



Fighting Hate
Teaching Tolerance
Seeking Justice

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May 6, 2011

Roberta Achtenberg
c/o Kim Tolhurst, Esq.
Acting General Counsel
U.S. Commission on Civil Rights
624 Ninth St., N.W.
Washington, D.C. 20001

Dear Commissioner Achtenberg:

Please find the enclosed written testimony and attachments from the Southern Poverty Law Center (SPLC) regarding the bullying of lesbian, gay, bisexual and transgender – or LGBT – students.

The Southern Poverty Law Center is a nonprofit civil rights organization founded in 1971 and located in Montgomery, Alabama. We are dedicated to advancing and protecting the rights of minorities and victims of injustice in significant civil rights and social justice litigation. We have worked to reduce prejudice and bigotry among the nation's youth by providing educators across the country with free anti-bias resources through our Teaching Tolerance project.

A key part of Teaching Tolerance's mission is addressing the most common manifestation of prejudice and bigotry in our schools today – bullying. A child is in school to learn, to build the foundation for his or her future. But that does not happen in a school where bullying thrives. No classroom lesson can hold a student's attention when taunts, slurs and physical attacks are part of the school day. We have been particularly concerned about anti-LGBT bullying, which is one of the few remaining forms of bigotry that can go unchecked on campuses.

Our concern about this form of bullying led us to produce and distribute "Bullied," a film about anti-LGBT bullying designed to raise awareness among middle and high school students. The film, which is available free of charge to educators, can also be used to help teachers and administrators better understand their responsibilities for protecting all students from bullying. It has become the most popular Teaching Tolerance film ever produced. More than 50,000 copies

have been distributed to schools across the country since its release in September 2010. We have submitted a copy of the film with this testimony.

Thank you for the opportunity to address the Commission about this important issue facing the nation's youth.

Sincerely yours,


Samuel Wolfe
Staff Attorney, LGBT Rights Project


Maureen Costello
Teaching Tolerance Director

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Testimony of
Maureen Costello, Teaching Tolerance Director,
and Samuel Wolfe, LGBT Rights Attorney,
Southern Poverty Law Center
Before the U.S. Commission on Civil Rights
May 13, 2011

The Southern Poverty Law Center (SPLC) is a nonprofit civil rights organization founded in 1971 and located in Montgomery, Alabama. We are dedicated to advancing and protecting the rights of minorities and victims of injustice in significant civil rights and social justice litigation. We also work to reduce prejudice and bigotry among the nation's youth by providing educators across the country with free anti-bias resources through our Teaching Tolerance project.

A key part of Teaching Tolerance's mission is addressing the most common manifestation of prejudice and bigotry in our schools today – bullying. A child is in school to learn, to build the foundation for his or her future. But that doesn't happen in a school where bullying thrives. No classroom lesson can hold a student's attention when taunts, slurs and physical attacks are part of the school day.

The bottom line is that we must ensure that all children feel safe at school.

We are particularly concerned about the bullying of lesbian, gay, bisexual and transgender – or LGBT – students. It is one of the few remaining forms of bigotry that can go unchecked on campuses.

Surveys consistently show that virtually every LGBT student experiences bullying at school. A survey released by the Gay, Lesbian and Straight Education Network – or GLSEN – in September 2010 found that nearly nine out of 10 LGBT students experienced harassment in 2009.¹ LGBT students are not the only ones who are targeted. Anti-LGBT bullying also is frequently directed at students who are perceived as gay or whose appearance and behavior differs from strict gender norms.

Anti-LGBT bullying can have a profound impact on students and their education. The GLSEN survey found that students subjected to high levels of anti-LGBT bullying were three times more likely to have missed school in the preceding month.² Bullied LGBT students also have lower grade-point averages – almost half a grade lower than other students. They are less likely to express interest in college than other students.³ In addition, numerous educators have voiced their concerns to the SPLC about such harassment leading to school dropout. Once students have given up on school, their future opportunities are seriously diminished. Up to 40 percent of homeless youth are gay, lesbian or transgender, a report from

¹ J. G. Kosciw, E. A. Greytak, E. M. Diaz and M. J. Bartkiewicz (2010). "The 2009 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools." New York: GLSEN, xvi.

² *Id.*, xvii.

³ *Id.*

(continued)

the National Gay and Lesbian Task Force found.⁴

But the damage inflicted by bullying goes beyond education. Bullied LGBT students report lower self-esteem and greater levels of depression and anxiety. And, youths with same-sex orientation are more than twice as likely as their heterosexual peers to attempt suicide, research has shown.⁵

This was tragically underscored in 2010 when five young men in five different states died by suicide after being harassed by classmates because they were gay or were perceived to be gay. We are only getting a small glimpse into a destructive phenomenon. There are countless others whose distraught families have kept their tragedies private.

The fallout from anti-LGBT bullying may touch us in unexpected ways. A study from the State University of New York at Stony Brook found that in school shootings, the gunman often suffered anti-LGBT harassment before resorting to deadly violence.⁶ Yet there is no evidence that any of these gunmen were gay.

We must recognize that anti-LGBT bullying is not “kids being kids.” It’s not some rite of passage that students must endure. All bullying is about an imbalance of power. It’s a mindset that dehumanizes others. Bullying because of race, religion, ethnicity or sexual orientation is, at its heart, a denial of an entire group’s right to exist equally with others.

The connection between bullying and bias is strong. In a large study of California middle and high school students conducted by University of Arizona professor Stephen T. Russell, nearly 40 percent reported that they had been bullied within the past year. Analyzing the incidents, Russell concluded that 75 percent of all bullying came from some type of bias, such as race, sexual orientation or religion.

At the SPLC, we have seen bullying that involved swastika graffiti, “jokes” involving nooses or Klan hoods, anti-Latino slurs and “chase the Jew” games. This is not harmless teasing. This is not child’s play. It’s a serious civil rights problem.

The Southern Poverty Law Center believes that schools err in dealing with anti-LGBT bullies – or any bullies – as simply misbehaving youth. A school’s climate provides the soil in which bullying either thrives or dies, and nurturing a positive school climate is essential to preventing bullying.

Both the U.S. Department of Education Office for Civil Rights and social justice organizations such as GroundSpark have also recognized the importance of school climate. There is simply no evidence that focusing only on holding bullies individually accountable for their behavior reduces bullying.

Many studies have shown that schools that effectively promote diversity and anti-bias education, as well as schools that specifically name the kinds of behaviors that are off-limits – such as using anti-LGBT slurs – are safer for all students and have fewer incidents of bullying. Effective programs also ensure that anti-bullying initiatives are truly school-wide efforts in which diversity and a respect for differences are integral parts of school life.

Unfortunately, many schools may fail to examine how their curriculum and policies related to student life

4 N. Ray (2006). “Lesbian, gay, bisexual and transgender youth: An epidemic of homelessness.” New York: National Gay and Lesbian Task Force Policy Institute and the National Coalition for the Homeless, 1.
 5 Stephen T. Russell and Kara Joyner, “Adolescent Sexual Orientation and Suicide Risk: Evidence From a National Study,” *American Journal Public Health*, 91, 1276-1281.
 6 Michael S Kimmel and Matthew Mahler, “Adolescent Masculinity, Homophobia, and Violence: Random School Shootings, 1982-2001,” *The American Behavioral Scientist*, Jun 2003; 46, 10; ABI/INFORM Global, pg. 1439.

— such as athletics and extra-curricular activities — contribute to the messages they send about bias and acceptance. We *must* focus on the school climate if we want to address the roots of the bullying problem.

Barriers to Stopping Anti-LGBT Bullying

Given the devastating consequences, it seems unthinkable that anti-LGBT bullying can go unchecked in schools, particularly in those with anti-bullying policies. But too often, educators fail to recognize anti-LGBT bullying and take a strong stand against it.

When a school has an anti-LGBT bullying problem, the pressure to deny it can be great. School leaders may fear a backlash to efforts to protect LGBT students. Parents and anti-gay activists can hijack and politicize these efforts, turning the effort into a public relations nightmare for administrators.

There also are influential political organizations actively fighting efforts to protect LGBT students. These organizations sometimes make the false claim that stopping this harassment infringes on the religious freedom of others. Groups such as Focus on the Family, for example, have claimed that efforts to stop bullying are part of a nefarious agenda for “sneaking homosexuality lessons into classrooms.”⁷ This is simply not true.

Contrary to what some critics say, addressing anti-LGBT bullying does not grant LGBT students special rights any more than specifically banning bullying based on race, disability or religion gives students special privileges. It simply ensures that LGBT students receive similar protections against harassment as other students.

Yet in some areas, hostility to LGBT people is so ingrained that the words used to describe them are pejoratives that teachers and other adults ignore. The SPLC has heard many stories from students who, upon coming out, are pulled aside by a “caring” teacher and told that they’re going to hell. Other times schools may resist allowing students to form Gay-Straight Alliances (GSAs), or they may subject GSAs to different rules.

We must also recognize the larger anti-LGBT climate in the United States and how it can influence potential bullies and also stymie efforts to combat bullying. The LGBT community has been the target of relentless defamation in this country. Anti-LGBT activists accuse this community of everything from rampant pedophilia to orchestrating the Holocaust.

The atmosphere is toxic. But even more disturbing are the results of this demonization. An SPLC analysis of federal hate crime statistics, published in November 2010, found that LGBT people are far more likely to be victims of a violent hate crime than any other minority group in the United States.⁸ We must realize that schools reflect their communities. If there is intolerance toward gays and lesbians in a community, we can expect to see it in that community’s schools, from the students up to the administrators.

A Problem that Needs to be Addressed

Educators need tools to identify and address anti-LGBT bullying in their schools. To help provide those tools, the SPLC’s Teaching Tolerance program produced “Bullied,” a classroom-length documentary designed to raise awareness about anti-LGBT bullying among middle and high school students. The film, which is available free of charge to educators, can also be used to help teachers and administrators better understand their responsibilities for protecting all students from bullying. The response by educators across the country to “Bullied” demonstrates the growing need to address anti-LGBT bullying. More than 51,000 copies of “Bullied” have been ordered since it was released in September 2010.

⁷ Candi Cushman, “Parents Beware,” truetolerance.org, (accessed May 6, 2011).

⁸ Mark Potok and Janet Smith, “Anti-Gay Hate Crimes: Doing the Math,” *Intelligence Report*, Winter 2010, 29.

“Bullied” is endorsed by the National Education Association, GroundSpark, GLSEN and others. It tells the story of Jamie Nabozny, who suffered relentless verbal and physical abuse at the hands of his classmates in Ashland, Wis. School officials failed to stop the attacks, despite pleas from Nabozny and his parents. Nabozny eventually filed a federal lawsuit against his school district, leading to a landmark federal court decision holding that school officials can be held accountable for not stopping the harassment and abuse of gay and lesbian students. Nabozny is openly gay, but the film does not focus on issues of sexual behavior or the debate about sexual orientation. The film attempts to build empathy among students by focusing on the experience of being a victim.

The primary message of “Bullied” is not a controversial one. It’s not a gay message or a straight message. It’s a message that says no one should feel unsafe at school.

