

Homophobic bullying: intergroup factors and bystanders' behavioral intentions

Ana Raquel Bernardino Mota de Jesus António

Thesis specially presented for the fulfillment of the degree of
Doctor in Psychology

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*If my lunchbox spoke,
It would tell you how sad it gets every time we have to eat alone at school.
If my ears spoke,
They would tell you what torment they feel when someone makes fun of me.
If my shoes talked,
They would tell you how fast they run when we want to get to a safe place.
If my glasses spoke,
They would tell you about all the things I see and do not say anything about.
If my watch spoke,
It would tell you that when I'm late for classes it's because I'm scared.
If my notebooks spoke,
They would tell you that my best thoughts are not there.
If my school report card spoke,
It would tell you that with so much pain I cannot have better grades.
If your heart listens when mine wants to talk to you...*

- Ana Tettner -

Abstract

Bystanders are present in most of bullying episodes and have a relevant role facilitating or inhibiting bullying. This thesis builds on a field of research that considers bullying as an intergroup phenomenon, and examines the role of intergroup factors that may inhibit or promote bystanders' helping intentions during homophobic bullying episodes. For this purpose, we conducted eight studies (Chapters 2-6). A pilot study showed that extended contact was associated with more bystanders' helping intentions, via increased empathy and decreased threat (Chapter 2). Two correlational studies demonstrated that social contagion concerns were associated with less bystanders' helping intentions, and one-group representations were associated with more bystanders' helping intentions via decreased social contagion concerns (Chapter 3). Two experiments manipulated social contagion concerns, and despite the non-significant effects of both manipulations, correlational findings were consistent with previous findings (Chapter 4). Two studies tested, experimentally, the impact of imagined and extended contact on bystanders' helping intentions (Chapter 5). Results showed that imagined contact promoted more positive outcomes than imagining something unrelated, particularly among female younger participants and extended contact triggered positive outcomes, particularly among female and younger participants. One experiment tested the effects of common identities on bystanders' helping intentions, showing that while dual-identity triggered more behavioral intentions to help victims of homophobic bullying, one-group identity triggered less threat (Chapter 6). Overall, this thesis supports the importance of considering intergroup factors and processes while examining bystanders' helping intentions during homophobic bullying episodes.

Keywords: homophobic bullying, bystanders, social contagion, intergroup contact, common identities

PsycINFO Classification Categories and Codes:

2980 Sexual Behavior & Sexual Orientation

3000 Social Psychology

3020 Group & Interpersonal Processes

Resumo

Os *bystanders* estão presentes na maioria dos episódios de *bullying* e têm um papel relevante na facilitação ou inibição do *bullying*. Esta tese contribui para uma área de investigação que considera o *bullying* como um fenómeno intergrupais, examinando o papel de factores intergrupais que podem inibir ou promover as intenções de ajuda dos *bystanders* durante episódios de *bullying* homofóbico. Um estudo piloto demonstrou que o contacto alargado esteve associado a mais intenções de ajuda dos *bystanders*, através de maior empatia e menor ameaça (Capítulo 2). Dois estudos correlacionais demonstraram que as preocupações de contágio social estiveram associadas a reduzidas intenções de ajuda dos *bystanders*, e que a representação de grupo-único esteve associada a mais intenções de ajuda dos *bystanders*, através da redução das preocupações de contágio social (Capítulo 3). Dois estudos manipularam o contágio social, e apesar dos efeitos não significativos de ambas as manipulações, os resultados correlacionais foram consistentes com resultados anteriores (Capítulo 4). Dois estudos experimentais testaram o impacto do contacto imaginado e alargado nas intenções de ajuda dos *bystanders* mostrando que o contacto imaginado promoveu resultados mais positivos do que imaginar algo não relacionado, particularmente entre as participantes mais novas, e que o contacto alargado promoveu resultados positivos, particularmente entre as raparigas e os participantes mais novos (Capítulo 5). Um estudo experimental testou os efeitos de identidades comuns nas intenções de ajuda dos *bystanders*, revelando que, enquanto a dupla-identidade promoveu mais intenções de ajuda a vítimas de *bullying* homofóbico, a identidade de grupo-único desencadeou menos ameaça (Capítulo 6). No geral, esta tese sustenta a importância de considerar factores e processos intergrupais quando analisadas as intenções de ajuda dos *bystanders* de episódios de *bullying* homofóbico.

Palavras-chave: *bullying* homofóbico, *bystanders*, contágio social, contacto intergrupais, identidades comuns

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Chapter 1.

Introduction and Literature Review

Bullying among children and adolescents is one of the most common types of school-based violence, defined by Olweus (1994) as “being (...) exposed, repeatedly and over time, to negative actions on the part of one or more other students.” (p. 1173). Globally, one in three students, aged between 13-15 years old, experienced bullying (UNESCO, 2019), which remains a matter of concern among parents and educators (Hymel & Swearer, 2015). In this work, we will address one of the most common forms of bias-based bullying (i.e., bullying involving an intergroup context, ingroup and outgroup members; Palmer & Abbott, 2017): *homophobic bullying*. Homophobic bullying is bullying based on actual or perceived lesbian, gay, bisexual, queer or gender non-conforming identity, and can affect all students independent of their sexual orientation, gender identity, gender expressions or characteristics (Espelage et al., 2018; Kosciw, Greytak, & Diaz, 2009). Bullying experiences negatively affect youth and are linked to many psychological, social and academic consequences (e.g., depression and lower levels of school engagement; Berlan, Corliss, Field, Goodman, & Austin, 2010; Kosciw et al., 2009). Given that peers (i.e., bystanders) are present in more than 80% of bullying episodes, these bystanders have the potential to effectively prevent or stop bullying episodes, by intervening on behalf of the victims. However, there is not much research focusing on the social-psychological factors that influence bystanders’ behaviors when witnessing homophobic bullying episodes. The general aim of this work is to look at bullying as a phenomenon that is affected by intra and intergroup factors and to extend knowledge on the social-psychological factors that may encourage or prevent bystanders from helping homophobic bullying victims.

The major theoretical novelty of this work is to go beyond individual and interpersonal approaches of bullying, using a social psychological lens to examine intergroup factors that influence bystanders’ assertive behavioral intentions (i.e., their intentions to help the victims) during homophobic bullying episodes. Besides this theoretical contribution, we also expect our empirical findings to provide inputs to inform the design of school-based interventions aiming to promote more helping behaviors among adolescent bystanders.

Relying on research on bystanders’ intervention (e.g., Frey, Pearson, & Cohen, 2014; Palmer & Abbott, 2017), our main tenet is that specific intergroup factors may account for bystanders’ behaviors when witnessing bias-based bullying episodes. Some of these intergroup factors may act as barriers and inhibit bystanders’ assertive behavioral intentions of helping (Chapters 3 and 4). Conversely, other intergroup factors

may promote bystanders' assertive behavioral intentions (Chapters 2, 3, 5 and 6). In each case, the central idea is that, when witnessing a bias-based bullying episode, different intergroup factors account for adolescents' behavioral intentions and these factors have been largely underexplored. In this work, we focused on one intergroup factor that may inhibit peer bystanders' intentions of helping homophobic bullying victims (i.e., social contagion concerns) and two intergroup factors that may promote more bystanders' assertive behavioral intentions of helping victims (i.e., intergroup contact and inclusive identity representations). Additionally, we examine potential underlying mechanisms (i.e., masculinity/femininity threat and empathic concern) that may account for the effects of the intergroup factors on bystanders' assertive behavioral intentions.

1.1. Bullying and Bias-Based Bullying

Bullying is a significant problem worldwide that affects many children and adolescents (UNESCO, 2019). Research on bullying started with the work of Olweus in the 1970s, who first characterized it as a phenomenon in which a child is exposed to negative actions, repeatedly and over time, by other children in a relationship characterized by an imbalance of power between the victim and the bully or bullies (Olweus, 1994). These negative actions are intentional and may be direct (i.e., involving a direct attack of a target) or indirect (e.g., social exclusion from a group; Olweus, 1994). Indeed bullying takes many forms, such as verbal (e.g., name-calling or threats), psychological (e.g., verbal and emotional abuse, social exclusion), physical (e.g., hitting or kicking), relational/social (e.g., spreading rumors or manipulating friendship groups), sexual (e.g., sexual comments and jokes, gender-based discrimination) and cyberbullying (e.g., sharing private or embarrassing pictures online), and occurs everywhere (e.g., playground, lunchroom, corridors and classrooms, during the breaks, before and after school; e.g., Fite et al., 2013; Green, 2008; Rivers & Smith, 1994; UNESCO, 2019; Whitney & Smith, 1993).

Many studies on bullying, conducted in a large number of countries have shown that prevalence rates vary (e.g., Hymel & Swearer, 2015). Recently, a UNESCO (2019) report of 144 countries revealed that, globally, almost one in three students (32%) experienced peer bullying at school at least once in the last month. Psychological bullying (e.g., social exclusion) was the most frequent form of bullying (UNESCO, 2019).

Besides these descriptive data showing high prevalence of bullying, there is also a strong body of research focusing on the characteristics of victims, bullies and bully-victims (i.e., children who bully and are bullied themselves; e.g., Fekkes, Pijpers, & Verloove-Vanhorick, 2005; Stevens, De Bourdeaudhuij, & Van Oost, 2002). In general, research showed that victims are usually more vulnerable, anxious, weak, or may be overweight, or an ethnic or sexual minority (e.g., Green, 2008). Bullies are harder to characterize, given that many children and adolescents may engage in bullying at some point. However, research has pointed out some characteristics associated with the bully role (e.g., Green, 2008). Bullies are usually more impulsive, lack empathy, lack warmth, lack supervision and parental involvement and support (Zych, Baldry, & Farrington, 2017). Bullies report having punitive and conflicting parents (e.g., Zych et al., 2017). They also see violence in a positive way (Green, 2008). Additionally, those who are simultaneously bully-victims may come from abusive families (Schwartz, Dodge, Pettit, & Bates, 1997).

Previous studies also examined the relationship between bullying and age. Findings in this realm are complex (Smith, 2016). Nonetheless, data suggest that both the prevalence and the forms of bullying are different across age (Menesini & Salmivalli, 2017). Bullying peaks during middle school years (i.e., 12–15 years), and tends to decrease by the end of high school (Hymel & Swearer, 2015). Indeed, one study with almost 2000 students encompassing early to late adolescence revealed a higher prevalence of bullying during school transition (i.e., from elementary to high school - grade 9) and a decrease of bullying levels at the end of high school (Pepler et al., 2006). Physical bullying declines with age, while verbal, social and cyberbullying tend to increase with age (Espelage, Mebane, & Swearer, 2004; Rivers & Smith, 1994).

There are also sex trends and differences in terms of frequency and forms of bullying. In general, boys are more involved in bullying as both perpetrators and victims (Nansel et al., 2001). In terms of forms of bullying, girls are usually involved in more indirect forms of bullying (e.g., rumors) and boys in more direct forms (e.g., physical violence; Espelage et al., 2004). However, some studies have found small or no sex differences (e.g., Card, Stucky, Sawalani, & Little, 2008), particularly in verbal/indirect bullying, suggesting that these differences are less clear for this form of bullying. These findings stress the importance of exploring bullying among all children and youth, instead of focusing only on boys (Card et al., 2008).

Children and adolescents who are repeatedly exposed to bullying are likely to have serious short and long-term consequences (e.g., Hong & Espelage, 2012). These consequences include low self-esteem, attempt suicide, reduction in school performance, increase in school drop-out and addiction (for a review, see Menesini & Salmivalli, 2017). Depression and anxiety are also common among bullying victims, those who bully their peers and those who are bullies and have been bullied (Swearer, Song, Cary, Eagle, & Mickelson, 2001). There is also evidence for the negative effects of merely witnessing peer harassment among middle school students (Menesini & Salmivalli, 2017; Nishina & Juvonen, 2005).

Experiences of bullying are very frequent among youth with certain characteristics, attributes and group-based minority identities (i.e., so-called stigma-based or bias-based bullying; e.g., obese youth, ethnic minority youth, and sexual minority youth; Earnshaw et al., 2018; Russell, Sinclair, Poteat, & Koenig, 2012). Many studies reveal that lesbian, gay and bisexual (LGB) youth have a higher risk of being victims of bullying and other types of violence, than their heterosexual peers (e.g., Katz-Wise & Hyde, 2012). Bias-based bullying, identity-based bullying or prejudice driven bullying encompasses an intergroup context, beyond individual characteristics, where typically, a majority member acts against a minority group member (e.g., heterosexual bully, gay/lesbian victim; Palmer & Abbott, 2017; Smith, 2013).

Although bias-based bullying encompasses different forms of bullying based on identity, in this work, we will focus on a specific and very prevalent type of stigma/bias-based bullying: *homophobic bullying*. Homophobic bullying involves the use of negative labels and denigrating phrases toward youth who are or are perceived to be gay, lesbian or bisexual (Espelage, Basile, Leemis, Hipp, & Davis, 2018). Further, homophobic bullying goes beyond sexual orientation and may be directed to those who differ from the traditional gender role system (e.g., Elipe, Muñoz & Del Rey, 2018). Indeed, research demonstrated that besides sexual minority youth, homophobic bullying might be directed to heterosexual youth who may somehow be perceived as being different in terms of traditional gender role expectations (e.g., Poteat & Espelage, 2005, 2007). Although sexual orientation has been indicated to be related to victimization, studies fail to include sexual orientation measures as predictors of school-based victimization (Toomey & Russell, 2016). Additionally, bias-based harassment at school is understudied in bullying research, compared to non-bias-based harassment, even though the clear negative risks it causes to youth (Russell et al., 2012).

School-based victimization toward sexual minority youth is highly prevalent across many countries, with rates varying across studies. For instance, data from the UK (Stonewall Association, 2012) revealed that 55% of LGB young people experience homophobic bullying, 96% of gay students hear homophobic remarks in school (e.g., “faggot” or “poof”), and 99% hear derogatory phrases or expressions in school (e.g., “that’s so gay” and “you are so gay”); however, only 10% revealed that teachers intervene when they hear homophobic language.

Importantly, sexual minority youth revealed higher suicidal ideation and suicide attempts, sexual and physical abuse, mental health problems, and substance abuse, compared to heterosexual youth (Fedewa & Ahn, 2011). Victims of homophobic bullying also have weaker connections with school and less support from teachers (O’Shaughnessy, Russell, Heck, Calhoun, & Laub, 2004), less sense of school belonging and lower grade point averages (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2016). Thus, it is important to focus on this understudied form of bullying that affects so many youths. This thesis aims at addressing this gap.

1.2. Moving Beyond Bully and Victim

An important conceptual step was taken in the study of bullying with the recognition that bullying is a group phenomenon (e.g., Trach, Hymel, Waterhouse, & Neale, 2010) and the introduction of participant roles in bullying research (Smith, 2016). Traditionally, bullying was studied as a dyadic dynamic involving a bully and a victim. Concurrently, it was extended to those who were simultaneously bully and victims (Schwartz et al., 1997; Solberg, Olweus, & Endresen, 2007). Lately, researchers recognized that bullying does not include only one victim and one or more bullies and started looking at the social context in which this phenomenon occurs (O’Connell, Pepler, & Craig, 1999; Poteat & Rivers, 2010) focusing on the role of groups (Salmivalli & Voeten, 2004). Group mechanisms and social factors, such as group norms, diffusion of responsibility, and friends’ expectations have been also shown to influence bullying (Gini, 2007; Salmivalli & Voeten, 2004). Thus, researchers shifted the focus to the social ecology of bullying, examining the role of other individuals (e.g., peers and teachers) and of the social context in the classroom (e.g., Atlas & Pepler, 1998), conceptualizing bullying as a social event supported by peers (Hong & Espelage, 2012; Jones, Bombieri, Livingstone, & Manstead, 2012).

Building on this social-ecological framework research has been focusing on the role of peers in bullying acts. For example, Atlas and Pepler (1998) observed 60 bullying episodes and found that peers were involved in 85% of these episodes, highlighting the importance of peer roles in bullying. However, despite being present in 85% of bullying episodes, peers only intervened to stop the bullying in 11% of those episodes (Craig & Pepler, 1997).

Thus, victimization occurs within a group context and in the presence of other students, and these peer bystanders can take on different roles during bullying episodes (Atlas & Pepler, 1998; Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996). Salmivalli and colleagues (1996) identified six participant roles in a sample of Finnish youth: victims, bullies, assistants of bullies, reinforcers of bullies, defenders of victims and outsiders. Assistants support the bullies by taking part in the bullying, while reinforcers support the bullies by cheering and laughing on the bullying. Defenders support the victim and try to stop the bullies, whereas the outsiders, who are the largest group, silently and passively watch the bullying happening. The participant roles approach has been replicated in several studies linking these roles with psychological correlates (e.g., social cognition, moral reasoning, empathy and self-efficacy), trying to understand why students engage in these different roles (e.g., Gini, Albiero, Benelli, & Altoè, 2007; Gini, Albiero, Benelli, & Altoè, 2008). For instance, individual-level factors, such as high levels of self-efficacy, openness, empathy and bystanders' awareness of their role have been related to defending responses (e.g., Abbott & Cameron, 2014; Gini et al., 2008; Salmivalli, 2014) and may interact with group processes to predict bystanders' responses to bullying (e.g., ingroup identification and intergroup contact; Palmer & Abbott, 2017). Furthermore, the peer group behaviors also influence bystanders' behaviors and willingness to intervene (e.g., if one's peer group engage in greater bullying perpetration, this behavior is likely to be adopted by individuals within the group; Espelage, Green, & Polanin, 2012; Saarento & Salmivalli, 2015). Recent studies consider group involvement in bullying to understand bullies' motivation to bully and the lack of support for victims (Salmivalli, 2010). Thus, research has examined interpersonal and within group approaches when investigating bullying. However, it is also relevant to take into account an "intergroup" perspective in bystanders' responses, given that bullying can be an intergroup behavior, when it is directed to members of one group, by members of another group (Nesdale & Scarlett, 2004; Ojala & Nesdale, 2004).

