NORTHERN ILLINOIS UNIVERSITY

The Price of Silence:
Safety and Societal Problems Caused by the Lack of Discussion about LGBT Issues in Schools

A Thesis Submitted to the University Honors Program
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By
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Capstone Approval Page

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The Price of Silence:
Safety and Societal Problems Caused by the
Lack of Discussion about LGBT Issues in Schools

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HONORS THESIS ABSTRACT
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**ABSTRACT (100-200 WORDS):**

Currently, there is little to no discussion about lesbian, gay, bisexual, and transgender issues in school curriculums; causing concerns for the safety of all students and for the rising societal problem that has resulted. The purpose of this research is to define the problems resulting from the lack of discussion of LGBT issues at schools and to promote social awareness about them. This is done through literary and media analysis. The findings include how these problems are being addressed through pedagogy. This is then applied to a discussion study with adults to raise awareness. The study's purpose is to note the reaction of adults to school programs currently in use to teach their students mutual understanding and respect regarding LGBT issues. It is limited by the group size and background. Adults' personal reactions to the pedagogy before and after participating in a program similar to what their students experience are noted through pre- and post-surveys. The discussion study is led similar to how teachers would address students when discussing LGBT issues as a part of the curriculum. This work is Significant because it provides an approach to address LGBT issues in schools and demonstrates the effectiveness of the approach.
Thesis Outline

I. Introduction
   Scene from “Bullied.”

II. Personal Experience
   Our students should not have experience such harsh realities as ______ did, especially in a school. Schools are suppose to be a neutral safe haven for its students. Unfortunately, this is not true, especially in the case of LGBT students. I know from first-hand experience just how horrifying life can be for a person from the LGBT community, especially a student in school. From sixth grade through high school, I watched my best friend struggle due to his sexuality. Peers rejected him, teachers shunned him, and when he was attacked the administration simply could not care less about “that gay kid.” What is worse is that he had no relief in returning home. At home, he lived a double life, pretending to be someone he was not in order to hide the truth from his religiously conservative parents. He had nowhere to go and no one to turn to.

   The biggest problem is that no one was familiar with his lifestyle. We grew up in a tiny farm town West of DeKalb that was inundated with conservative traditions and family values. No one could understand how this child could possibly believe he was gay. No one else around him was, so where did he get it from? There was a complete lack of understanding. This problem still continues today in schools all over the country.

III. The Problem
   a. Lack of Education
   b. Defining for Education

IV. The Effects on Our Students
   a. Today’s World
   b. Necessity to Adapt
   c. Well-being
      i. Families
      ii. Personally
   d. Safety
      i. Schools
      ii. Home

V. Societal Problem
   a. Bullying in Schools
   b. Group Attacks

VI. The Solution
a. What's Being Done?
b. How Does It Work?
c. What Are the Results?
d. Side Effects

VII. Side Effects
   a. Study of Children as Adults
   b. Up Rise of Parents

VIII. Conclusion of Problem
   a. What's being done isn't working.
   b. We must do something different.

IX. Addressing Parents
   a. Identify, Controversy
   b. Education

X. The Discussion Study
   a. Why?
      i. Thesis
      ii. Support of Thesis
   b. Who?
   c. What?
      i. Pre-survey
      ii. Discussion
      iii. Post-reaction
   d. Where?
   e. When?
   f. How?
      i. Methodology
      ii. Rationale

XI. The Results
   a. What happened?
   b. Do they follow the hypothesis?

XII. Analysis
   a. What could the results mean?
   b. Could a different study arise from this?

XIII. Conclusion
   a. Summary of Research and Study
b. Resolution Based on Results
The Price of Silence:

Safety and Societal Problems Caused by the Lack of Discussion about LGBT Issues in Schools

Brittany Sheldon

12/1/11
Jamie Nabozny carefully planned his every move at school. The anti-gay bullying by his classmates in Ashland, Wis., was relentless. What started as verbal abuse had become kicks and punches by the seventh grade.

Even before the first class bell sounded, Nabozny was already mapping out his day: He would get to school early to miss the rush of classmates, use hall passes to avoid harassment and scope out restrooms where he wouldn't be accosted by fellow students. After his classmates left school, Nabozny would finally make his way home.

"I spent a lot of time thinking defensively, which is a strange thing to have to do at school," said Nabozny, now 34. "Looking back, I feel like I tried to be numb as much as possible to not feel what was happening."

Once he got home, Nabozny was no longer numb.

"The moment that I got home, I was allowed to feel what was happening," he said. "I spent most nights in my bedroom with the door locked, crying. I wouldn't come out to eat. It was hell."

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Jamie Nabozny would endure this kind of treatment for many years until he finally decided to take a stand against his school and wins his Supreme Court case, which "led to a landmark court decision that a public school could be held accountable for not stopping anti-gay abuse...2 Our students should not have experience such harsh realities as Jamie did, especially in a school. Schools are supposed to be a neutral safe haven for its students.

Unfortunately, this is not true, especially in the case of LGBT students. I know from first-hand experience just how horrifying life can be for a person from the LGBT community, especially a student in school. From sixth grade through high school, I watched my best friend struggle due to his sexuality. Peers rejected him, teachers shunned him, and when he was attacked the administration simply could not care less about "that gay kid." What is worse is that he had no relief in returning home. At home, he lived a double life, pretending to be someone he was not in order to hide the truth from his religiously conservative parents. He had nowhere to go and no one to turn to.

The biggest problem is that no one was familiar with his lifestyle. We grew up in a tiny farm town West of DeKalb that was inundated with conservative traditions and family values. No one could understand how this child could possibly believe he was gay. No one else around him was, so where did he get it from? There was a complete lack of understanding due to the severe lack of education. This problem still continues today in schools all over the country.

In school, we want our students to learn not only about academics, but about life and all of the things that will help to make them better people. We tell them how to be respectful, honest, and kind. We teach them to be organized and hard-working. We talk about racism, sexism, and seemingly everything in between. These matters become even more prevalent and important to discuss in middle school as are students are reaching for their individuality and defining themselves. But there is one thing that we have not been talking about that we need to address: LGBT issues.

Lesbian, gay, bisexual, transgender, and questioning may be terms we may not be entirely comfortable with and we may not know well ourselves. We may not see why it is important to talk about the LGBT community and LGBT issues or how these things affect our students. So, we need to define whom we are speaking about so that we understand how they relate to our students. In his book, *Queer Kids: The Challenge and Promise for Lesbian, Gay, and Bisexual Youth*, Robert Owens define the community he is a part of. Owens makes clear that these terms are not to be used as labels and he uses himself as an example by saying, "I am a college professor who is gay, not a gay college professor.1" This is very important because Owens says that the use of labels defines a person solely on one characteristic and this leads to stereotyping and prejudice instead of individuality. He defines lesbian and gay as having "affectional, emotional, spiritual, intellectual and communal connotations" versus the negative connotations associated with homosexual.4

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He says that we should not make the mistake of viewing bisexuality as a "cop-out" for homosexuals who are confused or find it difficult to accept their sexual orientation. He quotes one of the students he spoke with, Susan, who says, "I'm not at all confused, I think what people are really saying is that my being bisexual confuses them." As for transgender, we need to know that this term describes anyone who defines themselves as being in the process of changing gender or having completed the transition. This term is probably the most useful to know of when teaching middle school students because many of are uncertain of exactly where they fit in in many ways, especially regarding their sexual orientation. However, our students are being affected by our lack of discussion and we need to talk about this topic with our students for a number of reasons.

