

Friends Community Center



A Division of Friends Research Institute, Inc.

The TransAction Program



SKILLS BUILDING GROUPS

- **CHANGING YOUR NAME AND GENDER**
- **ENTERING THE WORKFORCE OR CONTINUING YOUR EDUCATION**
- **GENDER TRANSITION OPTIONS**
- **HIV AND OTHER STIs**
- **SAFER SEX WORK, SAFER DATING**
- **SELF-ESTEEM AND TRANSPHOBIA**
- **VIOLENCE AGAINST TRANSGENDERS**

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Funded by the County of Los Angeles, Department of Public Health

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The TransAction Program

CHANGING YOUR NAME AND GENDER

GROUP SUPPLIES
Participant Sign-in Sheet
Tripod
Flipchart Paper
Markers
Tape
Sample DL-328 Form (Department of Motor Vehicles – Name and Gender Change Form)
Sample SS-5 Form (Social Security Card Form)

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The TransAction Program

CHANGING YOUR NAME AND GENDER

Objectives

By the end of this sixty-minute workshop, participants will be able to:

- (1) Differentiate between “common law” documentation and legal documentation
- (2) Understand the name and gender change process and identify agencies that can provide or help with the process;
- (3) Identify medical providers that can provide free or low cost hormone therapy and sign the “Name and Gender Change Form” (DMV form #DL-328); and
- (4) Identify how transgender-related documentation can increase one's self-esteem.

Group Structure and Activities

Objective 1:

Facilitator will draw a line down the middle of a piece of flipchart paper. On one side facilitator will write, "Common Law," and on the other side facilitator will write, "Legal Documentation." Facilitator will ask participants to brainstorm what they think each topic means. Some responses might be:

Common Law

getting picture ID yourself
changing name
getting new Social Security card
dressing as a woman
using women's restrooms
living as a woman

Legal Documentation

going through the court system
need lots of money
need surgery to become court ordered female

Facilitator will then review the flipcharts. If answers are incorrect, facilitator will then properly define both terms as follows:

Common law: Common law is a de facto method of getting new identification. Can change some documents (i.e., driver’s license, bank account) but not all. Common law is not court authorized through the legal system.

Legal documentation: Legal documentation is authorized by law, through the legal system. Documents are Court Ordered Name Change.

Facilitator will lead discussion on the pros and cons, and cost of each option.

COMMON LAW		
PROS	CONS	COST
Can get name <i>only</i> change without doctor's certificate if name has been used consistently in business and personal affairs.	Common law (which is change on Driver's license or ID Card is <u>not</u> True Full Name (TFN) change. TFN change is legal documentation and <u>must</u> be issued by a governmental agency within the United States that is authorized to issue such documents (see below).	\$21 for DL-44 (Driver's License or ID Card application)
Can get credit	<i>Gender</i> does not change without a medical provider's signature	
Can open bank account		
Need signature of medical provider to change <i>both</i> name <i>and</i> gender	Medical provider must sign DL-328 (form explained below)	\$25 for DL-328 medical provider fees

LEGAL DOCUMENTATION		
PROS	CONS	COST
Name is changed on all records through the court system	Cost a lot of money	\$371.00 fee for court order name change: True Full Name (TFN) fee
Court ordered name changes are accepted by all levels of society (e.g., banks, schools, and federal government)	<i>Gender</i> does not change without a medical provider's signature	
	Someone may legally contest name change	
	Criminal record is assessed for court ordered name change	

Objective 2:

Facilitator will show participants samples of the confidential, “Name and Gender Change Form.” One sample will be blank; the other sample will be filled out fictitiously. Facilitator will instruct participants that one must follow these specific steps:

1. Go to the Department of Motor Vehicles (DMV) or one of the agencies that will be referred to later in this group and obtain a “Name and Gender Change Form” (DL-328).
2. Bring form to your medical provider to be signed.
3. Go to the DMV with the filled out and completed form (DL-328) and apply for a new ID card or Driver’s license.
4. Participant must put the new desired name on the ID card or Driver’s license application and must check the gender box as female.
5. Participant then turns in the ID card or Driver’s license application to the clerk along with the filled out and completed “Name and Gender Change Form” (DL-328).
6. Participant is obligated by law to leave the old ID card or Driver’s license in former name and gender behind at the DMV (as the law states that no person can have two identities). You may keep your old ID card or Driver’s license if it has been voided by the DMV. The DMV can void an old ID card or Driver’s license by punching holes in it DMV (an individual cannot void their own card). Make sure you keep a copy of the signed DL-328 form for your records.
7. The next day, go to the Social Security office and complete the form SS-5 to change your name on your Social Security Card. (NOTE: This must be done within 3 days upon applying for a new ID or Driver’s license.)
8. Within 6 to 8 weeks, participant will receive new ID card or Driver’s license in your new name and gender. Within two weeks, participant will receive new Social Security Card.

Facilitator will write the names of local agencies that provide assistance in name and gender change documentation (such as providing the DMV DL-328 “Name and Gender Change Form” and assistance in filling out the form):

Agency	Services	Hours	Walk-Ins	Appts	Phone #
Gay & Lesbian Center 1st Floor-Legal Services 1625 North Schrader Blvd. Los Angeles	Assistance in name change, will discuss forms, cost, and how to go through the legal system (bilingual)	Monday – Thursday 2 PM – 4 PM 5 PM – 8 PM	Monday 2 PM – 4 PM Friday 10 AM – 12 PM	Necessary	323-993-7671
Van Ness Recovery House/Prevention Division 1136 North La Brea West Hollywood	Assistance with filling out name change forms both DMV and Court Order Name/Gender Change Forms (forms may be obtained at VNPD)	Varies	No	Preferred; ask for Transgender Health Educator	323-463-1601

Objective 3:

Facilitator will write the names of local agencies that provide free or low cost hormone therapy to transgenders. If you receive hormone therapy at one of these agencies, a medical provider there can sign the “Name and Gender Change Form” (DMV form #DL-328):

BAART (CDP)

1926 West Beverly Blvd.
Los Angeles, CA 90006-3024
(213) 607-2010

Hollywood Sunset Free Clinic

3324 Sunset Boulevard
Silverlake, CA 90026-2190
(323) 660-2400
(323) 660-5715

Objective 4:

Facilitator will open a discussion on how moving through the legal system and acquiring gender-appropriate identification can lead to high self-esteem. Some discussion topics might be:

- proper ID can make one feel “complete,” “whole”
- there are less problems dealing with law enforcement when one has ID that matches their gender presentation
- proper ID can give one a sense of security

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ENTERING THE WORK FORCE OR CONTINUING YOUR EDUCATION

GROUP SUPPLIES
Participant Sign-in Sheet
Tripod
Flipchart Paper
Markers
Tape
Participant Hand-out

**Friends Community Center
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The TransAction Program**

**ENTERING THE WORKFORCE
OR CONTINUING YOUR EDUCATION**

Objectives

By the end of this sixty-minute workshop, participants will be able to:

1. Identify how job development or continuing one’s education can increase self esteem and financial stability;
2. Identify the required documentation when applying for a job or returning to school;
3. Develop tools for a job search and interview process; and
4. Identify agencies that can provide assistance with this process.