“Bullied” has also provided a remarkable insight into schools and classrooms across the country. The SPLC surveyed 39,000 educators who had ordered the film. We asked them whether they had used the film, to rate it and tell us about the impact. There was an overwhelming response that showed the film was needed. Many educators said they felt there was insufficient recognition of the problem and support from administrators.

Three questions allowed open-ended responses, or verbatims. We have submitted with this testimony a spreadsheet with a sampling of the responses.⁹ We drew these conclusions from the responses:

The subject of anti-LGBT bullying is taboo in many places, meaning that episodes go unnoticed and unreported. To quote one educator, “the issues are real and they are here to stay whether we choose to acknowledge them or not.”

Bullying is commonplace. Teachers quite often learned this from students during classroom discussions sparked by the film.

Bullying is ill-defined. Many students who viewed the film said they engaged in behavior that they only recognized as bullying upon seeing the film. One educator even reported students crying and apologizing to students they had bullied.

School staffs are in denial about the nature and extent of the problem. Several educators complained of an atmosphere where faculty and administrators have their “heads in the sand.” Others even complained of insensitive comments by fellow staff members.

There is a profound unwillingness among administrators to address any issue touching on sexual orientation, even if a student’s safety is at stake. One educator reported that the school’s principal needed the superintendent’s permission to show “Bullied” to the school’s staff.

Combating the Problem

The need for schools and communities to recognize and combat the destructive power of anti-LGBT bullying is undeniable. The effects of bullying last longer than the fear that haunts the student during the school day. They last longer than the physical injuries that will heal over time.

⁹ See Appendix 1.

As one educator, who teaches adults who have dropped out of school, told the SPLC: “Over the past 11 years of teaching, not one adult has said they dropped out of school due to school work; they all dropped out because of people — sadly including teachers, counselors, and administrators who do not understand or are not sympathetic to their needs.”¹⁰

There is a great need for effective anti-bias programs to combat bullying. Fortunately, there are programs and resources available. The SPLC’s Teaching Tolerance program provides schools with free anti-bias materials such as “Bullied.” It also sponsors the annual “Mix It Up at Lunch Day,” which encourages students across the country to sit with someone new at lunch for one day.¹¹ The goal is to break down the barriers between students so there are fewer misunderstandings that can lead to conflicts, bullying and harassment.

Similarly, GLSEN sponsors “No Name Calling Week,” a week of educational activities designed to address bullying and name-calling. Organizations such as GroundSpark and the Anti-Defamation League’s A World of Difference® Institute also provide anti-bias resources that can be used to combat anti-LGBT bullying.

These efforts must not stop with students. We must recognize the crucial role of faculty and staff. Effective remedies must include training to help educators recognize anti-LGBT bullying. And educators must understand that the requirement for schools to be safe environments for all students — including LGBT students — is not an assault on religious freedom or free speech.

We can no longer ignore anti-LGBT bullying. We must recognize the threat and its devastating consequences. This is not about changing anyone’s beliefs. It is not about some radical agenda. But it *is* about recognizing that every child deserves a safe learning environment.

¹⁰ See Appendix 1.

¹¹ See Appendix 2.

APPENDIX I

Comments Received by Educators Who Viewed the Teaching Tolerance Documentary “Bullied”

Submitted by the Southern Poverty Law Center

The Southern Poverty Law Center’s Teaching Tolerance program surveyed 39,000 educators who ordered “Bullied,” the SPLC’s anti-bullying documentary for students and educators. The following is a sample of their responses.

Response to Q2b. Please let us know why you will not use the Bullied kit.	1st Code for Response	2nd Code for Response	3rd Code for Response
My administration did not agree that it fit with our needs.	Administration would not allow it to be used	Does not meet needs/ does not fit curriculum	
I work at a school. My district office does not approve of showing a film about students SUING their school.	Administration would not allow it to be used	Legal focus/administrator failure is not appropriate	
I am a guidance counselor in an elementary school. Though I thought the film was excellent, relative and useful, the content had to be approved by the supervisor of guidance. She also thought the film was excellent, but thought because it portrayed administration in a negative light, it would not be a good idea to show the film to students. She did not return the DVD to me, but kept it and said she may use it for training purposes. That means only other guidance counselors would view it.	Administration would not allow it to be used	More appropriate for staff than students	
After sharing the video with administration, it was determined that it would be best utilized with staff. This is not my decision. I believe that the film is excellent; poignant and educational.	Administration would not allow it to be used	More appropriate for staff than students	
Was told by administration is was controversial. Did not want the gay issue to overshadow the bullied issue.	Administration would not allow it to be used	Too controversial/too controversial for parents/ community	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully
I could not get the curriculum approved by administration because it dealt with homosexuality.	Administration would not allow it to be used	Too controversial/too controversial for parents/ community	
I teach gifted & talented middle school students and my principal said it was too controversial for my class.	Administration would not allow it to be used	Too controversial/too controversial for parents/ community	

(continued)

I teach middle school guidance classes. It was decided by the counselors in the other counselors in the school along with my administration, that the topic was not something we wanted to bring forth to our student body. The issues presented in this video were not relevant to our school. We are dealing with issues that are not so controversial. We felt this would open up too many other issues both with students and parents.	Administration would not allow it to be used	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	Too controversial/too controversial for parents/ community
School will not allow it	Administration would not allow it to be used		
THE GAY SUBJECT IS NOT ACCEPTABLE TO MY PRINCIPAL.	Administration would not allow it to be used		
Administration won't allow it.	Administration would not allow it to be used		
Administration will not allow it to it be used.	Administration would not allow it to be used		
I am in a middle school and middle school principals decided they did not want it shown to our students.	Administration would not allow it to be used		
I was hoping to fit it into my curricular area, but there was not a fit. I passed it on to our building security officer to see if she could use it in instruction. I had hoped for more than one specific case study.	Does not meet needs/ does not fit curriculum	Shared materials with other grades/staff	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully
Our Sexuality Unit doesn't address this lifestyle in 8th grade so it wasn't appropriate for me to use this at this grade level. I would for High School.	Does not meet needs/ does not fit curriculum	Too mature for middle school/more appropriate for high school	
It's not what we were looking for. We want something that concentrates more on ALL forms of bullying and on the bully's role and responsibility. This film concentrates more on the teachers and school.	Does not meet needs/ does not fit curriculum	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	More appropriate for staff than students
The content does not match with our school environment. Our administration is very supportive and responsive to student issues. This does not match how adults in the film handle the bullying situations.	Does not meet needs/ does not fit curriculum		
The movie is not what I needed for bullying training.	Does not meet needs/ does not fit curriculum		
Our school district adopted another approach to address the bullying issues in our school. A speaker was invited in and a workshop was held to establish ground rules and consequences for bullying behavior with increasing consequences applied to more serious and/or more frequent instances of misbehavior.	Does not meet needs/ does not fit curriculum		
Already have bully intervention in place	Does not meet needs/ does not fit curriculum		
We have not used and am not sure whether or not we will. We looked into several ways of approaching our bullying situation and are currently exploring the olweus program. It appears more inclusive of the type of bullying we're facing.	Haven't used it yet/won't use it/may use it in the future	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	
Haven't used it at this point and hopefully will in the future.	Haven't used it yet/won't use it/may use it in the future		

I will use it, just haven't yet.	Haven't used it yet/won't use it/may use it in the future		
My school was not going to use it	Haven't used it yet/won't use it/may use it in the future		
Sensationalizes school administration's mistakes, will not use in my school.	Legal focus/administrator failure is not appropriate	Haven't used it yet/won't use it/may use it in the future	
Too much focus on suing school districts as the solution for dealing with bullying. As a school employee, I have good support from my district in working to raise awareness of and confront bullying, but not of encouraging students and their families to hire lawyers as their first resort! A film that did not presume that school districts can only be approached adversarially would have been useful to me. This was not.	Legal focus/administrator failure is not appropriate	Legal focus/administrator failure is not appropriate	
The film was too specific and too bogged down in details of the law to apply to a broad middle school aged group of kids. I think it would be good for high schoolers, or students specifically interested in the law however.	Legal focus/administrator failure is not appropriate	Too mature for middle school/more appropriate for high school	
I was very excited to preview the film with teachers and administrators to see if it could be used for middle school students. I thought, from the title of the film, that it would reinforce the importance of being tolerant. It ended up revolving around a court case. What school wants to show students a portrayal of another school being completely ineffective at keeping students safe to the point of liable? I think that the video would be good for a different target audience.	Legal focus/administrator failure is not appropriate	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	
While the material is excellent for adults, I am uncomfortable sharing it with students who may use it as an excuse to threaten to sue the school. I think this is best shared with educators, and in that case, I would show it to staff.	More appropriate for staff than students	Legal focus/administrator failure is not appropriate	Shared materials with other grades/staff
As informative as the film is, I'm not sure the best audience is students. It seems to be more suited for administrators as a warning for not taking bullying seriously. A student-focused film would explore the bullying more and not the legal case as much.	More appropriate for staff than students	Legal focus/administrator failure is not appropriate	
I was looking for a program for students but the video appeared more aimed at teachers. There was no suggestions for kids of how to deal with bullying other than sue the school. While a good lesson for teachers about why they should always respond to support students I did not feel it was appropriate for kids.	More appropriate for staff than students	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	Legal focus/administrator failure is not appropriate
It focused more on what staff members should have done rather than what students. I thought it was going to explain about the different types of bullying and some solutions.	More appropriate for staff than students	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	

I will use it when I work with older students. At this point I am not doing the specific work where it is fitting. It is a very powerful tool.	Not appropriate for my students, won't understand/relate to it	Does not meet needs/ does not fit curriculum	
I don't think it is appropriate for elementary aged children. Many of them do not understand the term gay. I do address this issue if someone says, That's so gay, but 5, 6, 7 year olds in general don't understand sexual orientation. I believe it is very useful for middle/high school level.	Not appropriate for my students, won't understand/relate to it	Not appropriate for my students, won't understand/relate to it	Too mature for middle school/more appropriate for high school
I watched the video and thought that it was inappropriate for sixth graders. I was concerned that the sixth graders would get ideas rather than turn them away from bullying.	Not appropriate for my students, won't understand/relate to it	Other	
My school is Elementary Pre-K thru 6th grade and I thought the content of the film was a little more mature than I wanted so I passed the information and packet on to the Youth Service Center director to be used in the middle and high schools. Thank you!	Not appropriate for my students, won't understand/relate to it	Shared materials with other grades/staff	
I am a social worker at an elementary school...the material was more geared for Middle to High School...I did share the information with MS and HS social workers	Not appropriate for my students, won't understand/relate to it	Shared materials with other grades/staff	
I teach 5th grade and the content would be better used at the middle or high school level. I will pass the materials on to them.	Not appropriate for my students, won't understand/relate to it	Shared materials with other grades/staff	
IT was not age appropriate for our students and I gave it to the Jr. High	Not appropriate for my students, won't understand/relate to it	Shared materials with other grades/staff	
Material was too difficult for junior high ELLs. I turned the kit over to my building counselors.	Not appropriate for my students, won't understand/relate to it	Shared materials with other grades/staff	
It's not appropriate for most elementary students, but I will share it with secondary staff.	Not appropriate for my students, won't understand/relate to it	Shared materials with other grades/staff	
It was not age appropriate for my elementary school students, but I believe it would be an invaluable tool for High School students	Not appropriate for my students, won't understand/relate to it	Too mature for middle school/more appropriate for high school	
Not appropriate for my grade level (3-5).	Not appropriate for my students, won't understand/relate to it		
The material is too mature in content for elementary students.	Not appropriate for my students, won't understand/relate to it		
I am working in an Elementary School, and felt that the content in the film would better suit a mature audience at the secondary level (Middle School/ High School). I did think the film was well done.	Not appropriate for my students, won't understand/relate to it		
Felt the content was not suitable for our students.	Not appropriate for my students, won't understand/relate to it		
From what I saw, it was not age appropriate for the grades I have.	Not appropriate for my students, won't understand/relate to it		
I am an elementary guidance counselor and I felt that the materials was too mature for their viewing.	Not appropriate for my students, won't understand/relate to it		

