



ABOUT THE FILM

Beauty explores the lives of five gender-creative kids, each uniquely engaged in shaping their own sense of what it means to be fully human. Whether it's dealing with bullies, explaining themselves to their parents, or navigating the uncharted waters of relationships, Bex, Lili, Fox, Tru and Milo talk about their experiences and struggle to live in authenticity.

Content warning:

Recounting stories of transphobia, homophobia, bullying, and harassment [throughout, and specifically at 07:19, 17:00]

Film length:
23 min

Recommended ages:
12–15 years old

School subjects:
Social Studies,
Language Arts, Media -
New Media

Keywords:
SOGI, LGBTQ, trans,
2SLGBTQ+, gender,
gender identity, human
rights, activism, social
justice, documentary

Watch: www.nfb.ca/film/beauty/

Licence: info@nfb.ca

DISCUSSION QUESTIONS

BEFORE VIEWING THE FILM

- What do you think it means to be "authentic" or "true to yourself"? Why is this important?
- Have you ever felt different from the people around you? In what way?
- What are some ways to support someone who doesn't feel included at school?

AFTER VIEWING THE FILM

- What other examples from popular culture or folklore can you think of where characters have multiple identities (i.e. Mermaids, Selkies, etc.)?
- Similar to the reference of a mermaid at the start of the film, in what ways can you also have multiple identities? (*This can be gender identity, sexual orientation, ethnicity, religion, nationality, etc.*).

FILM VIEWING WORKSHEET - ANSWER KEY**1. Why does Bex dislike talking about his gender identity in public? [5:05–5:10]**

According to Bex, it's because it can be dangerous.

2. In the film, name one way in which adults were supportive to trans children, and another way in which adults were not supportive. [8:55–13:25]

Possible answers include:

Supportive: Milo speaks with his parents about his experiences and his parents accept him (8:55, 13:25). Tru's mom was supportive of her journey to accepting herself as "100% girl" (9:40, 11:00, 11:20). Fox talks about how their mother's love and support were instrumental in stopping bad things from happening (13:10).

Not supportive: The parents of Fox's friends were transphobic (7:20). Tru's father had difficulty accepting her as a girl, at first; he grieved the loss of his son (10:00–11:00). The teachers at Tru's school wouldn't let her wear a girl's uniform (16:05).

3. Name one way in which children were breaking gender stereotypes in the film. [10:55–20:20]

Possible answers include:

Tru attends ballet classes (10:55). Lili plays hockey and martial arts, and other activities that society doesn't stereotypically expect girls to do (12:50). Fox is intentionally fluid, allowing their voice to drop and sound more "masculine" while presenting more "feminine" physically (19:45–20:20).

4. In what ways did the characters in the film engage in activism, and why? [16:26–17:45]

Tru fought for trans rights in the Catholic school board because they didn't let her wear a girl's uniform as a trans person (16:26). Fox's art is their "riot", because things need to change (17:45).

5. Based on Bex's and Fox's personal experiences, why is it important to have gender-neutral washrooms in school? [05:50–17:20]

Fox describes avoiding school washrooms because they felt like a target (6:14), and describes getting bullied and harassed when going to the school washroom as a trans student and having to be escorted to the washroom for safety reasons (16:55). The ability to go to the washroom is a human right (17:20). Bex "hates" using the girl's washroom because he is not a girl (5:50).

Resource created in collaboration with:

Rami Katz – Teacher and Filmmaker, British Columbia, CA. 2025.



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As you watch the film *Beauty*, answer the following questions.

1. Why does Bex dislike talking about his gender identity in public?
2. In the film, name one way in which adults were supportive to trans children, and another way in which adults were not supportive.
3. Name one way in which children were breaking gender stereotypes in the film.
4. In what ways did the characters in the film engage in activism, and why?
5. Based on Fox's personal experiences, why is it important to have gender-neutral washrooms in school?

Once the film is over, answer one of the following questions.

1. Describe an experience where you felt the need to hide parts of yourself to fit in, or instances where you felt discriminated against because of aspects of your identity, such as gender, sexual orientation, ethnicity, religion, nationality, etc.
2. Name one or more people in your life who have supported you and your differences, for example, your identity, interests, personality etc.
3. Share an experience where you wanted to be a different person or explore another identity.

PROJECT IDEA

Fill out a [Social Identity Wheel](#). Reflect on the process. Were any parts challenging or uncomfortable to complete? What else did you notice?

Create a visual representation of your Social Identity Wheel (e.g., a collage, a drawing, or a digital design) that highlights the most significant aspects of your identity.

