

GRÄE FRECHETTE

PILOT NARRATIVE

QUARTER 3

EXHIBITION DATE: 4.1.2019

Section One

The Story

1. The Story - a journey towards self trust and inner listening.

Themes - intersectionality - joy - expansion/bloom/uprising - spiral

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One thing happens, that leads to another, some days I am very sad, and on good days I am so full of life and excitement. Being in this program has brought out the worst and best parts of me and think I might need to write about that for a long, long time. I feel broken open like a walnut that has been thrown into a flying, spinning, alternate dimension with an unwavering exterior, my shell continues to shatter and fall away like a husk. With the coming of spring I too feel myself rising to the surface of my being and yet I am still not quite there yet - but the reunification of two parts of my soul has, in fact, occurred. I am better because of every. Single. Thing. That has happened to me because of this program. That's my story.

I started the semester feeling small, tired, over extended and a little on the “empty” or “worn out” side. Dropping Pilot English has done me a fantastic amount of stress off the shoulders.

The movement comes from deep within. A spiral that has been slowly creeping and spinning since before the second my spirit was birthed an immeasurable span of time ago in the past. What I mean when I say spiral is the motion and repeat of the nature of life. I have come to such a strange point in my human experience and in a seemingly contradicting way, everything I am experiencing - out of, but especially in, school - is entirely and inexplicably new. Hitting the inside edge of the spiral on my journey outward into the world of unexplored patterns. Hitting the edge *really* hard. (I picture some sort of cartoon animal going into the surface of the earth help I need an example wtf) This spiral has brought me back to Magnus, back to wanting to share, and back to analyzing my self-motivation/trust/how I show up in the world and communities around me. I have no doubt I'll be back in a school environment soon. I almost am expecting myself to end up as a teacher, especially because the last time the spiral brought me info about being a teacher I said “I never ever want to be a teacher”, and that's when you know you are already destined to be a teacher.

The joy has kept me afloat. Going to Friday Night Group, going to events at the State House, and anything else with queer people is what has kept me going and kept me looking for places where joy lives. It's what keeps my passions warm when I am on backburner mode and it is what pushes me to greatness on good days.

What I mean in terms of blooming is that is what is happening to me. Re-rediscovering who I am and how I want to come across in the world and how I react to certain things and how I function at school. Such a weird and sometimes startling process of uncovering the ways that I fall short.

2. Section 1 - The Work

Learning plan, standards, P.I.s:

“Finding a balance of history/social studies and Physical Education for a more holistic and equitable final high school semester. - **The**

intersectionalities of all my previous studies - with the main focus of ‘family’

- I want to know how to refer to current social movements and use language that is relevant and historically informed so I can use my (developing) skills to honestly interact and learn from/with others. I want to study the art of creating balance between intake and output. Self education and sharing of information.” I am working towards a credit in PE as well as History.

History - “Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.” I last updated

my learning plan after my first semester exhibition so it says that I have been doing History and PE. I have been working towards answering the questions: What does family mean? What does being queer mean? What does self-care mean? I have begun to do that in my blog, but I do want to have a solid response for each question to go into my zine/book. I think I need help making a time to make sure this is done.

For history, I have done the biggest research project of my life on Magnus Hirschfeld, and I am so glad I did it. I can never keep the info in my head for super long, but I have so many secondary sources about him printed out and access to so many books written by him. I am presenting at Vermont History Day on April 6th!

Culture - “Demonstrate understanding of the complexity of culture.”

For the culture standard I have done two art collection exhibitions? One for Black History Month, and the other for Women’s History Month. My plan was to write reflections comparing the culture I chose to represent to the dominant Cis/Het culture. I have not started these yet, but there is a loose outline in my book draft for them. But I also don’t know if I want to really

make the book be really formal OR a book at all. I know that culture is complex, more complex than I will ever be able to fully comprehend, but the hard part is explaining it through words. It is controversial to some people - often those who are republican or conservative or scared or biggots or people who just hate art - to show art and truth about diverse and marginalized people, but I believe it makes culture more equal.