Group Structure and Activities

Objective 1:

Facilitator will draw a line down the middle of a piece of flipchart paper. On one side facilitator will write, “No Job/No Education,” and on the other side facilitator will write, “Having a Job/Having an Education.” Facilitator will ask participants to brainstorm and express their thoughts regarding the topic. Some responses might be:

No Job / No Education

No Money
Low Self Esteem
Embarrassed
Homeless or Marginal Housing
Inadequate
No Money
Dependent on Others

Having a Job / Having an Education

Money
Increased Self-esteem
Sense of Pride
Rent an Apartment
Self-worth
Can Buy Things for Yourself / Can Pay Bills
Independent

Facilitator will then review the flipchart and facilitate a discussion on the pros and cons of having a job and/or an education. Facilitator will stress the connection between a job and/or education and increased self-esteem and financial stability.

Objective 2, Part I:

Required Documentation for Applying for a Job or Returning to School – Establishing Your Identity

Facilitator will write on a piece of flipchart paper the documentation that is needed when applying for a job. Facilitator will explain the where to obtain the required documents and how much each costs.

- | | |
|---|---|
| ✓ What do you need to have before you apply for a job? | Drivers License or ID Card
Social Security Card
Work Resume
(Cover Letter) |
| ✓ What do you need to have before you return to school? | Drivers License or ID Card
Transcripts from previous schools |

Facilitator will briefly summarize the information below based on the needs of the group. This information should be given as a handout to participants. See handout at the end of this curriculum.

How to apply or renew and identification (ID) Card:

The DMV issues a regular ID card valid for six years. Facilitator will recommend that before one visits a DMV office to make an appointment online for faster service at:

www.dmv.ca.gov

- Complete application form DL 44. An original DL 44 form must be submitted. Copies will not be accepted. To have a form mailed to you call the 1-800-777-0133. 24 hours a day, 7 days per week or visit a local DMV office;
- Give a thumb print;
- Have your picture taken;
- Provide your social security number. It will be verified with the Social Security Administration while you are in the office;
- Verify your birth date and legal presence; and
- Pay the application fee.

Before leaving the DMV it is important to check that the address on the ID form is correct and, if it is not, tell the DMV representative. A new ID card will be mailed within 60 days. Facilitator will tell participants that if they do not receive their new ID card within 60 days to call 1-800-777-0133 to check the status.

An original or replacement ID card cost \$26.00, a reduced fee ID card (original or replacement) is \$7.00. Those eligible for a reduced fee must meet income requirements from public assistance

program. If eligible, the governmental or non-profit program will provide a completed verification for Reduce Fee Identification Card form (DL 937) to take to DMV.

The fees for the ID card can be paid at the local DMV office with cash, check, money order or debit card.

How to apply for a Social Security Card:

Facilitator will explain to participants that they can apply for an original Social Security Card or a replacement Social Security Card. To apply for an original card, participants must provide a properly completed application (Form SS-5) and the required evidence before the application can be processed. Only original documents certified by the custodian of the original record will be accepted. Facilitator should explain that the custodian of records is the person responsible keeping legal records at a particular business or agency. A common example is that there is a custodian of records at hospitals who certifies that birth certificates are authentic and legal. The custodian of records can issue duplicate copies of these records but they must be certified by them in order to be considered authentic and legal. In other words, a photocopy of a birth certificate is not acceptable. One must obtain a copy, produced and certified by the custodian of records.

- To apply for an **original** card, you must provide at least two documents to prove **age, identity, and U.S. citizenship or current work-authorized immigration status**. If you are not a U.S. citizen and do not have DHS work authorization, you must prove that you have a valid non-work reason for requesting a card. See handout for more information.
- To apply for a **replacement** Social Security Card, you must provide one document to prove your identity. If you were born outside the U.S., you must also provide documents to prove your U.S. citizenship or current, lawful, work-authorized status. See handout for more information.

Social Security local office:

1122 North Vine St.
Hollywood, CA 90038
1-800-772-1213
www.socialsecurity.gov

Objective 2, Part II:

Returning to Work - How to develop a work resume:

Facilitator will explain to participants that when applying for a job it is helpful to have a resume ready to give to a potential employer. Additionally, facilitator will explain how it may also be necessary to adjust a resume to fit the current job search. Facilitator will write on a flipchart paper the appropriate components of a work resume.

The components might include, but are not limited to:

- Objective
- Education
- Work Experience
- Languages Spoken
- List of Personal or Professional References
- Certifications
- Acquired Skills
- Interest and Hobbies

Facilitator will write on a flipchart paper an outline of a basic work resume. Facilitator will also give examples of how to keep a resume current; working with participants by answering any questions they might have regarding a resume. Facilitator will pass out a sample resume. Facilitator will acknowledge that, if one is homeless or marginally housed, it may be difficult to get access to a computer. Facilitator will inform participants know that they can set an appointment for computer time at a local public library. Facilitator will ask the group participants to brainstorm other alternatives for accessing a computer.

Objective 2, Part III:

Continuing Your Education

Facilitator will introduce the topic of continuing your education. Facilitator will explain that for those who have not graduated high school, the GED (General Education Development) may be an option. The GED is also the first step that is completed before considering any further education, including community college or trade schools. Facilitator will explain that the GED is a way to complete the requirements for high school without actually going back to school. Facilitator may ask participants to briefly discuss why they might consider getting a GED. Facilitator should remind participants that although it is possible to find a job without a GED, having it can improve their chances of finding a job and may help them to find a better or more desirable job.

Completing the GED requires taking and passing a series of tests. In the Los Angeles County Unified School District, the GED program is managed by the GED Test Center. You can access information online at: <http://ged.adultinstruction.org/overview/index.htm>. This information is printed on the handout.

