The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning youth. Every day, The Trevor Project saves young lives through its free and confidential helpline, in-school workshops, educational materials, online resources and advocacy. The organization was founded in 1998 by three filmmakers whose film, Trevor, a comedy/drama about a gay teenager who attempts suicide, received the 1994 Academy Award® for Best Short Film (Live Action). For more information, visit TheTrevorProject.org.

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Preparing for the Workshop

Questions to Pose before Leading a Workshop:

Understand current programming and available supports for the workshop:
1. Is there a gay-straight alliance (GSA) at the school? If so, what kinds of activities has the GSA undertaken recently?
2. Is there an active GLSEN (Gay Lesbian Straight Education Network) chapter or Gay-Straight Alliance Network chapter (CALIFORNIA SCHOOLS ONLY) at the school?
3. Are there other LGBTQ-related programs that the school sponsors? What local support services are available to LGBTQ students, both inside and outside of school?
4. Does the school endorse any ordinances that include non-discrimination based on sexual orientation?
5. Have there been any specific experiences at the school about understanding and accepting LGBTQ students? Does the school currently use any materials related to LGBTQ issues?
6. Are there teachers and/or administrators with whom students can talk at the school about their feelings? It is important to secure the support of other staff at the school and to brief them on the upcoming workshop. Can you provide these names to the students at the close of the exercise? It can be helpful to list them on the board at the start of the Workshop.

Understand the audience:
1. What is the age range of students participating in the workshop?
2. Approximately how many students will participate in the workshop?
3. How much time is allotted for the workshop?

If presenting at another school:
1. What is the exact address of the school?
2. Where and to whom should you report when you arrive at the school?

Equipment Needed:
- DVD player—if you’ll be showing the Trevor film
- Chalkboard or whiteboard or similar surface for writing and presenting
- Chalk or markers or similar writing devices

Trevor Materials to Bring for the Workshop:
- Green Youth Brochures (Youth Crisis and Suicide Prevention Services)
- Plenty of Trevor Helpline/TrevorSpace cards
- One copy of the Trevor DVD, if you plan to use it
- Workshop Guide
- Evaluations for sponsors/educators and participants (available at: TheTrevorProject.org)

Workshop Script Preparation:
1. After reviewing this guide, choose your introduction and activities to use at the start of the workshop
2. Choose questions to use recognizing that a group of 20 young people will need 10 minutes per question—know your time limits for the workshop
3. Know how you plan to close the workshop, including letting participants know about all of The Trevor Project’s services and programs as well as school or organizational staff with whom they can speak about these issues after the workshop

Sample Agenda for a 45 minute Workshop

Introductions, Overview of The Trevor Project (5 minutes)
Creating a Safe Space (3 minutes)
One Activity or Exercise from Guide (5-10 minutes)
Discussion Question 1: Impact of Language and Actions (10 minutes)
Discussion Question 2: Warning Signs of Suicide (10 minutes)
Discussion Question 3: How to Help a Friend (5-10 minutes)
Closeout, Review and Evaluations (2 minutes)
On the Day of the Workshop

Set the Room:
- Distribute Trevor Helpline cards on all chairs.
  - **NOTE:** An important part of the Trevor materials is the resource card. We want to avoid asking students who wants a card because of the implications inherent in either accepting or refusing a card; rather, we would prefer to leave a resource card on each chair in the room as well as along spaces at the perimeter of the room. In that way, we are assured that every person leaves with a resource card without having to ask for one.
- Cue up the Trevor film DVD—IF you plan to use it.
  - **NOTE:** We recommend using the version without the introduction by Ellen DeGeneres to save time.
- Put the following information on the board:

  The Trevor Project
  1.866.4.U.TREVOR (1.866.488.7386)
  Available 24/7
  www.TheTrevorProject.org (For Resources and Dear Trevor)
  www.TrevorSpace.org
  Check us out at: Facebook.com/TheTrevorProject
  First names of facilitators
  Names of Available Support Staff

The Trevor Project’s Services

- **The Trevor Helpline** — the only nationwide, around-the-clock crisis and suicide prevention helpline for LGBTQ youth
- **“Dear Trevor”** — an online, non-time sensitive question and answer forum for young people with questions surrounding sexual orientation and gender identity
- **TrevorSpace** — an online, social networking community for LGBTQ youth, their friends and allies
- The educational **Lifeguard Workshop** and **Survival Kit Programs** like you are using today
Creating a Safe Space

Given that the workshop will open up discussions regarding sexual orientation, gender identity, mental health, and suicide, it is vital to take no more than five minutes at the start of the workshop to create a safe space. This exercise is about empowering the youth to make this dialogue their own and also create standards for the discussion. As the facilitator, you have the responsibility and authority to enforce the guidelines in a gentle but firm manner. Safe Space guidelines can be written on the board for all to see. As the facilitator, you will start this exercise and keep it focused, but the young people should take the lead. Here is the suggested exercise:

“I know that this might be the first time you have ever talked about suicide and/or LGBTQ people with your friends and classmates in this setting. This can be a hard conversation to have, so we want to create a safe space to talk about these serious issues. Does anyone know what a safe space is?”