First and foremost, our students live in a world where they encounter all kinds of people and they need to be aware of the people they will interact with. This means we need to educate them about stereotypes and cliches just like we would with any other group. Second, we have students who come from families with members who are a part of the LGBTQ community and many of whom are our students' parents. We need to make school a safe, comfortable environment for our students to be able to learn. If we do not discuss LGBTQ issues in our schools, then children who come from these families are being left out. Finally, we need to be talking about LGBTQ issues with our students because we have a huge social problem.

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6 Ibid, 7.
The LGBTQ community has become one of the most troubled and frequently attacked social groups over the past few years. The U.S. Department of Health and Human Services website for bullying, stopbullying.gov, states that, "Compared to their heterosexual peers, LGBT kids, teens and young adults are at increased risk for bullying, teasing, harassment, physical assault, and suicide-related behaviors." As educators, this is a worrisome statement. The statistics are even more troublesome. The site provides the results from a survey of over 7,000 LGBT students (ages 13-21) which found that:

- Eight in ten LGBT students had been verbally harassed at school
- Four in ten had been physically harassed at school
- Six in ten felt unsafe at school
- One in five had been the victim of a physical assault at school

These results alone show how much our students are being affected by not talking about LGBT issues in schools. It is clear that we must address this issue. Our students are being put in danger and we need to do something to help change what happening now. We need to educate our students so that they can all have a safe, comfortable learning environment.

But it is not just concern about our students' safety at school that is alarming. The Southern Poverty Law Center is a leader in safety legislation in schools and reports that:

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9 Ibid.
• In Massachusetts, 11-year-old Carl Joseph Walker-Hoover hanged himself with an extension cord in 2009 after being bullied by classmates who perceived him as gay.
• In Indiana, another student hanged himself after being subjected to anti-gay bullying.
• In the Anoka-Hennepin school district in Minnesota, at least four gay students have committed suicide in the past year alone. 10

It is clear that this issue extends far outside the classroom and dives into the lives of many of our students. All the more reason to encourage discussion about LGBTQ issues in our schools.

In the documentaries *It's Elementary: Talking About Gay Issues in Schools* and *It's Still Elementary*, Debra Chasnoff and her team speak with teachers who have decided to engage in discussion with their students about LGBT issues and get reactions from parents whose children have participated in these discussions, respectively. In *It's Elementary*, the response from the students is shocking. They know so much already about LGBT issues and they have so many questions left unanswered. 11 All they know is what they have seen in the media and maybe from their own parents. They want a fuller understanding, but up until this point, no one has been willing to talk to them about it. 13 So their views are misguided and stereotypical.


12 Ibid.

13 Ibid.
So what is their remedy? The teachers begin discussing stereotypes with students. They ask them what stereotypes they know of specifically and then they ask whether these stereotypes are necessarily valid. The students agree that they are not. At this point, the teacher asks about what stereotypes they have heard regarding the LGBT community. Through this part of the discussion, the students make the connections that if all the other stereotypes that they know of are not necessarily true, then those about the LGBT community are not necessarily true, either. It is an amazing epiphany and it engages the students in their learning because it encourages them to question and look for their own information.

One teacher from the documentary says, "It's Elementary inspires educators to address homophobia and create classrooms where all youth are respected. Should be mandatory for all new teachers if we are serious about raising kids to be free of hate and prejudice..." But there are many parents who would not agree. The follow-up documentary, It's Still Elementary, talks about responses from parents and results from the students who participated in these discussions. Many parents were in an outrage because they were certain their children were being taught ideals that went against their own moral and religious beliefs. On the contrary, the students who

\[14\] Ibid.
\[15\] Ibid.
\[16\] Ibid.
\[17\] Ibid.

Debra Chasnoff, It's Still Elementary, directed by Debra Chasnoff and Johnny Symons (2007, Women's Educational Media, 2007.), DVD.
participated were quoted to have gained valuable insight and experience from these discussions in their classroom. 19

One student who was interviewed in her adulthood said, "If people think that educating someone about LGBT issues that they are more likely to become gay is absurd to say the least. Learning about things that people don't usually talk about has given me tools to ask about other issues. 20 In fact, many educational researchers are pushing to have these discussions in schools. Why? Again, the reason is for the safety of every student. It is so important that every child feels that they belong and that they are cared for, especially in a school environment. That is why Stuart Biegel and Sheila James Kuehl have been fighting to schools to adopt policies in their buildings and working on pushing legislation within both states and the nation. In their article, Safe at School, they say that "LGBT students face a unique set of safety concerns," and that while there have been many advances in legislation to make life more fulfilling and productive for those in the LGBT community, the legislation regarding education in the classroom is still incredibly lacking. 21"

Biegel and Kuehl argue that many LGBT students already struggle at home because of fearing that they will be rejected. 22 Therefore, the need a safe haven and school is the obvious

19 Ibid.
20 Ibid.
They echo the findings of Debra Chasnoff, Robert Owens, the Southern Poverty Law Center, and the United States government. Every child has the right to a free and appropriate education, which includes their right to safety. We cannot continue to do as we have done because it is clearly not working. We have to educate our students to accept each other whoever they are and wherever they come from. As a teacher, I find that it is also my duty to do so.

A major step toward reaching the goal of reduced hate crimes against the LGBT community will be education. What better way is there to make sure our students are well-educated socially than to be certain that their primary educators, their parents, are well-educated? This is why we need to be addressing the parents. We have already noted strong parental resistance regarding the discussion of LGBT issues with students in schools. Now we must identify what is causing the resistance.

Looking at well-known organizations such as Focus on the Family, which claims to support Republican ideals and family values, we can easily see the stem of this resistance. One Focus on the Family affiliate, Citizen Link, claims that they, "provide resources that equip citizens to make their voices heard on critical social policy issues involving the sanctity of human life, the preservation of religious liberties and the well-being of the family as the building block of society." However, on their website, they share articles and opinion blogs that adamantly do not support LGBT issues being talked about in schools. This organization even

23 Ibid, 2.
25 Ibid.
went so far as to broadcast a segment on getting ready for school called, "Identifying Gay Activism in Public Schools." The given purpose of this broadcast is to help parents identify the gay agenda in their school and fight against it because the LGBT community does not uphold the "well-being of the family as the building block of society."26

In the video, they address the issue of schools needing to be welcoming and safe for all students by saying that schools who welcome LGBT culture are no longer welcoming to families with "moral values and religious beliefs."27 They inherently suggest that no one from the LGBT community could possibly have "moral values and religious beliefs." This exemplifies the lack of education that we must rectify. There are plenty of examples of families with members, even parents, from the LGBT community that take pride in sharing "moral values and religious beliefs." Children must be taught to be well-rounded individuals accepting of others who are different from them and this kind of resistance from parents does not allow this to happen.

Parents are resistant to LGBT issues being discussed in school because they do not understand what is actually happening in the classroom. However, if they are provided with the opportunity to see exactly what their students are doing, then they will be less resistant. We all fear what we do not know or understand and if some light can be shed, then perhaps attitudes can be changed. This is why I have chosen to conduct a discussion study. The focus of my work is to study the reaction of adults to school programs used to teach their students mutual understanding and respect regarding LGBT issues. I will gauge their reaction before and after participating in a


27 Ibid.
program similar to what their students experience in the classroom. I hypothesize that adults will leave the discussion with a more positive attitude about LGBT issues being discussed in the classroom once they understand the purpose and the outcomes of these types of discussions. The problem is that too many adults misunderstand what actually takes place in the classroom. As a result, they come into the discussion of whether or not such controversial topics should be brought up in an elementary classroom with preconceived notions and personal agendas.