I did not think it was appropriate for our students age group.	Not appropriate for my students, won't understand/relate to it		
I teach students who are too young.	Not appropriate for my students, won't understand/relate to it		
I work with kindergarteners and do not see that the materials really apply to them at their level.	Not appropriate for my students, won't understand/relate to it		
My principal and I agreed that it was not appropriate for our age group.	Not appropriate for my students, won't understand/relate to it		
Because of the sensitivity of this issue, I chose to allow others to view and evaluate the video. They felt it would be good for more advanced students but not for others. I would not take the change of making life worse for some students.	Not appropriate for my students, won't understand/relate to it		
Felt it was not appropriate for the grade level	Not appropriate for my students, won't understand/relate to it		
I have elementary students and the content of this case is too mature.	Not appropriate for my students, won't understand/relate to it		
The counselor did not feel it was appropriate.	Not appropriate for my students, won't understand/relate to it		
The film was too long for my short workshop time in schools. I did value it as an educator to get a perspective on issues that I will share with my student.	Not enough time to cover this material/film too long	Other	
Our curriculum is so tight that I am unable to work it into the lessons. Plus the gay life is not something I'm ready to deal with at a 6th grade level.	Not enough time to cover this material/film too long	School/community/self morally opposed to gay lifestyle	
My highest grade level is 6th and I only have 30 mins. w/ them each week. While I include the issue of bullying as it relates to homophobia in my program on bullying, my curriculum addresses the issue as one of many. At this point I don't have the time or the inclination to focus that closely on this aspect of bullying at the 6th grade level. I will likely pass the material on to our high school.	Not enough time to cover this material/film too long	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	Shared materials with other grades/staff
No time in my curriculum.	Not enough time to cover this material/film too long		
Gave to principal a month ago. Have not gotten back. It really doesn't fit into high school math - I wish I could figure out a way.	Other	Does not meet needs/ does not fit curriculum	Haven't used it yet/won't use it/may use it in the future
I teach high school and felt the film was not engaging enough for high school students. It seemed to move too slowly to keep their attention.	Other	Not enough time to cover this material/film too long	
The information seemed a little too political. I think the storyline is priceless.	Other		
I have used parts and will use more.	Other		
DVD did not work. Tech person could not get it to work either. We have old technology.	Other		

<p>The problem with the film and materials is that it promotes the idea that while bullying is wrong (everyone agrees with this, by the way), homosexual behavior is morally permissible and that to suggest otherwise is a form of bullying. It's not. Making the moral claim that homosexuality is wrong is not bullying; hurling epithets and physical harrassment is. There's a difference, and I want a curricula that makes that clear.</p>	<p>School/community/self morally opposed to gay lifestyle</p>		
<p>This is totally immoral and will be the downfall of our world. If everyone was homosexual then the human race would cease to exist. It doesn't take many brain cells to figure that out. Teaching that homosexuality is normal is ridiculous. I do agree that any kind of bullying needs to be stopped and should not be tolerated. Students who are homosexual should not expect people to accept their lifestyle if it is against their belief.</p>	<p>School/community/self morally opposed to gay lifestyle</p>		
<p>I passed it on to the guidance counselors who will be using it. I do not teach any specific classes but go to classes with students with learning challenges.</p>	<p>Shared materials with other grades/staff</p>	<p>Does not meet needs/ does not fit curriculum</p>	
<p>1. Another teacher in the school has it and is using it. 2. I gave it to our Asst. Principal for his feedback and he has not gotten back in touch with me. 3. Most importantly I felt that the presentation was not appropriate to 8th graders who I planned to show it to. I felt the homosexual nature of the film detracted from the message concerning bullying.</p>	<p>Shared materials with other grades/staff</p>	<p>Not appropriate for my students, won't understand/relate to it</p>	<p>Too much focus on one type of bullying and not enough solutions offered for dealing with a bully</p>
<p>After reviewing kit I sent it to the local high school. It was a great resource, but not for an elementary level. Even our 6th grade teachers thought that it was above our students.</p>	<p>Shared materials with other grades/staff</p>	<p>Not appropriate for my students, won't understand/relate to it</p>	
<p>I may send my copy for our high school to use. I feel that our middle school students may not grasp the big idea.</p>	<p>Shared materials with other grades/staff</p>	<p>Too mature for middle school/more appropriate for high school</p>	
<p>I passed the kit on to a friend who teaches older students. She did use the materials.</p>	<p>Shared materials with other grades/staff</p>		
<p>We are in a very rural community. I loved the subject matter and thought it would be very effective but my principal and guidance conselor said absolutely not. I am holding on to the material in hopes that one day we will move into the real world in my small southern county.</p>	<p>Too controversial/too controversial for parents/ community</p>	<p>Administration would not allow it to be used</p>	<p>Haven't used it yet/won't use it/may use it in the future</p>
<p>I understand that gender bullying is a timely issue with a lot of cases in the media; however, in a conservative environment, I worried that the nature of the bullying would not be appropriate to my class of 9th graders with very involved parents in a pretty conservative city. I'm sorry it was primarily about gender bias. I wish it would also have included other/ different kinds of bullying to offset the gay issues the video brings out.</p>	<p>Too controversial/too controversial for parents/ community</p>	<p>Not appropriate for my students, won't understand/relate to it</p>	<p>Too much focus on one type of bullying and not enough solutions offered for dealing with a bully</p>

We are in a conservative community in rural Oklahoma. Our parents would come unglued about the content. I approve of it and think the film was excellent, but I can't risk showing it.	Too controversial/too controversial for parents/ community		
I am working in a VERY conservative school system - need I say more! =(Too controversial/too controversial for parents/ community		
The video would be objectionable to most parents	Too controversial/too controversial for parents/ community		
Not appropriate to show to Middle School Children. I did however share appropriate parts of the story using my own words.	Too mature for middle school/more appropriate for high school	Not appropriate for my students, won't understand/relate to it	
Due to age group, we feel it is more appropriate for high school.	Too mature for middle school/more appropriate for high school	Too mature for middle school/more appropriate for high school	
While it is a well-produced dvd, the content is a bit too harsh for middle school. Also, I would have liked to see more specific ideas about ways to deal with bullying.	Too mature for middle school/more appropriate for high school	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	
I really feel it is more appropriate for high school age (not 6th graders). It is very powerful though and would be awesome to use at that grade level.	Too mature for middle school/more appropriate for high school		
I teach at an intermediate school for 3rd, 4th, and 5th graders. Bullying is a BIG issue on our campus, but not because of sexual orientation. The admin team did not think that this video would be well suited for the children on our campus. I found the video to be extremely informative and presented very well.	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	Administration would not allow it to be used	Haven't used it yet/won't use it/may use it in the future
I would like to use a film that not only features anti-gay bullying prevention content, but all types of bullying. I live in a rural area and most of the bullying is not anti-gay. There is more sexual harassment and older kids picking on younger ones. Although I thought the film was great, I thought it would not be relatable enough for our kids here. Thank you.	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	Does not meet needs/ does not fit curriculum	Not appropriate for my students, won't understand/relate to it
I work with an inner-city 99% African American population from k-8, and I'm just not quite sure this falls high enough in the priority of everything I am being asked to do with them this year. Bullying yes, but LGBT bullying - I don't know that they would relate and have the ability to draw parallels to other forms of bullying. Perhaps I am underestimating my students.	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	Not appropriate for my students, won't understand/relate to it	
The bullying message takes a back seat to the more overt message of furthering the LGBT agenda which is not tolerated by our parents within the school system.	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	School/community/self morally opposed to gay lifestyle	Too controversial/too controversial for parents/ community
The topic was such a narrow focus on the bullying of homosexuals, that it did not appeal to the more global elements of bullying in a middle school setting.	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully	
Focuses too much on the issue of those that are of homosexual orientation and not enough on the issue of bullying in general. Although some students might relate, a large percentage would not.	Too much focus on one type of bullying and not enough solutions offered for dealing with a bully		