(Ask students to offer their interpretations)

“I am hoping that you will create guidelines for our safe space to help make us feel comfortable confronting some of these serious issues. I'll say the first guideline, but then you should come up with the rest. Let’s start with confidentiality. Can we agree to keep what we talk about today just among those of us in this room?”

(Now put it out to them to create other guidelines for the discussion.)

If they are struggling, shy, or unwilling to create guidelines, here are some suggested follow-up questions you can use:

1. What about respect? How does that play into our discussion today? (You can also add that we don’t have to agree with everyone, but we do have to respect what others are saying).
2. What about being non-judgmental?
3. What might be some things we don’t want to see happen during the discussion?

As the guidelines exercise draws to a close, ask them how they would like to handle someone who doesn’t follow the guidelines. Should they get a warning? Have to leave? Speak with the teacher?

You should also stress that at any time during the discussion they are welcome to add a new guideline to ensure that it continues to be a safe space.

For a student who might “act out” later in the workshop, you can always refer back to the safe space guidelines written on the board and remind him or her that respect does not mean we all have to agree with each other, but we do have to allow everyone the right to speak and that everyone is entitled to their own personal beliefs.
Gender Boxes

Materials Needed: Blackboard or Chalkboard and Chalk/Markers
Length of Time: Approximately 10 minutes depending on size of group
Type of Group: This exercise is geared towards all audiences
Size of Group: Any

1. Draw two big boxes on the board. In one box write the work “boy;” in the other box write the world “girl.”
2. Ask group to think of activities, material possessions, characteristic traits and behavior traits that girls and boys are meant to follow. Do them one at a time.
   - Write the words and phrases participants contribute in respective boxes.

Processing: When young people behave in ways outside their “assigned” box, how do people react? What does it mean for a boy to have traits like those in the girl boxes? What about the other way around? What names are they called? How do their peers treat them? What might someone who behaves outside their gender box feel when they are treated the way they are? (Participants will likely say ideas like “angry,” “alone,” and “depressed.” These reactions are good ways to bridge from this activity to a discussion of suicide, the warning signs, and how they can help their peers).

Top 10

Materials Needed: Pens and a sheet of paper for each participant
Length of Time: Approximately 10 minutes depending on size of group
Type of Group: This exercise is geared towards all audiences and helps to build empathy and understanding for someone who is feeling suicidal
Size of Group: Any

Today we are going to talk about suicide among young people and the incredible pain that many young people feel—including your friends (and you might not even know)! Right now, we’d like to do a silent exercise (to give you time to reflect). Please everyone write down a list of the 10 most important people or things in your lives— it can be friends, parents, your iPod, your cat, your Yankees jersey, so long as it is a list of 10.

After everyone has their list completed:

1. Ask them to cross out 3 things/people they can do without
2. Ask 1 willing participant to discuss how losing those 3 things/people felt
3. Then ask everyone to cross out 3 more people/things that they can do without
4. Ask 1 willing participant to talk about how it is to lose these 6 things/people
5. Ask everyone to cross all but 1 of the remaining things/people off
6. Explain that we all started with a full list of things/people that we cherish and look forward to having in our lives every day. These are the things/people that keep us going and keep our lives whole; they bring fulfillment.
7. Ask them to all cross out the last item. After they’ve done this, talk about the profound sense of loss and grief, and that is how someone who is feeling suicidal feels. They feel they have nothing and no one left to live for.

Processing: How did it feel to lose and to prioritize the most important people and things in your lives? What are some of the emotions you are feeling having lost all of these? What about LGBT youth—do you think that they will lose some of these people and things as they come out about their sexuality and gender identity? Might this explain why they are at such an increased risk for making a suicide attempt?
It Happened to Me

Materials Needed: None
Length of Time: Approximately 15 minutes depending on size of group
Type of Group: This exercise is geared toward older audiences and offers space for self-examination and reflection
Size of Group: Any
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Explain to the participants that they will be engaging in a large group activity based on experiences they have had in their past or in the present. The concept of the activity is to get the participants to answer a series of questions about their own personal lives to understand how difficult it is for people to disclose personal information about themselves. If you are able to step into the shoes of others you can show empathy and help to de-stigmatize their experiences.

As you begin to ask the questions listed below, the participants are asked to stand up if the question you read applies to them. DO NOT RUSH THROUGH THE QUESTIONS. As the participants stand up, ask them to look around the room to see who else shares their experience. Explain to the participants that some of these questions may be very difficult to answer, but the idea is to be as honest as possible.

