



black enuf*, an animated documentary about the quest for acceptance.

DISCUSSION GUIDE

This guide is designed for classes, community groups, and private screenings of *black enuf**. The guide helps foster discussions around perception, race, sexuality, and identity. Attendees should be encouraged to reflect on how the film resonates with their own experiences and perceptions.

GLOSSARY OF TERMS

(Feel free to go over terms with the group as needed)

Race: Socially defined category for individuals who have certain common physical traits. Ideas about defining race have changed over time.

Ethnicity: The idea that one is a member of a particular cultural, national, or racial group that may share some of the following elements: culture, religion, race, language, or place of origin. Two people can share the same race but have different ethnicities, for example Afro-Latino and African-American.

Racial and Ethnic identity: Sense of belonging to a particular race or ethnicity and feelings of identifying with one's group, sharing commitment and common values.

Sexual orientation: Physical, emotional and/or romantic attractions to others. Like gender identity, sexual orientation is internally held knowledge.

Gender identity: An individual's deeply held sense of being male, female, or another gender.

Gender Presentation: How the world sees and understands your gender.

Pronouns: Words that replace someone's name while sharing their gender (like she, her, him, his, they, theirs, ze). Some people use different pronouns in different situations

Queer: An umbrella term that describes people who are not straight and/or cisgender. In the past, this word was used to put-down LGBTQ people. Today the word can be used in a positive way within the LGBTQ community.

Cisgender: A person who identifies with the sex they were assigned at birth. For example, if you were told you were "female" at birth and still identify that way, you would be cisgender.

Definitions from "Adolescent Ethnic and Racial Identity Development" by Alana Butler for ACT for Youth (Cornell University), Trevor Project Organization, Teaching Tolerance.org

PRE-SCREENING ACTIVITY (10-15 MINUTES)

Tools needed: paper, pens or pencils, microphone if large space. Each audience member gets a printed sheet with activity prompts and questions, and pen/pencil.

Assumptions: The audience member writes down three assumptions that people have about them.

Realities: The audience member write three things that are true about their identity. They may related to the assumptions or be different.

For example:

Once everyone has written on their answers, ask them to pair up with someone they don't know. Encourage them to share names and their gender pronouns (if they feel comfortable).

After a few minutes of discussion, ask for volunteers to share their own answers with the group.

Assumptions:

1. People assume that I have a white parent
2. People assume I love Erykah Badu.
3. People often think I'm great a sports

Realities:

1. Both my parents identify as Black and there's a large variation in skin tone between my brothers and me. Folks assume we're not related because we're different shades.
2. I'm more of a Janelle Monae fan and for a time really loved heavy metal music.
3. I'm horrible at sports, and much better at dancing

VIEW BLACK ENUF* (23 MINUTES)

For DVD or streaming, you may use a computer, connecting cable (usually VGA), projector, and projection screen. A DVD player and monitor will also work well. Ensure that the sound system/speakers are working before you open the doors for the event. For streaming from Tugg, double-check the Internet connection in your venue and test a small clip for audio levels before starting the event.

POETRY EXERCISE (10-15 MINUTES)

Ask participants to write a poem that describes them. Use 6-10 sentences and the last line will be their name. For example, I am deep like oceans, I am kind, I am Carrie. Ask for volunteers to share their poems with the group.

VISUAL ART ACTIVITY (10-15 MINUTES)

TOOLS NEEDED: PENS, MARKER, OR PENCILS

Ask participants to draw three objects or symbols that represent parts of their identity. After allotting time for drawing, divide into groups of 3-4 people and ask them explain at least one drawing.

SMALL GROUP DISCUSSION (10-15 MINUTES):

Continue in same groups of 3-4 people. Ask for one person to keep notes of the discussion, and one to share with the group. Encourage those who have not shared to contribute. If someone has shared often, encourage them to listen.

1. How has race affected your family's history?

- What would you like to know more about your family?

- Have you had any interesting discoveries when talking with relatives or learning about your cultural background
2. Have you witnessed someone being racial discriminated against and not spoken up?
What response do you think would have worked?
 3. In what ways do you struggle with being enough?
 4. How do you cope with feeling sad or isolated?
Are there habits you rely on to get through a difficult time?



Photo from *black enuff* screening at the Nelson-Atkins Museum, Kansas City

black enuf*

PRE-SCREENING:

Assumptions: Write down three assumptions that people have about you.

1.

2.

3.

Realities: Write three things that are true about you.

1.

2.

3.

POST-SCREENING POETRY EXERCISE (10-15 MINUTES)

Write a poem that describes you. Use 6-10 sentences and the last line will be your name. For example, "I am deep like oceans, I am kind, I am Carrie."

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am (your name) _____

VISUAL ART ACTIVITY (10-15 MINUTES)

Draw three objects or symbols that represent parts of your identity. In groups of 3-4 explain at least one of your drawings to them.

SMALL GROUP DISCUSSION (10-15 MINUTES)

1. How has race affected your family's history?
 - What would you like to know more about your family?
 - Have you had any interesting discoveries when talking with relatives or learning about your cultural background?
2. Have you witnessed someone being racial discriminated against and not spoken up?
What response do you think would have worked?
3. In what ways do you struggle with being enough?
4. How do you cope with feeling sad or isolated?

PERSONAL REFLECTIONS

How did the film challenge perceptions of race or gender?

Are there ideals that you try to live up to in order to be enough in terms of your own identity?

What do you consider part of your core identity?