it is inclusive – not only of lesbians and gay men but also of bisexuals and transgender people as well. Nevertheless, it is not universally used within the varied LGBT communities; so a casual, "Hey there, queer," especially if used by a non-LGBT person, may not be returned with friendly banter.

transgender – An umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned at birth. For transgender people, their birth-assigned sex and their own internal sense of gender identity do not match. Typically, transgender people seek to make their gender expression match their gender identity, rather than their birth-assigned sex. The term may include but is not limited to: transsexuals, intersex people, cross-dressers, and other gender-variant people. Transgender people can be female-to-male (FTM) or male-to-female (MTF). Transgender people may or may not choose to alter their bodies.

transsexual – A person who has transitioned to live full-time as a gender other than the one assigned at birth (post-op), or someone who intends to transition in the future (pre-op). Many transsexuals alter their bodies hormonally and/or surgically to change their biological sex assignment.

transvestite – An increasingly historic term, more popularly referred to as a cross-dresser, a person who frequently or occasionally wears clothes or paraphernalia traditionally associated with people of another gender. Cross-dressers are usually more comfortable with the sex they were assigned at birth and do not wish to change it. The term “transvestite” does not describe someone who has transitioned to live full-time as the other sex, or who intends to do so in the future. While cross-dressing is a form of gender expression, it is not necessarily tied to sexual orientation or erotic activity. Most cross-dressers are heterosexual.

sex – The classification of people as biologically male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including chromosomes, hormones, internal reproductive organs, and genitals.

* Definitions adapted by P.O.V. from the GLAAD Media Reference Guide 2002/2003, available at the website of the Gay and Lesbian Alliance Against Defamation: www.glaad.org/media/guide, with additional contributions from Kate Bornstein, except for “homophobia,” adapted from www.religioustolerance.org.

Screening Goal One

INSPIRING YOUTH ACTIVISM

A. Suggested Audiences

Middle, high school and university level student organizations, programs focusing on youth empowerment and youth leadership, Boy Scout troops and church groups who are open to discussing LGBTQ and youth issues, Girl Scout troops, 4-H programs, Gay/Straight Alliances, LGBTQ youth organizations, youth workers, guidance counselors, educators, mentoring programs and any other audience or group you feel would be open to this film.

B. Potential Screening Objectives and Screening Formats

1. Organize a **workshop** with the objective of empowering youth to take an active role in addressing discrimination in their community by creating an action plan or campaign. Discuss how Steven Cozza identified the Boy Scouts exclusion of gay people as a problem and the steps he took in organizing against their discriminatory practices. Breakdown the steps Steven Cozza took (for example, collecting signatures and handing out information at his local grocery store) and discuss how they can be applied to an organizing campaign of the young people's own design. What problems do young people identify within their community? How might they go about forming a group and campaign to address them?
2. Organize a **screening** to inspire and support young people who are interested in working for social justice. Beginning to understand and struggle for "social justice" can be overwhelming. Use the story of Steven Cozza to help inspire and energize the group. Discuss how Steven Cozza used a specific campaign (sexual minorities being excluded from the Boy Scouts) to address a large issue (homophobia). Discuss what constitutes an organizing "victory" using the film as an example. What "victories" have the young people present been a part of winning? What have they learned from them that they would like to apply to organizing in the future?
3. Organize a **screening** and **discussion** about ageism. How is Cathay Zortman's statement "I don't think it began with Steven. He didn't get this idea all by himself. This would be ludicrous...Whether or not it was appropriate to use a child at that age to do that is another question..." an example of ageism? How does Steven Cozza resist ageism? How else do you see ageism manifesting itself, in the film, in your experience or community? How might ageism be addressed?
4. Have an **intergenerational conversation** with mentors and their students or parents and children. Discuss how Steven Cozza was supported by his family and by his relationship with his mentor Robert Espindola and David Rice. How did the adults in Steven's life support him in his organizing? Discuss and plan

how adult mentors and parents can play an effective role in supporting young people's activism.

C. Sample Discussion Prompts

You can use these questions to help plan, guide and facilitate a post-film discussion. We encourage you to develop your own prompts based on the goals you have identified for your screening and discussion.