I want to create an opportunity for adults to engage in conversation about LGBT issues using the techniques teachers would use to discuss these issues with their students. I think that if adults could come into the conversation without previously knowing the topic of discussion, they could engage in a more sincere and open discussion and take in the whole picture rather than looking at the situation from only their viewpoint. If this openness can occur, then adults could realize the significant value of teaching their children how to wrestle with many difficult issues, including those regarding the LGBT community.

I believe that this realization is important because if teachers could have the support of the community in educating their students to the best of their abilities, then our students could have the tools they need to become truly humane people and we could rebuild the community of humanity. This reconstruction of humanity is why this topic is of interest and importance. As an educator, my job is to guide my students to become well-rounded, well-adjusted citizens that display a mutual respect and understanding of others regardless of differences in opinion. If I cannot have access to all of the tools necessary to do this, then I become limited in how well I can educate my students. Education should never be limited if it is being done for the right purpose of freeing a mind to become an individual thinker. My higher goal in completing this study is to challenge myself as an educator and professional to gain experience in dealing with
controversial situations that I expect to be a normal part of my career. In this situation and in those of the future, I will have to place my own beliefs and feelings aside to allow others to communicate their ideas freely. Freedom to express thought is the most important aspect of creating a safe and inviting environment for students. I hope that by studying this particular situation I can not only prepare myself for future situations, but also gain experience that will help me be a better educator overall.

For my research portion, I have already discussed reports on the effects of teaching about LGBT issues versus no educational instruction. I will use this information in my discussion study in order to convey to my adult audience how positively influential open discussion on controversial issues can be for children. I will also use statistics on hate crimes committed against members of the LGBT community to demonstrate the importance of mutual understanding and respect regardless of differences in opinion amongst individuals. The study will be mostly qualitative in the sense that overall I will be gauging the adults reactions prior to and after receiving instruction, but there will be quantitative aspects to the study that denote how many people held a negative belief and a positive belief regarding the LGBT community both before and after the study, how many people felt that the discussion was important, and how many people felt that they learned something from the discussion. I will be using both primary and secondary sources as my database in order to gain multiple perspectives on the issue at hand.

In order to create an atmosphere similar to an open, engaging classroom that students in these discussions have for the adults I will lead. I will lead my discussion somewhere where I am well-respected and trusted as a teacher should be in a classroom. This way I will have the comfortable, open environment needed for this type of discussion. Currently, I am planning on leading this discussion at my church, Salem Lutheran in Sycamore. I am the Nursery Attendant
there and I have gained the full trust and confidence of the congregation in taking care of their children. Also, I think it is the perfect challenging environment that will allow me to face issues that I will come against as a teacher since a common source of the resistance against discussing LGBT issues in schools tends to come from a religious ideal.

I will first have the adults take a survey gauging their attitudes towards different well-known stereotypes (race, culture, sexual orientation, gender, etc.) that also includes their own ethnicity, gender, and occupation [See Appendix A]. Then, I will follow by introducing the discussion with ideas about these stereotypes from my audience while mapping them out for a visual aid. If the stereotype(s) of the LGBT community is not brought up on its own, I will introduce it and lead into the rest of the discussion from there. During the latter part of the discussion, I want to provide an opportunity for adults to reflect on their own pre-conceived notions, how that affects them in their own lives, and what they may be able to change in order not to fall into a stereotype trap. Following the discussion, I will have the participants complete a post-discussion survey which asks them if they feel that their understanding of LGBT issues discussed in schools is clearer, whether they feel positively or negatively about these types of discussions in the classroom, what they feel they have learned (if anything), and whether their feelings have changed since the discussion [See Appendix B].

The actual discussion study was held at Salem Lutheran Church in Sycamore, IL on November 20, 2011. The study resulted in 24 participants ranging from young adult to senior citizens. According to the pre-discussion survey, participants identified themselves as:

- 22 Caucasians, 1 Asian-American, and 1 Native American
- 13 females, 11 males (one of whom identified himself also as "other" because gender holds little significance to his generation)
- Female Occupations: 3 unidentified, 2 retirees (teacher and unidentified), 2 registered nurses (one also an administrator for DeKalb Clinic), an account technician, III (payroll), an administrative assistant, an admissions records supervisor, a church staff member, a "homemaker," and a nurse's aide.

- Male Occupations: 1 unidentified, 1 retiree (teacher and union representative), a CFO, a clergy member, a clerk, a machinist, a manager, an outside plant technician (lineman), a printer (pressman), a student, and a system administrator.

In addition to this information, the pre-discussion survey asked several closed questions regarding typical stereotypes and tolerance. The responses are as follows:

Females (ethnicity only noted in first table)

*shading indicates response

1. Do you agree that anyone living in the United States needs to be literate in English?

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2. Do you believe that groups like the Ku Klux Klan and Neo-Nazis should have a place in society?

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3. Do you think that schools should encourage students to be accepting of all people, regardless of differences amongst them?

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III

Administrative Assistant
4. Do you think that changing stations for infants should be available in male and female restrooms?

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5. Do you believe in "The Golden Rule" (treat others as you wish to be treated)?

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6. Do you believe that homosexuality is a choice?

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<tr>
<td>Retiree (unidentified)</td>
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<tr>
<td>Retiree (teacher)</td>
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<tr>
<td>Registered Nurse</td>
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<tr>
<td>Registered Nurse (also Administrator)</td>
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<tr>
<td>Account Technician</td>
<td>III</td>
<td></td>
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<tr>
<td>Administrative Assistant</td>
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<tr>
<td>Admissions Records Supervisor</td>
<td></td>
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<tr>
<td>Church Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Homemaker&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Do you find any of these questions to be offensive?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unidentified (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unidentified (2)</td>
<td>&quot;I think question #9 (#7) should be one man and one woman.&quot;</td>
<td></td>
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<tr>
<td>Unidentified (3)</td>
<td></td>
<td></td>
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<tr>
<td>Retiree (unidentified)</td>
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<tr>
<td>Nurse's Aide</td>
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</table>
Males (ethnicity not noted due to identical identification)

*shading indicates response

1. Do you agree that anyone living in the United States needs to be literate in English?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Unidentified</td>
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<tr>
<td>Retiree (Union Rep. and Teacher)</td>
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<tr>
<td>CFO</td>
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<tr>
<td>Clergy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk</td>
<td></td>
<td></td>
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<tr>
<td>“should be encouraged”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machinist</td>
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<tr>
<td>Manager</td>
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<tr>
<td>Outside Plant Technician (Lineman)</td>
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<tr>
<td>Printer (Pressman)</td>
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<tr>
<td>Student</td>
<td></td>
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<tr>
<td>System Administrator</td>
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</tbody>
</table>
2. Do you believe that groups like the Ku Klux Klan and Neo-Nazis should have a place in society?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Yes</th>
<th>No</th>
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</tr>
<tr>
<td>Clergy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk</td>
<td>&quot;1st Amendment rights: the same as all others&quot;</td>
<td></td>
</tr>
<tr>
<td>Machinist</td>
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<td>Manager</td>
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<tr>
<td>Printer (Pressman)</td>
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<tr>
<td>Student</td>
<td>&quot;only legally&quot;</td>
<td></td>
</tr>
<tr>
<td>System Administrator</td>
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</tbody>
</table>
3. Do you think that schools should encourage students to be accepting of all people, regardless of differences amongst them?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Yes</th>
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<tr>
<td>System Administrator</td>
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</table>
4. Do you think that changing stations for infants should be available in male and female restrooms?