SSJ & GLAMM: I've been doing the things!!! I have created agendas for SSJ for over half of this quarter I think. We have been working on organizing events at school to offer education around hate-symbols, and advocacy for racial/queer rights. Advocacy April is going to be Off! The! Hook! Advocacy and education packed - possibly uncomfortable - super fun learning time!

PE - “Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities”, “Apply knowledge of concepts, principles, strategies and tactics related to movement and performance”, “Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness”.

For PE my focus has primarily been yoga. In the beginning of the quarter I went to a workshop series called “SafeArts” and thought a lot about body processing. I've written about body processing in my blog quite a lot, how it relates to ancestral/stored body trauma, and with doing things like yoga.

“I listened to one of my playlists on Spotify that has a lot of Q+ and POC artists on it, and that helped me get into the groove, as well as do little dance flows during my practice, that was good for the body processing part... I felt like I could be a more soft side of myself that I don't like to show most people because it is seen as feminine. I got to move my body - we did a theater exercise where we moved around the space at different paces and with different energy as a simulation for everyday stuff and acknowledging how you were feeling in your body. Part of the point was that you didn't look

at other people in the space, but you made facial expressions and stomped your feet and other stuff like that. It honestly helped me release some of the pent up stress I am having.” (The Chicken or the Grae *Resin and Stone*). I find that doing yoga helps me be present in my body, like doing yoga activates the body-comfort mode that usually only comes to me on warm summer days... after doing yoga. Ok really it’s just a special yoga thing and I’m glad I have an excuse to exercise it at school. I’ve built 5 sequence variations of a series of asanas that spark the feeling of Wednesday’s for me. Not all of them are perfect, or even close to being done, but there one that is as darn close as it’s going to get and another one that’s on its way, ok?

Yoga has taken up most of my time and just thinking back to last year or two years ago, I am astonished at how far I’ve come. “I literally feel like I am the strongest I've ever been. If you watch one of my earlier videos, and then this new one, I think you can see the progression. My upper body strength has come so far over this semester. I definitely owe that to PT, but the testosterone makes it insanely easy to put on muscle, so the combo is perfect. I can now do one legged chaturanga, which I have never really done before today, not ever in a video, and I am proud of myself.” (The Chicken or the Grae *Resin and Stone*).

In my PE/yoga project I’ve been working towards building sequences based around the main theme of the energy of Wednesdays. I’ve written about this in the main document I write them all in. I’ve been to a few yoga classes, and my favorite was the blacklight yoga special at the Grateful studio.

V3

- Samasthiti (mountain)
- Forward fold
- Padangusthasana (<shoulder apart legs and fold, hands under feet)
- cat/cow

- Seated forward fold
- Malasana squat into malasana forward fold (garland)
- rocking /cradle legs - stretch out hamstrings and hips
- Bakasana (crow)
- Adho mukha svanasana - reaching back to grab opposite ankle (twisted down dog)
- Garudasana (eagle)
- Modified fish (block under upper back)
- Child's pose

This is my most edited sequence.

Research and hands on:

I have done extensive research on Magnus Hirschfeld, it was glorious, but I still am very far from being an expert on him or his work. I searched through JSTOR articles and his own written works and put together a trifold and a big foam board thing with quotes and my own written words as well as pictures from the early to mid 1900s.

For yoga I went to some yoga classes as research and have also looked up asanas online to understanding their function and sanskrit name. I have four sequences I'm working on that are inspired by Hanumanasana flow and Wednesday energy. I also started going to PT again and have been integrating that into my yoga practice.

Miscellaneous social studies/advocacy:

I've built SSJ and GLAMM adendas, organized movie nights, and helped move projects forward: in SSJ we have been working towards possibly getting school policy improved/changed to include hate symbols and hate speech. The other big thing we have been working on is Advocacy April, and I'll be doing a workshop on microaggressions.