1. What is ageism? What are examples of ageism in the film? Examples of ageism in your community? Is Cathay Zortman's statement "I don't think it began with Steven. He didn't get this idea all by himself. This would be ludicrous... Whether or not it was appropriate to use a child at that age to do that is another question..." an example of ageism? Does Steven Cozza provide role model for combating ageism? What are examples of ageism in the audiences' own experience? How might ageism be combated in your community?
2. What is youth empowerment? What are examples of youth empowerment in the film? How can young people support and help each other develop and foster their activism? What role can adults play in supporting young peoples' empowerment and activism?
3. Scouting for All starts small and gathers momentum throughout the film. How did Scouting for All start? What were some of the first actions Steven Cozza took? What were some of the later, more major actions? What did you learn about the process of organizing from this film? How does the film help you think about an organizing campaign you can undertake?
4. What role does media coverage play in Scouting for All's campaign? How does Steven Cozza use the media? How does the media treat Steven? How have you seen the media treat young leaders in your area? What are some positive and negative aspects of the media coverage Scouting for All received? How would you inform the media about an issue that is important to you?
5. What constitutes an organizing "victory?" Even though James Dale lost in the US Supreme Court, Steven Cozza did not stop organizing for the rights of sexual minorities, instead he and his sister founded a Gay/Straight Alliance at their school. What does this say about how organizing "defeats" can be turned into "victories" to further a larger cause?
6. What and who is a mentor? What role does Robert Espindola play in Steven's life? Why is it important to form intergenerational relationships? What are some challenges to forming these relationships?
7. Who is Steven Cozza's support system? What do they do? How does Steven Cozza rely on his mentor and his family for support while he is organizing

Scouting for All? Why is having a support system essential for successful organizing? How can you identify and build up your support system?

D. Recommended Screening Follow-up Activities

Can your discussion move into taking action in your community? These are some ideas about the shape follow up activities can take. Brainstorm and plan with the audience as a community. Ask, “Does the audience want to...?”

1. **Research** youth lead activist campaigns and organizations, or programs and organizations that support youth development, empowerment and leadership in their area?
2. **Take Action** to address ageism and/or discrimination in their community?
3. **Participate** in classes or training programs that aim to develop youth leadership in their local community?
4. **Support** and **advocate** for young people organizing for social justice?

Screening Goal Two ***INCREASING AWARENESS OF*** ***THE IMPACT OF HOMOPHOBIA***

A. Suggested Audiences

When planning a screening for this film ask yourself or your organization who would be most open to working with this film. Suggested audiences include: Gay/Straight Alliances, organizations that support LGQ youth, programs focusing on youth empowerment and youth leadership, Boy Scout troops and church groups that would be open to discussing LGBTQ issues, Girl Scout troops, 4-H clubs, educators, youth workers, guidance counselors, mentoring programs.

B. Potential Screening Objectives and Screening Formats

We believe that you can best identify the ways this film can be used in your community. Here are some suggestions to help get you started.

1. Organize a **screening** aimed at raising awareness of the impact of homophobia on young peoples' lives. The screening can be targeted at young people, their parents, or educators, youth workers and other professionals who work with youth.
2. Along with a **screening**, provide a **workshop** on how to recognize and combat homophobia and what it means to be an ally.
3. With the screening, provide a hands-on **training** on how to be an ally to LGBTQ communities with the goal of creating encouraging participants to take an active and organized role in combating homophobia within their community.
4. Use the film to help begin a **dialogue** between young people and their parents/teachers/mentors about homophobia and heterosexism. What did the adults learn about homosexuality when they were growing up? Were/are they involved in the Queer Rights Movement? How have times changed? What issues are still pressing for LGBTQ people? What are young people's visions of social justice for LGBTQ people? How can different generations work together to achieve that vision?

C. Sample Discussion Prompts

You can use these questions to help plan, guide and facilitate a post-film discussion. We encourage you to develop your own prompts based on the goals you have identified for your screening and discussion.