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<thead>
<tr>
<th>Occupation</th>
<th>Yes</th>
<th>No</th>
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5. Do you believe in "The Golden Rule" (treat others as you wish to be treated)?

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<tr>
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<th>Yes</th>
<th>No</th>
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<tr>
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</tbody>
</table>
6. Do you believe that homosexuality is a choice?

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<tr>
<th>Occupation</th>
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</thead>
<tbody>
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</tbody>
</table>
7. Do you find any of these questions to be offensive?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Unidentified</td>
<td></td>
<td>“While they are not offensive, some do not have clear yes-no answers.”</td>
</tr>
<tr>
<td>Retiree (Union Rep. and Teacher)</td>
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</tr>
<tr>
<td>CFO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clergy</td>
<td></td>
<td>“Not offensive, merely thought-provoking.”</td>
</tr>
<tr>
<td>Clerk</td>
<td></td>
<td>“Not offensive, but the wording of questions 4 and 5 (1 and 2) are a bit ambiguous.”</td>
</tr>
<tr>
<td>Machinist</td>
<td></td>
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<tr>
<td>Manager</td>
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</table>
Based upon the results of the survey, one can see that there was quite a variety of opinions at the discussion study. In general, the self-identified genders seemed to be in accordance with one another. Across genders, however, there seem to be a couple of key differences. One was in regards to the existence of group such as the Ku Klux Klan and the other about homosexuality as a personal choice. Most females felt that groups such as the Ku Klux Klan should not exist. Most of them also felt that homosexuality is not a choice. Males, on the other hand, tended to believe that groups of the Ku Klux Klan do have a place in society. Two of them commented that this is belief is due to legality. Also, the belief that homosexuality is a choice seemed to be almost split evenly amongst the males with 4 "yes" in response to choice, 6 "no," and 1 "yes and no."

The pre-discussion survey served a dual purpose. First, as each participant completed the survey, I had the opportunity to view their responses. This gave me background information so that I could address the perspectives of my audience with respect and understanding. I needed to see what perspectives were present because the participants were aware that we would be discussing stereotypes and teaching methodologies used to address them. I gave no specific
information regarding the discussion so that participants would not come into the discussion fired up with their own preconceived notions. This was necessary to maintain that all participants could allow themselves to be open-minded, respectful, and understanding of one another so that the discussion could be productive. Second, after the discussion I can see what perspectives were present, reflect on them, and analyze the occurrences of the discussion accordingly.

Initially, the responses I received allowed me to recognize the need for intentional mutual respect amongst everyone present. This gave me the opportunity to initiate the discussion and address the participants. I began the discussion by emphasizing the fact due to the nature of the intended discussion (stereotypes), each of us needed to open our minds in order to be respectful and understanding of each other. The pre-discussion survey could corroborate that the reason is opening was effective was because every participant believed in "The Golden Rule" of treating others as you wish to be treated. It also gave notice that different perspectives were going to be encountered and it seemed to alleviate any surprise or upset when someone was willing to share with the group.

During the discussion, I had the participants share how they define stereotype. The general responses included an over-generalized conception of a person, group of people, categorizing, and misleading judgments. Then, I had them share and discuss different stereotypes that they were aware of or had encountered personally. The responses were plentiful. One participant talked about the division between the communities of DeKalb and Sycamore which began an uproar of responses. Next were racial stereotypes, connected in the discussion through the stereotypes of DeKalb and Sycamore. After were gender roles, which flowed from a female former teacher sharing her experiences teaching "minority groups" in DeKalb. Finally, the discussion of gender roles led into LGBT stereotypes.
That is where the group fell silent. It seemed natural that at this point to allow each of them the opportunity to express their opinions individually before asking them to share with the group. I had given each participant a scrap sheet of paper and a writing utensil. I asked them to list ideas that came to mind when they thought about the LGBT community. I emphasized that there were no "right" or "wrong" answers because these were simple their own feelings and/or experiences, neither of which can be "right" or "wrong." They had approximately three minutes to write down their initial thoughts. I encouraged them to attempt to write down twenty ideas.

After the three minutes, I asked the group to share what came to their minds. I was met with reluctance, but I reminded them that these ideas do not necessarily reflect their personal beliefs. They simply are associations that each of us has and in order to decipher where they come from, we needed to identify these ideas specifically. Then the responses started to pour out: AIDS, discomfort, courage, outsider, stereotyped, morals, life style, commitment issues, victimized, self-involved, and perverted to name a few. We then began to identify where these concepts may have come from. The very first response was media. The prevalence of exaggerated homosexual tendencies in the media were numerous counted. The group noticed that the extremes (flamboyance and introverted/closeted tendencies) were well-represented, but that they could not think of instances of people being portrayed that fell in between. This led us back to our definition of stereotype because the over-generalization we had discussed was obvious.

The discussion of sources also included family upbringing, parental influence, historical acceptance (past versus present acceptance), and religious views. The participants discussed that none of them disliked one another simply because they were brought up differently, in a different time, and/or in a different place. Therefore, it seemed they should not dislike each other because
of their personal views regarding homosexuality. Next, the discussion led into how if adults had been so culturally influenced then it was naturally to assume that their students share in that influence and perhaps are bombarded and more knowledgeable about LGBT issues than we think. This ended in talking about how adults' personal oppositional views regarding LGBT issues were affecting students in schools. We discussed the feelings of unwelcome that students experience coming from an LGBT family or recognizing their own "difference" as well as what LGBT parents experience in parental involvement at school. We also addressed the prevalence of LGBT-related bullying that occurs at school and how these issues follow students home.

The discussed was concluded with statistics regarding the effects on students not discussing LGBT issues in their schools. These statistics were found as a part of my literature and media analysis and were used to support the importance of addressing the problem in schools. As the statistics were read, participants commented and completed their post-discussion surveys. The post-discussion surveys served as a way for participants to reflect on the discussion while providing me feedback regarding the effectiveness of the discussion in raising awareness. Eighteen out of twenty-four participants completed the post-survey. The responses are as follows:

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>&quot;I feel a need to help addressing this issue because if we don't it will not get better.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Yes, early discussion and teaching of respect.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;No, I don't.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;Yes.&quot;</td>
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<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>5</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>6</td>
<td>&quot;Yes, knowledge is power. It needs to be talked about-challenge is getting through to the kids-adults-teachers-parents.&quot;</td>
</tr>
<tr>
<td>7</td>
<td>&quot;Yes, Brit did a good job of explaining it.&quot;</td>
</tr>
<tr>
<td>8</td>
<td>&quot;Yes-too many kids (should be none) are harassed and worse.&quot;</td>
</tr>
<tr>
<td>9</td>
<td>&quot;No, but that is not a comment on this discussion. I have been involved with these issues for a long time and believe I understood these issues before the discussion.&quot;</td>
</tr>
<tr>
<td>10</td>
<td>&quot;Yes, it is good to learn what is happening.&quot;</td>
</tr>
<tr>
<td>11</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>12</td>
<td>&quot;Yes-your students are lucky to have you-children are so innocent and impressionable-need to be shown and learn how to stay open-minded.&quot;</td>
</tr>
<tr>
<td>13</td>
<td>&quot;Yes, to reduce name-calling and bullying.&quot;</td>
</tr>
<tr>
<td>14</td>
<td>&quot;I have a better understanding and feel it is greatly needed.&quot;</td>
</tr>
<tr>
<td>15</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>16</td>
<td>&quot;Already aware.&quot;</td>
</tr>
<tr>
<td>17</td>
<td>&quot;No, I believe I already knew a good amount about it, I do believe it fueled the fire I have with regards to the issue though.&quot;</td>
</tr>
<tr>
<td>18</td>
<td>&quot;Yes, I think we all could use some more informational education on this topic.&quot;</td>
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</table>