1.2.1. Theoretical Basis to Understanding Peers' Roles: The Relevance of an Intergroup and Social Identity Perspective of Bullying

Research has identified factors related to intergroup processes that may lead children and adolescents to bully, assist or reinforce the bully, help the victim or witness without doing anything (Palmer & Abbott, 2017). Conceptualizing bullying as an intergroup phenomenon is built upon Tajfel's Social Identity Theory (SIT; Tajfel & Turner, 1979). More recent work has sought to understand bullying behavior from a group-level perspective, highlighting the importance of several intergroup factors that may influence child behavior during bullying episodes (e.g., Duffy & Nesdale, 2009; Gini, 2006). This intergroup approach relies on the core idea of SIT that belonging to a social group or category gives its members a sense of social identity, which describes and prescribes their appropriate behaviors (Ojala & Nesdale, 2004; Tajfel & Turner, 1979). Individuals' attitudes, behaviors, and perceptions of ingroup and outgroup members derive, in part, from the identification with a group that is perceived to be positively distinctive from other relevant groups (Tajfel & Turner, 1979). Indeed, pre-adolescents presented with a short story describing a bullying episode differentiated outgroup characters as more blameworthy and ingroup characters as more preferable (Gini, 2007). These findings are in line with SIT and Social Identity Development Theory (i.e., SIDT; Nesdale, 2004; Tajfel & Turner, 1979): when individuals identify with a group, they tend to favor the ingroup over the outgroup. The SIDT was proposed to understand the development of children's intra and intergroup attitudes, such as prejudice; and behaviors, such as bullying and aggression (Nesdale, Durkin, Maass, Kiesner, & Griffiths, 2008; Nesdale, 1999).

Indeed, children change their responses to bullying according to group memberships and norms. Research based on SIDT and SIT shows that with increase age children are able to understand group functioning (Abrams, Rutland, Pelletier, & Ferrell, 2009) and experience group pressure to conform to group's stereotypic expectations and norms (Nesdale, Maass, Durkin & Griffiths, 2005; Rutland, Cameron, Milne, & McGeorge, 2005; Rutland, Killen, & Abrams, 2010), which may result in negative attitudes towards outgroup or the preference for the ingroup (Rutland et al., 2010). Thus, group norms are also an important factor that determines intergroup attitudes and behaviors and research examined the influence of group and classroom norms on bullying (Nesdale et al., 2008). For example, Salmivalli and Voeten (2004) found that

children were less likely to bully or reinforce the bully when there were anti-bullying norms in the classroom. Ojala and Nesdale (2004) found that, when bullying was consistent with ingroup norms and directed to a similar outgroup member who represented a potential threat to the ingroup, ingroup member children tended to consider bullying as more acceptable. Thus, children seem to be more supportive of bullying when it is normative, than anti-normative, within their peer group (Duffy & Nesdale, 2009). Similar findings emerged in the context of cyberbullying (Jones, Manstead & Livingstone, 2011). Specifically, children's responses to a cyberbullying incident were affected by greater ingroup identification, perpetrator's group norm and legitimacy of bullying group behavior (i.e., the extent to which the perpetrator's group behavior was seen as fair). Specifically related to the focus of this thesis, group norms affect bystanders' responses to bullying episodes. Pozzoli and Gini (2010) revealed that peers are more likely to intervene (i.e., by defending) when they felt peer-normative pressure for intervention. Similar findings emerged in a study of 200 primary school students showing an association between perceived normative pressure to intervene, from the peer group, and students' intentions to intervene (Rigby & Johnson, 2006).

Besides identity and norms, other key constructs of understanding intergroup bullying have been pointed out: attitudes, status, and power (Brenick & Halgunseth, 2017). Social identity concerns may also motivate bullying and peer victimization, that is, as a path to achieve higher social status and social power, and thereby obtaining a more positive view in their ingroup (Gini, 2006). Gini (2007) conducted a study with 314 adolescents to examine intergroup status in the context of an intergroup bullying episode. Findings revealed that adolescents favored their ingroup (i.e., by showing a higher preference for the ingroup), especially when it was a victim-group. Additionally, adolescents blamed the high-status outgroup more than any other group, by attributing them the responsibility of the bullying incident.

More recently, researchers proposed a developmental intergroup approach, bridging established social, developmental, and cognitive theories (e.g., SIT, SIDT, Subjective Group Dynamics and Social Domain Model) with key social psychological constructs (e.g., power, social identity, group norms, and social and moral evaluations of discriminatory victimization) to understand children and adolescents' social interactions (Brenick & Halgunseth, 2017; Killen, Mulvey & Hitti, 2013; Rutland & Killen, 2015; Rutland et al., 2010). This approach highlights the influence of intergroup factors (e.g., group membership and identification, group norms, intergroup status) on

children's and adolescents' behaviors and attitudes. The developmental intergroup approach research has focused mainly on intergroup social exclusion, which could be a form of indirect bullying when meeting certain thresholds conditions (i.e., repetition, intentions to harm; Brenick & Halgunseth, 2017). Palmer, Rutland and Cameron (2015) relied on this developmental intergroup approach to understand the development of prosocial bystander intentions on intergroup verbal aggression. Results revealed that, although prosocial bystanders' intentions (i.e., to help) declined with age, older participants were more likely to report prosocial bystander' intentions but only when the victim was an ingroup member and the aggressor was an outgroup member, due to increased ingroup identification.

In sum, several studies have been examining bullying as a group phenomenon, exploring bullying as involving an ecological context, highlighting the role of different social and group factors. However, these studies have been generally restricted to the roles of the victim and bully (e.g., to victim's and bullies' group identities), and not specifically to group processes and the intergroup context that involves and influences *assertive bystanders* – those onlookers who challenge bullies and comfort victims (Aboud & Joong, 2008).

The findings reviewed in this chapter highlight the importance of considering intergroup-level variables when examining bullying phenomenon and predictors of peers' roles. Rather than focusing solely on individual differences, some types of bullying (e.g., a child being bullied because he/she is Muslim) require a different level of theoretical analysis. In these cases, research should focus on different factors, related to the intergroup context (e.g., group identity, categorization of ingroup and outgroup, stereotypes, moral judgments about the fair treatment of others, social/cultural traditions; Killen et al., 2013) that lead children to exclude others, based on their group membership. Palmer and Abbott (2017) further suggest that these group processes can also influence children and adolescent bystanders that help bias-based bullying victims.

Children and adolescents have to learn how to balance group identity, group goals, and intergroup relations when making decisions and judgments in intergroup contexts, such as the case of bullying episodes. Different individual, interpersonal, group and intergroup factors are needed to understand how children/adolescents justify and evaluate bullying acts. However, despite the support for intergroup influences in the social development of children and adolescents, most research still does not take an intergroup approach to examine bystander responses to homophobic bullying episodes.

Given the potential of assertive bystanders to stop and prevent bullying episodes, we will examine bystanders' assertive behavioral intentions and identify new intergroup factors that may positively and negatively influence intended bystander assertive behavior when witnessing homophobic bullying incidents.

1.2.2. Bystanders' Role: From Latané and Darley to Bullying Episodes

Decades of research have established the bystander effect, commonly described as a social psychological phenomenon in which a person is less likely to help a victim, in an emergency, if there are other witnesses (Darley & Latané, 1968). Diffusion of responsibility, social influence, and audience inhibition are the psychological processes identified to contribute to this phenomenon and hinder the bystander intervention process (Latané & Nida, 1981). To explain bystander behavior, Latané and Darley (1970) developed a five-step bystander intervention model focusing on intrapersonal processes (i.e., situational model of bystander intervention) that involve: 1) notice the event, 2) interpret it as an emergency, 3) admit responsibility for intervening, 4) know how to intervene or provide help, and 5) make the decision to help or not. Further, helping responses can be inhibited at any step of the process and so not provided (Pozzoli & Gini, 2012).

The bystander intervention model has also been applied to examine bystanders' helping behaviors in other contexts, such as sexual assault prevention (Burn, 2009), organ donation (Anker & Feeley, 2011), sexual harassment and bullying episodes (e.g., Jenkins & Nickerson, 2017; Nickerson, Aloe, Livingston, & Feeley, 2014). Bullying incidents, like other emergencies, also tend to have many witnesses, whose lower intervention levels may be affected by the presence of other peers witnessing – helping is less likely when other individuals witness a harmful or dangerous situation (Salmivalli, 2010). Pozzoli and Gini (2012) tested three steps of the bystander intervention model in a bullying situation (i.e., interpret the event as an emergency; accept responsibility for helping; know how to help), and showed the existence of these steps during late childhood and early adolescence. Thus, the bystander intervention model explains the processes behind why bystanders fail to intervene to help bullying victims (Jenkins & Nickerson, 2016; Nickerson, et al., 2014). For instance, it helps to know if students fail to interpret bullying as an emergency (step 2) or if students do not know how to intervene (step 4; Jenkins & Nickerson, 2016). However, when applying the bystander intervention model to a bullying scenario, the focus is still on individual

factors affecting bystanders' defending behaviors. Indeed, many personal characteristics of bystanders have been related to their willingness to intervene, such as the moral obligation to intervene, perceived peer pressure to intervene, perspective taking and empathy (Walters & Espelage, 2019). However, less is known about other factors, namely, intergroup factors that can impact bystander behaviors. For instance, from a social identity perspective, Levine and Manning (2013) argued that the presence of bystanders can both inhibit and facilitate bystander helping. In particular, helping is dependent upon bystanders identifying with the victim (i.e., identification leads to an increase in helping; Levine & Crowther, 2008; Levine & Manning, 2013). Moreover, research showed that fostering a common group identity between bystanders and victims could promote helping behavior in emergency contexts (Levine, Prosser, Evans & Reicher, 2005). On the contrary, research revealed that when bystanders were strangers (i.e., where bystanders do not share social category membership), increasing group size inhibited intervention in a street violence scenario, but encouraged intervention when bystanders were friends (Levine & Crowther, 2008). Thus, intergroup factors can both facilitate and inhibit helping behaviors in some conditions.

Bystanders are present in over 80% of bullying episodes (Atlas & Pepler, 1998; Craig & Pepler, 1997). Research shows that bystanders have the potential to intervene on behalf of the victim and quickly stop the incident, though levels of intervention on behalf of the victim remain relatively low (e.g., Craig & Pepler, 1997; Frey et al., 2014; Hawkins, Pepler, & Craig, 2001; O'Connell et al., 1999). O'Connell and colleagues (1999) used direct observation of bystanders' intervention from video recordings of students playing on the playground and found that they only intervened 25% of the time and spent 54% of their time reinforcing bullies. Another study, conducted with children from grades 1 to 6, revealed that peers were present in 88% of the episodes, intervened in 19%, but when intervening, they effectively stopped bullying within just a few seconds in 57% of the situations (Hawkins et al., 2001). These findings demonstrate that bystanders' intervention may stop bullying quickly and effectively (Aboud & Joong, 2008).

Besides observational studies, other studies suggest that bystanders truly matter, and their responses are important to the victims (Saarento, Garandeau, & Salmivalli, 2014). For instance, one study showed that defended victims had higher self-esteem and social status than undefended ones (Sainio, Veenstra, Huitsing, & Salmivalli, 2010). However, with increasing age, bystanders are increasingly passive when witnessing

bullying (e.g., Trach et al., 2010). Although bystander intervention is uncommon and declines with age (e.g., Palmer et al., 2015; Rigby & Johnson, 2006), bystander responses influence the bullying frequency (Salmivalli, Voeten, & Poskiparta, 2011).

Given the positive impact of bystanders' interventions, research has been focusing on what predicts bystanders' helping behaviors. Several studies identified different interpersonal and environmental predictors (e.g., individual characteristics and classroom expectations) that account for bystanders' helping interventions (e.g., Caravita, Di Blasio & Salmivalli, 2009; Salmivalli & Voeten, 2004). Empathetic responsiveness, social and moral development, attitudes towards bullying, cooperation to support and help others and popularity are some of the individual and contextual factors associated with bystanders actual or intent to defend victims of bullying (e.g., Gini, Pozzoli, & Hauser, 2011; Jenkins, Demaray, Fredrick, & Summers, 2014; Nickerson & Mele-Taylor, 2014; Salmivalli & Voeten, 2004). Overall, most of these studies overlooked intergroup factors (e.g., the importance of ingroup and outgroup memberships, identity or group norms) and recent research on bystanders' responses is now increasingly focusing on intergroup-level factors (e.g., Palmer et al., 2015).

Based on this research, it is therefore important to examine intergroup factors that influence bystanders' intentions to help bullying victims. Further, to the best of our knowledge, intergroup factors that influence bystanders' assertive behavioral intentions to help victims of homophobic bullying remain largely understudied. Previous research highlighted that intervening in a homophobic bullying incident may result in higher social risks than in a general bullying incident, considering the heterosexist norms and beliefs rooted in societies (Poteat & Vecho, 2015). Hence, the present work will focus on examining intergroup factors that may inhibit or promote bystanders' assertive behavioral intentions to help homophobic bullying victims and thereby shed light on how to promote more helpful bystander intervention.

As mentioned before, research has shown a developmental decline in bystanders' helping behaviors (e.g., Evans & Smokowski, 2015; Menesini et al., 1997; Mulvey, Palmer, & Abrams, 2016; Palmer, et al., 2015; Pepler & Craig, 1995; Rigby & Johnson, 2006). For instance, Rigby and Johnson (2006) conducted a study with late primary and early secondary school students and found that younger students are more likely to intervene as bystanders, compared to older ones. In addition, Palmer and colleagues (2015) found a developmental decline in prosocial bystanders' responses to a scenario of bias-based bullying with older adolescents showing less intention than

younger adolescents and children to help victimized peers. In line with these findings, we will consider potential age differences. In the current thesis, we propose that the same intergroup factors that may influence bystanders' assertive behavioral intentions can also help to explain the developmental decline in defending responses.

Alongside age trends, sex differences are also a central aspect of children's social development (Palmer, 2015). As mentioned earlier, research shows sex differences in bullying form and frequency, but girls and boys also differ in terms of the roles they play in bullying episodes (Underwood & Rosen, 2011). Girls are more likely to be involved in bullying as defenders or outsiders, whereas boys are more likely to have the role of bullies, reinforcers, and assistants (Salmivalli et al., 1996; Trach et al., 2010). Trach and colleagues (2010) examined both age and sex differences in bullying among elementary and secondary school students; showing that younger students and girls were more likely to help the victim and directly intervene or talk to an adult than older students and boys. There is evidence for sex differences in bystanders' helping behaviors, although not always consistent. Indeed, other research indicates that sex differences in bystander interventions are mixed. For instance, O'Connell and colleagues (1999) found no significant differences between boys and girls in intervening on behalf of the victim, although younger and older girls were significantly more likely to support the victim than older boys.

Since very early, individuals are grouped in categories related to their masculine or feminine traits and are expected to behave according to their gender roles (Metin-Orta, 2019). Furthermore, sex differences emerge at a very young age in behaviors and relationships (Leman & Tenenbaum, 2011), with gender role socialization being central in adolescence (Pleck, Sonenstein, & Ku, 1994). Indeed peers, parents and society all pressure adolescents and children to behave according to sex normative behaviors (Espelage, et al., 2018). Thus, concerns about gender roles are heightened and enforced during adolescence, especially among boys who are more often forced to perform appropriate and conservative masculine related behaviors, including heteronormativity (Espelage et al., 2018; Pleck et al., 1994; Poteat & Vecho, 2015). These traditional masculinity norms and behaviors are usually related to sexual prejudice (Poteat & Anderson, 2012). Boys are frequently pressured to prove their heterosexuality and engage in homophobic behaviors to enforce their masculine status and claim masculinity (Espelage et al., 2018; Phoenix, Frosh, & Pattman, 2003). Girls are also expected to adopt gender norms associated with femininity although these norms are not

usually as related to sexual prejudice such as masculinity norms are (Poteat & Anderson, 2012). Interestingly, one study revealed an association between normative masculine activities (e.g., roughhousing) and homophobic behavior among both adolescent boys and girls, which indicates that certain expressions of masculinity are also related to homophobic behaviors and attitudes among adolescent girls (Poteat, Kimmel, & Wilchins, 2010). A study explored sex differences in bystanders' defending responses to homophobic behaviors, among high school girls and boys, showing that girls reported more defending behaviors, compared to boys (Poteat & Vecho, 2015). Therefore, it seems that more than engaging in homophobic behaviors, boys may tolerate it when others also do it or may fear retaliation if they decide to intervene (Poteat & Vecho, 2015). In line with these results, we will also take into account sex differences in bystanders' responses to victims of homophobic bullying.

Importantly, it is essential to note that there is a conflation of sex and gender in research, with the terminology being complex and controversial. Some authors defend the use of *sex* to refer to biologically based differences between males and females, whereas the psychological, social and cultural aspects (e.g., gender roles) of being a man, woman or other gender should be referred to as *gender* (Hyde, Bigler, Joel, Tate, & van Anders, 2019; Sweeney, 2017). Other authors argue that sex and gender should not be distinct terms, given that biological and social aspects are connected and inseparable (Hyde et al., 2019).