1. What is homophobia? What is heterosexism? What are examples of each from the film? From participants own lives?

2. In the film Steven Cozza explains how he interrupted a homophobic remark by saying, "Oh, yeah. My friend's heterosexual." What does the comment say about the forms homophobia can take? What does it say about heterosexism, or the assumption of heterosexuality until proven otherwise? What are small actions one can take to combat homophobia and heterosexism on a daily basis?
3. In **Scout's Honor** Steven Cozza's sister Anne says, "I was kind of teased in school, because people would be like, 'Yeah, your brother's gay,' and all this stuff. And it really bugged me, because I don't like when people like talk about my brother. Mostly just guys. I don't know why, but guys just tease me about it. I don't think any girls tease me about it." How is this teasing an example of homophobia and heterosexism? What does it tell us about cultural expectations of men and boys?
4. What does it mean to be an ally? How is Steven Cozza an ally to LGBTQ people? How is David Rice an ally to LGBTQ people? What risks do Steven Cozza and David Rice take to "come out" as allies?
5. How can we organize as a community against homophobia and heterosexism? Has there been any specific incidents of discrimination against LGBTQ people in your community? What kind of campaign or events could be organized to combat discrimination against sexual minorities?
6. What is the impact of mainstream media on LGBTQ communities? On heterosexual people's images and stereotypes of LGBTQ people? What do you think of the way the mainstream media treated Tim Curran? How did media coverage assist and/or hinder Scouting for All's cause? In your opinion, how does the mainstream media treat and depict LGBTQ people?
7. What is the impact of the Queer Rights Movement on young people today? In addition to Steven Cozza's work, what are young people doing to mobilize for and support the rights of LGBTQ people? What are LGBTQ youth doing in their communities?

D. Recommended Screening Follow-up Activities

Can your discussion move into taking action in your community? These are some ideas about the shape follow up activities can take. Brainstorm and plan with the audience as a community. Ask, "Does the audience want to...?"

1. **Research** organizations and groups in their area that support LGBTQ youth and present that research to LGBTQ youth and their allies?
2. **Educate** themselves on the LGBTQ rights movement in their community, United States and Internationally. **Host** a speaker or follow up event to highlight and present this research to their community?

3. **Find out more** about right wing groups policies toward sexual minorities. Are there groups specifically trying to prevent equal rights for the LGBTQ community in your area? Is anyone protesting these groups' homophobic stance?
4. **Plan and Host** a workshop or training on homophobia and heterosexism and/or the importance of being an ally for their peers?
5. **Join or Create** a Gay/Straight Alliance or other organization that supports LGBTQ youth and their allies at their school or in their community?
6. **Organize** against discrimination and homophobia in their community? What are specific examples of homophobia in their community? What is an effective strategy for addressing homophobia in your community?

Step-by-Step Guide on How to Organize a Screening Event

The **Scout's Honor Youth Outreach Toolkit** is flexible and can be tailored to your organization's specific event goals. This guide includes questions, points, and tips to consider when planning your **Scout's Honor** screening event. Additional materials can be found on the P.O.V. website at www.pbs.org/pov/youthviews.

1. Determine Your Objectives:

To begin planning, you should call a meeting and ask participating staff, individuals, and organizations to identify their objectives and determine to what extent they can be involved. Possible objectives include:

- ❑ **Encourage dialogue** among adults and children
- ❑ **Raise awareness** among adults, parents, educators and others
- ❑ **Form** new organizational alliances
- ❑ **Make new contacts** with the media and become a resource to which they will return
- ❑ **Recruit new members** through increased visibility

2. Reach Out:

- ❑ **Fill out the online application form** (<http://www.pbs.org/pov/utills/povengagements.html#partners>) Your immediate response will enable us to help organize from our end!
- ❑ **Identify a Campaign Coordinator.** Please give us the name and contact information on the application.
- ❑ **Formulate ideas about who you want to take part in this event**, including ages of the participants.
- ❑ **Contact other community organizations** and briefly describe the event you would like them to help you host.
- ❑ **Create a list of community leaders or public officials** whose participation you believe will be valuable to the event.

3. Logistics:

- ❑ **Decide on a date.** Choose a time and location (approximately 90 minutes to 2 hours). Depending on how many community members you invite, you might need a large room. You will also need a TV monitor and VCR.
- ❑ **Choose a facilitator**, preferably someone who is familiar with the issues and can create a friendly environment for open discussion and can generate meaningful dialogue about the issues raised by the film.