General Information about the GED:

- Eligibility: You must be at least 18 years of age or within 60 days of your 18th birthday

- ID: You will need a valid photo ID in order to take the test
- Cost: Taking the GED test through LA County will cost \$125 (cash or money order only)
- Language: The GED can be taken in English, Spanish or French
- Test preparation: There are various ways to prepare for the GED. Classes and individual instruction are available.
- Call (213) 625-3276 for more information.

Objective 3:

Facilitator will ask participants to brainstorm useful tools to have when looking for a job or going on a job interview. Some responses might be:

- Wardrobe/dress appropriately
- Learn a little about where you will be interviewing (Internet search)
- Take copies of your resume with you
- Arrive with plenty of time
 - If taking public transportation to the interview, map it out or even practice the route so you know how long it will take to get there
- During the interview, be professional but honest about your skills and abilities
 - Try to get the name and contact information of who you interviewed with, ask for a business card
 - If you are able, follow up with a “thank you” e-mail, thanking the people with whom you interviewed

Facilitator will add to the list generated by the group participants with suggested useful tools for a job search and interview.

How to look for a job:

Facilitator will write on a piece of flipchart paper: “Finding a Job.” Facilitator will explain that the following list will help identify how to look for a job.

- On-site job postings (supermarkets, restaurants, factories and offices)
 - Bulletin boards (supermarkets, community centers, community agencies, public places)
 - Friends and family (ask everyone you know to watch for job openings at their work place)
 - Internet search through the Department of Labor (<http://www.dol.gov>), facilitator should review the above section on accessing a computer
 - Craigslist (<http://www.craigslist.org>) and other Internet sites
 - Classified ads (local newspaper)
- Facilitator should ask the group to brainstorm other possible places to find job listings.

Facilitator will pass out a piece of paper and a pen to each group participant. Facilitator will ask each group participant to write on the paper three places from the above list that are an

appropriate place to start looking for a job. Facilitator will suggest that each group participant respond to at least one job announcement.

Facilitator will introduce the “All About Me” exercise. In this exercise, participants will write down information about themselves that will help them create a resume. Facilitator will ask participants to write the following information on a piece a paper:

- First, middle, and last name;
- Complete address, phone number (or phone number where someone will take a message for you).
 - If homeless remind participants that they can use the Friends Community Center address. Also remind participants that they may set up a free voicemail number through CHIRP-LA (323-461-2477). Participants may also set up a voicemail number through the Weingart Center downtown, however they must be enrolled in Weingart programs to access this service;
- Date of birth, Social Security number;
- Name and city of high school attended, years attended or year graduated. If they have not graduated high school, remind participants of options for getting a GED;
- Name and city of any other school attended (college, vocational training, etc.), years attended or graduated;
- Past work history, include the company’s name, address, dates worked, and job titles;
- Any special skills such as any special machinery, commercial drivers’ license; and
- Three people who can give a reference; list name, address, phone number, and relationship with that person, i.e., supervisor, personal friend.

Suggestions for your interview:

- Dress as well as you can. (Wear a dress or nice slacks and matching blouse. Do not wear a lot of jewelry or glittery clothing. Dress conservatively and not to much make up).
- Show up 10 to 15 minutes before for the interview.
- Find out what the company does before you go in for your interview, go to the company website.
- When you meet the interviewer, introduce yourself and firmly shake his or her hand.
- Think of some questions you can ask about the company to show that you are interested and know about what they do.
- Be prepared to answer questions about your experience outside of the workplace.
- Be prepared to answer questions about where you have worked before.
- Ask what your job responsibilities will be.
- Ask about company pay and benefits packages.
- After the interview, thank the interviewer.

Objective 4:

Facilitator will discuss agencies or programs within agencies that provide assistance with the process of returning to work. Facilitator will remind participants that one’s first job usually is not their ideal or even preferred job, especially if they are newly sober, but it is a job, and a good

place to start. Although it is important to find a job that one can feel good about, it is equally important to start the process by looking for a job and getting a job, even if it is not an ideal job. Practicing working and having a job is the first building block for seeking and getting better jobs in the future.

Facilitator will provide the following resources to assist participants in the process of looking for a job.

These are printed on the handout as well:

Agency	Services	Hours	Walk-Ins	Appts	Phone #
LA Gay Lesbian Center 1625 N. Schrader Blvd. Los Angeles 90028	Transgender job placement				323-993-7677
Fairfax High School 7850 Melrose Ave. Los Angeles, CA 90046	Career Center				323-370-1040
Department of Labor www.dol.gov					
Friends Community Center, A Division of Friends Research Center, Inc. – A.S.K. Program 1419 N La Brea Ave. Los Angeles, CA 90028	Resume development, assistance with job search	9:00 - 5:30	NO	YES	323-463-1601

Facilitator will provide the following resources to assist participants in the process of returning to school:

Agency	Services	Hours	Walk-Ins	Appts	Phone #
Fairfax High School 7850 Melrose Ave. Los Angeles, CA 90046	Education for High School Diploma				323-370-1040
Los Angeles Unified School District 1605 S. Olive Room 503 Los Angeles, CA 90015	GED Testing Center				213-765-2573
LACOE Educational Programs 1605 Eastlake Avenue Los Angeles, CA 90033	GED Testing Center				323-225-4363

Entering the Workplace and Returning to School Handout for Participants

Establishing Your Identity

How to apply or renew and identification (ID) Card:

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- Complete application form DL 44. An original DL 44 form must be submitted. Copies will not be accepted. To have a form mailed to you call the 1-800-777-0133. 24 hours a day, 7 days per week or visit a local DMV office;
- Give a thumb print;
- Have your picture taken;
- Provide your social security number. It will be verified with the Social Security Administration while you are in the office;
- Verify your birth date and legal presence; and
- Pay the application fee.

Before leaving the DMV it is important to check that the address on the ID form is correct and, if it is not, tell the DMV representative. A new ID card will be mailed within 60 days. Facilitator will tell participants that if they do not receive their new ID card within 60 days to call 1-800-777-0133 to check the status.

An original or replacement ID card cost \$26.00, a reduced fee ID card (original or replacement) is \$7.00. Those eligible for a reduced fee must meet income requirements from public assistance program. If eligible, the governmental or non-profit program will provide a completed verification for Reduce Fee Identification Card form (DL 937) to take to DMV.