In GLAMM we are trying to figure out how to get more kids to come to callback, and at the same time making sure the people we have are able to go to events and feel like they are in community. For my crossover episodes of SSJ and GLAMM this quarter I did a table in the Atrium for International Trans Visibility Day and Meg helped me by gathering a book display of works by trans or queer authors or of books that have Q+ characters. I also put together a simple matching game with the help of Gabby and Liam where you had to guess which name and photo went with the matching bio out of several trans people. It was pretty rad.

In my call backs I've focused on a few different topics: I started with *family* and then did *what it's like to be queer at U32* and then I did *pre-teen media use*. Next thing i'm doing is "*old dykes*" or *lesbians in history*. Doing these callbacks has served as my easiest way to get info out what I've been learning and actively doing in the social aspect of my life.

My most recent excursion from school was when I kind of snuck into a lecture by Kate Bornstein at UVM with the help of Jan and Kelly! If I could have a dream ending quarter of high school it would be to join Jan's efforts to organize a Queer Mystery Theatre thing and a Queer Body Positive Lingerie show. I want to have the time and energy to research how people make a living of organizing and being a queer educator and advocate.

For culture I gathered two collections of art, one for Black History Month and one for Women's History month. I had collaborators for BHM, but not for WHM. It was fun to research artists and such but I didn't do a good job on following all the common sense guidelines as I didn't make citations for anything, big mistake. I have all the images have all the images printed out though so at least there's that. I made sure to use creators that I had heard of and some that I hadn't. I hung the collections one two bulletin boards at school and sent emails notifying students of them.

Further questions moving forward:

What can I do in this last quarter to prepare for what I want to do after high school? Exploring careers in the educator area, herbal medicine, self-employment like doing tarot readings and medicine stuff, organizing stuff like working for a place like outright or something? I also wonder what being a lobbyist is like and how that plays into everything I am passionate about.

Next for History/Culture/Social Studies:

Good question! I know I need to do a structured and thorough project reflection on Magnus and VHD. I feel lost with this at this time. I have ideas - I want to organize, I want to figure out my options for next year, and I want to set up what I'm going to do! I want to have some events for marginalized youth happen and most of all I want to have a fun and fulfilling time while doing whatever it is that I do. (I know I want to read Judith Butler's *Gender is Burning*).

Definitely something substantial in my zine about MH, but I need help with the steps for that and what I should primarily focus on for it.

Next for PE:

Ecstatic dance, and then belly dance! I've been to ecstatic dance twice now, sort of as a continuation of body processing stuff because the SafeArts workshop series ended awhile ago. "The group consisted of all older people, no one even close to 18. We had a little opening circle and then danced for an hour and a half. I had gone shopping earlier so I was wearing new leggings that are really cool! My goal of going was to exercise but also to access the love for my body. It's sort of a first step to being really present in the belly dancing class." (The Chicken or the Grae *Photo of M. Hirschfeld used as Emotional Support Document*). I don't know if I should do something intentional and big to end my yoga projects, or if I should keep recording

when I practice and put more energy into making a section of a zine with sequences and small painted illustrations.

3. Section 2 - Learning to Learn - “How have you refined your independent learning skills so far this year?” and “What have you done to become a more rigorous and holistic learner this year?”
Also, how have you come to trust yourself more by doing this work?

Work with mentor - Shelley: Yes Yes Indeed I Love This Woman Jesus Praise Lesbians Damn.

What can I say? We haven't met up as much, like almost at all, but she still helped me with Magnus stuff and has continued to be someone I look up to in educational and influential status and she is so amazing. I'm still glad and honored to be working with her. We are going to discuss and get some details sorted out for my post-high school plans, which will hopefully involve her.

Biggest highlight, challenge:

Small highlight - I met Kate Bornstein right after she talked to UVM faculty and staff. It was freakin awesome. I love what she said about gender and that any person is allowed to ask another person for the introduction to their gender as a way to have additional language to relate that person's pronouns to.