4. Media Outreach (if applicable):

- ❑ **Send us a media contact list and your press release** as soon as you have your press contacts set.
- ❑ About four days prior to the event, contact the people to whom you sent press materials and encourage them to cover the event. **Pitch the value of this unique screening and the importance of encouraging dialogue.**
- ❑ **Prepare Press Kits** for distribution on the night of your event, or to mail to those media contacts who cannot attend. The Kits should include the Press Release, a flyer adapted to your event and general information about your organization. You can also include a photo slick if appropriate; call us if you need more.

5. On the day of your event:

- ❑ **Confirm facilities**, make sure TV and VCR are running smoothly, and perhaps arrange for some snacks. Go over discussion points with your facilitator. Ask someone from your organization to take pictures.
- ❑ If you expect a particularly large group of people, **plan to break participants into groups** for discussion following the screening of the film.
- ❑ **Pass around a sign-up sheet** at the beginning, and an **Audience Evaluation Form** at the end, so that you will be able to obtain written feedback and reconnect with participants after the event.
- ❑ **Reserve the last half hour** of your meeting to strategize about follow-up activities.

6. Follow-up Activities:

We hope this project will serve to launch ongoing dialogue and activities in your community. There are follow-up activities listed within each of the Screening Goals.

Companion Materials and Resources

www.pbs.org/pov

P.O.V.'s website includes information on P.O.V.'s current screening season, film archives, information and instructions on "Talking Back" to P.O.V. about a film, "Behind the Lens" interviews with filmmakers and information about the production of P.O.V. films, and information about getting involved with P.O.V. and in your community.

P.O.V.'s *Scout's Honor* Website

www.pbs.org/pov/pov2001/scoutshonor/

P.O.V.'s website includes an introduction to the film, background on the characters in the film, a preview for the film, background of filmmaker Tom Shepard, online forum for discussion of the issues raised in ***Scout's Honor***, and links to resources related to the film.

Scout's Honor Official Website

www.scouts-honor.org

Offers a wealth of helpful information pertaining to the film including a synopsis, background information on Scouting for All and BSA, information on the filmmaker, profiles on the people we meet in the film, and the community impact of Scouting for All, ***Scout's Honor*** and James Dale's court case.

Scouting for All

www.scoutingforall.org

The official website for the organization that Steven Cozza, David Rice and Scott Cozza began. Extensive and inspiring background information on those involved in Scouting for All, the organizations history, media coverage the organization has received, information about atheists, free thinkers and young women in Scouting, a wide range of links on LGBTQ and social justice issues, FAQ's, action alerts and information on joining Scouting for All's national campaign.

Boy Scouts of America

www.scouting.org

The Boy Scouts of America's website, includes a history of scouting in the US, press releases and position statements.

Steven Cozza's Website

www.stevencoza.com

Personal website for Steven Cozza including a web journal, updates on his mountain bike racing and activist work.

Increasing Awareness of the Impact of Homophobia Resources

“Just the Facts”

fly.hiwaay.net/~garson/JustTheFacts.html

A fact sheet summarizing the impact of homophobia on gay and lesbian youth, includes statistics and quotes, highly useful for creating handouts and other training and discussion materials.

The Gay Lesbian Straight Education Network

www.glsen.org

GLSEN “envisions a future where every child learns to accept and respect all people, regardless of sexual orientation or gender identity/expression.” The site includes information about local GLSEN chapters, information on starting a GSA, a library of resources for LGBTQ teens and adults and their allies and news about issues affecting the LGBTQ community.

National Youth Advocacy Coalition

www.nyacyouth.org

A vital resource for LGBTQ youth, NYAC is the only national organization focused solely on improving the lives of LGBTQ youth through advocacy, education, and information. Links and information about LGBTQ youth organizations and resources in every state, resources database, training materials, and information about NYAC’s national youth summit.

Youth Resource: A Project of Advocates for Youth

www.youthresource.com

A site for LGBTQ youth and their allies with information on sexual health, relationships, emotional health, disabilities and taking action. Communities for young women, bisexual and trans youth, LGBTQ youth of color, deaf LGBTQ youth and more. Many good links to other sites and organizations that support LGBTQ youth.