The fees for the ID card can be paid at the local DMV office with cash, check, money order or debit card.

DMV local offices:

936 North Formosa Avenue
West Hollywood, CA 90046
Open M-F 9am-4pm

803 Cole Avenue
Hollywood CA 90038
Open M-F 9am-4pm

How to apply for a Social Security Card:

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photocopy of a birth certificate is not acceptable. One must obtain a copy, produced and certified by the custodian of records.

- To apply for an **original** card, you must provide at least two documents to prove **age, identity,** and **U.S. citizenship or current work-authorized immigration status**. If you are not a U.S. citizen and do not have DHS work authorization, you must prove that you have a valid non-work reason for requesting a card.
 - Evidence of Age: In general, you must provide your birth certificate. In some situations, other documentation that shows your age may be acceptable that shows your age:
 - U.S. Hospital record of your birth (created at the time of birth)
 - Religious record established before age five showing your age or date of birth
 - Passport
 - Final Adoption Decree (the adoption decree must show that the birth information was taken from the original
 - Birth certificate)
 - Evidence of Identity: You must provide current, unexpired evidence of identity in your legal name. Your legal name will be printed on the Social Security card. Documents you submit to establish identity must show your legal name AND provide biographical information (your date of birth, age, or parents' names) and/or physical information (photograph, or physical description - height, eye and hair color, etc.). If you send a photo identity document but do not appear in person, the document must show your biographical information (e.g., your date of birth, age, or parents' names).
 - Evidence of identity may include:
 - U.S. driver's license; or
 - U.S. State-issued non-driver identity card; or
 - U.S. passport
 - If you do not have one of the documents above other documents that show your legal name and biographical information may be accepted, such as a U.S. military identity card, Certificate of Naturalization, employee identity card, certified copy of medical record (clinic, doctor or hospital), health insurance card, Medicaid card, or school identity card/record.
 - Evidence of U.S. Citizenship and or Immigration Status:
 - Citizenship: You must provide your U.S. birth certificate or U.S. Passport. Other documents you may provide are a Consular Report of Birth, Certificate of Citizenship, or Certificate of Naturalization.
 - Immigration Status: You must provide a current unexpired document issued to you by the Department of Homeland Security (DHS) showing your immigration status, such as Form I-551, I-94, I-688B, or I-766. If you are an international student or exchange visitor, you may need to provide additional documents, such as Form I-20, DS-2019, or a letter authorizing employment from your school and employer (F-1) or sponsor (J-1).
 - If you are not authorized to work in the U.S., you can apply for a Social Security card only if you need the number for a valid non-work reason. Your card will be marked to show you cannot work.

- To apply for a **replacement** Social Security Card, you must provide one document to prove your identity. If you were born outside the U.S., you must also provide documents to prove your U.S. citizenship or current, lawful, work-authorized status.

Social Security local office:

1122 North Vine St.
 Hollywood, CA 90038
 1-800-772-1213
www.socialsecurity.gov

Resources for Completing Your Education

Completing the GED requires taking and passing a series of tests. In the Los Angeles County Unified School District, the GED program is managed by the GED Test Center. You can access information online at: <http://ged.adultinstruction.org/overview/index.htm>

General Information about the GED:

- Eligibility: You must be at least 18 years of age or within 60 days of your 18th birthday
- ID: You will need a valid photo ID in order to take the test
- Cost: Taking the GED test through LA County will cost \$125 (cash or money order only)
- Language: The GED can be taken in English, Spanish or French
- Test preparation: There are various ways to prepare for the GED. Classes and individual instruction are available.
- Call (213) 625-3276 for more information.

Resources for Returning to School:

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Los Angeles Unified School District 1605 S. Olive Room 503 Los Angeles, CA 90015	GED Testing Center				213-765-2573
LACOE Educational Programs 1605 Eastlake Avenue Los Angeles, CA 90033	GED Testing Center				323-225-4363

Resources for Looking for a Job

Agency	Services	Hours	Walk-Ins	Appts	Phone #
LA Gay Lesbian Center 1625 N. Schrader Blvd. Los Angeles 90028	Transgender job placement				323-993-7677
Fairfax High School 7850 Melrose Ave. Los Angeles, CA 90046	Career Center				323-370-1040
Department of Labor www.dol.gov					
Friends Community Center, A Division of Friends Research Center, Inc. – A.S.K. Program 1419 N La Brea Ave. Los Angeles, CA 90028	Resume development, assistance with job search	9:00 - 5:30	NO	YES	323-463-1601

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GENDER TRANSITION OPTIONS

GROUP SUPPLIES
Participant Sign-in Sheet
Tripod
Flipchart Paper
Markers
Tape

**Friends Community Center
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The TransAction Program**

GENDER TRANSITION OPTIONS

Objectives

By the end of this sixty-minute workshop, participants will be able to:

- (1) Explain and identify the many options of gender transition;
- (2) Identify the pros and cons of hormone therapy;
- (3) Identify what are the most appropriate gender reassignment steps for them; and
- (4) Identify how both HIV and drug risk reduction can help make tomorrow's goals attainable.

Group Structure and Activities

Objective 1:

Traditionally, we think that gender reassignment means “all or nothing.” If you start gender reassignment, and begin your transition process, the end result is to have your penis reconstructed into a vagina. However, that is not necessarily true for everyone. Many male-to-female transgenders chose never to have genital reconstruction surgery. Many are happy to have their facial and body hairs removed, and/or enlarge their breasts and stop there. For others, genital reconstruction surgery is very important and their ultimate goal. This workshop is designed to point out the many options available in the gender transition process.

Facilitator will ask participants to brainstorm the different types of medical procedures that can enhance one's gender presentation. Facilitator will explain the options and write responses on a flipchart. Some responses might be:

- electrolysis (hair removal)
- taking hormones
- breast enlargement
- hip enlargement
- voice (vocal cord) surgery
- Adams apple removed
- testicles removed
- genital reconstruction (include here genital reconstruction, labioplasty, clitoroplasty)

Objective 2:

Facilitator will state that many transgender women choose hormone therapy to start the physical part of the transition process. Facilitator will draw a line through a flipchart paper. On one side of the line will say "Hormone Pros" and the other side of the line will say "Hormone Cons." Facilitator will ask participants to brainstorm the pros and cons of long-term hormone therapy. Facilitator will write responses on a flipchart. Some responses might be:

HORMONE PROS	HORMONE CONS
breasts develop	lowers sex drive
facial hair softens & lightens	nausea
butt becomes rounded	possible breast cancer after long-term use
all physical features become softer	possible liver damage
voice becomes higher	

Facilitator and participants will discuss responses. Facilitator will explain that there is no benefit to taking extra hormones because, like taking too much vitamin C, if you take too many hormones they simply run through your system. Additionally, there is no extra benefit from taking hormones both orally and by injection at the same time, as this is also taking too many hormones, which will again run through your system.