Response to Q20. [Ask if "Already Used" to any at Q2] Please share other ways Bullied impacted your students and school.	Main Category	Sub Category
It got the students talking about the issue, not always in a positive way but at least there was dialogue.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Since all of our students in our building are students with emotional and behavioral disorders, all of them have either been on the giving or receiving end of bullying. This started a great conversation about their perceptions of bullying.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Students were attentive and engaged in the film and afterwards, they wanted to talk about the content. Some even discussed it with other teachers and asked if those teachers would use it in other clubs and settings.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Students shared their experiences as victims of bullying. Others admitted to being the bully. I work with boys and girls at a juvenile detention facility. Boys, in particular, had difficulty empathizing with the victim; the girls responded in a totally different way.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Students suggested that the movie was the best defense for LGBT students. It opened up a discourse that limits bullying as uncool. The movie allows teens to speak out against the bullying and not passively be bystanders. One student said, "Once it [it being hatred and bullying] is out there, you know that the world is watching you, telling you not to be hating that way."	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I had them write about how they felt when they were bullied. We also held a discussion and talked about how to report being bullied and how to protect others from being bullied. Awesome discuss led from film. Thank you!	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
It was a great tool to get people thinking and discussing such a pressing social problem. Thank you for making another quality educational tool. PLEASE KEEP UP THE GREAT work!	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
It had a significant impact on the 11th/12th graders. It caused them to share their own stories of being bullied.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
I showed it privately to a gay student prior to using it with larger groups. This was a victim of bullying who saw this DVD as a positive 1st step in opening the conversation in our HS. We have a very active No Name Calling week right now and I think this student's experience, along with the Bullied message prompted all of these projects.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Used it in my school counseling class and it helped the students talk openly about both being gay and about bullying. We had a very good discussion.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Opened up discussion amongst teachers and students who viewed. Made students more aware of such bullying and how it affects those being bullied. Hopefully students and teachers will be more apt to speak up and stand up against bullying of LGBT students.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Opened discussion regarding bullying and LGBT students.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
It helped students open up and talk about their own encounters with bullies and the ones who had bullied others for whatever reason did speak on how they did not think about the impact an incident of bullying can have on someone.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
The video was educational, informative, and used as a means for breaking the ice about LGBT issues. We are a rural, small school population and setting and do not have student openly out. It was a gateway video to discussions.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
It started a strong conversation on the language like "That's so gay" that my students toss around, but don't respect the connotations involved.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Students are openly engaging in conversations about the impact of bullying on both gay and straight students. Have created brown bag lunch discussions about the importance of being an Ally.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
The biggest impact this had on me was the ability to listen to my students share their experiences with bullying and what they see in the school on a daily basis. It also was interesting to hear what they thought administration's role is in stopping harassment	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
It safely opened the door to address a very politicized issue in our society and bullying in the broader sense in a way that was sensitive to a variety of audiences.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Empowered gay students and opened the minds of straight peers. I shared that my niece, who was gay, committed suicide and that was very impactful for them. They had their own stories to tell about family member and friends. The felt less alone with this issue.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Bullied will allow our school to have a more open conversation about the LGBT student experience.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
It allowed us to have a conversation about LGBT issues that is not present in our school.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Bullied opened the door to discussion about so many things. Students who had been bullied spoke up about the experience. People felt empowered by what had happened. People were disturbed by the actions of the school administrators and looked for reassurance that our administrators would be proactive and supportive. There were many different facets to the discussion--it elicited responses on many levels. Students all agreed that it should be widely shown to different groups in the school. Thank you so	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I showed it to my Reading classes because we'd been reading nonfiction articles about topics of their own choice--bullying being a popular topic. I have had students request to watch it again and one student mentions it to me every week or two, even though it's been months since we watched it. I am also the faculty advisor for our GSA. We watched it during a meeting and kids shared their experiences with bullying.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I felt that a lot of my students were not aware of the problems LGBT students go through and this brought those situations out in the open. We had many thoughtful classroom discussions which I think helped my students examine the prejudgments they had had before truly looking at the issues.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
The movie Bullied impacted the students to discuss their own experiences in our Gay Straight Alliance Club. It was an excellent vehicle to open discussion to how difficult it is to encounter homophobia/bullying.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I felt this was an extremely powerful tool for my classroom. I am actively sharing it with other teachers at my school. It has opened the door to many conversations with my students and their peers. I am surprised at how many students came forward to me privately to tell me their own story. I am typically not keen on anyone suing a school district because I think it takes money away from my students, but I would have awarded Jamie \$10 million dollars! What a brave and generous young man!!!! I am talking I	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Before using the Bullied video, my district experienced a suicide following several years of bullying, and several students knew the victim...viewing the video helped students understand bullying from a different perspective, and opened doors for extended conversation.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
It allowed us to start a conversation about this topic. This being a Christian institution, there are certain views about LGBT issues that are taboo topics here. BULLIED helps to bring issues to the forefront and confront them	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Our agency treats a large number of kids and teens in therapy due to harassment and bullying. It opened up a lot of great dialogue, and brought many to tears as they watched the video.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
This led to a very deep discussion about bullying. Several students talked about how they have considered suicide as a solution to being bullied. This allowed us to plan sessions with the school social worker for some students, as well as a whole group setting.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
My students were very vocal about situations that have happened in our school, and how they have been able to speak up and defend others who are being harassed. When talking with other teachers and staff, they felt that our community was not ready to open a discussion about homosexual issues. I found this to be troubling but it does help open the door for conversation among students.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing

After viewing the movie with 190 of my 9th grade science students, we were able to open up dialogue on how bullying and stereotyping individuals is hurtful, disrespectful, and against school/classroom rules. I always refer back to the movie when students use words out of context, or say hurtful things. Thank you for this wonderful movie, as I will be showing it in my classroom for years to come. Ms. Stroud, 9th grade science teacher, Narbonne High School, Harbor City, CA	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
It really helped to open dialog and problem solve. It also helped one student talk with his family and for them to have some understanding of his life and pain.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
We had a conversation about the use of that's gay	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Opened the door to discussion of bullying and intolerance.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Excellent video. Very powerful. Got great discussion going. Kids were able to share personal experiences after this...and felt safe doing so.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
The students I work with are between the ages 17-19. Most of them, after having an open discussion, felt that this is needed in the lower grades, because that's when most of them were being bullied, and parents need to be educated, what bullying could do to a child if not handled. This means if your child does anything wrong you must address the problem, not allow the child to think it's all right. The students really were concerned about the issue.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I used this kit as a segue into a unit on bullying. I found that students really opened up as a result of watching this film and that the online resources allowed me to give them more of a foundation on this topic. I wish that I could say that bullying has ended as a result of this unit, but that is not the case. It has given us a common ground from which to discuss issues of bullying.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I had my students choose a character from the movie and asked them to write a letter to that character. I posted students' letters and I have seen adults reading them, shaking their heads, as they understand what the movie was about and the passionate thoughts and feelings it evoked. Furthermore, watching this movie has opened conversations that I'm not sure we would have had - deep conversations. I have been so pleased to hear my students speak so respectfully about this topic.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Bullied served as a conversation starter in our conservative community.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Watching Bullied and doing activities in the kit helped my students to reexamine their actions within the school. It was quite powerful to listen to them discuss the role of a bystander and how often they felt they had been in that position. I hope that they will take the messages from the film and kit with them in the future.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
We had one student who reacted negatively to Bullied. We had many conversations with him, and while his tolerance did not increase, he did agree to watch his language. It is still a work in progress. We had a student come out in the process of watching and dissecting the film. It helped create a safe environment for him.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
My students were pretty homophobic - I used the film in a Practical Law class when we were studying human rights laws. I think it helped them to separate their views of whether being gay is right/wrong from thinking about how LGBT individuals should be treated equally under the law. This is an important step towards acceptance. I was pleased with their response to the film and the discussion we had about it.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I live in what is commonly known as the buckle of the bible belt, so I have found it difficult to approach any conversation about LGBT issues without instantly alienating my audience; however, I have made a commitment to do so after hearing some heartbreaking stories from some of my gay students. I really appreciated the film as a means to open discussion in an impartial way. Although most of my students still resist showing any empathy toward LGBT students, the film did make them think about whether or n	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
This video opened a dialogue with students in my classes with regard to bullying in general, which has been an ongoing problem for quite awhile. It has helped to make students more aware of the problem and has made students more conscious of their behavior.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Generated long-overdue conversations around the topic of anti-gay bullying and bullying in general. We are located in a very conservative region of the US, and tolerance often times must be retaught.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Bullied opened up dialogue which had been considered taboo.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Opened the door for students to share their own bullying experiences both as a bully and as a victim. It also allowed for students to give feedback to peers who struggle with accepting LGBT and those peers were receptive to the feedback.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
My students were outraged by the events in the film (I only showed parts). Also, after showing the film and talking, many students opened up about a family member or someone they know who is LGBT and that person's difficulties. And my other students were very accepting and did not make any negative remarks.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Many of the students identified with the movie and it sparked discussions.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
It helped to create dialogue with students who may not have had the opportunity or were reticent to discuss bullying and anti-gay messages that are portrayed in daily communications at school.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
It allowed for open discussion of LGBT concerns in the middle school, whereas before, the subject was taboo, the teachers clueless.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Following the viewing of the video, students opened up and shared their own bullying experiences. Our environment was a safe one for discussion.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Excellent platform for honest and open discussions with my special education students who had a narrow perspective with LGBT	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
It opened dialog concerning gays and how we treat people we assume are different than ourselves.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
It started a dialogue with students about bullying and different opinions. It was a little scary that after watching the video, some of the class still felt he deserved it because he didn't fight back or stand up for himself. This really caused a debate in the class.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
The film was excellent--just the right length and tone -- and made very real the struggle of one individual. Since I work with primarily an Asian student population where there is not much discussion or acceptance of homosexuality, the film provided a wonderful venue for discussing these issues. Thank-you!	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
It did start the conversation about using the term gay as a negative slang or put down	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
A large percentage of the students I work with have stated they have been bullied. As many struggle with mental health and self-esteem issues, they often don't feel strong enough to deal with negative peer pressure or a bully. The discussion afterwards was an opportunity for some students to share their personal stories or at least express their feelings of sympathy.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
It allowed my students to openly discuss a sensitive subject that our society as a whole fails to address on a daily basis.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
My ELL students realized how dangerous life at school or elsewhere could be for students who are gays. They also understood how they could feel the same kind of treatment and harassment from individuals who are not tolerant, just because of their color of skin. They really liked and enjoyed the movie, and it was interesting to have class debates where they recognized how they sometimes shared the same views about gays as the bullies did.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing

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My LGBT students had a chance to voice their experiences in a protected environment.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Opened the door for discussion among students so they realized that they are not alone in being bullied.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
This was a great way to open up discussions about a topic that many are uncomfortable discussing.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
I work in a small private special education school with students from large public districts. Almost all of them have been bullied at one time or another. This film opened the discussion of all types of bullying, something they have difficulty sharing even though almost all of them have had the experience. Some of them were quite emotional about it (for which we were prepared). It is, however, difficult to hold the attention of some of these students -- but this movie did just that. It was well-paced.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Watching the video got the students talking about bullying gay students and bullying in general.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Students were able to have conversations and share experiences about bullying in general as well as discussing gay rights. Some students were able to share tips on how to deal with a bully. Also a gay student was able to tell what its like to be gay and the prejudices in the community as well as in the family.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Opened up the dialogue. Not everyone responded in a positive way but they were respectful for the need to allow everyone an open dialogue.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
No one realized the level of violence. Had students discuss bullying in their past and was shocked at how many were victims.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
I used it in CWP class with twelfth graders. It was well received and the ongoing thinking and discussing was remarkable. It was made more interesting by the fact that there were several very religious kids in this class and the question of Christianity and homophobia enriched the exchange.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Allowed students the opportunity to open up and share their own stories which showed the direct impact this has on our own students.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
The information has helped our school to get started on communicating what the issues are in our school and where to go with them.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
I have and have had gay students and this is a wonderful kit to help the conversation get started in the classroom.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
Open a Pandora box that is there but no one is talking about it...everyone knows or talks behind but first time to speak out about the reality. Is good	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
It gave my students a new perspective on what it is like for some LGBT teenagers in school. It provided a new understanding in our conversations. Previously, students expressed discomfort with male peers who dressed or acted femininely. We discussed what it was like to be perceived as different and how it makes us vulnerable to be classified as unacceptable.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
The students I shared BULLIED with were emotional support/special education students. The students talked more openly about their encounters and feelings. Some admitting they bully people.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
We engaged in a lively discussion surrounding our direct experiences of being both bullied and the bulier. As well as discussions on how bullying and overall oppression don't fall into simple boxes, hate crimes and bullying should not been seen as one category but the complex web of oppressions that binds people by both class and race, sexuality and gender, religion and educational opportunity.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I must relay that I am Juvenile Probation Officer assigned to a K-8 school as the Safe School PO. I used the survey How Safe is Our School with 275 6, 7, & 8th graders. It was revealing and we discussed some of the more surprising or disturbing findings.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I showed this film to 4 classes of 6th and 7th grade students in a Harlem community where it is completely taboo to mention, let alone accept, homosexuality. I cannot tell you how amazing it was to see my students empathizing with Jamie and coming to a new understanding of what it means to be supportive of human beings, regardless of their differences. It opened up conversations about race and gender, and all forms of inequality. My students literally cheered at the top of their lungs when the film ended. I	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
I was able to open a discourse with students regarding this side of bullying. Most students at our school are familiar with aspects of bullying and with bystander behavior, yet are still reluctant to engage in LGBT discussions.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
As a result of watching the video, many students were able to open up and share personal experiences about being a victim or perpetrator of bullying. The students were able to identify with the feelings and emotions associated with bullying.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
They identified some instances where they or someone they knew participated in harassment or bullying toward those with a different sexual orientation and wanted to talk about it.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
We teach at an Arts school with a high number of LGBT students attending. When the students viewed the movie they were so engrossed. It took more than one day to show and the students didn't want to leave the room. After the movie the class discussion were great! Kids felt they could share in a safe environment.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student sharing
Bullied sparked conversation about the often times cruel ways that youth treat each other. Empathy for those different from us also discussed.	STUDENT IMPACTS	Sparked conversations; Opened the door for discussion; Great discussions; Student
It did offer insight into a problem that, until this film, was not spoken of.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
This raised a lot of awareness about using the word gay as slang in school	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
It really worked for educators to identify bullying biases that some students have - often that were not revealed prior to the film.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
The kit especially helped students who were on a watch list of displaying bully behavior to realize that some of the things they were doing that they thought were minor, could actually be a major deal.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Our program is an alternative program for long-term suspended students many of whom are the bullies. A best, the film helped make them aware that that kind of behavior is not tolerated or ignored in our program, unlike sometimes at larger schools where these issues can sometimes go on for quite some time before adults become aware of the problem.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
I work in a Juvenile Detention facility serving a maximum population of 12 males. They had a better idea what constituted bullying and how many of their behaviors could be construed to be bullying.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Students didn't realize what actions can actually be considered bullying.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Many students felt that if the bullying was part of the school culture it was okay. Hopefully, they will view this in a different light now.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Some students identified on the survey either that they were being bullied or knew someone who was. This has caused our staff to be more aware of happenings and encouraging students to report instances of being bullied.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Made my students realize that gay people can be impacted by bullying just like other students.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
A lot of my students identified with the DVD, as being bullied prior, but I think that it opened up a lot of their eyes to how horrific it was to a gay student.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
I don't think they really understood the impact of even the smallest comments. This has really opened the eyes of my students.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
It brought increased awareness to a taboo subject.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call