Being aware of this complexity, we use the term *sex* throughout the studies of this thesis. This is related to the fact that previous research used the same approach (e.g., Trach et al., 2010) and also to results obtained from a pilot study with the targeted population (Portuguese adolescents) revealing that most youths were not aware of what is meant by gender. Thus, in all studies, we assessed participants' sex and will examine whether bystanders' sex influences their responses to homophobic bullying episodes¹.

1.3. What May Inhibit Bystanders' Assertive Behavioral Intentions?

Research has already focused on the role of intergroup factors that facilitate bystanders' helping behaviors (e.g., group norms and social identification; Palmer et al., 2015; Trach & Hymel, 2019), but less is known about intergroup factors that may inhibit bystanders' behaviors during bullying episodes.

¹ In the pilot and correlational studies (Chapters 2 and 3) we used the term gender as for editorial recommendations.

The research presented in this thesis builds on and extends a new field of research that considers bullying as an intergroup phenomenon, introducing additional intergroup factors that may act as barriers to confront bullying or as facilitators of helping responses when witnessing homophobic bullying episodes. Specifically, we focus on the role of social contagion concerns as a possible barrier to bystanders' behaviors when facing homophobic bullying.

1.3.1. Social Contagion Concerns: Fear of Misclassification

Beyond “general” bullying, homophobic bullying makes it more difficult for victims to report and find support (Elise et al. 2018). Because it targets both sexual minority and heterosexual individuals, helping the victim of this behavior can lead other people to fear stigma and “contagion” and to run the risk of becoming themselves the target (Pichardo, 2015). One study with university students revealed that although participants reported they would confront a homophobic insult: none of the participants who actually witnessed the insult confronted it (Crosby & Wilson, 2015). According to the authors, this suggests that intentions to challenge discrimination do not always result in action.

The fear and likelihood of being perceived by association as gay or lesbian may prevent heterosexual individuals to work as allies of sexual minorities (Duhigg, Rostosky, Gray, & Wimsatt, 2010). The phenomenon of identity misclassification as a stigmatized individual or group, was first labeled as “courtesy stigma” (e.g., Goffman, 1963; Sigelman, Howell, Cornell, Cutright, & Dewey, 1991), although it quickly became problematic and was relabeled as “stigma by association” (e.g., Dwyer, Snyder, & Omoto, 2013; Neuberg, Smith, Hoffman, & Russell, 1994). Research on stigma by association revealed that this fear of misidentification might become a barrier to activism among heterosexual individuals, preventing them to build alliances with sexual minorities (Duhigg et al., 2010). Research also showed the social implications of being misidentified as a stigmatized group member by others (e.g., Neuberg et al., 1994). For instance, heterosexual males were more denigrated when interacting with a gay man, than when interacting with a heterosexual partner (Neuberg et al., 1994). Similarly, heterosexual males were stigmatized for associating with gay males and experience similar prejudice and discrimination as their stigmatized counterparts (Sigelman et al., 1991). Specifically, prejudiced participants believed that a man who chose a gay roommate and whose sexual orientation was not explicitly identified had personality

traits stereotypically associated with homosexual individuals (Sigelman et al., 1991). Importantly a longitudinal study with AIDS volunteers revealed that for persons with low self-esteem, greater anticipated stigma by association negatively impacted their volunteerism, demonstrating that greater concerns of stigma by association were related to less contact with an HIV+ patient in public settings (Dwyer et al., 2013).

Previous studies also showed that being miscategorized as a stigmatized group could result in discomfort, regardless of the level of sexual prejudice (Bosson, Taylor, & Prewitt-Freilino, 2006). Indeed, miscategorization can result in self-conscious discomfort, and a decreased desire for personal growth (Bosson, Prewitt-Freilino, & Taylor, 2005). Specifically, findings showed that when heterosexual men performed behaviors that violated gender roles (i.e., stereotypically feminine behaviors), they expected people to misclassify them as gay and experienced an increased degree of self-conscious discomfort (Bosson et al., 2005). Additional work supported the assumption that identity misclassification results in discomfort during imagined gender role violations (Bosson et al., 2006). In this study, regardless of their sex, attitudes (e.g., homophobia, gender role ideology) and self-views (e.g., self-esteem, gender identity, self-rated masculinity, and femininity), expectations of misclassification strongly predicted people's discomfort during gender role violations.

Recent work on identity misclassification by association has focused on social contagion concerns. Specifically, individuals heighten concerns that contact with stigmatized group members result in misclassification as an outgroup member (Buck, 2010; Buck, Plant, Ratcliff, Zielaskowski, & Boerner, 2013). Even if heterosexual people might not hold negative attitudes toward homosexuality, concerns over being incorrectly labeled as gay or lesbian leads them to respond in a biased way (Buck, 2010). Buck and colleagues (2013) examined whether these social contagion concerns have implications for intergroup contact with lesbian and gay individuals, beyond levels of sexual prejudice. Studies conducted with college students revealed that social contagion concerns independently predict anxiety and avoidance in response to imagined, anticipated, and actual contact with a lesbian or gay individual, after controlling for negative attitudes toward homosexuality (Buck et al., 2013). Plant, Zielaskowski, and Buck (2014) further explored the implications of mating goals (i.e., finding a romantic partner) for contagion concerns and responses toward gay and lesbian people. Results from three studies revealed that the activation of mating goals led heterosexual people, who fear misidentification as gay/lesbian, to increase

avoidance and denigration of gay and lesbian people. These findings further illustrated the role of social contagion concerns in increasing negative and avoidant responses towards LGB people.

Thus, this line of research suggests that traditional sexual prejudice (i.e., negative attitudes toward an individual based on group membership defined by sexual attractions, behaviors or orientation; Herek & McLemore, 2013) limits the understanding of heterosexuals' negativity towards gay and lesbian individuals, considering that sexual orientation is a concealable identity (Plant et al., 2014). Given that sexual orientation is not readily identifiable, any heterosexual person can be inaccurately classified as LGB, which may result in concerns, for some heterosexual individuals of being misclassified as such (Buck, 2010). Therefore, it is clear that being misclassified as gay or lesbian is a threat to some heterosexual people given the risk of experiencing prejudice and discrimination by being associated with this stigmatized group (Buck, 2010).

Importantly, social contagion concerns may be particularly important for adolescents due to the pressure they usually experience to behave according to traditional gender norms by society, parents, and peers (Espelage et al., 2018). Deviating from these norms may result in victimization, often in the form of homophobic bullying (Espelage et al., 2018). Hence, students who do not behave according to traditional gender roles, like traditional masculinity, are more likely to be harassed based on their actual or perceived sexual orientation or gender identity (Espelage et al., 2018). In this sense, bystanders who help a victim of homophobic bullying may also become the object of abuse or misclassification as gay or lesbian by associating with the victim. The fear of being misidentified by associating with a victim of homophobic bullying may influence adolescents' decision of helping. Also given the negative impact of social contagion concerns on intergroup relations with gay and lesbian people, in this thesis we intended to examine the role of social contagion concerns as a key factor that determines bystanders' assertive behavioral intentions in homophobic bullying episodes. We argue that heterosexual individuals' fear of being miscategorized as gay/lesbian may threaten adolescents' identity and decrease their willingness to help victims of homophobic bullying. This fear of misidentification may be particularly stronger for male adolescents, given the rigid masculine gender role norms that prevent them from having male intimacy, display feminine behaviors and

may heighten homophobia levels (Duhigg et al., 2010). Therefore, in our studies, we will consider sex differences in social contagion concerns.

1.4. What May Promote Bystanders' Assertive Behavioral Intentions?

1.4.1. Intergroup Contact and Intergroup Attitudes

Besides examining the inhibiting effect of social contagion concerns on bystanders' intentions to help, we further examined other intergroup factors that may promote intentions to help homophobic bullying victims. Given the prejudice and stigma-base of homophobic bullying, we rely on one of the most influential and enduring theories of prejudice reduction: *intergroup contact theory*. The "contact hypothesis" (Allport, 1954) posits that contact between members of different social groups is an efficient strategy to reduce intergroup prejudice and improve intergroup relations and attitudes (e.g., see Pettigrew & Tropp, 2006 for meta-analysis; Voci & Hewstone, 2003; Wagner, van Dick, Pettigrew, & Christ, 2003).

Decades of research showed the robustness of intergroup contact in improving outgroup attitudes. Pettigrew and colleagues (2006, 2011) meta-analyses and reviews of intergroup contact theory, showed overwhelming support that intergroup contact is effective in reducing prejudice in different contexts and age groups, even when not ensuring Allport's original conditions for optimal contact (i.e., equal status, common goals, no intergroup competition, and authority sanction). Research has also shown different underlying mechanisms through which intergroup contact positively impacts intergroup relations (e.g., greater empathy, less intergroup anxiety and less threat; Davies, Tropp, Aron, Pettigrew, & Wright, 2011; Pettigrew & Tropp, 2008; Tausch, Hewstone, Kenworthy, Cairns, & Christ, 2007; Turner, Hewstone, & Voci, 2007). Pettigrew and Tropp's (2008) review on *how* intergroup contact reduces prejudice focused on the three most-studied mediators of contact effects (i.e., increased knowledge of the outgroup, increased empathy and decreased intergroup anxiety). Findings revealed that affective factors (i.e., anxiety reduction and empathy) are stronger mediators, relative to cognitive factors (e.g., stereotypes; Pettigrew & Tropp, 2008). Recent research further shows that cross-group friendships, a specific form of direct contact, are especially important and can maximize the impact of contact. Cross-group friendships promote positive contact effects, encompassing the optimal conditions for contact (i.e., cooperation, common goals and equal-status), and facilitating self-disclosure, which is an important mediator of intergroup contact's

positive effects (Cameron & Abbott, 2017; Palmer, Cameron, Rutland, & Blake, 2017, 2017; Pettigrew & Tropp, 2006; Pettigrew, Tropp, Wagner, & Christ, 2011).

As mentioned, contact effects can be seen for different groups, such as ethnic majorities and minorities; disabled and mental ill groups; and sexual minorities (Pettigrew et al., 2011). Specifically, related to the topic of this thesis, adults, and adolescents revealed less prejudice, more positive attitudes towards lesbian women and gay men and expressed more positivity regarding homosexuality in general if they had gay and lesbian friends (Heinze & Horn, 2009; Herek & Capitanio, 1996). Similarly, Dutch adolescents have more positive attitudes towards homosexuality if they have had contact with lesbian women and gay men (Collier, Bos, & Sandfort, 2012). Moreover, recent research indicated that intergroup contact (i.e., cross-group friendships) is related to bystanders responding less aggressively and a decrease in ignoring intentions in response to bias-based bullying episodes (i.e., verbal racism), indicating that intergroup contact can reduce less desirable bystander responses during bias-based bullying incidents (Palmer et al., 2017). Similarly, having LGBT (Lesbian, Gay, Bisexual, and Transgender) friends is also associated with higher intentions to intervene (Dessel, Goodman, & Woodford, 2016). Heterosexual students with at least one LGBT friend reported a higher intention to intervene in cases of LGBT discrimination.

Research has focused on *indirect forms of contact* (i.e., extended, imagined and vicarious contact), which do not require experience of actual face-to-face contact and may be particularly important in contexts where there is little to no opportunity of direct contact (e.g., in segregated contexts, Christ et al., 2010; heterosexual individuals who do not explicitly know any LGB person; Vezzali, Brambilla, Giovannini, & Colucci, 2017; in an educational context and for those who do not have outgroup friends; Pettigrew et al., 2011; Turner & Cameron, 2016; Vezzali, Stathi, & Giovannini, 2012). Research further suggests that indirect contact can be more advantageous than direct contact to reduce anxiety associated with the intergroup encounter (Vezzali, Hewstone, Capozza, Giovannini, & Wölfer, 2014; Wright, Aron, McLaughlin-Volpe, & Ropp, 1997). Indeed, indirect contact could be complementary to direct contact. For instance, if applying indirect contact prior to direct (Cameron & Abbott, 2017; Crisp & Turner, 2009; Turner & Cameron, 2016). In the current work, we focus on two indirect forms of intergroup contact: extended and imagined contact.

1.4.1.1. Indirect forms of intergroup contact: extended and imagined contact.

Extended contact is a form of indirect contact that involves knowing or observing an ingroup member who has a close relationship/contact/friendship with someone from another group (Wright et al., 1997). It involves observing friendships between ingroup and outgroup members, allowing individuals to experience the positive effect of contact while avoiding anxiety or other negative feelings sometimes associated with direct contact (Wright et al., 1997). It was originally proposed to improve intergroup attitudes and reduce prejudice (Wright et al., 1997). There is evidence that extended contact is effective at reducing prejudice and increasing positive outgroup attitudes among adults, adolescents and children (e.g., Turner & Cameron, 2016; Turner et al., 2007; Vezzali et al., 2014; see Zhou, Page-Gould, Aron, Moyer, & Hewstone, 2018 for meta-analysis). Its positive effects have also been found in different contexts and with different target groups, such as improving intergroup attitudes between South Asian and White British undergraduate students in the United Kingdom (Turner, Hewstone, Voci, & Vonofakou, 2008), towards refugees and disabled children (Cameron, Rutland, & Brown, 2007), and towards other stigmatized groups (i.e., immigrants, homosexuals, refugees; Vezzali, Stathi, Giovannini, Capozza, & Trifiletti, 2015). Extended contact has been associated with a variety of positive intergroup outcomes, such as more empathy and fewer stereotypes. A recent study conducted with Italian and immigrant elementary school children showed that extended contact was associated with increased intergroup empathy, more positive outgroup attitudes, fewer stereotypes and more positive outgroup behavioral intentions (Vezzali, Hewstone, Capozza, Trifiletti, & Di Bernardo, 2017). In line with the findings that extended contact can impact intergroup behavioral intentions, a recent study showed that indirect contact (i.e., the level of contact that adolescents have with Black and Minority Ethnic individuals in five contexts) is positively related to White British adolescent bystanders' helping intentions (Abbott & Cameron, 2014). In this study, indirect contact in an intergroup name-calling situation was positively associated with bystanders' assertive behaviors via increased empathy and cultural openness and decreased in-group bias (Abbott & Cameron, 2014).

Besides extended contact, there is also imagined contact. Imagined contact consists of simulating a positive contact experience with a member or members of an outgroup (Crisp & Turner, 2009). Different from extended contact, however, imagining

an interaction with an outgroup member does not involve knowing ingroup members who know outgroup members and may be used even in less diverse or segregated contexts (Stathi, Cameron, Hartley, & Bradford, 2014).

Like extended contact, imagined contact is effective at reducing prejudice towards a variety of social groups (e.g., elderly and ethnic, national, and religious outgroups; see Miles & Crisp, 2014 for review). Research conducted with adults has shown that imagining contact with outgroup members reduces prejudice towards an elderly person and a gay man (Turner, Crisp, & Lambert, 2007). Among high school students, participants who imagined having a positive interaction with an asylum seeker from Zimbabwe reported more desire to know more about asylum seekers in general (Turner, West, & Christie, 2013). Similar findings were obtained with children (e.g., Cameron, Rutland, Turner, Holman-Nicolas, & Powell, 2011; Vezzali, Capozza, Stathi, & Giovannini, 2012; Vezzali et al., 2019). Children who were asked to imagine interacting with a physically disabled child revealed less intergroup bias, as compared to children in a control group (Cameron et al., 2011). Consistent with these findings, research conducted with elementary school children showed that imagined contact is not only effective in promoting more positive attitudes, but it also increases perceived similarity and more willingness for future intergroup interactions (Stathi et al., 2014). A recent three-week intervention with elementary school children showed that imagined contact also increased intentions to counteract social exclusion and bullying of disabled children, as well as helping intentions and willingness for outgroup contact (Vezzali et al., 2019). Importantly, imagined contact effects were stronger for children than for adults, and significantly decreased intergroup bias on attitudes, emotions, intentions, and behavior (Miles & Crisp, 2014).

Indeed, research suggests that developing interventions with both imagined and extended contact is important for children, given that school years are the formative years of prejudice development (Cameron & Rutland, 2006; Cameron, Rutland, Brown, & Douch, 2006; Miles & Crisp, 2014). In line with this, contact interventions may be also useful in bullying, for instance, at improving helping responses to bias-based bullying situations (Palmer & Abbott, 2017). Based on existing findings and extending them to bystanders' behaviors towards victims of homophobic bullying, we propose that imagined contact and extended contact will increase bystanders' assertive behavioral intentions to help homophobic bullying victims.

1.4.1.2. Indirect contact experiences and sexual prejudice.

There is evidence for the effectiveness of both extended and imagined contact to reduce sexual prejudice, intergroup anxiety and homophobic behaviors targeting gay/lesbian individuals (e.g., Hodson, Harry, & Mitchell, 2009; Mereish & Poteat, 2014). One study, conducted with heterosexual university students, showed that extended contact was related to less negative attitudes toward gay/lesbian individuals (Hodson et al., 2009). In addition, research shows that both direct and extended friendships predicted less homophobic behaviors, and this positive effect was mediated by less intergroup anxiety and less sexual prejudice (Mereish & Poteat, 2014). Capozza and colleagues (2014) showed that only extended contact (and not direct) was related to a reduction in inhumanization and increased outgroup humanization, through the inclusion of the outgroup in the self. Similar findings have been found with youth samples. For instance, one study conducted with Italian high school students showed that direct and extended friendships increased behavioral intentions to meet gay/lesbian people, and this effect was mediated by more perceived moral purity (Vezzali et al., 2017).

