

Appendix A: The Attitudes towards Homosexuals Questionnaire

Directions: In the following questions, rank your answers according to the scale shown here. Strongly Disagree (5) Disagree (4) Neutral (3) Agree (2) Strongly Agree (1)

1. Many gay men use their sexual orientation so that they can obtain special privileges.
2. Gay men do not have all the rights they need.
3. Celebrations such as “Gay Pride Day” are ridiculous because they assume that an individual’s sexual orientation should constitute a source of pride.
4. Gay men still need to protest for equal rights.
5. If gay men want to be treated like everyone else, then they need to stop making such a fuss about their sexuality/culture.
6. Gay men who are “out of the closet” should be admired for their courage.
7. In today’s tough economic times, tax money shouldn’t be used to support gay men’s
8. organizations.
9. Gay men have become far too confrontational in their demand for equal rights.
10. It would be beneficial to society to recognize homosexuality as normal.
11. Homosexuals should not be allowed to work with children.
12. The homosexuals should have equal opportunity of employment.
13. Homosexuals should be allowed to marry.
14. Homosexuals should be given social equality.
15. I think male homosexuals are disgusting.
16. If a man has homosexual feelings, he should do everything he can do to overcome them.
17. I would not be too upset if I learned that my son was homosexual.
18. Homosexual couples should be allowed to adopt children just like heterosexual couples.
19. Homosexuals are sick.
20. Just as in other species, male homosexuality is a natural expression of sexuality in humans.
21. Homosexuality is merely a different kind of lifestyle that should not be condemned.

Appendix B: The Sex Education and Knowledge about Homosexuality Questionnaire (SEKHQ)

Directions: Indicate true, false or I don’t know for each question

1. (F) Approximately 25-30% of adolescent boys have a homosexual experience during their teenage years.

2. (F) A majority of homosexuals were seduced in adolescence by a person of the same sex, usually several years older.
3. (T) Approximately 6-11% of adolescent girls have a homosexual experience during their teenage years.
4. (T) Sexual orientation is usually well-established by adolescence.
5. (T) The homosexuals usually disclose their sexual identity to a friend before they tell a parent.
6. (F) A homosexual person's gender identity does not agree with his/her biological sex.
7. (F) If children are raised by openly homosexual parents, the likelihood that they themselves will develop a homosexual orientation is greater than if they were raised by heterosexual parents.
8. (T) Gay men and lesbian women have an increased incidence of anxiety and depression compared to heterosexual men and women.
9. (F) Homosexuals place more importance on the physical attractiveness of their dating partners than do heterosexuals.
10. (T) The experience of love is similar for all people regardless of sexual orientation.
11. (T) Gay male couples are likely to have the most permissive attitudes about sexual activity outside of a committed relationship compared to lesbian couples and heterosexual couples.
12. (T) In some cultures, it is normal practice for boys to have sex with their same-gender during adolescence.
13. (F) In the world as a whole, the most common mode of transmission of the HIV virus is through gay male sex.
14. (T) Testosterone is the hormone responsible for the growth of pubic hair on girls.
15. (T) Boys' breasts typically grow during puberty.
16. (F) Research supports the notion that sex education offered in schools increases the amount of sexual activity amongst adolescents.
17. (F) In the last 25 years there has been an increase in homosexuality.
18. (F) Most homosexual men and women want to be heterosexual.
19. (F) Most homosexuals want to encourage or entice others into a homosexual or gay lifestyle.
20. (T) Heterosexual teachers, more often than homosexual teachers, seduce their students or sexually exploit them.
21. (F) Greece and Rome fell because of homosexuality.
22. (F) Heterosexuals generally have a stronger sex drive than do homosexuals.
23. (T) About one-half of the population of men and more than one-third of women have had a homosexual experience to the point of orgasm at some time in their lives.
24. (T) The homosexual population includes a greater proportion of men than of women.
25. (T) Heterosexual men and women commonly report homosexual fantasies.
26. (F) If the media portrays homosexuality or lesbianism as positive, this could sway youths into becoming homosexual or desiring homosexuality as a way of life.
27. (F) Homosexuals are usually identifiable by their appearance or mannerisms.
28. (F) Homosexuals do not make good role models for children and could do psychological harm to children with whom they interact as well as interfere with the normal sexual development of children.