As the facilitator, it is up to you, but you can choose to participate in this activity as well. Participating will avoid setting you apart from the participants and also help to normalize the activity as well as set a level of comfort for the participants.

Questions:

1. Stand up if you have ever been stereotyped (age, race, ethnicity, sex, gender, religion, body type, the clothes you wear)
2. Stand up (or remain standing) if you have been discriminated against
3. Stand up (or remain standing) if you have ever been teased, bullied, or harassed (by family or peers)
4. Stand up (or remain standing) if you have ever witnessed someone being bullied
5. Stand up (or remain standing) if you have ever bullied or harassed someone
6. Stand up (or remain standing) if you have ever been hurt or felt betrayed by someone you trusted
7. Stand up (or remain standing) if you have ever felt that your safety was in jeopardy
8. Stand up (or remain standing) if you ever had to lie to someone about who you are (age, ethnicity, sexual orientation, sexual identity) because you felt they wouldn’t treat you the same if they knew the truth
9. Stand up (or remain standing) if you have ever used drugs or alcohol to escape your reality
10. Stand up (or remain standing) if someone has ever embarrassed you in front of your friends
11. Stand up (or remain standing) if you have ever been made fun of because of how you dress or look
12. Stand up (or remain standing) if you have ever been rejected by a family member, friend, or someone you like
13. Stand up (or remain standing) if you have ever felt you had/have nowhere to go for help
14. Stand up (or remain standing) if you have ever felt alone or without support
15. Stand up (or remain standing) if you have ever felt really down or depressed
16. Stand up (or remain standing) if you have ever been told by someone that they feel suicidal

Processing: Once you have asked all of the questions, begin by asking the participants how they felt about answering those questions. Have some participants share what it was like to be so open and honest and in front of others. Ask them to imagine how difficult it is for a young person to disclose difficult and private information. (From here, there is a logical bridge to talking about the struggles of LGBTQ youth—including the increased risk for suicide).
Activities for College and Graduate Audiences

Coming Out Stars

**Materials Needed:** Enough paper stars for all participants (in orange, red, purple and blue), and writing utensils  
**Length of Time:** Approximately 25 minutes depending on size of group  
**Type of Group:** This exercise is geared towards older audiences and offers space for empathy building and consciousness raising  
**Size of Group:** Any  
Source: Jeff Pierce, University of Southern California, 2004

Let each person pick a **BLUE, PURPLE, RED or ORANGE** star and then read the following to them:

“Imagine that this star represents our world, with you in the center and those things or people most important to you at each point of the star. So we’ll begin by writing your name in the center of the star—making it your very own star! Then, pick a side of the star to begin with. Choose a friend who is very close to you; someone you care about very much: a best friend or a close friend, it doesn’t matter. Write their name on this side of the star.”

(Pause to allow for time)

“Next, think of a community to which you belong; it could be a religious community, a neighborhood, your college/university/workplace/profession, or just a group of friends. Take the name of this group that you are a part of and write it on the next side of the star moving clockwise.”

(Pause to allow for time)

“Now, think of a specific family member; someone that you have always turned to for advice. Maybe this person knows how to cheer you up when you’re sad. A mother, father, aunt, or uncle: any family member who has made a large impact on your life. Please write their name on the next side of the star.”

(Pause to allow for time)

“What job would you most like to have? It could be anything from president to dentist. Whatever your career aspiration is, write it on the next side.”

(Pause to allow for time)

“Lastly, what are some of your hopes and dreams? Maybe you want to be a millionaire; maybe you want a family. Think of a few of your hopes and dreams and write them on the last side of your star.”

Have everyone stand up in a circle. If the classroom/room layout does not permit a circle, please ask participants to turn their chairs/desks so they can observe their fellow participants during this activity.)

**Explain that for the purposes of this activity, each person is now a lesbian, gay, bisexual or transgender young person about to begin the coming out process. Tell them that they cannot talk for the rest of the activity and then read the following prompts and accompanying bullet points to them:**

“You decide that it will be easiest to tell your friends first; since they have always been there for you in the past and you feel they need to know.”

- If you have a **BLUE** star, your friend has no problem with it. They have suspected it for some time now and thank you for being honest with them. Luckily they act no different toward you and accept you for who you are.
- If you have an **ORANGE or PURPLE** star, your friends are hesitant at first. They are a little irritated that you have waited so long to tell them, but you are confident that soon they will understand that being lesbian, gay, bisexual or transgender is just a part of who you are. You just need to give them some time. Please fold back this side of your star.
- If you have a **RED** star, you are met with anger and disgust. This friend who has been by your side in the past tells you that being LGBT is wrong and they can’t associate with anyone like that. If you have a red star, please tear off this side and drop it to the ground, this friend is no longer a part of your life. You are now part of the more than 1/3 of LGBT youth who report losing a close friend when they come out (D’Augelli AR - Clin Child Psych and Psych 2002;7(3):439-462).
“With most of you having such good luck with your friends, you decide that your family probably deserves to know. So, you turn to your closest family member first so that it will be a little easier.”