Objective 3:

Facilitator will pre-draw an outline of a female figure on flipchart paper. Facilitator will ask participants to identify the part of the body that they would like to change first. [Although many pre-operative transgender women might state that they would like to have genital reconstructive surgery as soon as possible, this might not be a realistic choice. Facilitator should work with participants to help them choose appropriate options.] Facilitator will pass out a different color marker to each participant, and ask participants draw an arrow next to the part of the body they would like to change first, e.g., breasts, hips, eyes, nose. Facilitator will then ask participants why they chose that particular procedure. Facilitator will then discuss the pros and cons of that particular procedure and open the topic up for discussion and input from the other participants.

Objective 4:

Facilitator will ask participants to take a moment to think about their day-to-day life. Without asking participants to disclose any particular details, such as sex work or drug use, facilitator will ask participants to identify ways in which their current day-to-day life might interfere with their future gender transition plans. Facilitator will then ask participants to think about:

- How can you make your gender transition plans happen for you?
- What changes can you make *today* that can help you achieve your gender goals tomorrow?

Facilitator will ask participants to personally identify one risk reduction technique they can adopt today that can help them achieve their gender transition goals for tomorrow.



**Friends Community Center
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The TransAction Program

HIV AND OTHER STIs

GROUP SUPPLIES
Participant Sign-in Sheet
9 STI Cards
22 STI Transmission Cards
40 STI Symptom Cards
15 STI Treatment Cards
STI pictures from Los Angeles County DHS STD Programs

**Friends Community Center
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The TransAction Program**

HIV and OTHER STIs

Objective

By the end of this sixty-minute workshop, participants will be able to:

- (1) Identify which Sexually Transmitted Infections (STIs) are viral or bacterial;
- (2) Identify the mode of transmission, symptoms, and prevention and treatment options for each STI;
- (3) Identify how, if exposed to HIV, having a STI makes it easier to transmit HIV.

Group Structure and Activities

Objective 1:

Facilitator will pass out **9 STI cards**, each with an STI written on it (using formal *and* street names): Herpes, Genital (Anal) Warts, Gonorrhea, HIV, Syphilis, Chlamydia, Yeast Infections, MRSA (Methicillin-resistant Staphylococcus aureus), and LGV (lymphogranuloma venereum). Participants will place the cards in the order of the most common STIs.

Facilitator will ask participants to identify which STIs are viral or bacterial. Facilitator will ask what is the difference between a virus and bacteria. Facilitator will explain that bacterial STIs can be cured, viral STIs can be treated but not cured.

Viral	Bacterial
Genital Warts	Chlamydia
Herpes	Gonorrhea
HIV	Syphilis
	Yeast Infection (fungus)
	MRSA (Methicillin-resistant Staphylococcus aureus)
	LGV (lymphogranuloma venereum)

Objective 2:

Facilitator will ask participants how each STI is transmitted. Facilitator will pass out **22 transmission cards** and ask participants to match the cards with the correct STI.

STI	How you get it
Chlamydia	Vaginal, anal, and oral sex Mother to infant during childbirth
Gonorrhea	Vaginal, anal, and oral sex Mother to infant during childbirth
Genital Warts	Skin to skin Mucosal surface to surface Vaginal, anal, and oral sex
Herpes	Skin to skin Mucosal surface to surface Vaginal, anal, and oral sex Mother to infant during childbirth
HIV	Sharing Needles Vaginal, anal, and oral sex Mother to infant during childbirth
Syphilis	Skin to skin Vaginal, anal, and oral sex
Yeast Infections	Vaginal, anal, and oral sex Use of vaginal douches
MRSA (Methicillin-resistant Staphylococcus aureus)	Skin to skin Through towels, seats, gym equipment
LGV (lymphogranuloma venereum)	Vaginal, anal, and oral sex

Facilitator will explain that STIs are transmitted through unprotected vaginal, anal, and oral sex, skin-to-skin contact, mucous to mucous contact, sharing needles, and, for women, during childbirth. Not all STIs are as easily transmitted as others, and some are transmitted through skin while others are only transmitted through sexual contact.

Facilitator will pass out pictures of STI symptoms and ask participants to match the picture with the correct STI card.

Facilitator will then pass out **40 symptom cards**; each card will have a symptom written on it such as yellowish drip, itch, burning or pain when peeing, no symptom, small bumps, painful sores, open sores, pink rash, swelling, painful blisters, discharge, or no symptoms will be written on the card. Facilitator will ask participants to match the symptom cards with the correct

STI card. Facilitator will further explain the symptom(s) and, if necessary, properly match the symptom card with the STI card:

<u>STI</u>	<u>Symptom</u>
Chlamydia→	no symptoms ; or: Pre-op: possible drip from penis, possible pain when peeing Post-op: possible discharge, possible pain when peeing
Gonorrhea→	Pre-op: drip from penis, pain when peeing Post-op: no symptoms ; or: possible discharge, possible pain when peeing
Genital Warts→	small bumps (can be in mouth, on tongue or throat)
Herpes→	open sores, painful blisters, flu-like feelings
HIV→	no symptoms ; or fever, swollen glands, sore throat, fatigue, diarrhea, nausea, vomiting, muscle and joint pain, red or dark spotty rash (like measles rash)
Syphilis→	painless sores (goes away in 2 weeks), pink rash on hands and feet or complete body rash, flu-like feelings
Yeast Infections→	Pre-op: possible red dry skin on tip of penis Post-op: itching vulva, discharge
MRSA→	blisters, abscess, cellulites; may occur on skin and/or nose
LGV→	primary lesion is small nontender genital papule lasting days to weeks; rectal pain, bleeding, constipation, anal spasm, discharge and/or enlarged tender lymph nodes with or without ulcer

Facilitator will pass out **15 treatment cards**, each with a treatment written on it such as antibiotics, anti-fungal, anti-viral, freeze, laser, no treatment, combination therapies, alternative therapies. Facilitator will ask participants to match the treatment card with the STI card.