29. (T) Gay men are more likely to be victims of violent crime than the general public.
30. (F) Homosexuality does not occur among animals (other than human beings).
31. (F) Historically, almost every culture has evidenced widespread intolerance towards homosexuals, viewing them as “sick” or as “sinners.”
32. (T) Heterosexual men tend to express more hostile attitudes toward homosexuals than do heterosexual women.

Appendix C: Questions for *Oddly Normal*

1. How did the book affect your understanding of the challenges facing gay children and youth?
2. Even as a toddler, Joe liked playing with Barbies and wearing pink shoes. Do you agree with Richard Green’s “educated guess ... that cross-gender behavior in boys is the age-appropriate expression of underlying homosexuality” (p. 19)?
3. During Joseph’s year in kindergarten, Jeanne put away his Barbies so he wouldn’t face ridicule from his classmates. Is it better to “edit his personality so early in the game” (p. 28) or let him risk peer rejection?
4. In addition to his budding homosexuality, Joe struggles with learning disabilities that are initially diagnosed as ADHD and his parents are pressured to put him on drugs like Ritalin. Schwartz writes, “a battle is raging over whether or not doctors overdiagnose conditions like ADHD and overprescribe drugs for it... [But] no study I’ve found conclusively proves either side is right” (p. 36). What are your experiences with or opinion of psychoactive drugs for children?
5. Joseph’s fourth grade year was miserable from the start. When the Schwartzes ask the principal to switch Joseph to another teacher, the principal told them: “there are a number of reasons why I cannot support this” (p.75-76). If a teacher and student don’t “click,” should the school separate them, or is such a change ultimately not in the child’s best interests?
6. When Joseph was in elementary school, his parents realized “that while it’s okay for millionaire entertainers to be gay, girly little grade schoolers still have some problems” (p. 25). With the repeal of Don’t Ask, Don’t Tell and movements like Dan Savage’s It Gets Better, have things improved for “girly little grade schoolers,” or is their situation about the same?
7. Should middle school have gay-straight alliances? What about elementary schools? What share of the responsibility for educating children about sexual orientation lies with the schools? With parents?
8. Tyler Clementi’s tragic suicide brought national attention to the prevalence of bullying and cyber-bullying. Is enough being done to curb the problem?
9. John Schwartz shares the results of a Gallup poll showing that people who view homosexuality as a biological fact rather than as a lifestyle choice are more accepting of gay marriage. Why might a story about gay penguins convince someone about the biological origins of homosexuality when a story about gay humans wouldn’t?
10. John Schwartz writes articles about same-sex marriage, but asserts that having Joe doesn’t make him biased. “I do have opinions, but all journalists have opinions. The work of a journalist is not to bleach his brain of opinions and life experiences, but to write fairly in light of all available information” (p. 209). Do you agree?
11. Schwartz describes *Oddly Normal* as a “chimera of a book, which is part memoir, part journalistic exploration, and part mess” (p. xiii). Did it satisfy your expectations? Who else might benefit from reading it?

Appendix D. Questions for Valentine Road

1. Valentine Road highlights several educators who knew Larry. What do you think made some educators more supportive than others of how Larry was expressing his gender?
2. In what ways might students like Larry benefit from educators who support and affirm their identities?
3. Several of Larry's friends described him as brave, like one student who said, "I don't think people realize how brave Larry was, like, being out to that many people, like, it must have been, like, extremely difficult."
4. Valentine Road explores concepts of identity related to sexual orientation, gender, race and ethnicity, socioeconomic status, and others. What role did identity play in the story? For Larry and Brandon? For others in the film?
5. What messages might Brandon have received that led him to seem so "offended" and "disgusted" by Larry's asking him to be his Valentine?
6. What messages do your students get about LGBT people?
7. Resilience could be said to be an underlying theme in the film. How did Larry demonstrate resilience?
8. How can educators help students build resilience in the face of adversity?
9. Much was said about Larry's gender expression in the film. Some people called him brave for being himself despite the opposition he faced. Others considered him attention-seeking, threatening, and even dangerous. What can educators do to support and affirm gender nonconforming students while ensuring their safety?
10. Why do you think Brandon resorted to violence?
11. How can you make sure your students see that they have better options?
12. In the beginning of the film, one student says, "We all learned a lot about life through this, and I know people on the outside have learned a lot about themselves through this." What have you learned from watching and discussing Valentine Road? What might you do differently now in your classroom, school, or community?