- If you have a PURPLE star, the conversation does not go exactly how you planned. Several questions are asked as to how this could have happened, but after some length discussion this person who is close to you seems a little more at ease with it. Fold this side of your star back, as they will be an ally, but only with time.
- If you have a BLUE star, you are embraced by this family member. They are proud that you have decided to come out and let you know that they will always be there to support you.
- If you have an ORANGE or RED star, your family member rejects the thought of being related to a person who is lesbian, gay, bisexual, or transgender. Much like some of your friends, they are disgusted and some of you are thrown out of your house or even disowned. If you have an orange or red star, please tear off that side of the star and drop it to the ground. You are now one of the estimated 1.6 million homeless American youth; 20 to 40 percent of whom identify as lesbian, gay, bisexual or transgender (National Gay and Lesbian Task Force).

“Having told your friends and family, the wheels have started to turn and soon members of your community begin to become aware of your sexual orientation and/or gender identity.”

- If you have a PURPLE or BLUE star, your sexual orientation is accepted by your community. They continue to embrace you like anyone else and together you celebrate the growing diversity in your community.
- If you have an ORANGE star, you are met with a mixed response. Some accept you and some don’t know what to think. You remain a part of the community, and with time, will fit in as you once did. If you have an orange star, please fold back this side.
- If you have a RED star, your community reacts with hatred. They tell you that someone like you doesn’t belong in their community. Those who had supported you in your times of need no longer speak to you or acknowledge you. If you have a red star, tear this side off and drop it to the ground.

“You have heard that rumors have started circulating at work regarding your sexual orientation and/or gender identity. In the past, you made it a point to confront these rumors as soon as they began, but now you’re not sure if that will do more harm than good.”

- If you have a BLUE star, your co-workers begin to approach you and let you know that they have heard the rumors and they don’t care. They will support you. Your supervisors and boss react the same way—letting you know that you do excellent work and that’s all that matters.
- If you have a PURPLE star, your workplace has become quite interesting. Everyone seems to think that you’re lesbian, gay, bisexual or transgender even though you haven’t mentioned it to anyone or confirmed any of the rumors. Some people speak to you less, but the environment has not changed too drastically. If you have a purple star, please fold back this side.
- If you have a RED or ORANGE star, you continue to work as though nothing is happening ignoring the rumors that have spread throughout your workplace. One day, you arrive at work too find your office has been packed up. You are called into your boss’ office and she explains that you are being fired. When you ask why, she tells you that lately your work has been less than satisfactory and that she had to make some cutbacks in your area. If you have a red or orange star, please tear off this side and drop it to the ground.

“Now your future lies ahead of you as a LGBT young person. For some of you, your hopes, dreams and wishes for the perfect life are all that remain.”

- If you have a PURPLE, BLUE, or ORANGE star, these hopes and dreams are what keep you going. Most of you have been met with some sort of rejection since beginning your coming out process, but you have managed to reach out for support. With the help of at least one supportive person or entity in your life, you are able find healthy ways of coping with the difficult changes in your life. You ultimately continue to live a happy and healthy life. Your personal hopes and dreams become a reality.
- If you have a RED star, you fall into despair. You have been met with rejection after rejection and you find it impossible to accomplish your lifelong goals without the support and love of your friends and family. You become depressed and with nowhere else to turn, many of you begin to abuse drugs and alcohol. Eventually you feel that your life is no longer worth living. If you have a red star, please tear it up and drop the pieces to the ground. You are now one of the 1/3 of all lesbian, gay, or bisexual young people who attempt suicide at least once (D’Augelli, AR - Clin Child Psych and Psych 2002,7(3):439-462). If you identify as transgender, you are one of the 1/4 of all transgender youth who attempt suicide, and more than half of transgender youth have seriously considered it (Grossman AH, D’Augelli AR - Suicide and Life Threatening Behav 2007,37(5):527-537).

**Processing:** How did it feel to take part in this activity? What did you learn from this activity? Does this activity help to shed light on the epidemic of suicide attempts among LGBTQ youth who struggle from rejection in many areas of their lives?
Workshop Discussion Questions

The three overarching goals of this curriculum are to aid young people in: (1) examining the impact of our language and actions on the experiences in school and mental health of young LGBTQ people; (2) recognizing the warning signs of depression and suicide among any of our peers; (3) and responding to those warning signs in a way that keeps all young people safe. The following discussion questions address each goal individually, and they are designed to be used without the film Trevor. If you would like to use the film, there are additional discussion questions provided as well.