Recent research further showed that more than reducing sexual prejudice, indirect contact experiences could reduce heterosexual participants' social contagion concerns (Lacoste & Plant, 2018). Specifically, given that the threat of misidentification may still emerge during traditional imagined contact experiences, the authors tested the effectiveness of imagined contact with a famous gay man/lesbian woman to reduce contagion concerns. Participants were asked to imagine meeting a gay/lesbian celebrity or a non-famous gay/lesbian person. Those in the celebrity-imagined condition, compared to those who imagined interacting with a non-famous gay/lesbian person, showed reduced concerns over being misidentified as gay or lesbian.

Thus, both extended and imagined contact has been associated with less negative attitudes towards lesbian women and gay men, and to fewer concerns of being misclassified as gay or lesbian. Yet to our knowledge few studies examined the effects of extended and imagined contact on adolescents' attitudes towards sexual minorities (see Vezzali et al., 2017 for exception). Extending previous findings to bystanders' behavioral intentions towards victims of homophobic bullying, we propose that imagined contact and extended contact experiences increase bystanders' assertive behavioral intentions.

1.4.2. Inclusive Identities and Helping Responses

Another powerful strategy to reduce intergroup bias is recategorization, as proposed by the *common ingroup identity model* (i.e., CIIM; Gaertner, Dovidio, Anastasio, Bachman, & Rust, 1993). Building on social categorization and social identity principles, this approach highlights how recategorization of members of different groups into a shared superordinate identity improves intergroup attitudes and reduces bias (e.g., Dovidio, Gaertner, Ufkes, Saguy, & Pearson, 2016). Instead of belonging to distinct groups, ingroup and outgroup members are included in a common superordinate category, which ensures that former outgroup members acquire status and benefits of the ingroup membership (e.g., Dovidio, 2013; Dovidio & Gaertner, 2010). The common ingroup identity can be achieved through increasing the salience of a common superordinate membership (e.g., a school) or through new factors that groups may share (e.g., common goals or fate; Dovidio, 2013). Recategorization can take two forms: one-group and dual-identity. The first involves creating a new single superordinate category, including ingroup and outgroup members. The second involves group members maintaining their original ingroup identity (e.g., parents and children), within a superordinate category (e.g., family), thereby emphasizing both a superordinate identity (i.e., including ingroup and outgroup) and original ingroup and outgroup categories (Gaertner et al., 2016; Guerra, Rebelo, Monteiro, & Gaertner, 2013). Changing group representations from an “us” versus “them” to a more inclusive “we” is the main idea of recategorization, and there is strong empirical support for the impact of different identity representations in reducing prejudice and intergroup discrimination (Dovidio, Gaertner, & Saguy, 2009). Research reveals that promoting more inclusive identity representations (i.e., inclusive of both ingroup and outgroup members), either through dual-identities (Gaertner & Dovidio, 2000) or single one-group (Dovidio et al., 2009), increases helping behaviors and improves intergroup attitudes and behaviors.

Several empirical studies have supported the CIIM across a variety of settings and social groups (e.g., multi-ethnic high schools, banking mergers, and blended families; Dovidio, Gaertner, & Saguy, 2007), particularly the one-group identity. Contrary to the one-group representation, dual-identity is more complex and could result in either positive or negative intergroup responses, such as greater bias, distrust and threat, and ingroup projection (Gaertner et al., 2016; Riek, Mania, Gaertner, McDonald, & Lamoreaux, 2010; see Wenzel, Mummendey, & Waldzus, 2007). For instance, studies on the ingroup projection model revealed that those who identified

strongly with the subgroup and the superordinate category (i.e., dual-identification) tend to show higher levels of ingroup prototypicality, which is related to more negative attitudes towards the outgroup (e.g., Waldzus, Mummendey, Wenzel, & Weber, 2003).

A superordinate common identity may be more positive for some groups and less positive for others, depending on their group status (Gaertner et al., 2016). Indeed, majority group members usually prefer one-group representations that focus on commonalities and reduce the emphasis of subgroup identification, while minority group members tend to prefer a dual-identity representation that recognizes group distinctiveness and disparities (e.g., Dovidio, Gaertner, Niemann, & Snider, 2001; Hehman et al., 2012). Importantly, integration and assimilation preferences are related to group goals and status within context, as shown in research with White and Black American students attending either a primarily White or Black university campus. At the level of national policies, Whites (i.e., the majority group) showed a preference for assimilation, whereas Blacks (i.e., the minority group) for pluralism/integration. However, when referring to endorsement of integration/pluralism and assimilation at the campus level, numerical minorities at campus preferred an integration ideology, whereas numerical majorities at campus preferred an assimilation ideology, regardless of their status at the national level (Hehman, et al., 2012).

Despite these different effects for different status groups, recategorization strategies increase positive forms of behaviors, including helping behaviors (Dovidio et al., 1997; Nier, Gaertner, Dovidio, Banker, & Ward, 2001). Dovidio and colleagues (1997) showed that recategorizing people from separate groups into a single group resulted in more intergroup helping behaviors. Similarly, White football spectators were more likely to help a Black interviewer when he induced a common identity by wearing the hat from their university than from the other university (i.e., opposing team; Nier et al., 2001). More recently, a study revealed that dual-identity was more effective than one-group identity in triggering solidarity based on collective action among White and Black Americans (Banfield & Dovidio, 2013).

There is evidence that the positive effects of recategorization occur in adults and children (e.g., Guerra et al., 2013; Guerra et al., 2010). For instance, Guerra and colleagues (2010) demonstrated that inducing both one-group and dual-identity representations, among White and Black elementary school children resulted in more positive attitudes toward the outgroup. In addition to reducing prejudice among children, the CIIM is also effective to promote intergroup helping. One study conducted

with majority and minority Italian children revealed that greater perceptions of belonging to a common ingroup after a natural disaster promoted more positive attitudes and more intentions to help outgroup victims (Vezzali, Cadamuro, Versari, Giovannini, & Trifiletti, 2015). Consistent with these findings, Levine and colleagues (2005) demonstrated that sharing an identity (i.e., between bystander and victim) increases the likelihood of bystanders' helping responses in emergency contexts. Overall, there is evidence that sharing an identity increases not only positive attitudes but also the likelihood of helping in different contexts.

Research also showed several underlying mechanisms that account for the positive effects of common inclusive identities. For instance, increased cooperation and common fate (Gaertner, Mann, Dovidio, Murrell, & Pomare, 1990), empathy (Dovidio et al., 2010) and reduced intergroup threat (Riek et al., 2010) have been showed to mediate the effects of common inclusive identities. In two studies, one with Black and White students, and another with Democrats and Republicans, when a shared identity was made salient, participants experienced less threat and more positive outgroup attitudes (Riek et al., 2010).

Building on research showing that the salience of social identities can impact helping responses in emergencies (e.g., Levine et al., 2005; Levine & Manning, 2013), and specifically common inclusive identities increase intergroup helping, we propose that more inclusive common identities (i.e., one-group and dual-identity) will increase the likelihood of bystanders to help homophobic bullying victims.

1.5. Underlying Mechanisms of the Effects of Intergroup Factors on Bystanders' Behavioral Intentions

Besides examining the effects of the above-mentioned intergroup factors on bystanders' behavioral intentions, we will also explore some of the underlying mechanisms (i.e., masculinity/femininity threat and empathic concern) that may account for their impact on bystanders' behavioral intentions to help homophobic bullying victims.

1.5.1. Threats to Identity: The Underlying Role of Masculinity and Femininity Threat

Adolescents who witness homophobic bullying acts may also fear to violate traditional gender and sex role structures and see their masculinity or femininity being

questioned. Therefore, threats to masculinity or femininity may also account for intentions of helping victims of homophobic bullying. Such threats are defined as the concern that one's masculinity or femininity is being questioned and may be experienced on an individual or group level when it targets one's social identity (i.e., masculine or feminine identity; Reese, Steffens, & Jonas, 2014). Perceived threat is a well-known predictor of negative outgroup attitudes (for a meta-analysis see Riek, Mania, & Gaertner, 2006). Indeed, threats to masculinity and gender-role norms are related to sexual prejudice, antigay attitudes and negative behaviors (e.g., Herek & McLemore, 2013; Talley & Bettencourt, 2008). Previous research has demonstrated that inducing masculinity threat (i.e., by making heterosexual men believe that, compared to other men, they are more feminine or less masculine in some of their behaviors) increased aggressive behaviors toward participants they believed to be gay and also increased negative affect toward effeminate (but not masculine) gay men (Glick, Gangl, Gibb, Klumpner, & Weinberg, 2007; Talley & Bettencourt, 2008). Other research showed that heterosexual men whose masculinity was publicly threatened reacted more aggressively than those whose masculinity was not threatened (e.g., preferring to hit a punching bag over playing basketball; Bosson, Vandello, Burnaford, Weaver, & Wasti, 2009).

Violating the traditional gender and sex role belief system (i.e., stereotypes about women and men, attitudes regarding the roles for the different sexes, perceptions about violators of gender roles – e.g., gay/lesbian people) is perceived as a threat to the entrenched standards of femininity and masculinity (Kite & Whitley, 1996). These myths regarding traditional gender roles may legitimize and justify prejudiced attitudes towards lesbian women and gay men (Metin-Orta, 2019). Importantly, gender roles are more rigid for males, which ensure that people react more negatively to gay men who violate them (e.g., Herek, 2002). Research suggests that homosexuality may be considered a threat to the culturally determined concept of masculinity (Falomir-Pichastor & Mugny, 2009) and shows that having more traditional gender role beliefs is associated with more negative attitudes towards lesbian women and gay men (e.g., Costa & Davies, 2012).

Gendered processes and identity are also related to bullying (Forsberg, 2019). Adolescents engage in homophobic behaviors and bullying to prove their masculinity, heterosexuality and/or to avoid being labeled as gay (Pascoe, 2007; Swearer, Turner, Givens, & Pollack, 2008). Most boys usually engage in this “compulsive

heterosexuality” and masculinity when in groups, whereas individually they are less likely to engage in gendered and homophobic behaviors (Pascoe, 2007). This social process of restrictive masculinity compromises gay young males who live within this restrictive and damaging code, but it also compromises heterosexual boys who are at risk of being bullied or bullying in return (Swearer et al., 2008). Previous research, conducted with 11 to 14-year-old boys, revealed that masculinity is important to achieve, in particular, to avoid being bullied and labeled as gay (Phoenix et al., 2003). Those who do not meet gender norms are targets of victimization, often in the form of homophobic bullying (Espelage et al., 2018).

Based on these findings, we argue that adolescents’ feelings of threats to masculinity or femininity may prevent them from helping victims of homophobic bullying, to the extent that gay men and lesbian women are mainly stereotyped based on gender dimensions (i.e., masculinity and femininity; Blashill & Powlishta, 2009). Research shows that perceived threat is a key mediator of contact positive effects (e.g., Tausch et al., 2007) as well as of the relationship between common ingroup identity and outgroup attitudes (e.g., Riek et al., 2010). Importantly, beliefs about the masculinity of gay men and the experience of masculinity threat have been demonstrated as mediators of the effects of religious affiliation on antigay attitudes (Reese et al., 2014). Extending previous findings, we propose that threat to masculinity and femininity will mediate the effects of social contagion concerns and intergroup contact on bystanders’ behavioral intentions to help homophobic bullying victims. Furthermore, based on previous findings demonstrating the efficacy of common identity on reducing threat perceptions we will examine the impact of inclusive identities on decreasing other forms of threat to the self that is specific to the context of homophobic bullying (i.e., masculinity and femininity threat). We expect that making salient a single common superordinate identity (i.e., student) that does not make salient the original subgroups (i.e., their sexual orientations) will be more effective in decreasing threat to masculinity/femininity and thereby increasing bystanders’ intentions to help homophobic bullying victims.

Importantly, the majority of findings indicate that heterosexual males have more negative attitudes towards sexual minorities and more sexual prejudice (e.g., Glick et al., 2007), and manhood, compared to womanhood, is a precarious state that requires social proof and validation (e.g., Bosson et al., 2009, Vandello, Bosson, Cohen, Burnaford, & Weaver, 2008). Even though masculinity is stricter and more important to men’s identity than femininity to women (Falomir-Pichastor & Mugny, 2009), we also

included femininity threat and data from adolescent girls in all studies for exploratory and comparison reasons, and because limited research has examined relations between feminine norms and beliefs and homophobia among adolescent girls. Therefore, we will consider sex differences in our studies.

1.5.2. Empathic Responses to Stigmatized Groups

Research has shown that empathy is a powerful mechanism for improving intergroup attitudes, reducing intergroup bias (e.g., Nickerson & Mele-Taylor, 2014), and increasing helping behaviors (e.g., Abbott & Cameron, 2014; Batson, Eklund, Chermok, Hoyt, & Ortiz, 2007). Specifically, research shows that empathy is one of the underlying mechanisms through which intergroup contact and common identities improve intergroup behaviors (e.g., Dovidio et al., 2010). There are two components of empathy shown to be associated with defending behaviors: cognitive empathy or perspective taking (i.e., understanding another person's emotions), and affective empathy (i.e., being able to experience others' emotions and often results in empathic concern; Van der Graaff et al., 2014; Zych, Ttofi, & Farrington, 2019). Both components have been negatively linked to bullying behaviors and positively linked to helping behaviors (e.g., Jolliffe & Farrington, 2006; Zych et al., 2019).

Some authors proposed that empathy encompasses four empathy states, two referring to perspective taking (i.e., imagine-self perspective and imagine-other perspective) and two others to emotional responses (i.e., emotion matching and empathic concern; Batson & Ahmad, 2009). Empathic concern involves feelings of sympathy, compassion, and tenderness for another person who is in need (Batson & Ahmad, 2009). According to Batson and colleagues (2007), empathic concern is an affective form of empathy that can motivate helping behaviors and is related to more positive attitudes and helping intentions towards outgroup members and stigmatized groups (e.g., homeless individuals and people with AIDS; e.g., Batson et al., 1997; Batson, Chang, Orr, & Rowland, 2002; Vescio, Sechrist, & Paolucci, 2003). Specifically related to bystanders' helping intentions, research showed that undergraduates reported more empathic concern and more intentions to help a victim of party rape when the potential victim was a friend, rather than a stranger (Katz, Paziienza, Olin, & Rich, 2014).

Several studies further demonstrated the important role of empathy in bullying episodes, specifically by promoting prosocial behaviors (e.g., Gini et al., 2007),

predicting defending behaviors (e.g., Caravita et al., 2009; Correia & Dalbert, 2008; Gini et al., 2008; Van der Ploeg, Kretschmer, Salmivalli, & Veenstra, 2017) and willingness to intervene (e.g., Espelage et al., 2012). Research also shows that empathy is a particularly strong mediator of the relationship between contact and prejudice reduction, with contact reducing prejudice by increasing empathy and perspective-taking (e.g., Pettigrew & Tropp, 2008). Consistent with this, empathy also mediates the relation between contact and assertive bystanders' intentions (Abbott & Cameron, 2014). Research conducted with British adolescents, aged 11 to 13 years, showed that adolescents with higher levels of intergroup contact with Black and Ethnic Minority individuals were more likely to assertively intervene in an intergroup (immigrant) name-calling situation, through more empathy, more cultural openness and less intergroup bias (Abbott & Cameron, 2014).

Thus, in social psychology, both empathy and empathic concern have been used when referring to an emotional response related to perceptions of someone's welfare (Batson & Ahmad, 2009). Based on previous findings demonstrating the efficacy of empathy on reducing prejudice and increasing helping intentions, we considered empathy as a potential mediator of the effects of intergroup factors inhibiting (i.e., social contagion concerns) and promoting (i.e., extended and imagined contact) bystanders' behavioral intentions to help homophobic bullying victims. Based on previous research showing that feelings of empathic concern for a potential victim may motivate bystanders' helping intentions (e.g., Dovidio, Allen, & Schroeder, 1990; Katz et al., 2014), we will specifically focus on empathic concern². Previous research showed sex differences in empathic responses, with most studies showing that girls usually have more empathic concern for others, when compared to boys (e.g., Gini et al., 2007; Van der Graaff et al., 2014). Thus, we expect that girls will show higher empathic responses in our studies.

Overall, we believe the current thesis is a step forward in understanding the social-psychological factors that may encourage or prevent bystanders from helping homophobic bullying victims. It builds on an intergroup framework and focuses on one intergroup factor that may inhibit peer bystanders' intentions of helping homophobic bullying victims (i.e., social contagion concerns) and two intergroup factors that may promote more bystanders' behavioral intentions of helping victims (i.e., intergroup

² Except for the pilot study (Chapter 2) where we used affective and cognitive empathy components, for exploratory purposes.

contact and inclusive identities). Next, we present an overview of the present thesis and the chapters with empirical evidence testing our proposal that intergroup factors (i.e., social contagion concerns, intergroup contact, and inclusive identity representations) will impact bystanders' assertive behavioral intentions during homophobic bullying episodes.

1.6. Thesis Overview

This dissertation is organized into seven chapters. In **Chapter 1**, we presented the introduction and literature review, an overview of bias-based bullying including its consequences and prevalence. We also addressed different aspects related to bystanders' role, potential predictors of bystander behaviors, and the theoretical framework supporting our research questions.

In **Chapter 2**, we examine the relationship between extended contact (i.e., having heterosexual friends who have gay or lesbian friends) and bystanders' assertive behavioral intentions to help homophobic bullying victims, via empathy, and threat to masculinity or femininity. Based on previous research (e.g., Abbott & Cameron, 2014) we expected extended contact to be associated with more assertive behavioral intentions, via increased empathy and decreased masculinity/femininity threat.