Big highlight - I did that Magnus Hirschfeld project and now I have a ton of resources that I can look back at when and if I decide to do another study on him in my life again.

Challenge - never knowing how or when to break a task down into steps, so I stall and don't do anything productive or time efficient to cope with the stress. Most of the time I see when this is happening, but sometimes I can't tell if I'm worn and need to take a break or if I just really don't know what's going on and I need help.

Setback - It feels like every single thing I do takes up an incredible amount of time so I never feel like I am getting the right amount of work done.

How has the relationship of self trust that I have with “me”, changed?:

Well, I definitely am more aware that I don't have a lot of self-trust, and that is a first step. I have learned that I need to lean into the moments when I feel that something needs to be adjusted - like my studies when I am not as interested as I thought I would be - sometimes I have to shift my trajectory slightly in order to have a tangible passion to do something. I thought I wanted to go back into PiB in the last part of this year, but now I'm really not so sure because there is potentially a ton of organizing I could do and the thought of that feels significantly more alive to me. I thought I wanted to have a book written and for there to be drafts of chapters for this exhibition but there was no big fire for that, just a dream, or a lofty goal. A zine or smaller, individual pamphlets will most likely be a better goal for that to finish for this year and I know that because of the al knowingness I have inside me. The thing that I really need is for trusted adults and advisors to check over my work and assure me that I am doing it right, or to tell me that there are more things I need to do so that I can ask for more help in breaking down the steps.

TRANSFERABLE SKILLS

Creative Thinking and Problem Solving

- I wanted to focus on Magnus, but I didn't know how to do a project that was big or good, so I decided to pursue a VHD project and I am so close to being totally done! All the hard work has happened, now I just need to present! I used glitter glue on my foam boards, so that's creative.
- I didn't know how to write a good yoga sequence, but then I let myself be inspired by the yoga classes I have gone to recently and the asana combination just flowed out of my brain.
- The three big questions I've formulated that tie all my studies together are: what does family mean? What does being queer mean? And, what does self-care mean?

Effective and Expressive Communication

- The emails I wrote to the school when I advertised for my call backs are good examples of this, because I did get some turnout of people who I didn't talk to in person - so they made their decision to come based on the messages they received from the emails I sent.
- I have used my words in so many communications online in relation to my work but also when I converse with the people who come to my call backs or when I share in Seminar.

Engaged Citizenship

- I have been to the State House more than two times this quarter to play an active role of being a constituent of Northfield and Calais - I've helped H. 3 get signed by the Governor, I was there when H. 57 got introduced to the house, and again when we fought to have amendments erased (that time it got passed onto the senate!).
- Holding call backs in the pilot room to share what I've been thinking in terms of queer family and media use.
- Organizing movie nights for GLAMM, organizing time to stay after school for SSJ to work on our anti-hate projects, offering my skills to various workshops and social justice work in school.

Working Independently and Collaboratively

- I did a small photo collaborating with Hunter Jarvis and Jed Kurts which was super fun and creative and I have beautiful pictures to show for it.
- I have done the majority of the research for the project on Magnus by myself but I've been heavily supported with gathering resources and editing down my written work.

Informed, Integrated, and Critical Thinking

- Magnus project has required so much integrating and synthesizing of information. I listen to a podcast and read articles from a long time ago and from recently and looked at pictures and I am watching the movie he wrote for and starred in this week (Wednesday 4/3).
- I've had to think critically about how to best confront the social injustices here at school and around choosing my words wisely when in contexts when I am offering my peers with educational materials. It is

difficult to remember what I was like before I learned the things I know today about racism and queerphobia/hate.

- In my culture projects I have also had to use some higher level judgement when finding photos to use, some things are photoshopped that i almost didn't catch.