Addressing the Impact of our Language and Actions

Ask the students to brainstorm a list of all the terms they have heard, used and can think of to describe people who identify as lesbian, gay, bisexual, and transgender (and write all the terms on the board). It is okay and should be encouraged here for them to list negative terms as well — this will make the discussion questions more valuable.

After they have completed shouting out words, ask them then to go back and circle all of the words that can be used “offensively” or “to hurt someone.” The likely result is that nearly all or all of the words will be circled. Follow-up questions include:

1. How would someone who identifies as LGBTQ feel knowing that nearly every word used to describe them can also be used to hurt them?
2. Have you ever used or heard the phrase, “That’s so gay?” What do you think is meant by that phrase? How do you think someone who is LGBTQ would feel if they heard someone say that?
3. Do you think that is why there are LGBTQ people right here at your school who are too scared to come out? How would someone who identifies as or is perceived to be LGBTQ be treated here at your school?
4. Are there any other groups you can think of where nearly every word used to describe them is also hurtful? If so, what groups?
5. What do you think the outcomes of all this negative language are on the feelings and thoughts of (young) people who identify as LGBTQ?

In response to this discussion question, it is likely that participants will identify feelings such as “sad,” “depressed,” “anxious,” or even “suicidal.” Use these feelings they name as a bridge from helping them understand the impact of their language and actions into a discussion of suicide. The first goal of the workshop has been met when participants have begun to examine how language (including stereotyping and assumptions) can impact a young LGBTQ person’s self-esteem and well-being, and lead to depression and suicidal thoughts, feelings and behaviors.

Bridging Tip: If the dialogue does not seem to be lending itself to a bridge from a discussion of language and actions to suicide, try sharing the following statistics:

- More than 75% of sexual minority youth report verbal abuse while 15% report physical abuse. More than 1/3 have lost friends through coming out. Increased victimization and losing friends both predict negative mental health outcomes (D’Augelli AR - Clin Child Psych and Psych 2002;7(3):439-462)
- Sexual minority youth who report high levels of at-school victimization report higher levels of substance use, suicidality, and sexual risk behaviors than heterosexual peers reporting high levels of at-school victimization (Bontempo DE, D’Augelli AR - J Adole Health 2002;30(5):364-374)

When talking about suicide among LGBTQ youth, remember to stress that the increased risk is NOT a factor of identifying this way, but rather an outcome of the negative ways they are treated at home, in school, in their communities, and in their religious institutions.
Recognizing the Warning Signs of Suicide

A lot of younger people know their friends better than parents or other older people in their lives. That’s why it’s so important to make sure all young people are Lifeguards (or “first responders”) to the warning signs of suicide. Warning signs of suicide are indicators or things to look for in a friend who might be feeling suicidal. The more warning signs that are apparent, the more a friend needs help.

What do you think are some of the warning signs of suicide from a friend or loved one that you might be concerned about?

(Have them list the warning signs they can think of and put them on the board; and put up any other warning signs they do not list)

Warning Signs of Suicide

- Expressing suicidal feelings directly: “I want to die,” “I’m going to kill myself,” or indirectly: “Sometimes I think I would be better off dead,” “Nothing seems worthwhile anymore,” “Nobody will miss me anyway”
- Signs of depression: sad mood, loss of pleasure, changes in sleeping or eating patterns (increase or decrease), feelings of hopelessness, expressing a lot of guilt, loss of interest in usual activities
- Change in regular behavior-doesn’t care about schoolwork, starts failing tests, disinterested in personal hygiene
- Alcohol and/or drug use increases
- Increased isolation from friends and family - a friend who suddenly stops hanging out with you for no reason or claims that “you just don’t understand me anymore” may have an emotional problem that he or she is afraid to discuss. That friend may feel isolated and alone and need your help
- Has a specific plan for suicide
- Giving away prized possessions and making final arrangements
- Taking excessive risks - young people who suddenly start having unprotected or promiscuous sex, using drugs or alcohol, driving recklessly or without a license, stealing, or engaging in vandalism may be acting out self-destructive impulses
- Preoccupation with death and dying - young people with problems may develop an unusual interest in death or violence, expressed through poetry, essays, doodling, or artwork; an obsession with violent movies, video games, and music or a fascination with weapons. Adults often cannot tell a “normal” young person’s interest in violent video games or music from an obsession that other teens realize is not typical of this age group

After the list of Warning Signs is complete, bridge to the next discussion by helping them to understand that they can help their friends when they see warning signs.
Responding to Warning Signs of Suicide

What are some of the most helpful things you can do when a friend is showing warning signs of suicide?