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The DVD was shocking to many of my students who could not imagine the pressure gay and lesbian students experience. It really opened their eyes to the type of discrimination that they usually mock.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
SO many times, kids think they are 'just joking' with the bullied, this helped them see how wrong that was.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
It was a big reality check for some that have been treating others badly.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Increased awareness of bullying with some students that only saw bullying as a physical issue, not mental or emotional	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Increase awareness, students who self disclosed as being LGBT shared they finally felt heard!	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
It was a fabulous 'eye opener'. Students didn't seem to realize how teasing can turn to be so painful. None of them wanted to be associated with being a bully after seeing this.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
The bullies realized they were being bullies. Eye opener to some students.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Made us more aware of the bullying problem in our school.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Many of our participants were not aware that what they were doing to others was called bullying. They are now aware that many of their friends that were bullies and made them aware of their action and invited to come to our afterschool program to participate in the discussions. They also shared what they learned with their teachers at school.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
I work with a population of at-risk youth who are in day treatment. Some kids are really convinced that being gay is wrong and bullying is OK. This film is a start - but not the only solution. These kids have deeply entrenched ideas that I am trying one day at a time to correct!	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
An eye opener for some students some who thought what they were doing was not consider bullying.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Teachers found it to be a good way to approach a difficult subject. Students were surprised to see how much being bullied and ridiculed for sexual preference actually affected those students. Students were able to look at this topic through the eyes of those who actually live it. It was truly an eye opening experience for a group of pretty hard core students in the city of Cleveland.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Raised an awareness of the subject matter for the first time in my school's history	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Opened some eyes to the harassment of G&L teens.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Students used to think that it is not bullying when they claimed that they were only joking with the person.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Raised awareness and brought problem into the open.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
We were able to raise awareness of anti-gay bullying as well as affirm and empower students who had been bullied.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
It helped open the eyes of my tutors since we live in an area where LGBT kids are harassed all the time.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
An awareness of how subtle messages can grow become violent; we also work with sexual harassment and teasing as we are a program serving students on an alternative to expulsion	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
I have only used it once but most of the students know at least one person in the community that is gay. Some of the gay people that they know are very feminine or strange. I think it helped them to see that this gay man was average looking and acted the same as they do.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
The students at our school were able to look at bullying in a new light. Behavior they had previously dismissed as part of growing up they started to see that they don't have to tolerate it.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
A student reported a case of bullying to the class a few days after Bullied was shown. It heightened awareness of the problem.	STUDENT IMPACTS	Awareness; Increased awareness; Eye-opening, Wake-up call
Students were greatly impacted by the story, some on a deeply personal level, some because they know LGBTs.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
Hit a nerve in many students, either because they had been bullied, had bullied, or both.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
As an advisor to the GSA the documentary didn't tell these students anything they didn't already know, but it did give perspective for them on the severity of anti-gay bullying. We have a supportive school administration and somewhat supportive teaching staff, so my students were outraged that the school administrators did nothing to protect this young man.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
Some students were able to relate to Jamie, as a gay victim who has been bullied and as someone who has been or is a victim of bullying.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
I felt that my students have more empathy toward LGBTQ students. Some students expressed their regret toward bullying others.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
Many students saw themselves as the victim and as the bully and it really resonated with them. Others were surprised that one person had such an impact in getting attention against bullying.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
Students were more willing to let others know that they had LGBT family members and their comments were offensive to them.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
Some students said this situation didn't exist in our school. Three students spoke up saying it did and they had contemplated suicide because of it. One victim was crying in front of the class. It was very emotional. Classmates were upset and concerned by this realization. I then reported the incident to Guidance for follow-up. It was a very enlightening experience for students and they realized that people may be hurt and affected by harsh words and they don't even realize it.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
I think what was most unexpected was the emotional response to being bullied which students shared after viewing the video. We had planned an anti-bullying seminar for students after the showing, and we asked each student to write down how they were bullied in school - it was surprising how universal the experience was. The video raised awareness, but I think the guide could recommend more activities for the personal reactions to the experience of the video. Congratulations on an excellent piece of work.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
I teach in an alternative education class. Many of my students have prejudices and bully others. They were remarkably able to empathize with the victim in the movie.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
We had several students that were victims of bullying incidents find the courage to finally approach adults and ask for help with their problems. We also had at least one instance in which a student who was known to bully others apologized openly to some students. She has since become a loud voice in anti-bullying projects. overall I/we really did appreciate the additional information the kit provided. Some parents did change their attitude about bullying and bullies after discussions with educators as well	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
They were moved by what they saw. They felt a lot of sympathy for the victim in the film, and they openly talked about their own experiences with bullying.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;

(continued)

It increased student empathy for LGBT classmates, in our case it most noticeable in the students treatment of transgender and gender nonconforming students. Currently transgender students and gender nonconforming face most of the bullying related to LGBT issues in the school.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
Students were most empathetic towards those who were being bullied and they seemed to be more aware of the types of behavior that denoted bullying. Many were surprised at what was considered bullying. They admitted that they had participated in bullying behaviors previously, but would not do those things in the future.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
The students related to the victim as they have been victims themselves.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
Bullied definitely stirred empathy in the students and a deeper tolerance for LGBT students. It also helped students open up about their own experiences of being bullied or doing the bullying themselves, and reflect upon it.	STUDENT IMPACTS	Students experienced strong emotions; Students were moved; Students expressed empathy or sympathy;
I think it helped my LGBT students find strength in the story.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or
The students started a GSA that is attended by over 100 students	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or
I first used the video for my creative writing class. After screening the film together, they wrote some pretty heart-wrenching comments about their experiences with bullies and being bullied. I even had one young man talk about being a bully. They then went to the different grades and asked a cross-section of 16 students per grade (7-12) the survey questions in the guide. We found that while there was a nil response from the upperclassmen, the 7th and 8th graders reflected that bullying was a major problem.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or others; Students sought help
A young man shared his experience of being bullied over 4 years in a public school board meeting and volunteered to assist the SB with addressing the issue of gender preference bullying in the high school.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or
I teach a small group of students in an alternative setting. My students are ALL Middle school Latino boys. They had a difficult time relating to a Caucasian young man from the north. They WERE able to identify with the ACT of bullying- both as bullies, and as victims of bullying. It was empowering for them to see that the young man triumphed over a teacher who had failed to protect them.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or others; Students sought help
A student who was being bullied spoke to me and she received help from counselor and the bully also was counseled. There was empathy, also, for a gay student who was openly gay. He had shared about the abuse he suffered which is why I wanted to show the other students.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or
I run a LGBT support group in a very rural closed community. This helped my group understand they were not alone in their feelings and that there was hope for a better.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or
I teach at an all-girls' school in Nebraska. We have several lesbian students, both out and still in the closet, and this showed them that there is a world out there that supports LGBTQ students. They saw that it wasn't accepted, and how it could have been addressed to make the situations better, if anything.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or others; Students sought help
It has helped bullied students to understand there are staff that will help them if they speak out.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or
It allowed students to realize that they may not be the only ones. It allows teachers to realize that they need to intervene and help do something.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or
The biggest barrier for my students is overcoming the fear of telling someone. It's embarrassing for them and they don't know who to turn to or who to trust. This was a great way to open a door for them.	STUDENT IMPACTS	Students took action; Students felt empowered; Students expresses willingness to stand up for themselves or
I had students immediately write an emotional response to the essay. Many students said that it changed their perception of LGBT students. I feel like this is a positive addition to what I am already teaching in the classroom. :-)	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
Bullied help break down a lot of stereotypes about LGBT individuals and helped my students realize that verbal bullying can be just as demoralizing as physical bullying.	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
My students are not particularly accepting towards LGBT people in general, and I don't think a lesson or a movie is likely to change their perspective entirely. However, I think they were more able to identify with the themes of bullying and being an outsider than one might expect. I like to think that this may have made them think about the way LGBT people are treated in a new light. Like I stated earlier, I don't think it changed their world-view, but it may have nurtured a sense of tolerance.	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
I am a special education teacher, and my students have difficulty seeing another point of view, which this video helped them do, if not change their views on people in the LGBT community.	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
In the climate we are in with rampant bullying, the movie served as a strong and effective case study of this topic. It allowed those that bully to view themselves and the repercussions of their actions. It allowed those who are bullied to see how standing up against all adversity and finding allies is empowering and can end bullying. More than anything, the movie and curriculum makes students critically think about the actions they see and are a part of every day.	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
As a predominantly African-American school serving at-risk students, we have to do more to address the negative attitudes about LGBT students. There are some cultural perceptions I think that impact empathy. However, I think the presentation was effective because it was not emotionally done or excessively dramatic. I have found that a great deal of my students disregard accounts such as these and perceive the victims as weak and somehow deserving of the treatment. My students enjoyed the opportunity to disc	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
I used Bullied in my Law in America Class as part of a unit on discrimination laws. The biggest impact was helping students understand that it is morally and legally wrong to harass other students. It was so important to emphasize that the victims did absolutely nothing wrong. The onus should always be on the harassers.	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
The most helpful was that they were able to see how they have been bullies and they will work to reduce those bullying tendencies; and to tell when others are causing them problems	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
I teach behaviorally challenged youth many already in the justice system and have several who are bullies or have been bullied. We also have several who are either gay or cross dressers and the issue of acceptance needs to be dealt with. We work on tolerance and being socially appropriate on a daily basis. I've use the other Tolerance videos for years with my high school students and am always amazed at how little my African American students know or appreciate about their heritage.	STUDENT IMPACTS	Students gained knowledge/understanding; Changed Perspective; Evaluated actions/ beliefs; Made students think
They seemed more open to the gays at school. At least for a short time after we watched it.	STUDENT IMPACTS	Students exhibit more tolerance
There is one homophobic student and he is now far more understanding.	STUDENT IMPACTS	Students exhibit more tolerance
I would say the kit expanded tolerance of the Gay/Lesbian lifestyle rather than acceptance.	STUDENT IMPACTS	Students exhibit more tolerance
I have a young man who is just realizing he probably is gay. His classmates were already there. It helped him feel he was not alone and that normal looks different in a tolerant environment. This program helped him and our classroom. We still have a ways to go because some of our parents are not very open-minded.	STUDENT IMPACTS	Students exhibit more tolerance