Facilitator will further explain each treatment and, if necessary, properly match the treatment card with the STI card. Facilitator will remind participants, as discussed earlier, some STIs are viral and others are bacterial and this distinction determines the course of treatment:

<u>STI</u>	<u>Treatment</u>
Chlamydia→	antibiotics
Gonorrhea→	antibiotics, pills or a shot
Genital Warts→	freeze off, laser surgery or acid
Herpes→	anti-viral medication (acyclovir, zovirax) may help reduce severity of outbreak, but not a cure, keep genitals clean & dry, do not have sex during an outbreak
HIV→	anti-viral, combination therapies, protease inhibitors, alternative therapies such as diet, exercise, meditation, acupuncture
Syphilis→	antibiotics (penicillin or tetracycline)
Yeast Infections→	anti-fungal (over-the-counter), see doctor if persistent
MRSA→	antibiotics (clindamycin, cotrimoxazole)
LGV→	antibiotics (doxycycline or erythromycin for 21 days)

Facilitator will ask participants how one can prevent STIs. Some responses might be:

- Talk to my partner about STIs
- Check partner for physical symptoms e.g. bumps, rash, open sores, and blisters (however, remind participants that **many** STIs shows no physical symptoms and that this is **not** an effective way to prevent transmission)
- Clean sex toys or other sex objects
- Use latex barriers, plastic wrap, or plastic/latex gloves
- Do not have sex while high or buzzed
- MRSA can be prevented by hand-washing, keeping cuts and abrasions covered, avoid contact with wounds, clean gym equipment, hot tubs, saunas

Objective 3:

Facilitator will ask participants to brainstorm the inter-relationship between HIV and STIs. Facilitator will write responses on a flipchart. Some responses might be:

- weakened immune system
- open sore

Facilitator will explain how, if exposed to HIV, having a STI makes it easier to become HIV infected or reinfected:

Herpes→	open sores
Genital Warts→	open sores
Syphilis→	open sores
Yeast Infections→	skin irritation
HIV→	weakens immune system
Gonorrhea→	weakens immune system
Chlamydia→	weakens immune system and/or can cause itching sensation (if scratched can lead to ulcers)

Facilitator will close by stating that there are several ways to reduce one's risk of HIV infection, reinfection, or infecting others such as: (1) using condoms during sex, particularly receptive anal sex; (2) limiting your drug use or reducing the occasions that you have sex while high on drugs or alcohol; and (3) if you inject, either drugs or hormones, always clean your needles with bleach and don't share your works. If you are HIV infected, facilitator will remind participants that there are several HIV medications available as well as several community-based organizations that can provide free treatment. In addition to medical attention many people have stated that good nutrition and exercise has helped them feel better and improved their health. Facilitator will remind participants that she is available to discuss STIs, HIV and other health issues during individual sessions.

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The TransAction Program

SAFER SEX WORK, SAFER DATING

GROUP SUPPLIES
Participant Sign-in Sheet
Tripod
Flipchart Paper
Markers
Tape

**Friends Community Center
A Division of Friends Research Institute, Inc.
The TransAction Program**

SAFER SEX WORK, SAFER DATING

Objectives

By the end of this sixty-minute workshop, participants will be able to:

- (1) Identify what “safer sex work” or “safer dating” means to the individual;
- (2) Recognize the safety risks involved when working the streets, the bars and personal ads; and
- (3) Develop a personal “Safer Sex Work Plan” or “Safer Dating Plan.”

Group Structure and Activities

Objective 1:

Facilitator will ask participants to brainstorm what the term “safer sex work” or “safer dating” means to them. Facilitator will write responses on a flipchart. Some responses might be:

- always using condoms
- only doing sex work from a personal ad
- just doing “regulars” or dating one person
- standing only on streets with good lighting
- not working alone or going with a friend

After all responses have been written on the flipchart, the facilitator will go over each response and open the group for discussion. Facilitator will ask participants to explain the safety precaution in each response.

Objective 2:

Facilitator will discuss the three most common types of sex work or places that transgenders meet their dates: “the streets,” “the bars,” and “the personal ads.” Facilitator will place 3 large pieces of flipchart paper around the room. One flip paper will read: “Working the Streets;” another will read: “Working the Ads;” and the third piece of flipchart paper will read, “Working the Bars.” Facilitator will now ask participants to brainstorm ways to better protect themselves when engaging in sex for trade or dating.

Under the category “Working the Streets,” some responses might be:

- do not work the streets alone, always have a few friends with you even if they aren’t working (try to work in groups of 3s)
- if you get into a clients car, have your friend write down the license plate number, the make (i.e., Honda) and model (i.e., Accord) of the car
- set a time limit for each date
- keep a cellular phone handy

Under the category “Working the Ads,” some responses might be:

- before you answer the phone, have a list of questions ready to ask the caller such as: (1) “Have you ever answered a personal ad before?” (2) “How did you choose my ad?” (3) “Are you comfortable using condoms?” (4) “What are you into?”
- make sure all questions are answered to your satisfaction *before* making the date
- hug your client at the door before letting him in, this will allow you to check for concealed weapons
- have a second person in the house/apartment with you during the date

Under the category “Working the Bars,” some responses might be:

- sex work is always easier when the client is really drunk, but it can also be more violent, make sure there are a lot of people around
- look for older men, they’re usually the easiest
- it is safer to turn your trick in the bathroom than the parking lot for several reasons (1) you are in a small space (client can’t move around a lot); (2) there are other people waiting their turn (client can’t take too long); and (3) there are usually a lot of people around (other people around will always make the situation safer) — if your client insists on going to the parking lot, following safety precautions discussed under “Working the Streets”

When discussing “Working the Bars” participants might ask about leaving the bar with a date:

- introduce your client to someone you trust (a friend or the bartender) so someone can identify him
- arrange for someone you trust to call you on the phone or come by your residence at a designated time (e.g., one hour) to check on your safety
- if both you and your client have separate cars have him follow you home, have your friend write down the license plate number, the make (i.e., Honda) and model (i.e., Accord) of the car
- set a time limit for the date

Facilitator and participants will discuss responses. Facilitator will help participants identify which responses are the safest and which safety practices are inter-changeable.

Objective 3:

Facilitator will ask each participant, whether or not they personally engage in sex work, to think on a “Safer Sex Work Plan” or “Safer Dating Plan.” Facilitator will write responses on the flipchart. Some responses might be:

“Before my client enters my house I am going to remove his jacket to check for concealed weapons.”