(Again, have them list all the ways they can think of to help someone, and list them on the board. Also, list others they do not think of on the board).

Ways to Help a Suicidal Friend of Peer

- **Listen.** Suicidal people frequently feel no one understands them, that they are not taken seriously, and that no one listens to them. Show them you care by giving them your undivided attention.
- **Accept the person’s feelings as they are.** Don’t try to cheer the person up by making positive but unrealistic statements. Don’t joke about the situation. Don’t tell them to “snap out of it” or say “don’t feel so bad.”
- **Don’t be afraid to talk about suicide directly.** You will NOT be putting ideas into the person’s head. It may actually be dangerous to avoid asking a person directly if she/he is feeling suicidal. Take discussions of suicide “out of the closet.”
- **Ask them if they have developed a plan for suicide.** If they have a plan, it indicates a more serious intent.
- **Remove anything dangerous** that the person might use in a suicide attempt (e.g. gun, knife, razor blades, and sleeping pills).
- **Remind the person that depressed feelings can change over time.**
- **You can consider telling the person’s parents:**
  - HOWEVER, the person may not be out to their parents so it is best to avoid any issues related to sexual orientation or gender identity and focus on the suicide.
- **Make NO deals to keep secret what a suicidal person has told you.** They may ask you to keep their thoughts of suicide a secret and feel that adults can’t be trusted. Remember that you can be a support but can’t deal with this alone. By not letting a responsible adult know of a young person’s suicidal thoughts, treatment is delayed and the suicidal young person is at tremendous risk.
  - Tell a trusted adult, such as a counselor, teacher or other school staff member.
- **Express your concern for the person.**
- **Don’t pretend you have all the answers.** Be honest. The most important thing you can do may be to help them find help.
- **Point out that death is final and cannot be changed.**
- **Develop a plan for help with the person.**
  - Refer them to your school’s crisis management team, psychologist, social worker or counselor.
  - Utilize school and community resources for support and information.
  - Mobilize a support system for the student.

If you cannot develop a plan and a suicide attempt is imminent, **seek outside emergency help** from a hospital, mental health clinic or call “911.”

**Offer to call the person back** at some point to check in.

**IF** the person is not suicidal, you can still try to provide help in many of the same ways.
Questions to be used in Conjunction with the Film, *Trevor*

The Trevor film can be an excellent addition to your workshop, though remember that it takes approximately 18 minutes to view in full and is not well-suited to workshops for which you have less than 1 hour. Spend shorter workshops focusing on the core three goals, and only use the film if you have additional time. We also recommend viewing the film beforehand on your own to ensure that you feel it is appropriate for your group’s use.

Before showing the film, ask your workshop participants to take note of the following themes and how they may relate to their own experiences:

- Feeling different and isolated from one’s peers
- Being forced into stereotypes and gender roles
- Coping with feelings and experiences we have never had before
- Feeling threatened by others who seem different from ourselves

Here are some follow-up questions to facilitate a meaningful dialogue following the film:

1. Trevor felt different and thought that no one understood him because he was gay. People may feel alone and misunderstood for many different reasons. Have you or someone you know ever felt that way? If so, can you share what that experience was like for you or your friend?
2. Like Trevor, have you ever had a good friend reject you because of something about you beyond your control? What was the reason? How did it make you feel? What was the outcome?
3. How would someone like Trevor be treated here at your school/group? On a scale of 1 to 10 (10 being the best), how would you rate what it would be like for someone to be lesbian, gay, bisexual, or transgender at your school?
4. Part of what makes the film funny at times is that it plays with stereotypes about gay people. What stereotypes are expressed in Trevor? Have you ever felt like you were being stereotyped by someone based on the way you look or act? If so, how did that experience make you feel?
5. What types of support and resources exist for LGBTQ people at your school? Do you have any ideas for ways to better support your LGBTQ peers?

Closing the Workshop and Additional Resources

Closing the workshop should include several important points.

1. Remind the youth that young LGBTQ people are up to four times more likely to attempt suicide because of the ways they are treated in their homes, schools, communities and religious institutions. Use this as a call to action to examine the impact of their language and actions and the serious consequences that can happen.
2. Remind all students of The Trevor Project’s core services.
3. Solicit questions and ask them what they learned during the workshop.
4. Commend them on being respectful and having such a tough but productive dialogue.
5. Point out people within the school (guidance counselors, psychologists) whom they can talk with if they are struggling—as well any resources available to LGBTQ students.
6. If you as the facilitator are comfortable, you can also make yourself available following the workshop for additional questions.
7. Complete any necessary evaluations and make sure to offer feedback to The Trevor Project’s Program Staff. Evaluation forms for the workshop are available on the educational programs section of our Web site: TheTrevorProject.org.