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

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<tbody>
<tr>
<td>1</td>
<td>&quot;I do, but I think more discussions like this need to be addressed.&quot;</td>
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<tr>
<td>2</td>
<td>&quot;Briefly.&quot;</td>
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<td>---</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>&quot;No, I don't.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>5</td>
<td>&quot;Not really.&quot;</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>&quot;No.&quot;</td>
</tr>
<tr>
<td>8</td>
<td>&quot;Yes---.&quot;</td>
</tr>
<tr>
<td>9</td>
<td>&quot;Yes- I think the process was modeled in this discussion.&quot;</td>
</tr>
<tr>
<td>10</td>
<td>&quot;It sounds like it needs to be addressed more.&quot;</td>
</tr>
<tr>
<td>11</td>
<td>&quot;No.&quot;</td>
</tr>
<tr>
<td>12</td>
<td>&quot;Yes- open conversation.&quot;</td>
</tr>
<tr>
<td>13</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>14</td>
<td>&quot;Yes! I'm glad to know they are trying to do something about it,&quot;</td>
</tr>
<tr>
<td>15</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>16</td>
<td>&quot;Already aware.&quot;</td>
</tr>
<tr>
<td>17</td>
<td>&quot;Yes, it hasn't been too long a problem at my school, so it hasn't much been addressed.&quot;</td>
</tr>
<tr>
<td>18</td>
<td>&quot;Somewhat, but I feel that education of parents is an integral part of this.&quot;</td>
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</tbody>
</table>

3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

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<tbody>
<tr>
<td>1</td>
<td>&quot;I find that the people in this discussion group feel pretty much as I and are accepting of everyone.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Yes-interesting discussion and open conversation.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Yes, I think I learned about how to understand people.&quot;</td>
</tr>
</tbody>
</table>
4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.

<p>| 1 | &quot;I looked at how others felt,&quot; |
| 2 | &quot;Yes, wouldn't think to talk about this topic at young ages.&quot; |
| 3 | &quot;Yes.&quot; |</p>
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<tbody>
<tr>
<td>4</td>
<td>&quot;No.&quot;</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>&quot;Yes.&quot;</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>&quot;Always willing to review alt. ideas.&quot;</td>
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</tr>
<tr>
<td>7</td>
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<tr>
<td>8</td>
<td>&quot;Yes-that our Salem folks have more experiences than I knew- negative experiences.'</td>
<td></td>
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<tr>
<td>9</td>
<td>&quot;No, but Please see #1.&quot;</td>
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<tr>
<td>10</td>
<td>&quot;Yes, again to be more open.&quot;</td>
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<tr>
<td>11</td>
<td>&quot;Yes, parents should be talking to their children regarding these issues.&quot;</td>
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<tr>
<td>12</td>
<td>&quot;Yes, continued need to talk to our children.&quot;</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>&quot;Yes.&quot;</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>&quot;I've always felt you are what you are and no one should judge.&quot;</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>&quot;Yes.&quot;</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>&quot;We had a good cross-section of the congregation.&quot;</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>&quot;Yes, I gained others perspectives.&quot;</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>&quot;I feel my thoughts are going to be about this discussion when I see or meet someone different from myself.&quot;</td>
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</table>

5. Do you feel positively or negatively about LGBT issues being addressed in school?

   Please explain briefly.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;Positively-it is needed.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Positive for respect because of the bully and perception.&quot;</td>
</tr>
</tbody>
</table>
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;I find that the people in this discussion group feel pretty much as I and are accepting of everyone.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Yes-interesting discussion and open conversation.&quot;</td>
</tr>
</tbody>
</table>
| 3 | "Yes, I think I learned about how to understand people."

---

<table>
<thead>
<tr>
<th>3</th>
<th>&quot;No, I don't.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>5</td>
<td>&quot;Not really.&quot;</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>&quot;No.&quot;</td>
</tr>
<tr>
<td>8</td>
<td>&quot;Yes--.&quot;</td>
</tr>
<tr>
<td>9</td>
<td>&quot;Yes- I think the process was modeled in this discussion.&quot;</td>
</tr>
<tr>
<td>10</td>
<td>&quot;It sounds like it needs to be addressed more.&quot;</td>
</tr>
<tr>
<td>11</td>
<td>&quot;No.&quot;</td>
</tr>
<tr>
<td>12</td>
<td>&quot;Yes- open conversation.&quot;</td>
</tr>
<tr>
<td>13</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>14</td>
<td>&quot;Yes! I'm glad to know they are trying to do something about it.&quot;</td>
</tr>
<tr>
<td>15</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>16</td>
<td>&quot;Already aware.&quot;</td>
</tr>
<tr>
<td>17</td>
<td>&quot;Yes, it hasn't been too long a problem at my school, so it hasn't much been addressed.&quot;</td>
</tr>
<tr>
<td>18</td>
<td>&quot;Somewhat, but I feel that education of parents is an integral part of this.&quot;</td>
</tr>
</tbody>
</table>
"Yes."
"No."
"No-I am pretty open to LOBT community. Have always been."
"I am open to LOBT issues because fear can cross over into ethnic differences that will directly involve our family."
"No, I just have a better understanding of the issues."
"No- I just feel affirmed and more hopeful about the civil union Q, which Salem needs to deal with in the coming months."
"No-please see #1."
"My feelings and beliefs have always been more open."
"No."
"No-but reminded to talk more to children and guide them to be accepting of each other."
"I feel much more comfortable with the fact that we are trying to change the treatment of our kids at school!"
"Yes-"
"My feelings were similar to those of the presenter."
"No, but I do feel that my feelings and opinions have further developed."
"No, I just feel more aware."

The results of this survey vary, but there are common themes throughout. Most participants learned how and why LGBT issues are addressed in schools. Also, most of the participants who responded seemed to have gained new insights, were able to look at something
Overall, the feedback regarding the discussion was fairly positive. The responses also led me to believe that, for the most part, the purpose of the discussion study in promoting awareness was recognized and successful. I was disappointed to see that many responses were left without explanation and some questions were left blank. However, the explanations that I did receive were helpful in deciphering the success of the discussion study.

In regards to the entire research and study, limitations still need to be addressed. Concerning the research, perhaps more methodology could be looked at and results from the implementation, as well. The study's limitations include the small size of the group as well as its limited background. Each of the participants was a member of Salem Lutheran Church in Sycamore, IL or a family member of the congregation, so they had a particular interest in helping out. The discussion study could be conducted in different areas to gain a larger, more varied perspective and background. Another limitation of the study was the participants' willingness to respond to the surveys and during discussion. Perhaps this could be addressed by stating that the participation of all those present is highly encouraged to produce the most comprehensive results for the study and to state that completion of all survey questions is an essential part of this, as well.