Lambda Legal

www.lambdalegal.org

National organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people and those with HIV through impact litigation, education and public policy work. Information on the cases on which Lambda Legal is pursuing litigation, state-by-state legal information, a library of cases, media coverage and resources pertaining to LGBTQ rights and information about getting involved.

Gay and Lesbian Alliance Against Defamation

www.glaad.org

National organization that monitors the representation of LGBTQ people in the media and is dedicated to promoting and ensuring fair, accurate and inclusive representation of people and events in the media as a means of eliminating homophobia and discrimination based on gender identity and sexual orientation.

The Southern Poverty Law Center

www.tolerance.org

Web project monitoring homophobic hate groups. A wealth of resources for taking action against homophobia and hate, including how to address and stop homophobia in schools.

Silvia Rivera Law Project

www.srlp.org

Based in New York City, SRLP works to guarantee that all people are free to self-determine gender identity and expression, regardless of income or race, and without facing harassment, discrimination or violence. Providing free legal advice and services to low-income transgender, intersex and other gender non-conforming people, SRLP also provides resources, runs trainings and produced the video *Toilet Training* to raise awareness of the struggles of transgender communities.

Print Resources

Stonewall

By Martin Duberman. Published by Plume, 1993.

An excellent history of the early Queer Rights movement before, during and after Stonewall. Told through interviews with six different LGBTQ activists living in New York City. Engaging reading and great pictures!

Sister Outsider

By Audre Lorde

Essays by Black lesbian feminist poet Audre Lorde exploring her experiences with homophobia, sexism and racism. A powerful book providing many important insights for activists young and old.

When the Drama Club Is Not Enough

By Jeff Perrotti and Kim Westheimer. Published by Beacon Press, 2001.

Gives a history of the “safe schools” movement in Massachusetts, focusing on how LGBTQ young people and their allies can create environments where they can thrive in the classroom and outside. A testament to the activism of LGBTQ youth and how adults can organize to support them.

Setting Them Straight

By Betty Berzon. Published by Plume, 1996.

A supportive guide to responding to homophobia and heterosexism on an individual and institutional level.

Trans Liberation

By Leslie Feinberg. Published by Beacon Press, 1999.

An inspiring and fierce book outlining the importance of solidarity with transgender individuals and communities.

Inspiring Youth Activism Resources

Ageism: FAIR Resources

www.fair.org/system-bias/ageism.html

Compiled by Fairness and Accuracy In Reporting, a list of articles covering ageism. Also have lists for “youth” and “education” and opportunities to get involved with media activism.

Youth Lead Social Activism Resource List

www.freechild.org/youth_activism_2.htm

A good place to start! An extensive listing of local and national youth activist organizations and resources put together by The Freechild Project whose mission is to advocate, inform and celebrate social change led by and with young people throughout the world.

Youth Activism Project National Clearinghouse

www.youthactivism.com

Aims to prove that young people play a major role in creating social change. Provides resources and advice for young activists just starting out including formulating a campaign, finding resources, advice for youth allies and success stories.

YouthAction

www.youthaction.net

YouthAction is a national organization that provides resources for building a social change movement in which young people play an important role in creating and fighting for solutions to the problems affecting them and their communities. Based in New Mexico, YouthAction offers trainings and technical assistance for youth empowerment organizations and regional and national programs.

The Center for Teen Empowerment

www.teenempowerment.org

Based in Boston, MA Teen Empowerment’s mission is to empower youth and adults as agents of positive social and institutional change. Runs programs in the greater Boston area and offers videos and publications in order to make Teen Empowerment’s methodology available to a range of youth empowerment organizations.

Public Allies

www.publicallies.org

With 11 locations around the US including New York City, Los Angeles and Washington D.C., Public Allies advances diverse young leaders to strengthen communities, nonprofits and civic participation.

Third World Majority

www.cultureisaweapon.org

A collective and national network based in Oakland, CA that hosts media and story telling trainings and a young people’s digital film festival. Run by a collective of young

women of color and their allies, TWM is dedicated to developing new media practices that affect global justice and social change through grassroots organizing.

