

# SUPPORTING NORTH CAROLINA'S LGBTQ YOUTH DURING THE PANDEMIC

**SAFE SCHOOLS NC**

Advancing Equality in Education

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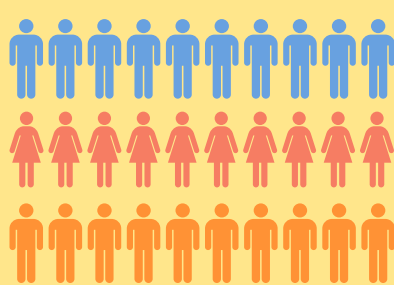
Information, Tips and Resources for Educators compiled by Safe Schools NC

## ACCORDING TO THE HUMAN RIGHTS CAMPAIGN 2018 LGBTQ YOUTH REPORT :

**67%**

of LGBTQ students hear their families make negative comments about LGBTQ people.

### CLIMATE AT HOME



### OUT AT HOME

**21%**

Only 21% of LGBTQ students are out at home.



**40%**

### PRIVACY & CONFIDENTIALITY

of the homeless youth population in the U.S. identify as LGBTQ. Most of these youth find themselves homeless as a result of rejection by immediate family members. Privacy and confidentiality are critically important for LGBTQ youth, especially for those who do not have supportive families.



### LGBTQ YOUTH OF COLOR

### DIFFERENTIAL IMPACT



LGBTQ youth of color often face additional stress and adverse impacts on their health and well-being as a result of bias around their intersecting identities. .



**SafeSchoolsNC**

LOVE IS LOVE



# INITIAL STEPS THAT EDUCATORS CAN TAKE:

## 1 CREATE AN AFFIRMING VIRTUAL OR FACE-TO-FACE (F2F) CLASSROOM SPACE



Create a visible safe space. If you are using Zoom or Google Meets to meet with your students virtually, consider using a [Human Rights Campaign](#) branded Zoom/Google Meets background to help indicate to students that you are LGBTQ-affirming, or you can search online for your favorite LGBTQ safe space sign to display in an area that is visible when you are speaking on screen. In F2F classes, have posters or stickers visible in your classroom space.

## 2 CHOOSE INCLUSIVE LANGUAGE

- Invite all children to add or share pronouns to demonstrate LGBTQ inclusion. If your virtual platform allows you to list your name, add your pronouns; for example, “Mrs. Garcia (pronouns: she/her).” This is an important routine for all members of the classroom community, not just LGBTQ students.
- Use gender-inclusive and non-heteronormative language such as “students” instead of “boys and girls” and “family” or “caring adult” instead of “mom and dad”, which not only models inclusivity but also sends a strong message to LGBTQ individuals that you support LGBTQ people. If students can easily assess that you are an ally, they will be more likely to trust you and to seek the support they need.

## 3 ANTICIPATE UNIQUE CHALLENGES WHEN FAMILIES ARE NOT AFFIRMING



- Check-in with the student. If the student is not open about their LGBTQ identity at home, and if you can confirm that the virtual connection with the student is private, consider asking how their family dynamic is impacting them while under coronavirus quarantine.
- Consider new risks when meeting virtually with an LGBTQ student – unsupportive family members, or those who are unaware of their child’s LGBTQ identity could potentially listen in. For example, if a young trans boy is open with you about his trans status but not with his parents/guardians, think through how to best protect his safety and privacy.

## ADDITIONAL RESOURCES

[SUPPORTING LGBTQ STUDENTS DURING SOCIAL DISTANCING](#)

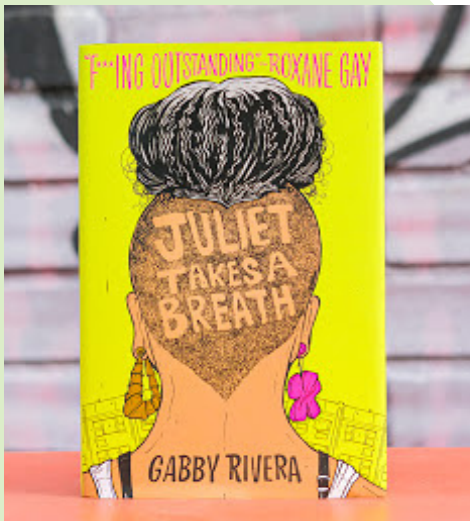
[HOW LGBTQ YOUTH CAN COPE WITH ANXIETY AND STRESS DURING COVID-19](#)

[SIMPLE WAYS TO INCLUDE LGBTQ MATERIAL IN THE CLASSROOM](#)

[100 MUST READ LGBTQIA YA BOOKS](#)

# LITERATURE CORNER

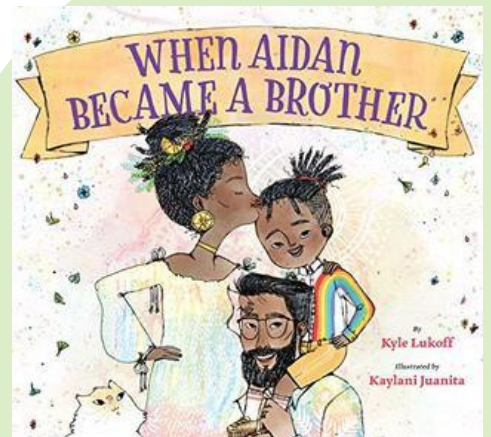
Inclusive books to introduce to your students this year....



## JULIET TAKES A BREATH

Author: Gabby Rivera

## WHEN AIDEN BECAME A BROTHER



## QUEER THERE AND EVERYWHERE

## JULIAN AT THE WEDDING