In conclusion, the research found that children are, in fact, affected by the lack of discussion about LGBT issues in school. Also, that students are affected because they lack social familiarity of the LGBT community, they may feel unwelcomed, their safety is at risk, and the issues that arise at school follow them home. The end result is that there is a rise in the issue as a
societal problem due to hate crimes. The discussion study found that adults can be positively responsive about LGBT issues being addressed in schools if they are more informed about what is actually occurring in the classroom. The entirety of this work displays significance because it not only provides information and an approach to addressing LGBT issues in schools, but also demonstrates the effectiveness of the approach. This work can be used to inform educators and other individuals about LGBT issues.
Bibliography


Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [ ] African-American
- [ ] Latin-American
- [ ] Arab-American
- [ ] Native American
- [ ] Asian-American
- [ ] Other (Please Specify): ____________
- [ ] Caucasian

2. What gender do you consider yourself?

- [ ] Male
- [ ] Other (Please Specify): ____________
- [ ] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.
4. Do you agree that anyone living in the United States needs to be literate in English?

D Yes D No

5. Do you believe that groups like the Ku Klux Klan and Neo-Nazis should have a place in society?

D Yes D No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

D Yes D No

7. Do you think that changing stations for infants should be available in male and female restrooms?

D Yes D No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

D Yes  D No

9. Do you believe that homosexuality is a choice?

D Yes  D No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- African-American
- Latin-American
- Arab-American
- Native American
- Asian-American
- Other (Please Specify): ____________
- Caucasian

2. What gender do you consider yourself?

- Male
- Other (Please Specify): ____________
- Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.
4. Do you agree that anyone living in the United States needs to be literate in English?

   O  Yes  X  No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

   X  Yes  O  No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

   X  Yes  O  No

7. Do you think that changing stations for infants should be available in male and female restrooms?

   X  Yes  O  No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☐ Yes  ☒ No

9. Do you believe that homosexuality is a choice?

☐ Yes  ☒ No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- D African-American
- D Latin-American
- D Arab-American
- D Native American
- X Asian-American
- D Other (Please Specify): ___________
- D Caucasian

2. What gender do you consider yourself?

- D Male
- D Other (Please Specify): ___________
- X Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes ☐ No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

☐ Yes ☐ No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes ☐ No

7. Do you think that changing stations for infants should be available in male and female restrooms?

☐ Yes ☐ No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

- Yes
- No

D

9. Do you believe that homosexuality is a choice?

- Yes
- No

J

10. Do you find any of these questions to be offensive? Please explain briefly.

I think #9 question should be about one man and one woman.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [D] African-American
- [D] Latin-American
- [D] Arab-American
- [D] Native American
- [D] Asian-American
- [ ] Other (Please Specify): 

- [ ] Caucasian

2. What gender do you consider yourself?

- [D] Male
- [D] Other (Please Specify): 

- [ ] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.
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☐ Yes  D No

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D Yes  ☒ No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☒ Yes  D No

7. Do you think that changing stations for infants should be available in male and female restrooms?

☒ Yes  D No
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1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [ ] African-American
- [ ] Arab-American
- [ ] Asian-American
- [ ] Caucasian
- [ ] Latin-American
- [ ] Native American
- [ ] Other (Please Specify): __________

2. What gender do you consider yourself?

- [ ] Male
- [ ] Female
- [ ] Other (Please Specify): __________

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

Retired
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☐ Yes

☐ No

9. Do you believe that homosexuality is a choice?

☐ Yes

☐ No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [ ] African-American
- [ ] Latin-American
- [ ] Arab-American
- [ ] Native American
- [ ] Asian-American
- [ ] Other (Please Specify): 

- [ ] Caucasian

2. What gender do you consider yourself?

- [ ] Male
- [ ] Female

- [ ] Other (Please Specify): 

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.
4. Do you agree that anyone living in the United States needs to be literate in English?

- [x] Yes
- [ ] No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

- [ ] Yes
- [x] No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

- [x] Yes
- [ ] No

7. Do you think that changing stations for infants should be available in male and female restrooms?

- [x] Yes
- [ ] No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

[ ] Yes  [x] No

9. Do you believe that homosexuality is a choice?

[ ] Yes  [x] No

10. Do you find any of these questions to be offensive? Please explain briefly.
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- [ ] Asian-American
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- [ ] Male
- [ ] Other (Please Specify): ________________
- [x] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

~ ~ £œ£œ 108. 45 ~ ~
4. Do you agree that anyone living in the United States needs to be literate in English?

X Yes  D No

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X Yes  D No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☐ Yes  ☐ No

9. Do you believe that homosexuality is a choice?

☐ Yes  ☐ No

10. Do you find any of these questions to be offensive? Please explain briefly.

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Appendix A

Pre-Discussion Survey

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- [D] Latin-American
- [D] Arab-American
- [D] Native American
- [D] Asian-American
- [D] Other (Please Specify): ____________
- [□] Caucasian

2. What gender do you consider yourself?

- [D] Male
- [D] Other (Please Specify): ____________
- [□] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

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\[ S_{\text{AS}} : s; f, e; t, m, j; e \leq c / 6 \leq c, \leq 0 \leq v, \leq c \]

\[ C_{\text{II}} /' R \leq N \]
4. Do you agree that anyone living in the United States needs to be literate in English?

- Yes
- No

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- Yes
- No

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- Yes
- No

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- Yes
- No
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[ ] Yes  [x] No

9. Do you believe that homosexuality is a choice?

[ ] Yes  [ ] No

10. Do you find any of these questions to be offensive? Please explain briefly.

[ ] Yes  [ ] No
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Pre-Discussion Survey

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- [ ] Asian-American
- [ ] Other (Please Specify): ____________
- [x] Caucasian

2. What gender do you consider yourself?

- [ ] Male
- [ ] Other (Please Specify): ____________
- [x] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

- [ ] Pay rot (}
4. Do you agree that anyone living in the United States needs to be literate in English?

☑ Yes  ☐ No

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☐ Yes  ☑ No

7. Do you think that changing stations for infants should be available in male and female restrooms?

☐ Yes  ☑ No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

[ ] Yes  [X] No

9. Do you believe that homosexuality is a choice?

[ ] Yes  [X] No

10. Do you find any of these questions to be offensive? Please explain briefly.
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Pre-Discussion Survey

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- [ ] Latin-American
- [ ] Arab-American
- [ ] Native American
- [ ] Asian-American
- [ ] Other (Please Specify): ____________________
- [x] Caucasian

2. What gender do you consider yourself?

- [ ] Male
- [ ] Other (Please Specify): ____________________
- [x] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

- [ ] Male
- [ ] Female
- [ ] Other (Please Specify): ____________________
- [ ] Student
- [ ] Unemployed
- [ ] Previous occupation or leave the space blank

At st...J,, l've "ks, sf~".
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

D African-American
D Latin-American
D Arab-American
D Native American
D Asian-American
D Other (Please Specify): ____________
D Caucasian

2. What gender do you consider yourself?

D Male
D Other (Please Specify): ____________
D Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

_____________
4. Do you agree that anyone living in the United States needs to be literate in English?

- [ ] Yes
- [X] No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

- [X] Yes
- [ ] No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

- [ ] Yes
- [X] No

7. Do you think that changing stations for infants should be available in male and female restrooms?

- [ ] Yes
- [X] No
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Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