Print Resources

Organizing For Social Change

Midwest Academy Manual for Activists, 2001. Edited by Kim Bobo, Jackie Kendall and Steve Max.

A comprehensive guide for starting an organization or campaign addressing the basic why, how and who and what to do when things don't go how you expect. An invaluable reference and resource!

The Co/Motion Guide to Youth-led Social Change

Published by the Alliance for Justice, 2001.

This user-friendly training manual is designed to engage young people in effective community action by giving them the tools, skills and strategies to solve problems and improve their communities.

Future 500: Youth Organizing and Activism in the United States

Published by the Active Element Foundation and Subway and Elevated Press, 2002.

Providing a "snapshot on paper" of 500 groups of young people working for social change across the US. Helpful listings, glossary and inspiring words from young activists and their allies.

Global Uprising: Confronting the Tyrannies of the 21st Century

Published by New Society Publishers, 2001. Edited by Neva Welton and Linda Wolf.

Inviting, easy to read book offering context, tactics, and mentors of the global justice movement through profiles of young activists, organizations that support young activists and their mentors. An excellent introduction to organizing and includes addresses and information for many resources for young activists.

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About the Filmmaker

Tom Shepard has produced and directed documentaries for over 10 years. He produced and directed *Scout's Honor*, a documentary about the anti-gay policy of the Boy Scouts of America and the grassroots campaign to overturn it. *Scout's Honor* won the Audience Award for Best Documentary and Freedom of Expression Award at the 2001 Sundance Film Festival. *Scout's Honor* broadcast nationally when it opened P.O.V.'s 14th season on June 19, 2001. Prior to *Scout's Honor*, Shepard co-produced and edited *Camp Lavender Hill*, a documentary about the first summer camp in the U.S. for children with gay and lesbian parents. *Camp Lavender Hill* aired on public television, *Free Speech Television*, and CNN's *International Insight*. Shepard has also produced and directed segments for SPARK, an arts television program produced by KQED Public Television in San Francisco as well as a segment for the 2004 public television series *Voting in America*.

Previously, Shepard worked as an editor at National Public Radio for Linda Wertheimer and the NewsHour with Jim Lehrer. At NPR, he co-produced *Listening to America*, an audio documentary on the history of public radio in America based on Linda Wertheimer's book by the same name. He graduated from Stanford University where he majored in biology and film. Shepard is currently co-producing and directing a feature documentary about Jehovah's Witnesses and their contributions to civil liberties.

About P.O.V.'s Youth Views

P.O.V.'s Youth Views is a peer-led initiative, offering new models for working with youth and the media to encourage civic engagement that can be replicated by youth-serving and issue-based organizations across the country. Begun as a pilot project in 2000, Youth Views works with youth-run and youth-serving organizations, with a particular emphasis on groups working on behalf of communities of color and marginalized communities, with an emphasis on two primary areas of activity:

- Nationally, we offer P.O.V. films and resource materials free-of-charge to youth-service organizations to organize screening and discussion events around issues presented in the films, to enhance their outreach efforts in their communities.
- Locally in the New York City area, in addition to offering screenings, we work with youth leaders through the annual Youth Views Institute and Advisory Board to provide them with training and materials for using media as a tool in community organizing.

In addition, Youth Views collaborates with the Advisory Board to select films from the P.O.V. archives and develop accompanying facilitation materials, which are made available to youth organizers nationwide through the Youth Views Library.

Funding for Youth Views is provided by the Lucius and Eva Eastman Foundation and the Open Society Institute's Youth Initiatives Program.

For more information about P.O.V.'s Youth Views, visit www.pbs.org/pov/youthviews.

About P.O.V.

P.O.V. (a cinema term for 'point of view') is a division of American Documentary, Inc., a non-profit multi-media company dedicated to creating, identifying, and presenting contemporary stories that express opinions and perspectives rarely featured in mainstream media. As television's longest-running showcase for non-fiction film, P.O.V. has brought over 200 award-winning films to millions nationwide, and now a new Web-only series, *P.O.V.'s Borders*. Since 1988, P.O.V. has pioneered the art of presentation and outreach using independent non-fiction media to build new communities in conversation about today's most pressing social issues.

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