In **Chapter 3**, we present two studies aimed to examine the link between social contagion concerns and bystanders' assertive behavioral intentions in homophobic bullying episodes. In particular, Study 1 examined if adolescents' social contagion concerns (i.e., fear of being misclassified as gay/lesbian) relate to decreased behavioral intentions to help victims of homophobic bullying, by increasing negative attitudes towards lesbian women and gay men. Study 2 further examined if inclusive identity representations (i.e., one-group or dual-identity) relate to decreased concerns of social contagion, thereby increasing adolescents' assertive behavioral intentions.

In the following chapters (**4, 5 and 6**), we experimentally manipulated the intergroup factors inhibiting and promoting bystanders' behavioral intentions (i.e., social contagion concerns, intergroup contact, and inclusive identity representations). In **Chapter 4**, we examined the impact of the fear of being misclassified as gay or lesbian (i.e., social contagion concerns) on bystanders' behavioral intentions to help homophobic bullying victims. In two studies, we manipulated social contagion concerns in adolescents. Specifically, we tested whether social contagion concerns decrease

adolescent bystanders' intentions to help homophobic bullying victims, by decreasing empathic concern and increasing masculinity/femininity threat.

Chapter 5 included two studies examining the effects of imagined and extended contact experiences on adolescent bystanders' assertive behavioral intentions in homophobic bullying episodes. Specifically, in Study 1 we examined if imagining contact with a gay boy or a lesbian girl would trigger more bystanders' assertive behavioral intentions, via more empathic concern, less social contagion concerns, and less threat to masculinity/femininity. In Study 2, we further tested if having extended contact triggered more bystanders' assertive behavioral intentions through the same underlying mechanisms.

In the last empirical study (**Chapter 6**), we investigated the role of inclusive common identities in increasing behavioral intentions to help homophobic bullying victims. We tested if inducing adolescents to think of all students as one common group of students or as a common group of students with different subgroups (i.e., sexual orientation; dual-identity representation) triggered more intentions to help homophobic bullying victims by decreasing social contagion concerns and diminishing the threat to masculinity or femininity.

Finally, **Chapter 7** summarizes and discusses the main findings. This discussion integrates the main theoretical and applied contributions of the findings; drawing some conclusions concerning their implications for school-based interventions and raising questions that have yet to be addressed. We also discussed the limitations of this work; suggesting future research directions to investigate what promotes bystanders' assertive behavioral intentions to help the victims.

Figure 1 synthesizes the structure of this dissertation.

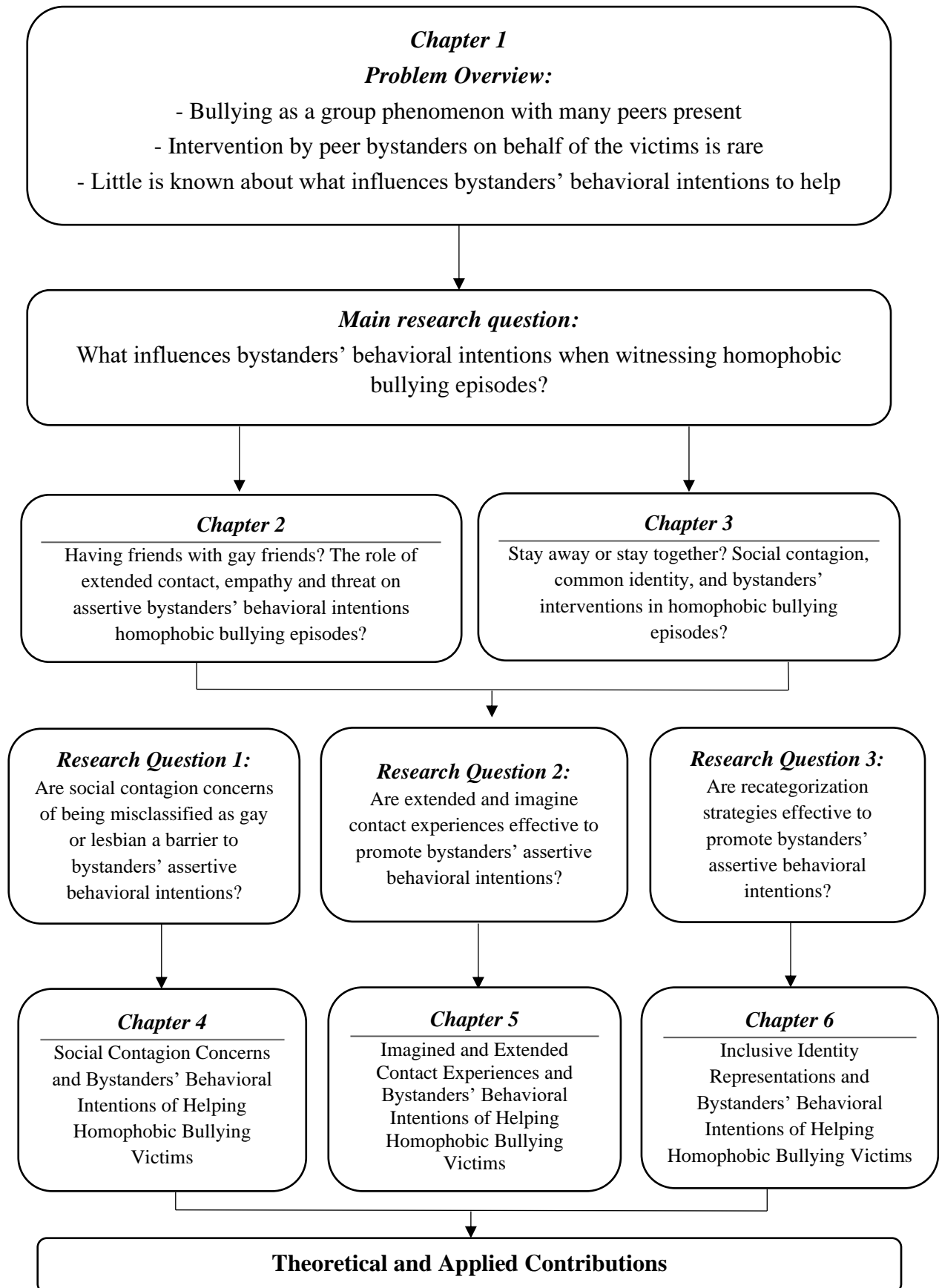


Figure 1. Overview of the problem, research questions and chapters.

Chapter 2.

Pilot Study: Having Friends with Gay Friends? The Role of Extended Contact, Empathy and Threat on Assertive Bystanders Behavioral Intentions

This chapter was published as:

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2.1. Abstract

Peers are present in more than 80% of bullying episodes and research showed that bystanders have a very important role in stopping bullying episodes. However, little is known about the predictors of assertive interventions by bystanders. The current study explored if extended contact (i.e., having friends who have gay friends), is related to assertive behavioral intentions to help the victims of homophobic bullying, through increased empathy and decreased masculinity/femininity threat. An online survey was completed by 87 heterosexual adolescents (12 to 18 years old). Results revealed that, as expected, extended contact was associated with more assertive interventions, via increased affective empathy and decreased masculinity/femininity threat. These findings replicated and extended previous studies by illustrating the underlying mechanisms through which extended contact positively affects bystanders' interventions.

Keywords: Bullying; Homophobia; Extended contact; Bystanders.

Bullying is a specific form of violence that occurs when a student is exposed to negative actions, repeatedly and over time, by one or more students (Olweus, 1993; Olweus & Limber, 2010), that has serious psychological, social and academic consequences (e.g., depression, suicide ideation, delinquency; Berlan, Corliss, Field, Goodman, & Austin, 2010).

Research on bullying has traditionally focused on the victims and aggressors taking an individualistic approach to the phenomenon. However, several recent studies consider bullying to be a group phenomenon (Meter & Card, 2015; Salmivalli, Voeten, & Poskiparta, 2011). Specifically, this new approach to bullying highlighted the importance of the peers' role, given that they are present in more than 80% of bullying episodes (Hawkins, Pepler, & Craig, 2001). These peers, usually known as bystanders, can endorse different roles such as encouraging the aggressor, helping the victim, or passively accept bullying by watching without acting (Polanin, Espelage, & Pigott, 2012; Pronk, Goossens, Olthof, De Mey, & Willemen, 2013; Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukianen, 1996). Previous research showed that bystanders can have a very important role in stopping bullying episodes. Specifically, research found that bystanders can stop bullying very quickly (10-12 seconds) and that bullying decreases when bystanders intervene on behalf of the victim (Midgett, Dumas, Sears, Lundquist, & Hausheer, 2015).

Given the importance of bystanders' intervention, recent research focused on bystanders' assertive interventions in favor of the victims of bullying (Aboud & Joong, 2008). Assertive interventions by peer bystanders are rare (Hawkins, et al., 2001; Salmivalli et al., 1996) and little is known about its predictors (Abbott & Cameron, 2014; Hawkins et al., 2001). The current study extends previous research in several ways: by a) examining bystanders' assertive interventions (i.e., behavioral intentions) in a homophobic bullying context, b) exploring a new intergroup factor (i.e., extended contact) that promotes bystanders' assertive interventions, and c) exploring empathy and masculinity/femininity threat as potential underlying mechanisms that account for these positive effects.

2.2.1. Bias-based Bullying: Homophobic Bullying

Bullying is particularly prevalent in socially marginalized groups, such as sexual or ethnic minorities and disabled people. Research shows that bias-based bullying carries more negative consequences than traditional forms of bullying (i.e., absent of bias) (Poteat, DiGiovanni, & Scheer, 2013; Poteat & Vecho, 2015). In the current study we focused on a specific form of bias-based bullying, the homophobic bias-based aggression. Research showed that homophobic bias-based harassment is very common (Poteat et al., 2013),

however, it is still a largely unaddressed phenomenon (Poteat & Vecho, 2015). Previous research showed that 55% of LGB (lesbian, gay or bisexual) young people are victims of homophobic bullying and stressed its negative effect on LGB youth's mental health and well-being (Formby, 2015). Importantly, homophobic bullying behavior is not only directed towards lesbian and gay individuals, but also towards heterosexuals. Thus, heterosexual students may also be victims of homophobia because they may be perceived as being different from traditional male or female gender role expectations (e.g., a boy who likes to dance or a girl who likes to play football could be targets of homophobic bullying because of their non-traditional gender role performances; Green, 2008; Poteat & Espelage, 2005). Therefore, given societal heterosexist norms and beliefs, bystanders who intervene in homophobic behavior episodes may be exposed to greater social risks than those who intervene in general bullying episodes (Poteat & Vecho, 2015).

2.2.2. Extended Contact and Homophobic Bullying

There are several factors that define those who engage in more defending behaviors, such as demographic factors, leadership, justice sensitivity or having LGBT (lesbian, gay, bisexual or transgender) friends (Poteat & Vecho, 2015). Having LGBT friends is associated with engaging in more active bystander interventions in homophobic bullying episodes (Poteat & Vecho, 2015). These findings are consistent with social psychological research examining the impact of extended contact on intergroup relations (e.g., Cameron, Rutland, & Brown, 2007; Eller, Gomez, Vázquez, & Fernández, 2015). The extended contact hypothesis proposes that knowing an ingroup member who has a close relationship with an outgroup member can improve intergroup attitudes (Wright, Aron, McLaughlin-Volpe, & Ropp, 1997). Research showed that the positive effects of extended contact vary depending on the level of intimacy with ingroup members (e.g., Tausch, Hewstone, Schmid, Hughes, & Cairns, 2011) or the quality of direct contact (e.g., Cameron, Rutland, Hossain, & Petley, 2011). Importantly, however, the positive effects of extended contact are consistent across studies even without controlling for level of intimacy or quality of direct contact (e.g., Cameron, Rutland, & Brown, 2007). The extended contact hypothesis has some advantages over direct contact (Eller, Abrams, & Gómez, 2012; Wright et al., 1997). For example, it reduces prejudice in contexts where direct contact is not possible, and can be a less threatening (i.e., less anxious) experience than direct contact (Eller et al., 2012). The positive effects of extended contact have been strongly supported. Previous research showed that extended contact improved attitudes towards refugees (Cameron et al., 2007), predicted lower prejudice

towards different status group countries (Eller et al., 2012) and also related to increased humanization of the outgroup (i.e., homosexuals) (Capozza, Falvo, Trifiletti, & Pagani, 2014).

Recent research explored the impact of heterosexuals' direct and extended friendships with lesbian and gay individuals on homophobic behaviors. Results revealed that both direct and extended friendships predicted less homophobic behaviors, and this positive effect was mediated by reduced intergroup anxiety and sexual prejudice (Mereish & Poteat, 2014). Thus, extended contact with sexual minorities appears to be related to less negative attitudes toward this group. Research also showed that indirect contact (i.e., the level of contact participants have with ethnic minority individuals) in an intergroup name-calling situation was positively related to assertive bystanders' behaviors, through increased empathy and cultural openness and decreased in-group bias (Abbott & Cameron, 2014).

Based on these findings, we propose extended contact to be associated with increased assertive interventions to help the victims of homophobic bullying. Extending previous research on this topic (Poteat & Vecho, 2015), we will explore the underlying mechanisms that account for the positive relation of extended contact with bystanders' assertive interventions of helping homophobic bullying victims.

2.2.3. Empathy and Helping Behaviors

Research consistently shows that empathy is related to more helping and pro social behaviors and lower prejudice (Abbott & Cameron, 2014; Batson, Fultz, & Schoenrade, 1987; Nesdale, Griffith, Durkin, & Maass, 2005; Pettigrew & Tropp, 2008). Empathy is consensually defined as encompassing two distinct components: the affective component (i.e., the capacity to experience the others emotions; Bryant, 1982) and the cognitive component (i.e., to recognize and understand another person's emotions; Hogan, 1969). Both affective and cognitive empathy have been negatively associated with bullying behaviors, and positively related to helping behaviors (e.g., Gini, Albiero, Benelli, & Altoe, 2007; Jolliffe & Farrington, 2006). In fact, empathy has been identified as a mediator of the relationship between intergroup contact and assertive bystander intentions (Abbott & Cameron, 2014). Specifically, greater intergroup contact was related to higher levels of empathy, which in turn were associated with greater assertive bystander intentions.

Based on these findings, we propose that greater extended contact will be related to more empathy (cognitive and affective), which will then be associated with increased bystanders' assertive behavioral intentions of helping the victims of homophobic bullying. Having friends who have gay/lesbian friends should increase the capacity to experience the

same emotions of victims of homophobic bullying, as well as increase the recognition of the victim's emotions.

2.2.4. Masculinity/Femininity Threat and Negative Out-Group Attitudes

Homophobia and sexual prejudice involve negative attitudes or behaviors towards sexual minorities and both have been related to traditional masculine and feminine beliefs (Poteat & Espelage, 2005). Likewise, students engage in homophobic behavior, to some extent, to prove their heterosexuality or to avoid gender nonconforming behaviors (Phoenix, Frosh, & Pattman, 2003; Poteat & Russell, 2013). Others suggest that expressing sexual prejudice is a way to prove cultural expectations about masculinity (Herek & McLemore, 2013). Consistent with this reasoning, research showed that heterosexual youth tends to prove their masculinity to avoid being bullied or being targeted as gay (Phoenix et al., 2003). Recent research further revealed that students whose peer groups have high traditional masculinity attitudes perpetrated more homophobic name-calling (Birkett & Espelage, 2015).

Overall, research suggest that masculinity threat is perceived “as the fear or concern that one’s masculinity is questioned” (Reese, Steffens, & Jonas, 2014, p. 342). Experimental studies demonstrated that inducing masculinity threat increased participants’ aggressive behavior towards gay men (e.g., Talley & Bettencourt, 2008). Other research showed that masculinity threat enhanced negative affect toward effeminate gay men (Glick, Gangl, Gibb, Klumpner, & Weinberg, 2007). Additionally, heterosexual men have more negative behaviors toward gay men than women, and usually behave in order to defend their masculinity (Glick et al., 2007). Still, to our knowledge, there are no studies that examine simultaneously sexual prejudice, homophobia and femininity threat. In this study, we will consider both masculinity and femininity threats in homophobic bullying episodes. Specifically, we will examine if extended contact is related to assertive behavioral intentions to help victims of homophobic bullying, by decreasing masculinity/femininity threat among heterosexual youth.

2.2.5. The Present Study

This study extends previous research by illustrating the underlying mechanisms through which extended contact positively relates to bystanders’ assertive interventions in homophobic bullying episodes. Specifically, this study explores if extended contact relates to bystanders’ assertive behavior, and examines potential underlying mechanisms (empathy and masculinity/femininity threat). Given the positive effects of extended contact on intergroup relations (e.g., Cameron et al., 2007; Eller et al., 2015), we expect extended contact to be

indirectly related to assertive behavioral intentions of bystanders, through increased affective and cognitive empathy (H1) and decreased threat to masculinity/femininity (H2).

2.3. Method

Participants

Participants were 115 Portuguese students (81 female and 34 male), aged between 12 and 18 ($M = 16.39$, $SD = 1.28$). The majority of participants were in 12th grade (47%), 25.2% was in 10th grade and the reference to lower grades was residual (2.6% in 7th grade, 0.9% in 8th grade and 1.7% in 9th grade). Most students identified as heterosexual (75.7%). As the out-group target in this study was homosexual/bisexual, data from participants identifying as homosexual, bisexual and the remainder (i.e., did not respond to the question or declared having doubts as to their sexual orientation) were omitted from the analyses, resulting in a final sample of 87 participants (68 female and 19 male).

