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Peer education as an opportunity for practicing respect for sexual and gender diversity

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Appendix A

Scales and items used for the studies in chapter 2 and chapter 3

Attitude towards gender & sexual diversity

Item Statement

- 1 I think it is disgusting if two boys are kissing
- 2 I think it is disgusting if two girls are kissing
- 3 If I were taught by a gay or lesbian teacher I would find that annoying
- 4 I'd rather not deal with people of whom it is unclear whether they are a boy or girl
- 5 I prefer not to socialize with people of whom it is unclear whether they are a boy or a girl

We used a 5-point Likert scale ranging from 1 = 'strongly disagree' to 5 = 'strongly agree'.

Class climate for LGB-peers

Item Statement

- 1 In my class boys can tell honestly that they (also) fancy boys
- 2 In my class girls can tell honestly that they (also) fancy girls
- 3 In my class teachers can tell honestly that they are gay, lesbian or bisexual

For this scale we used a 6-point Likert scale ranging from 1 = 'never' to 6 = 'always'.

Intention to help a bullied LGB-peer

Imagine, a boy [girl] in your class fancies (also) boys [girls]—so, is gay [lesbian] or bisexual—and classmates make jokes about that or gossip about him [her]. What would you do?

Item Statement

- 1 I ask them to stop
- 2 I go with him to the teacher
- 3 I go with her to the teacher
- 4 I try to comfort him
- 5 I try to comfort her
- 6 I do nothing; it's not my problem

The items 1 and 6 were asked for both vignettes about a boy and a girl. The items 2 and 4 were asked for the vignette about a boy. The items 3 and 5 were asked for the vignette about a girl. In total 6 items were asked to form the scale. Students choose to answer 1 = 'yes', 0 = 'no'.

Attitude towards Lesbians and Gay Men Scale

Item Statement

- 1 What do you think about two boys/men who are in love with each other?
- 2 What do you think about two girls/women who are in love with each other?

We used a 4 point Likert scale ranging from 1 = 'normal' 2 = 'a bit strange' 3 = 'very strange' 4 = 'wrong'

What do you think about the following situations?

- 3 A boy and girl are kissing with each other at the schoolyard or in the neighborhood
- 4 Two girls are kissing with each other at the schoolyard or in the neighborhood
- 5 Two boys are kissing with each other at the schoolyard or in the neighborhood

We used a 5 point Likert scale ranging from 1 = 'totally wrong', 2 = 'wrong', 3 = 'either wrong or right', 4 = 'fine', 5 = 'very well'. We summed the categories 4 and 5 to one category 4 = 'fine' in order to use the items for the scale Attitude towards Lesbians and Gay Men Scale. We eliminated the third item because it resulted in a lower Cronbach's alfa.

Class Climate for a Gay or Bisexual Classmate

Imagine, a boy in your class fancies boys (he is gay or bisexual). What would you do, or do not?

Item Statement

- 1 I would easily make friends with him
- 2 I'd let him know he should stay away from me
- 3 I'd rather sit next to someone else during lunchtime
- 4 I was going to make nasty comments

We used a 5 point Likert type scale ranging from 1 = 'surely I won't', to 5 = 'surely I will'.

Class Climate for a Lesbian or Bisexual Classmate

Imagine, a girl in your class fancies girls (she is a lesbian or bisexual). What would you do, or do not?

Item Statement

- 1 I would easily make friends with her
- 2 I'd let on she must stay away from me
- 3 I'd rather sit next to someone else during lunchtime
- 4 I was going to make nasty comments

We used a 5 point Likert type scale ranging from 1 = 'surely I won't', to 5 = 'surely I will'.

Possibility to Disclose a Non-Heterosexual Orientation in School Scale

Item Statement

- 1 If a boy at your school is gay, do you think he can tell at school honestly?
- 2 If a girl at your school is a lesbian, do you think he can tell at school honestly?
- 3 If a boy at your school is bisexual, do you think he can tell at school honestly?
- 4 If a girl at your school is bisexual, do you think he can tell at school honestly?

Students could answer with 1 = 'Yes to everybody at school', 2 = 'Yes, only to friends', 3 = 'No', 4 = 'I don't know'. We summed the categories 1 and 2 to 1 = 'Yes' and recoded category 3 to 0 = 'No', we excluded 4 = 'I don't know'. Although the answers per item were binary we considered the scale as continuous because the mean of the four items was used as measure for Possibility to disclose a non-heterosexual identity in school