Self Awareness and Self Direction

- Everything at school is constantly shifting and becoming more clear to me, and I know that I need to take time before the end of the year to wrap everything up and smooth out the wrinkles of my recorded time here.
- I knew I needed to do a project on Magnus, so I listened to the advice from my mom and took the necessary steps to making VHD work out for me.
- I know that changing school culture is EXTREMELY important to me, so I know that I don't want to leave high school and never come back here; and actually, my understanding right now is that I literally want to come back and help with making sure pilot is running smoothly on the floor - not behind the scenes - I want to be hands on giving advice and continuing to learn and help others grow as the result. I've been working towards that in the past few weeks but really everything I've done this year and this quarter is guiding me to whatever position will allow me to keep helping and growing good humans *and that includes me.*

INDEPENDENT LEARNING SKILLS

Perseverance

How have you persevered this quarter? How do you handle obstacles?

Even when I feel overwhelmed I ask Amy for what my next steps should be. When I don't know how to do something, or I need more support, I go to Shelley, or Lauren, or sometimes Meg Alison, or even my mom. Getting help and changing up my schedule is what I've done to cope with obstacles.

Inquiry

How have you inquired this quarter? What do you do to generate ideas and questions to pursue?

It's been an overload of wondering and wanting to drive into research. I have so many questions and ideas that I don't write most of them down. I've had the most questions about Magnus Hirschfeld and other aspects of queer history.

Time Management

How have you managed your time this quarter? How do you plan ahead and budget my time?

I've actually used the weekly project planning organizers that Amy modified for pilot to use! They are great. When or if I don't use them, I write out a few goals for each day of the week.

Accountability

How have you been accountable this quarter? How do you follow through with tasks, appointments, errands, etc?

I show up to my meetings, not 100% on time, but all most of the time the feedback I get about my attendance to meetings is that I am a person who follows through on them. I'd say I consistently schedule meetings go to call backs and other tasks when they are scheduled.

Demonstration

How have you demonstrated your work this semester? How can you show your learning?

I've shown my work by all the energy I'm putting into my VHD project, by the call backs I host and create plans for, by building agendas for SSJ and GLAMM, by blogging and showing in the world as a force of bringing education to others as well as having conversations wherever I go.

Self Advocacy

How have you advocated for yourself this semester? How do you seek out help when you need it?

I have advocated for myself the countless times I've expressed to my advisors that I am confused and need help moving forward. I've also done little projects on trans people and just by presenting them in the casual way I did that is subliminally standing up for my identity, so.

I see out help by informing my support people that I am confused or overwhelmed or ready to do something else but I need help formulating or solidifying it. I have lots of ideas, but I know I need help synthesizing, and asking for that support has been a big step up in advocating for myself.

I am also still on the journey to some sort of psychological or neurological testing to identify what sort of comprehension or learning issues I may be having, and after U32 denied my request to get evaluated I had to take that process outside of school, which is a type of advocacy I have not done before really.

Thinking back to my choice to join the Pilot: Just wow. Not only am I doing so many things I never believed I could do, I am happy and I am not dead. I was an angry and bottled up person before I came to U32, and I don't think I would have made it socially, intellectually, or emotionally if I had not gotten into Pilot (I didn't realize while I was on the waiting list why it was so essential that I keep trying to get in) and I am so glad it worked out. I am not doing the kind of outdoor work that the bottom of my soul cries out for, but I have been listening to what my heart tells me I need to do in preparation. I did FF&S with Tom Sabo this past summer and I was an L.I.T. at camp Outright - both are still highly connected to where I am now and the level of environmental and social interaction I want to have this summer. All that I do with SSJ and GLAMM and other social justice is preparing me, and I have access because of the Pilot and how far I've come in personalizing my learning. Thanks Amy and Chis!

4. Bibliography

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www.hirschfeld.in-berlin.de/institut/en/ifsframe.html. Accessed 17 Mar. 2019. This archive provided me with several photos and explanations that put them into context. The life and culture of the institute is almost tangible through the viewing of these images and snapshots of Hirschfeld

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and his communities - life and work. This archive is amazing and has provided me with such great visuals in relation to Hirschfeld and the Institute.

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I honestly don't know what other sources I should cite because I can't really find them.