

# LGBTQ+ RESOURCES



Mountain Pride's mission is to continuously improve the lived experience of our LGBTQ+ community. Mountain Pride is here to support our local schools, educators, students, and families. Please reach out if you need support or if you would like additional resources.

## LISTEN

- Each student's experience and identity are unique and valid. Accept, affirm, listen, and respect their identity. It is not a phase or a popular thing to do.
- Allow for and expect ambiguity. Remember, adolescence is a time for exploration. Avoid forcing labels, but also know that identities may or may not change.
- When someone comes out to you, it is often a vulnerable moment for that person. Respect their privacy, and don't ask invasive questions. Let them come out at their own pace, if they choose to come out at all.

## LEARN

- Mountain Pride- Connection starts with knowledge. Subscribe to our newsletter, attend education events, and connect students with local resources.
- The Trevor Project- Explore articles, resources, and guides specific for LGBTQ+ youth issues.
- GLSEN- Researched and developed resources for educators to use throughout their school community including lesson plans.

## ADVOCATE

- Challenge negative and derogatory language. Defy name-calling and use of demeaning phrases.
- Do not assume identities when working with youth. Always use language that is inclusive, and send a message that all are important and warrant respect.
- You might accidentally use the wrong pronouns for someone, or use a term that might make someone uncomfortable. It's okay! Apologize, resolve to try harder, and move on! At the end of the day, we're all human. Just be the best ally you can be.

# CREATING AFFIRMING CLASSROOMS IN OUR COMMUNITY: A GUIDE FOR EDUCATORS



Inclusivity is everyone’s responsibility, but schools are uniquely positioned to help students feel affirmed in their identities and safe to be themselves, especially because young people spend so much of their time at school or at extracurricular activities. Advocacy is important because all students can thrive when they are learning and developing in welcoming environments. LGBTQ+ youth who found their school to be LGBTQ-affirming reported lower rates of attempting suicide and suicidal ideation. Your affirmation and support can be life-changing and -saving for the students in your classroom.

1. Communicating clearly at the beginning of the school year can facilitate efforts to create an inclusive and gender-affirming classroom. Acknowledge that affirming and respecting each student's unique identity is a precedent in your classroom. Ways to affirm students in your classroom;

- a. Move beyond saying he or she. Use they when referring to a general individual, and it is grammatically acceptable to use they as a gender-neutral singular pronoun.
- b. If you make a mistake, acknowledge it and quickly correct yourself. If necessary, apologize to the student privately after class. Keep in mind that it is YOUR responsibility to remember pronouns of your students; students should not be responsible for correcting you.
- c. Although 75% of youth use either he/him or she/her exclusively, 25% of LGBTQ youth use they/them exclusively, a combination of he/him, she/her, or they/them, or neopronouns such as ze/zir or fae/faer. Neopronouns are a category of new (neo) pronouns that are increasingly used in place of “she,” “he,” or “they” when referring to a person. Some examples include: xe/xem/xyr, ze/hir/hirs, and ey/em/eir. Neopronouns can be used by anyone, though most often they are used by transgender, non-binary, and/or gender nonconforming people.

Subject	Object	Possessive	Possessive Pronoun	Reflexive
<b>He</b>	<b>Him</b>	<b>His</b>	<b>His</b>	<b>Himself</b>
"He studied"	"I called him"	"His pencil"	"That is his"	"He trusts himself"
<b>She</b>	<b>Her</b>	<b>Her</b>	<b>Hers</b>	<b>Herself</b>
"She studied"	"I called her"	"Her pencil"	"That is hers"	"She trusts herself"
<b>They</b>	<b>Them</b>	<b>Their</b>	<b>Theirs</b>	<b>Themselves</b>
"They studied"	"I called them"	"Their pencil"	"That is theirs"	"They trust themselves"
<b>Ze (or Zie)</b>	<b>Hir</b>	<b>Hir</b>	<b>Hirs</b>	<b>Hirself</b>
"Ze studied" ("zee")	"I called hir" ("heer")	"Hir pencil"	"That is hirs"	"Ze trusts hirself"

## ONLINE RESOURCE HUB FOR EDUCATORS



2. Model affirming behavior by asking EACH student which pronouns and name they use and tell the class yours. Do not insist that students must use names or pronouns that are on official rosters. Legally changing names and gender can be a lengthy process if a student chooses to go through it at all.

3. These continued discussions are a good segue to identifying the brief affirming classroom survey (if you would like a Google Form version or a digital copy email [madison@mountainpride.org](mailto:madison@mountainpride.org)) that provides students an opportunity to let their teacher know how they identify and want to be recognized. Encourage students to fill out and place it on your desk or in a designated area. Have the folder of questionnaires in an accessible space for students, emphasizing that their information will be kept confidential, responsive, and respectful to their responses. It is important to acknowledge that this will be accessible to all students year round, and should be encouraged to fill out a new sheet whenever and how often they need it.