This workshop curriculum, the Trevor Survival Kit, and Lifeguard Workshop are programs of

The Trevor Project
9056 Santa Monica Blvd, Ste. 208
West Hollywood, CA 90069
310.271.8845 (o)
310.271.8846 (f)
TheTrevorProject.org

This is the address to which Workshop Facilitator Evaluations (Appendix Two) should be sent.
Trevor Specific Terminology

Please be mindful of the following terms to avoid when speaking about The Trevor Project and its programs.

**Incorrect:** “teenager(s),” “teen(s),” “pre-teen(s),” “kid,” “child,” “children,” etc.
**Correct:** “young people,” “youth”

*Because young people do not typically refer to themselves as “teenagers,” “kids,” or any of the aforementioned terms that could possibly come across as condescending, we avoid these terminologies and instead use young people or youth.*

**EXCEPTION:** When referencing or discussing Trevor (the film), it is acceptable to refer to Trevor (the character) as a “teenager” or “teen.” He is described as such in the film’s synopsis.

**Incorrect:** “gay and questioning”
**Correct:** “lesbian, gay, bisexual, transgender and questioning” or “LGBTQ;” it is best to spell out “lesbian, gay, bisexual, transgender and questioning” with “LGBTQ” in parentheses on the first mention in a document, and subsequently use “LGBTQ.”

*Example:* The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among *lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth.* The Trevor Project’s work is especially critical because *LGBTQ* youth are four times more likely to attempt suicide than their heterosexual peers.

As of July 2008, The Board of Directors updated The Trevor Project’s mission statement, replacing “gay and questioning” with “lesbian, gay, bisexual, transgender and questioning.”

**Incorrect:** “hotline,” “crisis center,” etc.
**Correct:** “crisis and suicide prevention helpline” or simply “helpline”

*“Hotline” can easily be confused with a paid phone service.*

**Incorrect:** “non-profit company,” “agency,” “foundation,” “charity,” “not-for-profit organization,” “center,” etc.
**Correct:** “non-profit organization”

*The Trevor Project is a 501(c)3 non-profit organization.*

Offensive, Defamatory and Problematic Terminology

**Offensive Terminology to Avoid**

- **Offensive:** “homosexual”
  - **Preferred:** “gay,” “gay man” or “lesbian”

- **Offensive:** “homosexual relations/relationship,” “homosexual couple,” “homosexual sex,” etc.
  - **Preferred:** “relationship” (or “sexual relationship”), “couple” (or, if necessary, “gay couple,” “sex,” etc.

- **Offensive:** “sexual preference”
  - **Preferred:** “sexual orientation”

- **Offensive:** “gay lifestyle” or “homosexual lifestyle”
  - **Preferred:** “lesbian,” “gay,” “bisexual”

- **Offensive:** “admitted homosexual” or “avowed homosexual”
  - **Preferred:** “openly lesbian,” “openly gay,” “openly bisexual”

- **Offensive:** “special rights”
  - **Preferred:** “equal rights” or “equal protection”

- **Offensive:** “gay agenda” or “homosexual agenda”
  - **Preferred:** “lesbian and gay civil rights movement” or “lesbian and gay movement”
Defamatory Language to Avoid

“fag,” “faggot,” “homo,” “sodomite,” “queen,” “she-male,” “he-she,” “it,” “tranny” and similar epithets.

The criteria for using these derogatory terms should be the same as those applied to hate words for other groups; they should not be used except in a direct quote that reveals that bias of the person quoted.

“deviant,” “disordered,” “dysfunctional,” “diseased,” “perverted,” “destructive” and similar descriptions.

These words are often used to portray lesbians and gay men as less than human, mentally ill, or as a danger to society. Words such as these should be avoided in stories about the lesbian and gay community.

Associating gay men, lesbians, bisexuals, same-sex relationships or homosexuality with pedophilia, child abuse, sexual abuse, bestiality, bigamy, polygamy, adultery or incest.

Such claims, insinuations and associations are often used to suggest that lesbians and gay men pose a threat to society, families, and to children in particular. Such assertions and insinuations should be avoided, except in direct quotes that reveal the bias of the person quoted.

Problematic Terminology to Avoid

Problematic: “gay marriage”
Use “marriage” or “marriage for gay and lesbian couples” whenever possible. The construction “gay marriage” suggests that same-sex couples are seeking a separate institution that would, by definition, exclude straight couples.

Problematic: “reparative therapy”
Coined by anti-gay activist Joseph Nicolosi in 1991, “reparative therapy” is a term for pseudo-therapeutic attempts to “cure” gay men and lesbians by turning them straight.

Problematic: “Down Low”
Use the term “Down Low” only to describe men who self-identify that way. A controversial term describing the phenomenon of MSMs (men who have sex with men) who publicly identify as heterosexuals and maintain sexual relationships with women.