   - [ ] African-American
   - [ ] Latin-American
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   - [ ] Native American
   - [ ] Asian-American
   - [ ] Other (Please Specify): _______________________
   - [ ] Caucasian

2. What gender do you consider yourself?

   - [ ] Male
   - [ ] Other (Please Specify): _______________________
   - [ ] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes  ☐ No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

☐ Yes  ☐ No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes  ☐ No

7. Do you think that changing stations for infants should be available in male and female restrooms?

☐ Yes  ☐ No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

   [ ] Yes
   [x] No

9. Do you believe that homosexuality is a choice?

   [x] Yes
   [ ] No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix A

Pre-Discussion Survey

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- [ ] African-American
- [ ] Latin-American
- [ ] Arab-American
- [ ] Native American
- [ ] Asian-American
- [ ] Other (Please Specify): ________________
- [ ] Caucasian

2. What gender do you consider yourself?

- [ ] Male
- [ ] Other (Please Specify): ________________
- [ ] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

Homemaker
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes  
☐ No

D 

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

☐ Yes  
☐ No

D

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes  
☐ No

D

7. Do you think that changing stations for infants should be available in male and female restrooms?

☐ Yes  
☐ No

D
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

D No

Yes

9. Do you believe that homosexuality is a choice?

D Yes

No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

D African-American

D Arab-American

D Asian-American

D Latin-American

D Native American

D Other (Please Specify): _____________

D Caucasian

2. What gender do you consider yourself?

D Male

D Female

D Other (Please Specify): _____________

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

Nurse Aide in Hospital
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes  D No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

D Yes  ☐ No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes  D No

7. Do you think that changing stations for infants should be available in male and female restrooms?

☐ Yes  D No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☐ Yes  D No

9. Do you believe that homosexuality is a choice?

D Yes  ☒ No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

☐ African-American
☐ Latin-American
☐ Arab-American
☐ Native-American
☐ Asian-American
☐ Other (Please Specify): __________________
☐ Caucasian

2. What gender do you consider yourself?

☐ Male
☐ Other (Please Specify): __________________
☐ Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes  D  No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

☐ Yes  D  No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes  D  No

7. Do you think that changing stations for infants should be available in male and female restrooms?

W Yes.  D  No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☐ Yes  
☐ D No

9. Do you believe that homosexuality is a choice?

☐ ☐ Yes  
☐ ☐ No

10. Do you find any of these questions to be offensive? Please explain briefly.

N〇
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [ ] African-American
- [ ] Latin-American
- [ ] Arab-American
- [ ] Native American
- [ ] Asian-American
- [ ] Other (Please Specify): 
- [x] Caucasian

2. What gender do you consider yourself?

- [ ] Male
- [ ] Female
- [ ] Other (Please Specify): 

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.
4. Do you agree that anyone living in the United States needs to be literate in English?

- [ ] Yes
- [x] No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

- [ ] Yes
- [x] No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

- [ ] Yes
- [x] No

7. Do you think that changing stations for infants should be available in male and female restrooms?

- [ ] Yes
- [x] No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

[ ] Yes
[ ] No

9. Do you believe that homosexuality is a choice?

[ ] Yes
[ ] No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- African-American
- Latin-American
- Arab-American
- Native American
- Asian-American
- Other (Please Specify): __________
- Caucasian

2. What gender do you consider yourself?

- Male
- Other (Please Specify): __________
- Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

(FO
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

[ ] Yes  D No

9. Do you believe that homosexuality is a choice?

[ ] Yes  D No

10. Do you find any of these questions to be offensive? Please explain briefly.
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Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [ ] African-American
- [ ] Latin-American
- [ ] Arab-American
- [ ] Native American
- [ ] Asian-American
- [ ] Other (Please Specify): 

- [ ] Caucasian

2. What gender do you consider yourself?

- [ ] Male
- [ ] Other (Please Specify): 

- [ ] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

[Signature]
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes  D  No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

☐ Yes  D  No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes  D  No

7. Do you think that changing stations for infants should be available in male and female restrooms?

WYes  D  No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

- Yes
- No

9. Do you believe that homosexuality is a choice?

- Yes
- No

10. Do you find any of these questions to be offensive? Please explain briefly.

Not offensive, merely thoughtful.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- D African-American
- D Latin American
- D Arab-American
- D Native American
- D Asian-American
- D Other (Please Specify): ____________
- ☒ Caucasian

2. What gender do you consider yourself?

- ☒ Male
- D Other (Please Specify): ____________
- D Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

C (~rk
4. Do you agree that anyone living in the United States to **be literate in English**?

   D  Yes   D  No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

   X  Yes   D  No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

   X  Yes   D  No

7. Do you think that changing stations for infants should be available in male and female restrooms?

   X  Yes   D  No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☐ Yes  D No

9. Do you believe that homosexuality is a choice?

D Yes  ☐ No

10. Do you find any of these questions to be offensive? Please explain briefly.

...
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [D] African-American
- [D] Latin-American
- [D] Arab-American
- [D] Native American
- [D] Asian-American
- [D] Other (Please Specify): __________
- [X] Caucasian

2. What gender do you consider yourself?

- [X] Male
- [D] Other (Please Specify): __________
- [D] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

MACHINIST
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes  D No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

☐ Yes  D No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes  D No

7. Do you think that changing stations for infants should be available in male and female restrooms?

☐ Yes  D No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☐ Yes

☐ No

9. Do you believe that homosexuality is a choice?

☐ Yes

☐ No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [ ] African-American
- [ ] Latin-American
- [ ] Arab-American
- [ ] Native American
- [ ] Asian-American
- [ ] Other (Please Specify): ____________
- [ ] Caucasian

2. What gender do you consider yourself?

- [ ] Male
- [ ] Female
- [ ] Other (Please Specify): ____________

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

[Signature]
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes  D No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

D Yes  ☐ No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes  D No

7. Do you think that changing stations for infants should be available in male and female restrooms?

~ W Yes  D No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

\[ \square \text{Yes} \quad \square \text{No} \]

D \text{ No}

9. Do you believe that homosexuality is a choice?

\[ \square \text{Yes} \quad \square \text{No} \]

D \text{ Yes}

10. Do you find any of these questions to be offensive? Please explain briefly.

\[ \sim a \]
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [ ] African-American
- [x] Caucasian
- [ ] Arab-American
- [ ] Asian-American
- [ ] Latin-American
- [ ] Native American
- [ ] Other (Please Specify): __________

2. What gender do you consider yourself?

- [x] Male
- [ ] Female
- [ ] Other (Please Specify): __________

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

outside plant tech (Lineman)
4. Do you agree that anyone living in the United States needs to be literate in English?

Yes ☑️

D No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

Yes ☑️

D No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

Yes ☑️

D No

7. Do you think that changing stations for infants should be available in male and female restrooms?

Yes ☑️

D No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☑ Yes

☑ No

D

9. Do you believe that homosexuality is a choice?

☑ Yes

☑ No

D

10. Do you find any of these questions to be offensive? Please explain briefly.

(UO
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [D] African-American
- [D] Latin-American
- [D] Arab-American
- [D] Native American
- [D] Asian-American
- [D] Other (Please Specify): ____________
- [X] Caucasian

2. What gender do you consider yourself?

- [X] Male
- [D] Other (Please Specify): ____________
- [D] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

   "___________"
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes    ☒ No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

☐ Yes    ☒ No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☐ Yes    ☒ No

7. Do you think that changing stations for infants should be available in male and female restrooms?

☐ Yes    ☒ No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

☐ Yes  ☐ No  

D  No

9. Do you believe that homosexuality is a choice?

☐ Yes  ☐ No

☐ Yes  AND  ☐ No

10. Do you find any of these questions to be offensive? Please explain briefly.
Appendix A

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

D African-American
D Latin-American
D Arab-American
D Native American
D Asian-American
D Other (Please Specify):

Caucasian

2. What gender do you consider yourself?

D Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

Student
4. Do you agree that anyone living in the United States needs to be literate in English?