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I have at least one student who feels so supported in our school that she no longer wants to commit suicide. The movie helped to create that environment. The community of students talks about these issues...sometimes adults must still redirect students and remind them about treating each other respectfully.	STUDENT IMPACTS	Students exhibit more tolerance
My students realized how damaging words can be and the power of words to build up and/or tear someone down. We recently had two students commit suicide because of bullying and the video helped the students understand the reasons why an individual would make that ultimate choice. The video caused them to think about how they interact with each other and how they need to be aware of what words they use in conversations.	STUDENT IMPACTS	Students realize the impact/effects of bullying
Many of my students have little acceptance of others since they live on a Native American reservation. Though many members of their tribe are gay, there is a lot of bullying towards them. I think that this film showed them how harmful bullying can be and its long lasting effects. It may have also opened their eyes to the fact that LGBT kids are no different from themselves. I also have a few students who I suspect are gay, and I hope that this gave them strength.	STUDENT IMPACTS	Students realize the impact/effects of bullying
Our students realized that it is not okay to bully someone due to their sexual orientation. Students also learned that bullying in this way can have severe and profound consequences for everyone involved.	STUDENT IMPACTS	Students realize the impact/effects of bullying
Students watch their language more closely after viewing the film. The video showed how Fag, homo, retarded and similar discriminatory language can lead to aggressive behavior. Students learned that using these words as part of humor is sending the wrong messages to others.	STUDENT IMPACTS	Students became more aware of their language
The students in my school like to misappropriate the use of the word gay. They have since rethought saying/describing things as gay. That is a huge change considering it did not matter to them what they were talking about, if they did not like what they saw or heard to them, that was gay. Thank you.	STUDENT IMPACTS	Students became more aware of their language
My students became empathetic to the issues that gay students have at school. They also decided to stop or reduce the use of the word gay to describe things that they don't like, (e.g. Oh, that's so gay!). We then discussed the issue of bullying in general and how it affects our students. I am a special education teacher and some of my students are bullied or disrespected. This film also empowered them to take action and ask for help.	STUDENT IMPACTS	Students became more aware of their language
There are fewer gay, faggot jokes in my classroom. They find other things to say. The students were very interested in the film and empathized with the student. I only have 10 7th & 8th grade students and if any of them are gay I don't know it. I think for some it was the first openly gay student they have met.	STUDENT IMPACTS	Students became more aware of their language
It made bullying a reality. Students are more impacted when they hear a message come from a person who has actually been affected. I also noticed more empathy towards LGBTs after viewing the documentary.	STUDENT IMPACTS	Other students impacts
I have students who had previously experienced this type of bullying. They relived it with this movie. This made it even more real to the others.	STUDENT IMPACTS	Other students impacts
We do not have students who are LGBT being targeted, but the staff wanted to know how to address the slurs we hear our students use in a joking manner. Slurs that aren't funny.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
A lot of bullying and anti-gay statements have been regularly ignored by some staff. This video is a good way to get them to stop and think of the damage those kinds of things can do.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
Teachers who were complacent realized that they have no choice but to address these issues, even if it is only for legal reasons and not because they feel that it is the right thing to do.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
Made faculty aware of the moral and legal responsibilities they hold in protecting the rights and safety of LGBT students -- and all students for that matter.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
By sharing the film with staff members, it helped to increase awareness and understanding by STAFF that this is an issue in our community and that we should protect students' rights no matter their sexual identity.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
With too many teachers skirting the bullying issue until it is too late, we used the Bullied kit to remind them of how doing nothing actually helps the bullies to continue tormenting their target. My aim was to wake them up and to stir them up enough to become aware of the school's harassment and bullying policies, and to familiarize themselves with the appropriate levels of administration, as well as to become advocates for their students and against bullying.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
It provided the format for us to be able to discuss some of the unconscious bullying that our own staff does against the gay students because of their religious beliefs of homosexuality being wrong or a sin.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
It opened a discussion administrators & many teachers had been avoiding for years!	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
We actually had teachers in tears following the screening of the film. Additionally, we have had an increase in the number of teachers identifying LGBT bullying behavior in our school following their viewing of the film.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
A LGBT teacher was unable to finish pre-screening the DVD; she verbalized it hit too close to home and brought up negative feelings of her own adolescence	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
I think it will have a great long term impact. The principal initially did not believe they had LGBT students, let alone bullying as it pertains to LGBT students (and teachers!). I think it caused re-evaluation across the board.	TEACHER USES AND IMPACT ON TEACHERS	Teacher Awareness; Prompted discussion; emotional impact
This was a staff development, after a gay bullying incident by a staff member. The School requested the training for staff as well as addressed bullying over all. It really impacted the staff and sparked a lively discussion. Thank you for the kit.	TEACHER USES AND IMPACT ON TEACHERS	Used for training/professional development
I have preschool students and used it with staff. Some of my staff have made comments to me about our parents who were LGBT and I felt they needed some education on this topic.	TEACHER USES AND IMPACT ON TEACHERS	Other teacher-related comments
It helped teachers work with a couple of freshmen male students who were causing problems for a senior male student who is gay.	TEACHER USES AND IMPACT ON TEACHERS	Other teacher-related comments
I showed the film to my advisory students, with some pre-teaching and discussion. They seemed very impacted by it and we still refer to Jamie's experience when discussing bullying and the schools role to protect students. Another teacher showed the video and had a student go home and tell his very conservative mother that we were promoting a choice that they believe is wrong. We now have to send a letter home to inform parents before showing the video and give them the option to opt out, which I thin	WAYS IN WHICH SCHOOLS USED BULLIED	
We have recently begun a program to target specifically LGBT students who feel bullied. We will use the information received as a resource for this program.	WAYS IN WHICH SCHOOLS USED BULLIED	
We are having an all school Respect Week the same week as Day Of Silence to include all forms of bullying. Our slogan is _____ stands against Bullying	WAYS IN WHICH SCHOOLS USED BULLIED	
It was viewed by students who had been bullied and those who had participated in bullying and it was equally effective with both groups!	WAYS IN WHICH SCHOOLS USED BULLIED	

I found it interesting to use with both the bullies and victims in the same room at the same time.	WAYS IN WHICH SCHOOLS USED BULLIED	
We were having a small problem with 6th graders and some cyber bullying. Most had references to gay or lesbian. It worked well when used on these smaller groups who were bullying.	WAYS IN WHICH SCHOOLS USED BULLIED	
We used the Bullied program during Mix-It Up Day school wide	WAYS IN WHICH SCHOOLS USED BULLIED	
We have a Bully Free School Zone. This helped us discuss LGBT bullying with our students. We have always focused on cyber bullying and bullying but not on this issue. We chose this video because we have seen some bullying of LGBT students this past year.	WAYS IN WHICH SCHOOLS USED BULLIED	
We also participated in No Name Calling week by making announcements and posters	WAYS IN WHICH SCHOOLS USED BULLIED	
I used it with my A-team and they were moved but the story, but they are also middle school students so their opinions are still being developed and homophobia is a big part of their make up right now. I am chipping away at it.	WAYS IN WHICH SCHOOLS USED BULLIED	
I work at a non-traditional high school. There are only 102 students, but racism and bullying is something that we deal with daily. We have many students who are in gangs and often use their gang affiliation to bully others. I used this video to show the effects of bullying whether LGBT or racism, weakness, obesity, etc.	WAYS IN WHICH SCHOOLS USED BULLIED	
Many of our staff members were unaware of the signs of bullying and that gay bullying was happening at such early ages. We are a Positive Behavior Support community so it was definitely apropos in dealing with the concerns at our school and in the community. The students make posters and our Design team is considering doing a video to support the training for our younger population. Thank you for sharing such useful and timely information with us.	WAYS IN WHICH SCHOOLS USED BULLIED	
I ordered it to share with students and staff. Our staff, in particular, are very homophobic and speak rather insensitively about LGBT issues.	WAYS IN WHICH SCHOOLS USED BULLIED	
As a very small religious school (one afternoon per week), we have some students who are bullied elsewhere and then become bullies themselves in our relatively safe space. I was grateful to have this well-made film back me up in my effort to address this serious issue directly.	OTHER GROUP USES OF BULLIED	Church Use
Bullying has become a large issue in The state of Florida, especially with recent deaths caused by cyber bullying. I passed this educational kit to our guidance counselor, and the kit was passed up to the county office. In addition, I have passed on to the teachers in my school your website. Since we are working with a high -risk population suffering from poverty to parents that are incarcerated. I love your website and teaching resources. Thank you.	COMMENTS ABOUT BULLIED	Excellent teaching resource, valuable material, recommend it to others, etc.;
We not only have students who bully, but we also have parents who bully. Your film is helping us reach the students who, hopefully, will have an impact on the parents in our community.	COMMENTS ABOUT BULLIED	Excellent teaching resource, valuable material, recommend it to others, etc.;
Allowed teachers who may otherwise not feel comfortable with the topic, to address it.	COMMENTS ABOUT BULLIED	Excellent teaching resource, valuable material, recommend it to others, etc.;
Showed frustrations and problems with the legal system; showed all-too-common attitudes of administrators and how they perpetuate bullying	COMMENTS ABOUT BULLIED	Comments on what bullied taught students
It helped them see that Bullying is a human rights issue. It is a very compassionate and real presentation of the agony the target experiences.	COMMENTS ABOUT BULLIED	Comments on what bullied taught students
In a very conservative community and I'm having a tough time getting the go ahead. I think the film is wonderful though!	COMMENTS ABOUT BULLIED	Not used; Waiting for approval
I shared it with our counselor, a fellow teacher and principal. I did not get a receptive response from administration. It was neutrally offered as a professional development option that apparently no one on our staff was interested in exploring. I believe most of our staff is still too uncomfortable with the topic. Administration seems to believe it is not a problem at our school. I see it otherwise.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
Past principal did not wish this film or topic to be discussed/taught in my classroom.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
At this point, my principal is leery about showing this movie to our seniors due to our school culture and community.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
I work for a Christian School, so the video was not shown to the students, however the staff used the packet to teach mini-lessons in their classes.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
Our GSA previewed and then wanted to use for the whole school. We were prevented from doing so by the administration who claimed there was going to be a district wide bullying initiative. (which never materialized) From my perspective, the latest administration is afraid to deal with the GSA and puts up roadblocks .	ISSUES/PROBLEMS	Statements about problems encountered, concerns
Students enjoyed and expressed their feeling about the film openly and honestly. The resistance I got was from some administrators who were not ready for the conversation.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
My high school principal has screened it and deemed it appropriate for staff use, but is leery to use it with students as there is fear they might jump to legal action. Which says - yes, we have gay kids getting bullied and we	ISSUES/PROBLEMS	Statements about problems encountered, concerns
I was not permitted to use the video because it was thought to only focus on one subject and our school teachers were not comfortable with the subject.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
My Principal was opposed to the resources found in this kit. She felt that 8th grade students should not be talking about the topic of homosexuality.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
Was not able to use the video with students. Our Director of Safe Schools did not feel it was appropriate for middle school students.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
My school has not had an opportunity to share the Bullied Kit with any students or educators. The administration is uncomfortable with the LGBT message in the film and some of the literature.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
The administration was very cool toward Bullied. While students liked the film, administration has suppressed because they feel the \$900,000 award will encourage law suits against the district.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
Our administration decided it was not appropriate to use with our students	ISSUES/PROBLEMS	Statements about problems encountered, concerns
The students have special education eligibilities and are ages 18-21 receiving transition services. It was difficult for them to not just focus on LGBT issues rather than seeing the whole picture about bullying. That it is not just an LGBT issue.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
I feel that it could have impacted them greatly if our parents would have felt comfortable with the subject matter. May be next year.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
I loved the film and it was very powerful. However, I had a parent complain about supporting THEIR agenda and chastised me for exposing her daughters (twins) to homosexuality and deviance. That is why I may not feel comfortable using the film again.	ISSUES/PROBLEMS	Statements about problems encountered, concerns
This was a great video! There were some parents who were upset that we viewed the video. I would suggest sending home a letter to parents prior to viewing it and inviting them to attend the showing as well. After the video, our classes (25-28 students each), had great discussions! Some students were even crying and apologizing to students they had bullied in the past. As teachers of 6th graders, we thought that this was a powerful video that we would show again in a minute! Great job and thanks for al	ISSUES/PROBLEMS	Statements about problems encountered, concerns