Transgender Terminology to Avoid

Problematic: “transgenders,” “a transgender”
Preferred: “transgender people,” “a transgender person”

Problematic: “transgendered”
Preferred: “transgender”

Problematic: “sex change,” “pre-operative,” “post-operative”
Preferred: “transition”

Problematic: “hermaphrodite”
Preferred: “intersex person”

Preferred Language from the American Association of Suicidology

The following words or terms should be avoided when discussing suicide. These terms are from the “Media Guidelines for Reporting on Suicide” from the American Association of Suicidology.

Avoid: “committed suicide”
Preferred: “died by suicide” or “completed suicide”

Avoid: “successful suicide” or “failed suicide”
Preferred: “died by suicide,” “death by suicide,” or “non-fatal suicide attempt”
Appendix Two: Workshop Facilitator Evaluation Form

Your School/Org: ________________________________ Date: ____________
Name: ____________________________ Email: ________________________________
School/Org Address: ______________________________________________________

Please circle one response that best summarizes how you feel about the statement above it.

1. I feel my students benefited from the presentation.
   Strongly agree        Agree        Neutral        Disagree        Strongly Disagree

2. I feel my students learned something new about lesbian, gay, bisexual, transgender and questioning (LGBTQ) people.
   Strongly agree        Agree        Neutral        Disagree        Strongly Disagree

3. I feel that my students have been given adequate information on how to help their peers in a suicidal or crisis situation.
   Strongly agree        Agree        Neutral        Disagree        Strongly Disagree

4. I feel that I was able to create an open, non-judgmental and safe space that allowed for students to explore these sensitive topics.
   Strongly agree        Agree        Neutral        Disagree        Strongly Disagree

5. I feel that the information provided in the Workshop Guide was appropriate for this particular audience of youth with diverse backgrounds and experiences.
   Strongly agree        Agree        Neutral        Disagree        Strongly Disagree

6. I would recommend this Workshop to other educators and schools administrators.
   Strongly agree        Agree        Neutral        Disagree        Strongly Disagree

Please complete the following statements:

7. If other teachers/administrators were to ask me about this presentation, I would say:

8. My students benefited most from the part of the Workshop they dealt with:

9. Comments, suggestions or concerns I have include:
Appendix Three: National Resources for LGBTQ Youth

For Elementary, Middle and High School-age Students:

**Gay, Lesbian and Straight Education Network (GLSEN):** the leading national education organization focused on ensuring safe schools for all students. Established nationally in 1995, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. [www.GLSEN.org](http://www.GLSEN.org)

**Gay-Straight Alliance Network (GSA Network):** is a youth leadership organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources. Through peer support, leadership development, and training, GSA Network supports young people in starting, strengthening, and sustaining GSAs and builds the capacity of GSAs to: (1) create safe environments in schools for students to support each other and learn about homophobia and other oppressions; (2) educate the school community about homophobia, gender identity, and sexual orientation issues; and (3) fight discrimination, harassment, and violence in schools. [www.GSANetwork.org](http://www.GSANetwork.org)

For College and Graduate-aged Students:

**Campus Pride:** serves LGBT and Ally student leaders and, or campus organizations in the areas of leadership development, support programs and services to create safer, more inclusive LGBT-friendly colleges and universities. It exists to develop, support and give “voice and action” in building future LGBT and ally student leaders. [www.CampusPride.org](http://www.CampusPride.org)

For Transgender, Gender Non-conforming, and Gender Variant Youth:

**Trans Youth Family Allies:** empowers children and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected. [www.Tyta.org](http://www.Tyta.org)

Nationwide Resource Databases for LGBTQ Youth

**The Trevor Project:** provides lifesaving guidance and vital resources to parents and educators in order to foster safe, accepting and inclusive environments for all youth, at home and at school. [www.TheTrevorProject.org](http://www.TheTrevorProject.org)

**GLBT National Help Center:** is dedicated to meeting the needs of the gay, lesbian, bisexual and transgender community and those questioning their sexual orientation and gender identity. We are an outgrowth of the Gay & Lesbian National Hotline, which began in 1996 and now is a primary program of the GLBT National Help Center. [www.GLBTNationalHelpCenter.org](http://www.GLBTNationalHelpCenter.org)

Resources with More Information on Suicide:

**Suicide Prevention Resource Center:** promotes the implementation of the National Strategy for Suicide Prevention and enhances the nation’s mental health infrastructure by providing states, government agencies, private organizations, colleges and universities, and suicide survivor and mental health consumer groups with access to the science and experience that can support their efforts to develop programs, implement interventions, and promote policies to prevent suicide. [www.SPRC.org](http://www.SPRC.org)