0  Yes  ☒ No

5. Do you believe that groups like the Ku Klux Klan and Neo-Nazis should have a place in society?

---p  0"j  49ft

0  Yes  0  No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

Yes  0  No

7. Do you think that changing stations for infants should be available in male and female restrooms?

Yes  0  No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

- [ ] Yes
- [x] No

9. Do you believe that homosexuality is a choice?

- [ ] Yes
- [x] No

10. Do you find any of these questions to be offensive? Please explain briefly.

[Handwritten text]
Appendix A -

Pre-Discussion Survey

1. Which ethnicity group(s) do you consider yourself a part of (please check all)?

- [ ] African-American
- [ ] Latin-American
- [ ] Arab-American
- [ ] Native American
- [ ] Asian-American
- [x] Caucasian
- [ ] Other (Please Specify): ____________

2. What gender do you consider yourself?

- [x] Male
- [ ] Other (Please Specify): ____________
- [ ] Female

3. Please write your current occupation. If you are a student, please write "student." If you are currently unemployed, please list your previous occupation or leave the space blank.

System Administrator
4. Do you agree that anyone living in the United States needs to be literate in English?

☐ Yes  ☒ No

5. Do you believe that groups like the Klu Klux Klan and Neo-Nazis should have a place in society?

☒ Yes  ☐ No

6. Do you think that schools should encourage students to be accepting of all people, regardless of the differences amongst them?

☒ Yes  ☒ No

7. Do you think that changing stations for infants should be available in male and female restrooms?

☒ Yes  ☒ No
8. Do you believe in "The Golden Rule" (Treat others as you wish to be treated)?

[ ] Yes  [ ] No

9. Do you believe that homosexuality is a choice?

[ ] Yes  [ ] No

10. Do you find any of these questions to be offensive? Please explain briefly.

[ ] No
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

I feel a need to keep addressing this issue because if we don't it will not get better.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

I do, but I think more discussion is needed to be addressed.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

"I find that the people in the discussion group feel pretty much I and are accepting of..."

4. Do you feel that this discussion allowed you to look at something in a different way?

Please explain briefly.

"I looked at him with a bit..."
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

positivity - it is needed.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

No because I am accepting of everyone, but I learned new information.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.
5. Do you feel positively or negatively about LGBT issues being addressed in schools?

Please explain briefly.

[Handwritten: I respect because of the bullying experience.]

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

[Handwritten: I really didn't change.]
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

   NO, I don't.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

   NO, I don't.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

Yes, I think I learned about how to understand people.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.

Yes.
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

Yes.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

Yes.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

[Handwritten: Positive, People are people]

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

[Handwritten: TIG]
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

   Yes

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

   Not really
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

Some different perspectives

4. Do you feel that this discussion allowed you to look at something in a different way?

Please explain briefly.

Yes
5. Do you feel positively or negatively about LGBT issues being addressed in schools?

Please explain briefly.

Yes

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

No - I am pretty open to LGBT community. Have always been.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of LGBT issues are being addressed in school? Please explain briefly.

   Yes. Knowledge is power. It needs to be more and change is getting through to the kids and how the last few years.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way?

   Please explain briefly. Always willing to review alt. ideas.
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain, briefly.

Positive - helping children be accepted and included.

6. Do you feel that your feelings have changed at all after the discussion? Please explain, briefly.

I am open to LGBT issues because pain can cross over time ethnic differences that will directly involve our family.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

   yes, Brit did a good job of explaining it

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly. No
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly. No, have a better understanding of the issues.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.
5. Do you feel positively or negatively about LGBT issues being addressed in schools?

Please explain briefly.

Should be — God loves all His children —

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

No — I just feel affirmed —

Hope — About civil union? which Salem needs to deal with in the coming months,
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

   No - but that is not a comment on this.
   I have been involved with these issues for a long time and believe that these issues were modeled in this discussion.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

   Yes. I think the process was well modeled in this discussion.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.

No - but please see #1
5. Do you feel positively or negatively about LGBT issues being addressed in schools?  

Please explain briefly.

Positively - This is a serious issue of prejudice, particularly in older folks, but also in some younger people. What needs to be done to combat this?

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

No - please see #1
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

   "I feel it is good to learn what is happening."

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

   "It sounds like we're trying to make it more..."
3. Do you feel as though you learned or gained anything from this discussion? Please explain, briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain, briefly.
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

   J. kn----t., this talked about it had to be learned.

   My feelings and beliefs have always been more in line...
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly. NO

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly. NO
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly. No. Explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly. 
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

   Yes - your students are lucky to have you -
   Children are so innocent and pressure is immense. Need to be shown and learn how to stay open minded -

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly. Yes - open conversation
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

Yes - talk to my grandchildren more about Jesus.

4. Do you feel that this discussion allowed you to look at something in a different way?

Please explain briefly.

Yes continued need to talk to our children.
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly. No - but reminded to talk to children and to them to be knowledgeable and sensitive.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

   yes, to reduce name calling and bullying

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

   yes,
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way?

   Please explain briefly.

   ~J~
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

the teachers are not instructing us giving wrong information in can be

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

   I have a better understanding and feel it is greatly needed.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

   Yes! I'm glad to know they are trying to do something about it.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

I'm glad to know they are being aware of the bully problems.

4. Do you feel that this discussion allowed you to look at something in a different way?

Please explain briefly.

I've always felt that you are what you are and no one should judge.
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

I feel much more comfortable with the fact that we are trying to change the treatment of our kids at school.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.

Yes
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

\[ Q, S \]

4. Do you feel that this discussion allowed you to look at something in a different way?

Please explain briefly.

\[ t 5 \]
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of LGBT issues are being addressed in school? Please explain briefly.

2. Do you feel that you have a better understanding of LGBT issues are being addressed in school? Please explain briefly.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.
5. Do you feel positively or negatively about LGBT issues being addressed in schools?

Please explain briefly. It should be treated as any other group.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly. Yes, I feel gaining other people's opinions on the issue helps me understand the issues better.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly. ~
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.
Appendix B

Post-Discussion Survey

1. Do you feel that you have a better understanding of why LGBT issues are being addressed in school? Please explain briefly.

2. Do you feel that you have a better understanding of how LGBT issues are being addressed in school? Please explain briefly.
3. Do you feel as though you learned or gained anything from this discussion? Please explain briefly.

Yes, I think awareness is the best education in this subject.

4. Do you feel that this discussion allowed you to look at something in a different way? Please explain briefly.

I feel my thoughts are going to be about this discussion when I see a need someone different from myself.
5. Do you feel positively or negatively about LGBT issues being addressed in schools? Please explain briefly.

6. Do you feel that your feelings have changed at all after the discussion? Please explain briefly.

No I just feel more aware.