Procedure

The data were collected online³. Participants older than 16 years were recruited via email through students' associations and also by the Portuguese Institute of Sport and Youth (IPDJ). Participants younger than 16 received the online survey only after parental informed consents were obtained. It was stressed that there were no right or wrong answers and that participation was voluntary and anonymous. The survey took approximately 20 minutes to be completed. After completing the survey, participants were debriefed and thanked for their participation.

Measures

Participants indicated, at the beginning of the survey, their age, gender, sexual orientation and level of education⁴.

Extended Contact. We used Eller et al. (2012) extended contact measure. Participants first indicated if they had friends who had gay/lesbian friends (No; Yes). If participants answered "Yes", they were then asked to indicate how many friends their heterosexual friends had (0, 1–4, 5–10, 10 or more, scored as 1–4). The analyses were performed using a dummy-coded variable of the answers No and Yes (i.e., if participants had friends who had

³ Two participants used a paper and pencil version of the survey.

⁴ The questionnaire also included other measures that were not relevant for this study.

gay/lesbian friends). Most participants reported having heterosexual friends with gay/lesbian friends (87.4%) and 78.9% stated having between 1 and 4 heterosexual friends with gay/lesbian friends.

Basic Empathy Scale Adapted (BES Adapted). BES Adapted is a short 7-item version of the BES that assesses affective and cognitive empathy, translated and validated to Portuguese samples (Pechorro, Ray, Salas-Wright, Maroco, & Gonçalves, 2015). Participants indicated, on a 5-point scale (1=strongly disagree to 5= strongly agree), to what extent several sentences describe them (e.g., *'I often get swept up in my friend's feelings'*; *'I can usually work out when my friends are scared'*). Both affective empathy (3 items; $\alpha = .79$) and cognitive empathy presented good reliability (4 items; $\alpha = .71$). We created two composite scores, i.e., affective empathy and cognitive empathy, where higher values meant higher empathy.

Masculinity/Femininity Threat. We adapted Reese et al. (2014) measure of masculinity/femininity threat. Participants were asked to what extent they agreed or disagreed with 3 statements on a 7-point scale (1= strongly disagree to 7= strongly agree). The items were *'I would feel my masculinity/femininity threatened if a gay boy/ lesbian girl flirted with me'*; *'If a gay boy/ lesbian girl made a move on me, I would feel disgusted'* and *'A boy/girl should defend himself/herself when a gay boy/ lesbian girl flirts with him/her'* ($\alpha = .81$). We created a composite score of threat, where higher values indicate higher perceived threat.

Assertive behavioral intentions. We adapted a previously used measure of bystander's behavioral intentions (Abbott & Cameron, 2014; Palmer & Cameron, 2010; Palmer, Rutland, & Cameron 2015). Participants read a vignette describing an episode of homophobic bullying (i.e., name-calling) and indicated their intention to engage in 10 bystander behaviors (*"I would tell a teacher or member of staff"*, *"I would tell person A not to say nasty things"*, *"I would try and make person B feel better"*, *"I would tell person B to ignore person A"*) on a 5-point scale (1 =never do; 5 =always do). This research focused on assertive bystander intentions only. The four items assessing assertive intentions presented a good reliability ($\alpha = .80$). Higher scores indicated the endorsement of more assertive behaviors.

2.4. Results

The descriptive findings, means and zero order correlations, are shown in Table 1.

Table 1

Means, Standard Deviations, and Correlations Between the Variables

	M	SD	1	2	3	4	5	6	7
1. Extended Contact	-	-	-						
2. Affective Empathy	2.76	0.88	.19	-					
3. Cognitive Empathy	4.00	0.59	.14	.15	-				
4. Masculinity/femininity Threat	2.68	1.67	-.40**	-.17	-.01	-			
5. Age	16.39	1.28	.33**	-.04	-.01	-.35**	-		
6. Gender ^a	-	-	-.30**	-.18	-.20	.49**	-.27**	-	
7. Assertive behavioral intentions	3.39	1.01	.28**	.36**	.22*	-.34**	-.11	-.32**	-

Note: * $p < .05$; ** $p < .01$.

^a 0= Female; 1= Male.

We used a multiple mediator model to examine the indirect effect of extended contact on assertive bystander intentions, through increased empathy (affective and cognitive) and decreased masculinity or femininity threat (H1 & H2).

The expected mediation model was done with PROCESS bootstrapping macro (Hayes, 2013) for SPSS with 5,000 resamples and 95% bias-corrected standardized bootstrap CI. As depicted in Figure 2, extended contact was the predictor (dummy-coded, where higher values meant having extended contact), empathy (cognitive and affective) and masculinity/femininity threat were the mediators, and assertive bystanders' intentions were the outcome⁵. The main results are shown in Table 2.

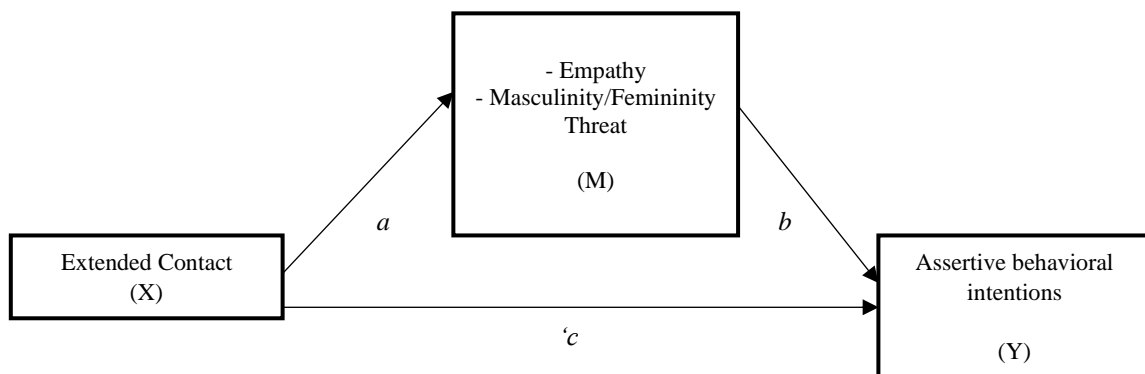


Figure 2. Hypothesized model.

⁵ Because age and gender were related to most of our variables of interest, they were included as covariates in the model.

Results revealed that the direct relations of extended contact with affective empathy ($b = 0.50, p = .11$), and cognitive empathy ($b = 0.19, p = .35$) were not reliable. Additionally, only affective empathy, and not cognitive, was positively associated with assertive behavioral intentions ($b = 0.27, p = .02$). However, supporting H1, the indirect effect of extended contact on assertive bystander intentions through affective empathy was significant, $b = 0.13$, 95% CI [0.01, 0.40]. Additionally, as hypothesized, extended contact was negatively related to masculinity/femininity threat ($b = -1.15, p = .02$), such that higher extended contact related to lower masculinity/femininity threat. Masculinity/femininity threat was then negatively related to assertive bystander intentions, $b = -0.15, p = .03$, that is, the greater the masculinity/femininity threat, the less assertive behaviors to help the victims. Supportive of H2, the indirect effect of extended contact on assertive bystander intentions through masculinity/femininity threat was significant, $b = 0.18$, 95% CI [0.03, 0.48]. Thus, extended contact was indirectly and positively related to assertive behavioral intentions towards victims of homophobic bullying. Supporting our hypotheses, this positive effect occurred simultaneously through reduced masculinity/femininity threat and affective empathy.

Table 2

Extended Contact's Indirect Effect on Assertive Behavioral Intentions

Predictor	M (Affective Empathy)			M (Cognitive Empathy)			M (Masculinity/ Femininity Threat)			Y (Assertive Bystanders)		
	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p
(X) Extended Contact	.49	.30	.11	.19	.20	.35	-1.15*	.49	.02	.48	.32	.13
Constant	3.28**	.60	.00	4.41**	.40	.00	3.00**	.97	.00	3.46**	1.00	.00
M (Affective Empathy)	-	-	-				-	-	-	.27*	.11	.02
M (Cognitive Empathy)	-	-	-							.21	.17	.20
M (Masculinity/ Femininity Threat)	-	-	-				-	-	-	-.15*	.07	.03

Note: * $p < .05$; ** $p < .01$.

The values are unstandardized regression coefficient (co-varying gender and age).

2.5. Discussion

The current study examined whether extended contact (i.e., having friends who have gay friends) is related to assertive intentions to help the victims of homophobic bullying, specifically by increasing empathy and decreasing masculinity/femininity threat. There is relatively little research on the intergroup factors that improve assertive bystanders' behaviors in bullying episodes (e.g., Abbott & Cameron, 2014), and also on the mechanisms that underlie these positive effects. The current research extended previous research in several ways: a) by testing two new potential mediators, i.e., empathy and masculinity /femininity threat, and b) by exploring the effects of extended contact on a different form of bullying that is increasingly prevalent: homophobic bullying.

Overall, our findings showed that, for heterosexual adolescents, having friends who have gay friends improved bystanders' assertive behavioral intentions (i.e., intentions of helping victims of homophobic bullying). These results are consistent with previous findings revealing that greater intergroup contact is associated with greater assertive bystanders' interventions (Abbott & Cameron, 2014; Poteat & Vecho, 2015). Extending previous work on this topic, the current research illustrated the distinct mediating roles of empathy and masculinity/femininity threat. Our results revealed that the positive association of extended contact with bystanders' assertive behavioral intentions was mediated by increased empathy and decreased masculinity/femininity threat. This finding supports previous research showing that empathy is associated with more helping and pro social behaviors (e.g., Abbott & Cameron, 2014; Correia & Dalbert, 2008; Nesdale et al., 2005). However, only affective empathy, and not cognitive empathy, mediated the positive relation of contact with assertive behavioral intentions. This finding replicates previous research showing that affective empathy is a stronger predictor of defending behavior (e.g., Peets, Pöyhönen, Juvonen, & Salmivalli, 2015). Thus, it was the capacity to experience the same emotions as the victims that was related to more assertive bystanders' behaviors.

Extending previous research on bystanders' behaviors, this study also revealed that extended contact is associated with increased assertive behaviors, by decreasing masculinity/femininity threat among heterosexual adolescents. This result is consistent with previous findings showing that having LGBT friends is associated with engaging in more active bystander interventions in homophobic behavior episodes (Poteat & Vecho, 2015). Future research could explore these findings in other contexts (e.g., from the perspective of LGB students) and further examine these findings experimentally (e.g., manipulating extended contact).

2.6. Limitations, Implications and Future Research

The present study has limitations due to the correlational nature of our data, but overall, the findings are consistent with previous empirical work and provide important theoretical insights. The procedure used for data collection presented some limitations because we could not guarantee single participant response or even if the participants completed the survey without parenting or other adult supervision. In addition, given the sensitive nature of the topic under research (e.g., prejudice towards sexual minorities) and the explicit nature of our measures, we think future studies could control for potential effects of social desirability. This will give stronger support for the positive effects of extended contact on bystanders' assertive intentions. Importantly, the sample size was relatively small, and thus future studies could use larger and more representative samples of Portuguese youth. Future research could also test these findings experimentally, as well as exploring other underlying mechanisms that account for the effects of extended contact. Future studies could also explore the moderator role of direct contact, even though this variable was not associated with the results in the present study. Finally, we also recognize the potential imitations of the threat measure for the female sample, given that this measure is used mainly with male samples.

In terms of theoretical and practical implications, this work extends research on intergroup contact by replicating the findings that extended contact increases empathy, and also by showing, for the first time, the potential of extended contact to decrease masculinity/femininity threat. Overall, this research illustrated that extended contact can be used to promote more assertive bystanders in the school context (e.g., anti-bullying school interventions to promote assertive bystanders), and help creating an inclusive school environment that embraces and supports all youth.

Chapter 3.

Stay Away or Stay Together? Social Contagion, Common Identity, and Bystanders' Interventions in Homophobic Bullying Episodes

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3.1. Abstract

Two studies explored the link between social contagion concerns and assertive bystanders' behavioral intentions in homophobic bullying episodes. Study 1 ($N= 216$) examined if adolescents' social contagion concerns (i.e., fear of being misclassified as gay/lesbian) relate to decreased behavioral intentions to help victims of bullying, by increasing negative attitudes towards lesbians and gay men. Study 2 ($N= 230$) further explored if inclusive identity representations (i.e., one-group or dual-identity) were related to less concerns of social contagion, thereby increasing adolescents' assertive behavioral intentions. Results (partially) confirmed both expected mediations: social contagion concerns were associated with less assertive behavioral intentions, via increased negative attitudes towards lesbians and gay men (Study 1); one-group representations, but not dual-identity, were associated with more assertive behavioral intentions, via decreased social contagion concerns (Study 2). These findings extended previous studies illustrating the underlying mechanisms through which social contagion concerns and common identity affect assertive bystanders' behavioral intentions.

Keywords: Bullying, bystanders, social contagion, common identity.

Homophobic bullying is a specific type of bias-based bullying that, as general bullying, happens when a student is frequently and over time exposed to negative actions by one or more aggressors. However, this specific type of bias-based bullying includes verbal or physical violence related to the actual or perceived sexual orientation of the victims (e.g., Day, Snapp, & Russell, 2016; Koehler, 2016). Research consistently shows that victims of homophobic bullying experience several negative psychological, academic and health consequences (e.g., Birkett, Espelage, & Koenig, 2009; Russell, Sinclair, Poteat, & Koenig, 2012).

Bias-based bullying, and bullying in general, is considered as a group phenomenon (e.g., Salmivalli & Voeten, 2004), with several studies highlighting that peers are present in most of the episodes (i.e., bystanders) and that they can successfully stop bullying, though their intervention on behalf of the victims is rare (Frey, Pearson, & Cohen, 2014; Hawkins, Pepler, & Craig, 2001). Therefore, recent studies have focused on factors that can increase assertive interventions by bystander peers' in bias-based bullying episodes. Recent research shows, for instance, that intergroup contact is associated with more assertive bystander behavioral intentions (Abbott & Cameron, 2014; António, Guerra & Moleiro, 2017). However, some researchers argue that bystanders, specifically in contexts of homophobic behaviors, may be exposed to higher social risks compared to those in general bullying (Poteat & Vecho, 2015).

Building on this idea, we propose that there may exist specific predictors, and underlying mechanisms, that inhibit or facilitate peers' interventions in homophobic bullying episodes. In two studies, we examine a) if adolescents' social contagion concerns (i.e., the fear of being misidentified as gay or lesbian) are related to less assertive bystanders' behavioral intentions (Study 1) and b) if inclusive identity representations (i.e., one-group and dual-identity) can reduce concerns of social contagion, and thereby increase bystanders' assertive behavioral intentions (Study 2). The current research extends previous studies in several ways: a) examining, for the first time, the role of social contagion concerns on a very prevalent form of bullying - homophobic bullying; b) examining a potential underlying mechanism for this effect (i.e., attitudes towards sexual minorities), and c) exploring for the first time the potential of inclusive identities to reduce social contagion concerns.

3.2.1. Determinants of Bystanders' Assertive Intentions: The Role of Social Contagion

Research focusing on bystanders' behaviors shows that there are several personal (e.g., gender, race) and social factors (e.g., empathy) that are commonly associated with defending

behavior and active bystanders in general bullying (e.g., Pozzoli & Gini, 2012). However, little is known about bystanders who intervene in homophobic bullying episodes. Two recent studies showed that having lesbian, gay, bisexual, and transgender (LGBT) friends, as well as, having more supportive attitudes towards LGBT individuals, were associated with more defending actions in episodes of homophobic harassment (Dessel, Goodman, Woodford, 2016; Poteat & Vecho, 2015). However, other research shows that the fear of being perceived as gay or lesbian, by association, may prevent some heterosexual individuals to engage in behaviors as allies with sexual minorities (Duhigg, Rostosky, Gray, & Wimsatt, 2010).

In line with these findings, recent research explored the concept of social contagion – that is, the concern over being misidentified as a sexual minority – and its consequences for responses to intergroup contact with sexual minorities (Buck, Plant, Ratcliff, Zielaskowski, & Boerner, 2013; Cascio & Plant, 2016). Studies conducted with college students revealed that social contagion concerns were related to denigration of lesbians and gay men (Plant, Zielaskowski, & Buck, 2014), and also to avoidance of contact (Buck et al., 2013). Specifically, this research illustrated that, apart from traditional sexual prejudice (i.e., negative attitudes towards homosexuality), social contagion concerns were a unique predictor of anxiety and negative intergroup contact with lesbians and gay men (Buck et al., 2013). Overall, social contagion concerns have been shown to have a negative impact on intergroup relations towards gay men and lesbians. Based on these findings, we propose that being misidentified as gay or lesbian (i.e., social contagion concerns) can be a key factor that determines adolescents' assertive bystander behavioral intentions in homophobic bullying episodes. Having concerns about being misclassified as a sexual minority should decrease the willingness to intervene on behalf of victims of homophobic bullying. Importantly, social contagion concerns are related to negative attitudes towards gay men and lesbians (Cascio & Plant, 2016), thus we expect that adolescents' higher social contagion concerns will be related to less assertive behavioral intentions, through negative attitudes towards lesbians and gay men.