“I am going to create a standard set of assessment questions to ask when answering the Ads. If I don’t like their answers, I won’t set up the date.”

“When working the boulevard, I am only going to stand in areas that are well lit, and I’m going to take a friend out with me.”

“If a prospective date throws off some bad vibes, I don’t have to date him. There is always another guy.”

Facilitator will acknowledge that often our life choices are hard. Many people, particularly transgenders, engage in sex work because it is extremely difficult to find a job in our presenting gender identity. Many transgenders have felt forced into sex work because their gender transition resulted in discrimination at their pervious work site. Regardless of the reason one is engaging in sex for trade, it is important to lower one’s risk for harm.

Facilitator will close the group by stating that this process was designed for us to take a closer look at the safety risks involved in sex work. Facilitator will remind participants that she is available to discuss safety risks and a personal safer sex work or safer dating plan during individual sessions.

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The TransAction Program

SELF-ESTEEM AND TRANSPHOBIA

GROUP SUPPLIES
Participant Sign-in Sheet
Tripod
Flipchart Paper
Markers
Tape
Index Cards

**Friends Community Center
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The TransAction Program**

SELF-ESTEEM AND TRANSPHOBIA

Objectives

By the end of this sixty-minute workshop, participants will be able to:

- (1) Define gender, sex, transphobia, and internalized transphobia;
- (2) Define self-esteem;
- (3) Identify how everyday experiences can increase or decrease one's self-esteem; and
- (4) Define "passing" and understand the interrelationship between "passing," self-esteem, and gender recognition.

Group Structure and Activities

Objective 1:

Facilitator will write "Gender" on one flipchart paper and "Sex" on another. Facilitator will ask participants to define gender and sex. Facilitator will write responses on flipchart. Facilitator will then define gender and sex as follows:

Gender: A psychological, social or cultural construct. The personal sense of being a man or a woman, or another gender. One's own personal sense of being masculine or feminine, or androgynous. For example, the act of wearing a tie to be masculine, i.e., society's construction of a man's clothing, or the act of wearing a dress to be feminine, i.e., society's construction of a woman's clothing.

Sex: The biological condition or character of being female, male, or intersex. Sex includes the hormonal function, chromosomes, DNA, presence or absence of genitalia, secondary sexual characteristics (body hair, breasts, fat distribution).

Facilitator will explain that basically gender is a social phenomenon while sex is biological.

Facilitator will ask participants to discuss what it means to them to be a woman. Some responses might be:

- Being fishy
- I am a queen
- I am complete and whole

Facilitator will then write “Transphobia” on one flipchart paper and “Internalized Transphobia” on another. Facilitator will ask participants to define transphobia and internalized transphobia. Facilitator will write the responses on a flipchart. Facilitator will then define transphobia and internalized transphobia as follows:

Transphobia: An irrational fear or hatred of individuals who express gender differently from cultural stereotypes or cultural norms. An irrational fear or hatred of gender characteristics that are not traditional.

Internalized Transphobia: A fear, hatred, or contempt for one’s own gender identity.

Objective 2:

Facilitator will explain that many of our transgender participants have stated that one of their goals is to “pass” in society as a woman. Given that we hear this comment a great deal, we decided to examine the issue of “passing” for transgenders.

Facilitator will ask participants to define “self-esteem.” Facilitator will write the responses on a flipchart. Facilitator will then define “self-esteem” as follows:

Self-esteem: A sense of one’s own dignity or worth. A respect for oneself, one’s character and one’s conduct.” *American Heritage Dictionary*

Objective 3:

Facilitator will draw a line through a flipchart paper. On one side of the line will say “Increase Self-Esteem” and the other side of the line will say “Decrease Self-Esteem.” Facilitator will ask participants to list common, everyday experiences that can serve to either (a) increase one’s self-esteem, or (b) decrease one’s self-esteem. Some responses might be:

Increase Self-esteem	Decrease Self-esteem
When I'm told, "I really learn a lot about gender issues from you."	When someone calls me "sir" on the phone.
When I'm complimented on my looks.	When I'm told I look too male.
"Can I help you, Madam?"	"Hey, Dude."
When I'm told, "Your skin is so soft."	When someone says, "You're not a real women."

Facilitator will point out (if responses are similar to those listed above) that many examples given are descriptions of how other people can influence our internal feelings. True self-esteem is an internal process, it comes from within, and others cannot truly affect the way we feel about ourselves.

Objective 4:

Facilitator will introduce the concept of "passing" by asking participants to define and give examples of "passing." Facilitator will write the responses on a flipchart. Some responses for definition might be:

- Being recognized as a woman
- Pretending to be a woman
- Getting pumped or having surgery to feminize oneself
- Being able to live full time as a woman
- Accepting oneself as woman

Facilitator will point out that, for transgender women, one is not actually trying to "pass" or be an impostor; but rather one is hoping to be recognized and acknowledged for who one is. For transgender women, being identified as a woman is not an issue of "passing" but an issue of recognition.

Facilitator and participants will discuss the inter-relationship between self-esteem and gender recognition. Facilitator will explain that, although external experiences can serve to make one feel happy, sad, mad, or glad (refer back to Objective 3), ultimately increasing self-esteem is an internal process. Facilitator will further explain how high self-esteem can lead to taking care of ourselves, others, and our community, and consequently lead to lower HIV risks.

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The TransAction Program

VIOLENCE AGAINST TRANSGENDERS

GROUP SUPPLIES
Participant Sign-in Sheet
Tripod
Flipchart Paper
Markers
Tape

FRIENDS COMMUNITY CENTER
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The TransAction Program

VIOLENCE AGAINST TRANSGENDERS

Objectives

By the end of this sixty-minute workshop, participants will be able to:

- (1) Define harassment, verbal and physical abuse, hate incident, and hate crime;
- (2) Give examples of harassment, verbal and physical abuse, hate incident, and hate crime that they have either experienced or witnessed; and
- (3) Learn what to do if they should experience harassment, verbal or physical abuse, hate incident or hate crime.