<p>Part of the opposition was that the educators and administrators individually are not comfortable with discussing the topic of gay and lesbian issues in the school. When a few parents questioned the content, I was stressed out that no one would step up to support this issue. As a matter of fact, many of my co-workers need severe sensitivity training themselves. I do not feel comfortable even bringing it up with my Administration. He would just find a slick way to deny he has any issues while he would pro</p>	<p>ISSUES/PROBLEMS</p>	<p>Statements about problems encountered, concerns</p>
<p>It generated dialogue in 5th/6th about the use of derogatory names for LGBT students and this alarmed many parents. Some object to the gender orientation aspect of the bullying curriculum.</p>	<p>ISSUES/PROBLEMS</p>	<p>Statements about problems encountered, concerns</p>
<p>Although the video is well done, some of my students were quite offended by the gay/lesbian example.</p>	<p>ISSUES/PROBLEMS</p>	<p>Statements about problems encountered, concerns</p>
<p>I teach English as a Second Language and many have experienced bullying due to cultural differences. The problem that I face is that many of my students have been taught in their own cultural and religious experiences that homosexuality is wrong so they believe that persecuting that particular group is acceptable. The video and subsequent lessons were very helpful in allowing them to see another perspective.</p>	<p>ISSUES/PROBLEMS</p>	<p>Statements about problems encountered, concerns</p>
<p>While watching the video, I was appalled by what happened to Jamie. Unfortunately, right after watching it, I received a text message from a young man who stated I don't care what it takes, I have to leave here one way or the other. I had no idea what that meant, but was worried about what the student meant. After finally reaching his father, I found out the student had been dealing with bullying and physical harassment for being gay. I'm happy to report that they young man is alive and doing as well</p>	<p>ISSUES/PROBLEMS</p>	<p>Statements about problems encountered, concerns</p>
<p>In the past two years, we've had two gay students commit suicide. One of these young men was rejected by his family. It would be nice to have something with which to educate different cultures about bullying from within a family. Often teens encounter bullying within their own families.</p>	<p>ISSUES/PROBLEMS</p>	<p>Comments related to need to broaden the DVD's focus</p>
<p>As a school psychologist I presented with a general education teacher in English classes for 9th-10th grades. Students read a book on cyber bullying as well. Some students were uncomfortable with LGBT sexuality themes but I presented the information in terms of civil rights issues which they have learned about and understand. Our school is very diverse ethnically so it is helpful to talk about how minorities felt going to schools that were not open to them based on the color of their skin, etc.</p>	<p>ISSUES/PROBLEMS</p>	<p>Comments related to need to broaden the DVD's focus</p>
<p>The gay issue is extremely difficult for students, especially boys to accept. This film opened up a dialog which is a start for many of these kids. My biggest concern was that students felt that the gay issue and bullying were the main ways kids could be bullied so I would have liked more than just the gay issue to use</p>	<p>ISSUES/PROBLEMS</p>	<p>Comments related to need to broaden the DVD's focus</p>
<p>I was not aware that this kit dealt with homosexuality. This is a very delicate subject and it is best left for High school to address. Middle school students deal with a different type of bullying, thus I was not able to use it for its intended purpose.</p>	<p>ISSUES/PROBLEMS</p>	<p>Comments related to need to broaden the DVD's focus</p>
<p>I have noticed a decrease in people using words like "that's so gay" and "no homo" now. They also understand the bystander effect more.</p>	<p>ISSUES/PROBLEMS</p>	<p>Teachers' judgements about overall impact of Bullied</p>
<p>Bullied impacted my students by giving them a real life example of a student who was victimized for what he could not control: his sexual preference. Many of my students witness acts of bullying take place everyday, however, they are hesitant to stand up for the victims. I have noticed a big difference in the way students treat one another in my classroom after watching the film. For instance, no longer is the word gay used to describe the class work, the homework assignment, or the clothes one wears.</p>	<p>ISSUES/PROBLEMS</p>	<p>Teachers' judgements about overall impact of Bullied</p>
<p>It didn't impact my students as much as I had expected or hoped, but it did foster classroom discussions on the topic of bullying and LGBT concerns and let me know that many of my students do not believe in responsible reporting when witnessing discriminatory or hateful acts - they feel that that would be ratting! Also, several students said that Mr. Nabozny should have had thicker skin, should have beaten up his tormentors, that it wasn't the school's responsibility to help Nabozny, and that he d</p>	<p>ISSUES/PROBLEMS</p>	<p>Teachers' judgements about overall impact of Bullied</p>
<p>I had three students come to me privately and thanked me for showing the video. I asked them to see me in a week and let me know if they thought it made a difference. They said the looks haven't stopped, the talk/language has.</p>	<p>ISSUES/PROBLEMS</p>	<p>Teachers' judgements about overall impact of Bullied</p>
<p>No measurable improvement from my students....but I don't fault the materials....it's the homophobic community here.</p>	<p>ISSUES/PROBLEMS</p>	<p>Teachers' judgements about overall impact of Bullied</p>
<p>The students watched it because it was shown in class. They were resistant to deal with gay issues because they are generally very homophobic. A few showed empathy, but most remained unchanged in their opinions.</p>	<p>ISSUES/PROBLEMS</p>	<p>Teachers' judgements about overall impact of Bullied</p>
<p>Actually, a parent of a lesbian daughter found it to be VERY helpful for him and his wife. They loved the video because it was not whiney but matter-of-factly about the issues covered. It also encouraged this couple to seek out other resources such as a local PFLAG group in Southern California. They attended their first meeting within a week of viewing the DVD!</p>	<p>ISSUES/PROBLEMS</p>	<p>Random uncategorized comments</p>
<p>We have had a new experience with a 6th grader who is a cross-dresser. He has experienced much opposition from not only students but administration who wanted to create new policies to prevent him from coming to school dressed in some female clothing and hair articles. The staff was divided on the issue and expressed that he got in the way of other kids learning well because he was a distraction to others. Other staff members stood up for this student and his rights were upheld. This video was able</p>	<p>ISSUES/PROBLEMS</p>	<p>Random uncategorized comments</p>
<p>We are an urban school. Even the staff makes comments like: I know you're not gay; I don't roll that way; and other value statements. Gangs, churches, community adults - they all frown on homosexuality. I present tolerance to students and staff, but it's more important to teach potential victims survival skills (avoiding confrontations, maintaining a positive self image no matter what others say or do, not crusading for their lifestyle, etc.)</p>	<p>ISSUES/PROBLEMS</p>	<p>Random uncategorized comments</p>
<p>Since my son (homeschooled) has been a target of bullying, this helped!</p>	<p>ISSUES/PROBLEMS</p>	<p>Random uncategorized comments</p>
<p>This is a community college and LGBT students are still the least respected group on campus. We have work to do.</p>	<p>ISSUES/PROBLEMS</p>	<p>Random uncategorized comments</p>

Response to Q21. How can we improve Bullied?	1st Code for Response	2nd Code for Response	3rd Code for Response
Use other victims rather than or in addition to a gay student. I am sorry to say but many rural communities are still in denial about the real world.	Add more personal stories/quotes/student comments/case studies online or on DVD	Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional	
We wish to use the video with classrooms. The concern is that the victim was gay and some staff are concerned about parents not wanting their children to see a film about a homosexual. It's almost as if it would have been more acceptable to see a film about a student being bullied as long as he/she wasn't gay. We need administrative approval to show the film because of the gay aspect. Teachers are previewing it and then we will ask administrative approval.	Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional	Include outreach materials/letters/posters for students/parents/administrators	
I felt for 8th grade too much of a focus was on homosexuality. I would not be able to use that in 8th grades.	Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional	Make versions/kits for ES, MS, HS, college, pre-service, staff, religious & community orgs, parents, girls/boys, ELL	
It was well thought out and put together. However the content of the bullying made the focus on tolerance of homosexuality, not a more general discussion on the effects of bullying that my middle school students need.	Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional	Make versions/kits for ES, MS, HS, college, pre-service, staff, religious & community orgs, parents, girls/boys, ELL	
The issue of sexuality limits its usefulness to high school and is problematic even there.	Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional	Make versions/kits for ES, MS, HS, college, pre-service, staff, religious & community orgs, parents, girls/boys, ELL	
The subject of homosexuality as the basis for bullying is a concern for some people that I have spoken to. A general bullying video not specific to sexual orientation would be more appropriate for some students and settings.	Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional	More on bullying/less on legal issues and administrator failures/less on one story	
If you could take the homosexual aspect out, we could use it.	Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional		