3.2.2. Social Contagion Concerns and Negative Attitudes Towards Lesbians and Gay Men

Although there have been some legal advances concerning sexual minorities' rights (e.g., access to same-sex marriage), there are still many prejudiced attitudes towards LGBT people (Katz-Wise & Hyde, 2012). Importantly, research shows that attitudes are a key predictor of bystanders' intervention. For instance, having anti-bullying attitudes was

associated with more defending behaviors of bullying victims (Salmivalli & Voeten, 2004), and positive intergroup attitudes were related to bystanders' assertive interventions in inter-racial bullying (Abbott & Cameron, 2014). Previous research focusing specifically on homophobic attitudes also showed that, among college students, having positive attitudes towards lesbian and gay individuals was related to higher intentions to intervene in episodes of LGBT discrimination (Dessel et al., 2016). Thus, based on these findings, we expect that the more adolescents are concerned about being misidentified as gay or lesbian, the more negative their attitudes should be towards LGBT individuals, which then should be related to less assertive behavioral intentions (Study 1).

3.2.3. Gender Differences and Homophobic Attitudes

When considering social contagion concerns among adolescents, it is important to consider research showing that homophobic attitudes and behaviors are usually associated with masculinity norms and beliefs (e.g., Poteat & Vecho, 2015). Those masculinity norms involve not being homosexual and acting according to gender-role norms (e.g., not being feminine, express negative attitudes toward gender-role violators; Falomir-Pichastor & Mugny, 2009). By adhering and behaving in accordance with these norms, young males prove their heterosexuality and masculinity, and prevent themselves of being victims of homophobia (Pascoe, 2007; Poteat & Russell, 2013). Contrary to what happens concerning females and femininity, masculinity and heterosexist norms are early instilled in young males' education and are more important to men's identity than femininity to women's (Falomir-Pichastor & Mugny, 2009; Poteat & Vecho, 2015).

Previous studies suggest that boys, more than girls, use homophobic name-calling to assert their dominance over others (Birkett & Espelage, 2015; Epstein, 2001). Indeed, research conducted with adolescents consistently illustrates that male adolescents have more negative attitudes toward sexual minorities (Costa & Davies, 2012; Hooghe, Claes, Harell, Quintelier, & Dejaeghere, 2010). Male adolescents also usually engage in homophobic behaviors to prove their stereotypical masculinity or to avoid gender nonconforming behaviors for fear of being called "gay" (Phoenix, Frosh, & Pattman, 2003; Plummer, 2001). Thus, in the next two studies we will examine the relation between gender and adolescents' social contagion concerns.

3.2.4. How to Reduce Social Contagion Concerns: The Role of Common Inclusive Identities

Social contagion concerns have been consistently associated with negative attitudes and behaviors towards gay men and lesbians. Thus, besides examining if these concerns would inhibit adolescents' assertive bystander intentions, we extend previous research by exploring, for the first time, if inclusive group identities are related to less contagion concerns (Study 2). Recategorizing ingroup and outgroup members into a common identity, by creating either a common superordinate category (i.e., one-group), or more complex dual-identity representations (two subgroups in the same team), reduces intergroup bias and increases positive outgroup attitudes and behaviors (e.g., Dovidio, Gaertner & Saguy, 2009; Dovidio, Gaertner, Ufkes, Saguy, & Pearson, 2016). Importantly, highlighting group commonalities is also an effective strategy to promote prosocial behaviors, specifically intergroup helping (Dovidio, Gaertner, & Abad-Merino, 2017). One study conducted with Manchester United football team supporters, revealed that when commonalities were highlighted (i.e., wearing a shirt of Manchester United), participants were more likely to help a confederate who fell and hurt his ankle (Levine, Prosser, Evans, & Reicher, 2005). Another study conducted with undergraduate students showed that students are more likely to help another student hanging posters when a common identity is salient (Dovidio et al., 1997). More recently, Thomas, Saguy, Dovidio and Gaertner (2014, cited in Dovidio et al., 2017) obtained similar results in a study conducted with college students at a college athletic event, with black confederates being more helped when sharing a common identity with white participants (i.e., participants' college or USA national identity).

Based on these findings we propose that the endorsement of inclusive identities should be related to increased intentions of helping the victims of homophobic bullying. Specifically, we propose that inclusive identities should be related to assertive bystanders' behavioral intentions, through reduced social contagion concerns. Previous research already showed that common identities have the potential to reduce threat perceptions (Riek, Mania, Gaertner, McDonald, & Lamoreaux, 2010), and contagion concerns can be seen as a form of perceived threat to the self. However, because one-group representations do not involve the salience of the original subgroups, we expect that its negative relation with social contagion concerns will be stronger relative to the dual-identity one. Endorsement of a common identity that does not make salient the different sexual orientations of participants, should be more effective in reducing the fear of being misidentified as gay or lesbian, which will then be related to more intentions of helping the victim.

We conducted two survey studies with male and female adolescents to examine if social contagion concerns were related to adolescents' behavioral intentions of helping the

victims of homophobic bullying, and if endorsement of inclusive identities could foster intergroup helping by reducing these concerns.

3.3. Study 1

This study examined if, and how, adolescents' social contagion concerns are associated with decreased assertive bystander behavioral intentions. Overall, we expected that adolescents' higher social contagion concerns would be related to decreased assertive behavioral intentions via increased negative attitudes towards lesbians and gay men. Specifically, we expected that gender would moderate this effect such that higher social contagion concerns would be related to increased negative attitudes particularly among male adolescents, which would then relate to decreased assertive behavioral intentions (H1).

3.3.1. Method

Participants and Procedure

Two hundred and sixteen students from four public schools from Lisbon metropolitan area (119 females), aged between 11 and 19 ($M=14.3$, $SD= 1.74$), participated in this study. Approximately 66% of the students were in middle school (7th to 9th years); and 34% were in high school (10th to 12th years). Two hundred participants identified as heterosexual, five as bisexual, two as homosexual and the remaining did not answer or had doubts as to their sexual orientation. Because this study focused on homosexual/bisexual as the relevant outgroup target, we did not include participants who self-identified as homosexual, bisexual and the ones who did not respond to the question or declared having doubts about their sexual orientation. Thus, the final sample involved 200 heterosexual students (110 females).

All students who participated in the study had to provide previous parental consent, and before participating, they were informed that their participation was voluntary and anonymous. Participants completed a paper and pencil questionnaire⁶ during class time in the presence of a teacher and the researcher.

Measures

Social contagion concerns. We adapted Buck et al.'s (2013) measure of social contagion concerns. Participants indicated, on a 7-point scale (1= strongly disagree to 7= strongly agree), to what extent they agreed or disagreed with 10 statements related to

⁶ The study was part of a broader project, which included other measures that were not directly relevant for this study.

contagion concerns. This measure included items assessing ingroup contagion concerns (i.e., concerns over being misperceived as gay or lesbian by other heterosexual individuals; e.g., “*If I was hanging out with a homosexual person, I would worry that other people would think I was a homosexual, too*”) and items assessing outgroup contagion concerns (i.e., concerns over being misperceived as gay or lesbian by homosexual people; e.g., “*If I had to interact with a homosexual person of my same gender, I would worry that he or she would flirt with me*”). Following Buck et al.’s (2013) procedure, we created a composite score of social contagion ($\alpha = .83$), where higher values indicate higher social contagion concerns.

Attitudes towards lesbians and gay men. We used the Modern Heterosexism dimension of an adapted version of the Multidimensional Scale of Attitudes towards Lesbians and Gay Men (Gato, Fontaine, & Leme, 2014). Participants were asked to what extent they agreed or disagreed with seven statements (e.g., “*Being raised in a homosexual home is quite different from being raised in a heterosexual home*”; “*Gay men and lesbians should stop imposing their lifestyle on others*”) on a 7-point scale (1= strongly disagree to 7= strongly agree; $\alpha = .66$). Higher scores indicate more prejudiced attitudes towards lesbians and gay men.

Assertive behavioral intentions. Based on a previously used measure of bystanders’ behavioral intentions (Abbott & Cameron, 2014; Palmer & Cameron, 2010; Palmer, Rutland, & Cameron 2015), participants read a vignette of a name-calling homophobic bullying episode: “*Imagine that it is the end of the school day, you are walking down the corridor and you hear a student (Student A) shout a rude word against another student (Student B) because he/she is gay/lesbian or because Student A thinks Student B is gay/lesbian. What would you do?*”. After reading the vignette, participants indicated their intention to engage in four assertive behavioral intentions, on a 5-point scale (1= never do; 5= always do; “*I would tell a teacher or member of staff.*”; $\alpha = .76$). Higher scores indicate the endorsement of more assertive behavioral intentions⁷.

3.3.2. Results and Discussion

⁷ We included 6 additional bystander behaviors with other possible responses including ignoring, watching, and joining in (e.g., “I would ignore the comment and walk away”; “I would watch”). However, those were not analyzed because this research focused on assertive behaviors only.

The descriptive findings, means and zero order correlations, are reported in Table 3. We tested the conditional indirect effect of social contagion concerns on assertive bystander behavioral intentions, through attitudes towards lesbians and gay men with PROCESS bootstrapping macro (Model 8; Hayes, 2013) for SPSS with 5,000 resamples and 95% bias-corrected standardized bootstrap CI. Social contagion was the predictor, gender was the dichotomous moderator, attitudes towards lesbians and gay men were the mediator, and assertive behavioral intentions were the outcome⁸. The index of moderated mediation (0.02, 95% CI [-0.00, 0.08]) and the interaction of gender with social contagion concerns on attitudes towards gays and lesbians ($b = -0.17, p = .12$) were not significant, thus not supporting the expected moderated mediation. Additionally, the interaction of gender and social contagion concerns on assertive behavioral intentions was also not significant ($b = 0.16, p = .17$). We then explored an alternative simple mediation model (i.e., Model 4) to examine the indirect effect of social contagion on assertive bystander behavioral intentions, through attitudes towards lesbians and gay men. Zero-order correlations indicated that gender was significantly associated with all variables, thus we also included it as a covariate in the simple mediation analyses.

Table 3

Means, Standard Deviations, and Correlations Between the Variables (Study 1)

	M	SD	1	2	3
1. Social Contagion	3.25	1.43	-		
2. Attitudes	3.09	1.19	.57**	-	
3. Gender ^a	-	-	.30**	.25**	-
4. Assertive behavioral intentions	3.34	1.06	-.17*	-.21**	-.27**

Note. * $p < .05$; ** $p < .01$.

^a 1= Female; 2= Male.

Results revealed that social contagion concerns were positively related to attitudes towards lesbians and gay men ($b = 0.49, p < .001$), that is, the more adolescents had concerns over being misidentified as gay or lesbian, the more they reported negative attitudes towards lesbians and gay men (Table 4). Additionally, as hypothesized, negative attitudes towards

⁸ Age was included as a covariate in this study, and following the recommendations of Simmons, Nelson, & Simonsohn (2011) we also tested the model without the covariate and the results were the same.

lesbians and gay men were negatively associated with assertive behavioral intentions ($b = -0.15, p = .05$). Partially supporting our hypothesis, the negative indirect effect of social contagion on assertive bystander intentions through negative attitudes towards lesbians and gay men was significant, $b = -0.07, 95\% \text{ CI } [-0.14, -0.00]$. Specifically, social contagion concerns were indirectly and negatively related to assertive behavioral intentions towards victims of homophobic bullying through increased prejudiced attitudes towards lesbians and gay men.

Table 4

Social Contagion's Indirect Effect on Assertive Behavioral Intentions (Study 1)

	M (Attitudes)			Y (Assertive Bystanders)		
	Coeff.	SE	<i>p</i>	Coeff.	SE	<i>p</i>
Constant	0.08	0.66	.90	4.01**	0.68	.00
(X) Social Contagion	0.49**	0.05	.00	0.02	0.07	.76
(cov) Age	0.08*	0.04	.05	0.02	0.04	.58
(cov) Gender	0.18	0.15	.24	-0.42*	0.16	.01
M (Attitudes)	-	-	-	-0.15*	0.08	.05
	$R^2 = 0.35$			$R^2 = 0.08$		
	$F(3, 184) = 32.41, p < .001$			$F(4, 183) = 3.96, p = .004$		

Note. * $p < .05$; ** $p < .01$.

The values are unstandardized regression coefficient.

Overall, the results are in line with previous research conducted with adults, showing that adolescents' social contagion concerns are related to prejudiced attitudes towards lesbians and gay men (e.g., Buck et al., 2013). Higher concerns about being misidentified as gay or lesbian were associated with decreased bystander intentions of helping the victims, through the endorsement of negative attitudes towards lesbians and gay men. However, contrary to the hypothesis, this effect was not stronger for male adolescents. Thus, regardless of adolescents' gender, the more concerns they had about being misidentified as gay or lesbian, the fewer assertive behavioral intentions they revealed. These results are further discussed in the General Discussion.

3.4. Study 2

The main goal of Study 2 was to explore, for the first time, a strategy that may reduce contagion concerns among adolescents and thereby increase their bystander assertive behavioral intentions. Specifically, this study explored if adolescents' endorsement of more

inclusive identity representations (i.e., one-group and dual-identity) are related to decreased social contagion concerns, and thereby to an increase in bystander assertive behavioral intentions. Similar to Study 1, and based on previous research illustrating gender differences in homophobic behaviors (e.g., Birkett & Espelage, 2015), we expected that the negative relation between social contagion concerns and adolescents' assertive behavioral intentions would be stronger among male than female participants. Thus, we expected the positive indirect effect of one-group representations on assertive behavioral intentions to be particularly stronger among male participants (H1).

3.4.1. Method

Participants and Procedure

Participants were 230 students (54.3% female), aged between 11 and 19 ($M= 14.3$, $SD= 1.80$), from four public schools from Lisbon Metropolitan Area. Ninety percent of the sample identified as heterosexual. Approximately 69% of the students were in middle school (7th to 9th years) and 31% were in high school (10th to 12th years). As in Study 1, we did not include participants who self-identified as homosexual, bisexual and the ones who did not answer or had doubts concerning their sexual orientation ($N= 23$). This led to a final sample of 207 heterosexual students (54.1% female). The procedure was the same used in Study 1. All students who participated in the study had to provide previous parental consent and before participating they were informed that their participation was voluntary and anonymous.

Measures

Social contagion concerns and assertive behavioral intentions were assessed with the same measures used in Study 1. To assess common and dual-identity representations, we adapted items from previous research (Gaertner, Mann, Murrell, & Dovidio, 1989). Participants indicated, on a 7-point scale (1= strongly disagree to 7= strongly agree), to what extent they felt like one-group (“*At school, when I think of heterosexual and homosexual students, I see them as one group of students*”; “*Regardless of our different sexual orientations, at school it usually feels as we are all members of a single group*”), and two subgroups within a larger group of students (“*At school, when I think of heterosexual and homosexual students, I see them as two subgroups of students*”; “*At school, heterosexual and*

homosexual students seem like sub-groups within a larger group.”)⁹. Given the low reliability scores of the two items assessing each representation, we used only the single-item measure traditionally used by Gaertner and colleagues (e.g., Gaertner et al., 1989; 1999)¹⁰.

3.4.2. Results and Discussion

The descriptive findings, means and zero order correlations, are presented in Table 5. Overall, one-group representations were negatively related to social contagion concerns, and positively related to assertive behavioral intentions. However, contrary to the expected, dual-identity was positively related to social contagion concerns. As expected, social contagion concerns were negatively associated with assertive behavioral intentions.

We used PROCESS bootstrapping macro to test our moderated mediation model (Model 14; Hayes, 2013). For this model, one-group representations were entered as the predictor and dual-identity entered as a covariate^{11,12}, social contagion as the mediator, bystander assertive behavioral intentions as the outcome, and gender as the dichotomous moderator. We estimated all alternative models (i.e., using dual-identity as the main predictor and one-group as the covariate).

Table 5

Means, Standard Deviations, and Correlations Between the Variables (Study 2)

	M	SD	1	2	3	4
1. One-group	4.13	1.33	-			
2. Dual identity	1.90	1.32	-.17*	-		
3. Social Contagion	3.22	1.46	-.27**	.17*	-	
4. Gender ^a	-	-	-.25**	.12	.25**	-
5. Assertive behavioral intentions	3.21	1.12	.24**	.19*	-.14	-.27**

Note. * $p < .05$; ** $p < .01$.

^a 1 = Female; 2 = Male.

⁹ For exploratory reasons, given that this was the first study that examined the relation of different group representations with social contagion concerns and assertive bystander behavioral intentions, we included two items measuring separate group representations.

¹⁰ Importantly, we replicated the analyses using the two-item measure and the results were the same.

¹¹ Age was included as a covariate in this study. Following the recommendations of Simmons, et al. (2011), we tested the model without the covariate and results were different, only for the moderated mediation of dual-identity that became nonsignificant. Given that age was strongly and significantly related to social contagion concerns, we included age in both moderated mediation models.

¹² We used PROCESS to estimate models with multiple predictors by entering the additional predictors as covariates. To estimate the direct and indirect effects of all k X variables, we ran PROCESS k times, each time putting one X_i in the model, and the remaining X variables as covariates. Mathematically, all resulting paths, as well as direct and indirect effects, are the same as if they were estimated simultaneously (Hayes, 2013).