Group Structure and Activities

Objective 1:

Some transgender women visibly violate traditional gender roles and, therefore, may be subject to harassment, violence, abuse, a hate incident or a hate crime. Data from the Los Angeles Transgender Health Study found that from a sample of 244 transgender women, 80% reported being verbally abused or harassed because of their gender identity or presentation and 47% reported they had been physically abused or beaten because of their gender identity or presentation. (Cathy J. Reback, Ph.D. and Paul Simon, M.D., M.P.H., Principal Investigators)

Facilitator will ask participants to define harassment, verbal abuse, physical abuse, hate incident and hate crime. Facilitator will write the responses on a flipchart. Facilitator will then define different types of harassment, verbal abuse, physical abuse, hate incident and hate crime as follows:

Harassment: To irritate or annoy. To trouble persistently, to threaten or demand, to taunt, insult or ridicule.

Sexual Harassment: Unwelcome advances and request for sexual favors that are implicitly or explicitly factored into decisions about grades, promotions, or raises. Hostile environment created by such behavior as sexual jokes or remarks, unwelcome physical contact, or sexually explicit pictures.

Verbal Abuse: To treat a person wrongfully, incorrectly, or harmfully with insulting, disrespectful, intimidating, derogatory, or coarse language. Includes slurs, criticism/ridicule, insults, jokes, diminutive terms, tone/loudness of voice.

Physical Abuse: Physical force exerted for the purpose of violating, damaging, or abusing another person. Any physical action designed to frighten, harm, injure, intimidate or harass an individual.

Violence: Any act exerted for the purpose of violating, damaging, or abusing another individual.

Dating Violence: The abuse of one partner in a dating relationship by the other partner. It can include abusive behavior, harmful words or actions. Any act by one partner designed to hurt or control another is abuse.

Domestic Violence: A pattern of coercive behaviors that involves physical abuse or the threat of physical abuse. It also may include repeated psychological abuse, sexual assault, progressive social isolation, deprivation, intimidation, or economic coercion.

Hate Incident: Derogatory words directed against another persons. If the words are not accompanied by a threat of harm with the ability to carry it out, it is considered protected speech and not a hate crime.

Hate Crime: A hate crime includes any act which results in injury, however slight; a verbal threat of violence which apparently can be carried out; an act which results in property damage. A hate crime is based upon the perception of the perpetrator. Any unlawful action designed to frighten, harm, injure, intimidate or harass an individual, in whole or in part, because of a bias motivation against the actual or perceived gender of the victim. A bias is a preformed negative opinion or attitude toward a group or persons, in this case, based on their gender.

Objectives 2 and 3:

Facilitators will read the following scenarios and ask participants to identify if the scenario is an example of harassment, violence, verbal abuse, physical abuse, domestic violence, hate incident, or hate crime. For each scenario facilitator will write on a flipchart participants' responses. Facilitator will ask participants what action should be taken in each situation. Facilitator will write responses on the flipchart.

Scenario 1:

Maria and Clarence have been married for 5 years. Recently Clarence began to question his masculine gender identity. Maria returned home early one evening and discovered Clarence dressed in female clothes, she flew into a rage. She began beating Clarence, cursing and calling him sexually abusive names. Clarence was ashamed to have been caught and responded passively to Maria's attack. This infuriated Maria even more and her physical assault escalated. Maria degraded both Clarence's feminine appearance and masculine body.

What action to take: This is an example of domestic violence in the form of physical, verbal and psychological abuse. Clarence should receive a referral for domestic violence services such as counseling and shelter. This is also a hate crime and should be reported to a law enforcement agency.

Scenario 2:

Pamela, a transgender woman, is driving down the street. She approaches a stop sign but does not come to a complete stop. A law enforcement officer observes this traffic violation and prepares to issue Pamela a failure to stop citation. The officer asks for Pamela's driver license and registration. When the officer sees her (female) identification, he says the identification is fake, and tells Pamela that he is going to take her driver's license and arrest her. The officer demands that Pamela get out of the car, and tells her that he knows that Pamela is a male. When Pamela gets out of the car she is handcuffed and the officer laughs, "I know you have a dick."

What action to take: This is an example of harassment. Pamela has several options. She should obtain the officer's name or badge number. If she cannot get that she should note the car number, and she should know when, and where the stop was made. Pamela can request that a supervisor come to the scene. Pamela can also report the incident to the Watch Commander. Pamela can file a complaint against the officer. Pamela can also call Internal Affairs and make a complaint. If Pamela is uncomfortable she can make an anonymous complaint.

Scenario 3:

Jane, a transgender woman, is in a relationship with another transgender woman, Eve. One day Eve walks into their apartment to find all her possessions scattered on the floor. When Eve confronts Jane, Jane tells Eve that she will burn everything Eve owns.

What action to take: This is domestic violence in the form of verbal and psychological abuse. Eve should receive a referral for domestic violence services such as counseling and shelter.

Scenario 4:

A group of transgender women are walking down the boulevard. A teenage boy drives past them and yells, "Fags, you should be shot".

What action to take: This is an example of a hate incident and should be reported the nearest law enforcement agency.

Scenario 5:

Susie, a transgender woman, is talking with a group of her friends about her boyfriend. In the conversation Susie mentions that she believes it is her fault that he doesn't treat her well. She states, "If I just try harder to be a better woman, he would treat me nicer." She says he often taunts her by using her former (male) name.

What action to take: This is an example of domestic violence in the form of psychological abuse. Susie should seek a counselor familiar with domestic violence issues.

Scenario 6:

A provocatively dressed transgender woman employee walks into her supervisors' office and complains about the sexual comments that she is getting from her male co-workers.

What action to take: This is an example of sexual harassment. In this scenario the transgender woman took the correct action, which is to report to one's immediate supervisor.

Scenario 7:

Michelle, a transgender woman, is walking down the boulevard. A man shouts, "You're not really a woman, you're a dude." As she attempts to move past him he grabs her crotch.

What action to take: This is an example of a hate crime and should be immediately reported to the nearest law enforcement agency.

Scenario 8:

A transgender woman and her husband have a verbal argument. The argument escalates; she fears physical violence so she runs out of their home. As she does this the husband stands on the front lawn and yells after her, "There goes a sex change".

What action to take: This is an example of domestic violence in the form of verbal and psychological abuse. Domestic violence services should be sought for counseling and shelter.

Facilitator will explain to participants that – although some transgender women may visibly violate traditional gender roles – harassment, verbal and physical abuse, hate incident and hate crimes are illegal. It is important to report all incidents of harassment, abuse and violence. By reporting such incidents, transgender women are saying, "It is not okay to abuse me because of my gender." Facilitator will acknowledge that it can be emotionally difficult to report an incident but doing so can also lead to increased self-esteem.