<p>Controversial subject difficult to grasp in smaller rural conservative communities, even if things exist in our hometown.</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>		
<p>Could make follow up videos with other examples...at our school more of our gay bullying is verbal, not physical, so although our students thought it was awful, they dont see that physical bullying, so they dont think they are as bad, even though the repeated calling someone gay or fag is also awful</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>		
<p>Frankly I think the gay/lesbian episode is too controversial for high school students at this time. I found there were very deep-rooted feelings about portraying this in the classroom.</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>		
<p>I felt there was very good content in Bullied. However, I do not work with a population that would approve of me discussing the homosexual content of the video.</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>		
<p>I think the program is excellent and I would love to use it, but the subject material is just a little too touchy for my administrator and parents of the students I would use it with. Another bullied film, without the sexuality component, may be better received in my conservative community.</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>		
<p>More information about everyday issues that aren't direct bullying - the constant use of anti-gay slurs used among teenagers.</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>		
<p>Our school was not allowed to use Bullied because it dealt with homosexuality. Our administrator said that general bullying is addressed by the counselor, but homosexuality should not be addressed specifically.</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>		
<p>Many parents will not like that the story centers around a gay student's struggles. I think the message is universal and was well done.</p>	<p>Include outreach materials/letters/posters for students/parents/administrators</p>	<p>Positive comment</p>	
<p>I need help introducing the topic in a nonthreatening way to resistant and homophobic staff and administrators.</p>	<p>Include outreach materials/letters/posters for students/parents/administrators</p>		

<p>Have a softer version to slowly introduce this topic to a heavily anti-gay Bible-Belt southern rural/ suburban area.</p>	<p>Make versions/kits for ES, MS, HS, college, pre-service, staff, religious & community orgs, parents, girls/boys, ELL</p>		
<p>My problem was administration did not approve of the homosexual content for middle school. I personally believe like the tiger mom that students should be exposed to this material and process it themselves. I would use it if I was allowed.</p>	<p>Make versions/kits for ES, MS, HS, college, pre-service, staff, religious & community orgs, parents, girls/boys, ELL</p>		
<p>Possibly add some more of the other cases where they show the dire results of someone being bullied. i.e. suicide, depression.</p>	<p>More on bullying/less on legal issues and administrator failures/less on one story</p>		
<p>No suggestions currently... However - I would love some more teaching tools that connect bullying and suicide. And I had to emphasize to my class that its not just gay kids getting bullied, but kids who are perceived to be gay - which is a much larger number than just gay kids.</p>	<p>No opinion/comment/suggestion</p>	<p>Teach tolerance/empathy/strategies/solutions for bullied/bystanders/school policies</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>
<p>I wish I had an answer for this question. So many people, both students and adults, become upset whenever this subject is mentioned. I have offended others with my attitude when all I wished to do was have them see how homosexuals must feel.</p>	<p>No opinion/comment/suggestion</p>		
<p>I would like to use it with students but it would not be accepted in this community which is sad. I work in a very conservative and catholic community. I would like to use it as a staff training.</p>	<p>No opinion/comment/suggestion</p>		
<p>We can not discuss this particular topic in our school. We will, of course, implement a program that does not specify alternate lifestyles as a theme. Sorry!</p>	<p>other</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>	
<p>I thought the curriculum was wonderful and the resources very promising. However, I could not use it because of the issue of homosexuality. I would say that this curriculum should be targeted to high school educators.</p>	<p>Positive comment</p>	<p>Expand series beyond LGBT and physical bullying to obesity/race/ethnicity/girls/disabilities/age/ELLs/adults/mental illness and cyber bullying/emotional</p>	<p>Make versions/kits for ES, MS, HS, college, pre-service, staff, religious & community orgs, parents, girls/boys, ELL</p>

<p>I love your resources. I think it is a realistic snap shot. It shows the ugliness of human nature. I live in the mid west bible belt and this is still a touchy subject in this area. The kids that we do have come up they are treated as a novelty and it is trendy. I would like to see a bullying video done on bullying of a minority or sexting, that is more what we struggle with.</p>	<p>Positive comment</p>	<p>Expand series beyond LGBT and physical bullying to obesity/ race/ethnicity/girls/ disabilities/age/ELLs/ adults/mental illness and cyber bullying/ emotional</p>	
<p>The whole bullied packet was put together very well. Unfortunately, my school does not want to address anything that has to do with being gay as they feel it is so controversial. That's sad because the issues are real and they are here to stay whether we choose to acknowledge them or not. I will share with teachers that are interested for their own personal knowledge. Thank you.</p>	<p>Positive comment</p>	<p>Expand series beyond LGBT and physical bullying to obesity/ race/ethnicity/girls/ disabilities/age/ELLs/ adults/mental illness and cyber bullying/ emotional</p>	
<p>It's outstanding. After this movie was screened at a staff meeting, there was sharp opposition from the administration when it was suggested that teachers show it to students as well. Perhaps some information in the kit on how to handle this situation would be beneficial.</p>	<p>Positive comment</p>	<p>Include outreach materials/letters/ posters for students/ parents/administrators</p>	
<p>I thought that the materials were very good and I shared them with several teachers. There is a great reluctance by teachers and administrators to introduce any materials that deal with homosexual issues in grades 5-8. We have a Bully Program and it is doing very little good in my opinion. If this school used the materials that I have received from you we would be much better off and doing a meaningful program.</p>	<p>Positive comment</p>	<p>Make versions/kits for ES, MS, HS, college, pre-service, staff, religious & community orgs, parents, girls/ boys, ELL</p>	
<p>As the grandmother of a bi-racial, gay teen, I thought it was dead on. I ordered it because of his issues and it was good enough (a mirror image of what he endures) that I presented it to the school to get approval to use in the school to help other student like my grandson.</p>	<p>Positive comment</p>		
<p>It is a very touchy subject even with staff. I think contuning dialog with students and staff will help with the unjust treatment. Students at least see the harm it causes.</p>	<p>Positive comment</p>		
<p>Over the past 11 years of teaching, not one adult has said they dropped out of school due to school work; they all dropped out because of people - sadly including teachers, counselors, and administrators who do not understand or are not sympathetic to their needs.</p>	<p>Positive comment</p>		
<p>There is so much about bullying and this part is a very touchy subject. I think it was a very good presentation. I added some worksheets for it. Very delicate around here.</p>	<p>Positive comment</p>		
<p>If you make another movie, please try to put more people of color in it. We teach in an inner city and it is a difficult place for LBGST students because they are not accepted by their churches. They have to deal with a lot of pain and some families kick them out.</p>	<p>Use more diverse, relatable character's stories for urban/girls/ younger</p>		

Response to Q22. Additional comments:	Main Category
Your question asked if we encountered opposition. I said no, but it definitely did create an atmosphere ripe for discussion. LGBT is still a touchy topic to many.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
Unfortunately, our small, rural school is not ready to confront this issue yet.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
The only hesitation seems to be that there are parents at this school who are very Christian and homophobic and so presenting a gay victim may not be the most effective. I think it is a great film. I need to convince administration to let us show it school wide.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
The gay subject is not acceptable to my principal. I gave it to my principal for use with the faculty.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
We have not had time to create a presentation for students. We have bigger problems, e.g. a principal who thinks all bullying happens only in the halls. He will not investigate any claims in other places.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
School will not allow it. I loved the DVD and thought it was told very well. I was crushed when I was told I couldn't show it	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
I thought it was a very educational and eye-opening experience. We are in a community where derogatory comments are thrown around with little care and not much thinking. Our students live in a very sheltered atmosphere where different lifestyles are rarely witnessed.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
I would be nervous of parent complaints. It is a tough subject, although it is reality and should be out in the open, many parents want to keep their children sheltered.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
I am stymied by the homophobic attitudes within the population I work with..	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
I think the materials are very good. We need to explore how we can utilize them in our conservative rural school district and minimize the possibility of being accused of promoting homosexuality. Unfortunately many in this community will not see it for its real purpose. We need to be careful in its use in the middle school. If nothing else I hope to use it for staff awareness.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
Very good video...interesting how many people think we do not have a bullying problem in our school or a problem with LGBT issues. Their heads are in the sand!	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
I work with elementary and middle school students in some (most) schools that keep their heads in the sand. I am working to build a stronger connection between straight and gay bullying. I think people are missing the fact that it is all starting earlier and there are things that we can do.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
The biggest road block we are up against is our district office level people. My principal had to get special permission to show the video to our STAFF! Showing it to students would be out of the question! We continue to push for education in this area and to open eyes but it must start from within the policy makers and decision makers in our district (those at the top) and it's been a very slow process. My district is in a wealthy, conservative area.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
Administrative/Community denial of such a problem is the biggest hurdle. There must be more exposure to this problem before people will admit to it's reality.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
Was told by administration is was controversial. Did not want the gay issue to overshadow the bullied issue. Thought the video was great. Could not use it.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
Our principal is conservative and religious. Further, the district and school board greatly fear the community reaction to anything related to LGBT issues. Sadly, the only people screening this film right now are subversive teachers because we have been told we aren't authorized to show the film.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use
I thought it was wonderful. Unfortunately administration in this building is resistant to addressing diversity issues that concern sexual minorities.	Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use

<p>I have many of your resources and enjoy all of them thoroughly. I use all of them in my classroom. I wish that I could use Bullied. I could not get the curriculum approved by administration because it dealt with homosexuality. I think it would be of great value to my students. I hope that someday I will be able to use the resource.</p>	<p>Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use</p>
<p>We were directed from our District office NOT to share this video with students due to the nature of the content.</p>	<p>Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use</p>
<p>The other counselors and administrators in my district are completely against discussing GLBTQ issues at all. One counselor (the only other counselor to view the video) says that the video is good but definitely pro gay (whatever that is) and is afraid that it would indicate some sort of approval of being LGBTQ. I'm serious.</p>	<p>Obstacles to use; Attitudes and barriers; Reasons for not using/not being allowed to use</p>
<p>Had my middle school sons view it and they were pretty much in agreement that it is in the schools in great proportion.</p>	<p>Uncategorized comments</p>

APPENDIX II

Resources to Address Bullying

Submitted by the Southern Poverty Law Center

The following is a compilation of resources to understand and combat bullying.

The damaging effects of bullying:

www.tolerance.org/blog/national-day-silence-shutting-justice

www.tolerance.org/magazine/number-34-fall-2008/making-sense-senseless-murder-lawrence-king

Anti-LGBT bullying as sexual harassment:

www.tolerance.org/blog/taking-stand-against-sexual-bullying

Addressing school climate:

www.tolerance.org/blog/bullying-civil-rights-issue

www.tolerance.org/blog/how-not-deal-bullies

www.tolerance.org/blog/after-silence-we-need-strong-voices

www.tolerance.org/magazine/number-38-fall-2010/country-outposts

Dealing with bias:

www.tolerance.org/blog/want-stop-bullies-deal-differences

www.tolerance.org/activity/identifying-and-responding-bias-incidents

Anti-bias programs:

www.tolerance.org/mix-it-up

Resistance from schools:

www.tolerance.org/blog/finding-hope-anoka-hennepin

www.tolerance.org/blog/denial-fails-effective-anti-bullying-program

www.tolerance.org/blog/focus-family-goes-after-lgbt-students

www.tolerance.org/blog/anti-gay-bullying-suicide-and-need-empathy

www.tolerance.org/magazine/number-38-fall-2010/fighting-back-against-bullies

Bullying solutions:

www.tolerance.org/magazine/number-31-spring-2007/why-we-need-gsa

www.tolerance.org/activity/5-steps-safer-schools