One-Group Representations: Moderated Mediation

Results revealed that one-group representations were negatively related to social contagion concerns ($b = -0.19, p = .01$), that is, the more adolescents felt heterosexual and homosexual students as one-group, the less they had concerns over being misidentified as gay or lesbian (see Table 6). The direct relation of one-group representations with assertive behavioral intentions ($b = 0.14, p = .03$) was also reliable, suggesting that the more adolescents endorsed the representation, the more they were willing to help. The direct relation of social contagion with assertive behavioral intentions ($b = -0.08, p = .19$) was not reliable, but as predicted, there was a significant interaction between social contagion concerns and gender on bystander assertive behavioral intentions, $b = -0.31, p = .01$. We plotted the significant interaction (see Figure 3) and calculated the simple slopes using the procedures recommended by Cohen, Cohen, West, and Aiken (2003). The results confirmed the hypothesis, as social contagion concerns were negatively related to assertive behavioral intentions only for male participants ($t = -4.81; p < .05$), but not for female participants ($t = -0.95; p > .05$). The difference between slopes was significant ($t = -2.77; p < .05$), suggesting that the relationship between social contagion and bystander assertive behavioral intentions is affected by participants' gender. We then tested the conditional indirect effect using PROCESS index of moderated mediation. Evidence of the expected moderated mediation was found in the significant index of moderated mediation (0.06, 95% CI [0.01, 0.16]). Moderation of the indirect effect of one-group representations on assertive behavioral intentions was explored by estimating the conditional indirect effect of one-group representations on bystander assertive behavioral intentions through social contagion concerns at the two levels of gender. The indirect effect of one-group representations on bystander assertive behavioral intentions through social contagion concerns was positive only for male participants, $b = 0.05, 95\% \text{ CI } [0.01, 0.13]$. Among female participants, the indirect effect was negative but not significant, $b = -0.01, 95\% \text{ CI } [-0.06, 0.01]$.

Dual-Identity Representations: Moderated Mediation

Dual-identity was also significantly related to social contagion concerns ($b = 0.16, p = .04$), however, contrary to expectations, the relation was positive, suggesting that the more participants felt like two groups within a larger group, the higher their contagion concerns (see Table 6). The direct relation of dual-identity with assertive behavioral intentions ($b = 0.22, p < .001$) was reliable, suggesting that the more adolescents endorsed the representation, the more they were willing to help. As mentioned above, the direct relation of

social contagion with assertive behavioral intentions ($b = -0.08, p = .19$) was not reliable, but as predicted, there was a significant interaction between social contagion concerns and gender on assertive behavioral intentions, $b = -0.31, p = .01$ (see Figure 3). Plotting and simple slopes analyses were the same as reported before since the interaction was in the same path (i.e., social contagion and gender).

Table 6

One-Group and Dual-Identity Representations' Indirect Effects on Assertive Behavioral Intentions (Study 2)

	M (Social contagion)			Y (Assertive Bystanders)		
	Coeff.	SE	<i>p</i>	Coeff.	SE	<i>p</i>
Constant	4.87**	0.88	.00	2.59**	0.75	.00
(X) One-group	-0.19*	0.07	.01	0.14*	0.06	.03
(cov) Dual-identity	0.16*	0.08	.04	0.22**	0.06	.00
(cov) Age	-0.30**	0.06	.00	-0.02	0.05	.69
M (social contagion)	-	-	-	-0.08	0.06	.19
(V) Gender	-	-	-	-0.50**	0.16	.00
M x V	-	-	-	-0.31*	0.11	.01
	$R^2 = 0.21$			$R^2 = 0.20$		
	$F(3, 169) = 14.62, p < .001$			$F(6, 166) = 6.85, p < .001$		

Note. * $p < .05$; ** $p < .01$.

The values are unstandardized regression coefficient.

Evidence of the moderated mediation was found in the significant index of moderated mediation (-0.05, 95% CI [-0.14, -0.00]), however not supporting the expected moderated mediation. Moderation of the indirect effect of dual-identity on assertive behavioral intentions was explored by estimating the conditional indirect effect of dual-identity representations on bystander assertive behavioral intentions through social contagion concerns at the two levels of gender. Contrary to the results found for one-group representation, the indirect effect of dual-identity representations on bystander assertive behavioral intentions through social contagion concerns was negative and only significant for male participants, $b = -0.04, 95\% \text{ CI} [-0.11, -0.00]$. Among female participants, the indirect effect was positive but not significant, $b = 0.01, 95\% \text{ CI} [-0.01, 0.06]$.

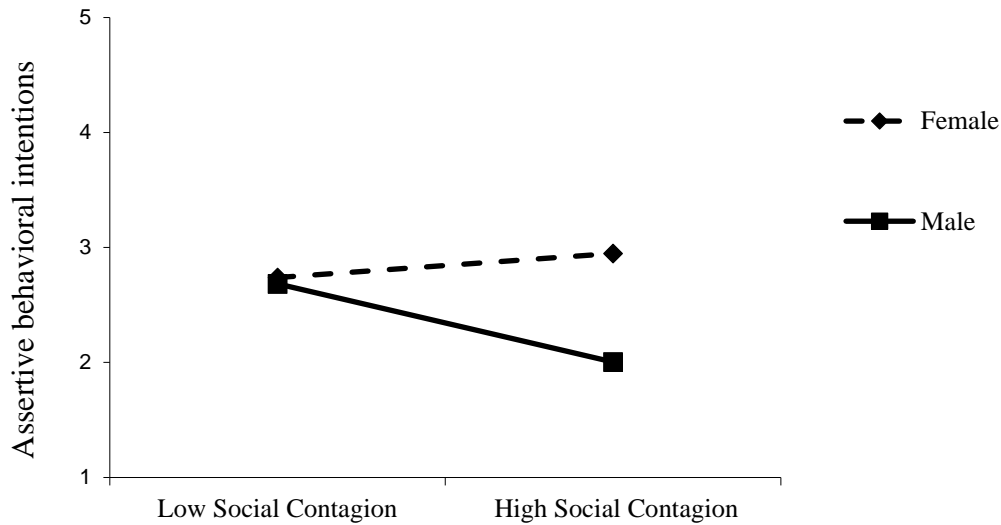


Figure 3. Interaction of social contagion concerns and gender (Study 2).

In sum, these results supported our hypothesis that, for male adolescents, the more they felt heterosexual and homosexual students as one-group, the fewer social contagion concerns they felt, which then related to increased behavioral intentions to help victims of homophobic bullying. These findings are also consistent with previous work, showing that creating a more inclusive common identity is associated with increased intergroup helping (e.g., Levine et al., 2005). However, and contrary to what was found for one-group representation, the indirect relation of dual-identity and bystander behavioral intentions, through social contagion concerns was negative. In fact, the endorsement of a dual-identity representation was related to higher social contagion concerns, which then related to less intentions of helping the victims of homophobic bullying.

3.5. General Discussion

Two studies examined a) if social contagion concerns about being misidentified as gay or lesbian were related to adolescents' behavioral intentions of helping the victims of homophobic bullying, and b) if endorsement of inclusive identities could reduce these concerns and consequently foster intergroup helping. Taken together, the results of the two studies provide evidence for the negative consequences of social contagion concerns, and for the potential of inclusive identity representations to foster assertive bystander behavioral intentions.

Consistent with previous research on the negative effects of social contagion concerns among adults, our findings further illustrate that these concerns are also associated with decreased assertive behavioral intentions by peer bystanders in homophobic bullying episodes. Specifically, Study 1 extended previous work by exploring the impact of social contagion on a very prevalent form of bullying: homophobic bullying, and also by examining a potential underlying mechanism that accounted for this effect (i.e., attitudes towards sexual minorities). Consistent with previous studies, heterosexual adolescents with higher social contagion concerns had more negative attitudes towards lesbian and gay people (e.g., Cascio & Plant, 2016; Plant et al., 2014). Previous research has found that more supportive attitudes towards lesbian and gay individuals are associated with higher intentions to intervene in discrimination towards LGBT people (Dessel et al., 2016). Importantly, extending previous research, our results revealed that adolescents' homophobic attitudes hindered assertive behavioral intentions on behalf of a bullying victim. However, contrary to our expectation, these negative effects of social contagion were not stronger for male participants. Regardless of participants' gender, the more concerns they had about being misidentified as gay or lesbian, the less they reported assertive behavioral intentions. This finding should be interpreted with caution, as we did not replicate it in Study 2, where there were significant differences between male and female adolescents.

Supportive of our hypotheses, Study 2 provided some first evidence for the potential of inclusive identities to reduce social contagion concerns, and through that, to increase adolescents' intentions of acting on behalf of the victims of homophobic bullying. These findings are consistent with previous research showing the positive effects of recategorization on helping behaviors (e.g., Dovidio et al., 2017, Levine et al., 2005). Our results showed that only a more inclusive common identity that did not make salient the subgroup differences (i.e., students of the same school) was related to increased intentions of helping the victims, via reduced social contagion concerns. Dual-identity representations were positively associated with helping intentions; however, this relation was not explained by reduced social contagion concerns. In fact, the indirect effect of dual-identity on assertive behavioral intentions was negative, precisely via increased concerns of being misidentified as gay or lesbian. This result may suggest that making salient both common identity and subgroup differences may not be effective in reducing social contagion concerns and, conversely, still induce social contagion concerns, which did not happen when creating a unique common identity (i.e., one-group representations). Therefore, other underlying mechanisms may account for the positive relation of dual-identity and assertive bystander behavioral intentions.

Future studies could test this finding experimentally, as well as explore other potential mediators (e.g., empathy or willingness for contact).

Indeed, dual-identity, relative to one-group representations, are more effective in triggering solidarity-based collective action among majority groups (Banfield & Dovidio, 2013). In Banfield and Dovidio's study, White Americans showed more willingness to protest in favor of racial minorities when both common and subgroup identities were salient. Thus, future studies could compare the relative efficacy of both common identity representations, exploring if different underlying mechanisms account for their effects on assertive behavioral intentions.

Importantly and differently than what was found in Study 1, the indirect effect of one-group representation on helping intentions was only significant for male adolescents. This is consistent with prior research showing that homophobic behaviors are usually associated with masculinity norms, and that boys usually report fewer instances of helping behaviors in homophobic episodes than girls (e.g., Poteat & Vecho, 2015). However, in Study 1, gender did not moderate the relation between social contagion concerns and negative attitudes towards lesbians and gay men. One potential difference that may account for this result has to do with the moderator role of gender. In Study 1, gender did not moderate the relation between social contagion concerns and attitudes, suggesting that male and female participants showed similar negative attitudes as a consequence of contagion concerns. In Study 2, however, gender moderated the relation between contagion concerns and assertive behavioral intentions, suggesting that the impact of contagion on helping behavioral intentions differs between male and female participants. Future studies could further explore the differential impact of gender on attitudes and behaviors towards lesbian and gay adolescents, given the large differences between male and female attitudes toward sexual minorities, with male adolescents usually having more negative attitudes toward this group and girls endorsing more defending behaviors in bullying episodes (e.g., Evans & Smokovski, 2015).

3.6. Limitations and Future Research Directions

The current studies had some limitations, particularly given its correlational nature, which did not allow us to test causal pathways between the variables. To overcome this limitation, future studies could test these findings experimentally. For example, manipulating social contagion concerns to test their impact on attitudes and bystander behavioral intentions. Future research could also manipulate identity representations and address new potential mediators that could explain the differential indirect effects of one-group and dual-identity

representations on assertive bystander behavioral intentions. Importantly, we also recognize the potential limitations of the vignette presented in this study, given that it referred to a name-calling homophobic bullying episode. Thus, future studies could present a vignette with a physical homophobic bullying episode to further extend these findings.

Finally, the moderating role of gender was not consistent across the two studies and future research could examine its role in homophobic bullying, given the wide differences between male and female behaviors, attitudes, and beliefs related to sexual minorities.

Despite these limitations, our findings contribute to the existing knowledge on assertive behavioral intentions by peer bystanders in several ways: highlighting the negative role of social contagion concerns in intentions of helping victims of homophobic bullying; and importantly, illustrating, for the first time, the potential of inclusive identities to decrease these concerns, enhance assertive behavioral intentions among bystanders, and build a positive and supportive school environment for all students.

Chapter 4.

Social Contagion Concerns and Bystanders' Behavioral Intentions of
Helping Homophobic Bullying Victims

4.1. Abstract

Social contagion concerns of misclassification as gay or lesbian are associated with negative attitudes towards sexual minorities (e.g., Cascio & Plant, 2016). Two studies (Pilot $N = 76$, Study 1 $N = 170$), tested, experimentally, the effect of social contagion concerns on adolescent bystanders' behavioral intentions to help homophobic bullying victims. In both studies, we failed to successfully trigger social contagion concerns among adolescents. Despite the non-significant effects of both manipulations, correlational findings were consistent with previous research. The Pilot Study revealed that higher social contagion concerns were associated with decreased bystander intentions of helping the victims through fewer feelings of empathic concern toward the victim. Despite the lack of significant experimental effects, these studies stressed the importance of exploring this unexamined factor in predicting negativity toward lesbian and gay men among adolescents.

Keywords: social contagion, bystanders, homophobic bullying, empathic concern, masculinity/femininity threat

4.2. Introduction

Social contagion concerns refer to concerns that contact with stigmatized group members (i.e., lesbian and gay people) results in misclassification as an outgroup member (Buck, 2010; Buck, Plant, Ratcliff, Zielaskowski, & Boerner, 2013). These concerns of misclassification as gay or lesbian have been associated with several negative outcomes. Research shows that concerns over being misidentified as gay or lesbian are related to negative attitudes towards sexual minorities (e.g., Cascio & Plant, 2016), denigration and avoidance of lesbian and gay people (Plant, Zielaskowski, & Buck, 2014). However, most studies focused on the intergroup consequences of these concerns in adults and less is known about its impact among youth. Our previous studies have extended existing research (see Chapter 3), investigating the relation of adolescents' social contagion concerns and their bystander behavioral intentions to help homophobic bullying victims. Consistent with previous findings with adults (e.g., Cascio & Plant, 2016), social contagion concerns among adolescents were negatively related to their intentions to help a victim of homophobic bullying. This negative effect occurred via more negative attitudes towards lesbians and gay men in general. These findings provided preliminary evidence for the negative consequences of social contagion concerns in the context of bystanders' behavioral intentions in homophobic bullying episodes. In the present research, we aimed to extend these findings, by testing experimentally the impact of adolescents' social contagion concerns on bystander behavioral intentions to help homophobic bullying victims. Since no previous studies manipulated social contagion concerns with adolescents, we first conducted a pilot study to test a manipulation of social contagion concerns. We then conducted an experimental study to a) examine the impact of social contagion concerns on adolescent bystanders' responses to victims of homophobic bullying, b) explore underlying processes specific to this context (i.e., masculinity/femininity threat and empathic concern), c) taking into account the developmental period in which these behaviors occur (i.e., between middle adolescence and late adolescence), and d) considering sex differences in its effects. Overall, we expect that inducing social contagion concerns should decrease adolescents' intentions of helping the victims of homophobic bullying.

4.2.1. Social Contagion Concerns and Bystanders Responses toward Sexual Minorities

Research shows that heterosexual individuals' fear of being perceived as lesbian, gay, or bisexual by association may prevent them from engaging in behaviors as allies of sexual minorities (Duhigg, Rostosky, Gray, & Wimsatt, 2010). The phenomenon of identity

misclassification by being associated with a stigmatized individual or group was initially defined as “courtesy stigma” (e.g., Goffman, 1963; Sigelman, Howell, Cornell, Cutright, & Dewey, 1991), and later as “stigma by association” (e.g., Dwyer, Snyder, & Omoto, 2013; Neuberg, Smith, Hoffman, & Russell, 1994). Work on stigma by association shows that people are perceived more negatively for interacting with stigmatized friends (Neuberg et al., 1994). For instance, those with low self-esteem are less willing to volunteer at AIDS service organizations, due to greater anticipated stigma-by-association (Dwyer et al., 2013).

Bosson and colleagues (2005) further explored the consequences of identity misclassification into a stigmatized group by showing that expectations of misclassification can also result in self-conscious discomfort when engaging in gender role violating behavior (i.e., heterosexual men performing stereotypically feminine behaviors), as well as a decreased desire for personal growth (Bosson, Prewitt-Freilino, & Taylor, 2005). Further work by Bosson and colleagues (2006) revealed that expectations of identity misclassification also foster heterosexual people’s discomfort during imagined gender role violations, regardless of their sex, attitudes (e.g., homophobia, gender role ideology) and self-views (e.g., self-esteem, gender identity, self-rated masculinity, and femininity).

More recent work on identity misclassification focused specifically on social contagion concerns, that is, on individuals’ heightened concerns that contact with stigmatized group members results in misclassification as an outgroup member (Buck et al., 2013). Buck and colleagues (2013) demonstrated in a series of studies conducted with college students that high levels of social contagion concerns led to anxiety and avoidance of imagined, anticipated, or actual contact with a lesbian or gay individual beyond self-reported sexual prejudice, and after controlling for negative attitudes toward homosexuality. Social contagion concerns are also related to denigration and avoidance of lesbian and gay people (Plant et al., 2014). For instance, in three studies the authors found that the activation of mating motives led heterosexual individuals who feared being misclassified as gay or lesbian to denigrate and avoid lesbian and gay people. Besides leading to avoidance, social contagion concerns also reduce intentions to publicly support LGB rights suggesting that contagion concerns inhibit intentions to engage in support for LGB rights (Buck et al., 2013).

Together, these findings show that social contagion concerns negatively impact intergroup relations with sexual minorities, specifically leading to fewer intentions to interact with gay and lesbian individuals. Based on these findings we propose that heterosexual adolescents’ fear of being misclassified as gay or lesbian may also decrease their willingness to help victims of homophobic bullying. Additionally, we will explore some underlying

mechanisms (i.e., masculinity/femininity threat and empathic concern) that may account for the negative impact of social contagion concerns on bystanders' assertive behavioral intentions.

4.2.2. Social Contagion, Masculinity/Femininity Threat and Empathic Concern

Identity misclassification threatens fundamental psychological needs such as the need for belonging and coherence (e.g., belongingness status and coherence following a public gender role violation; Bosson et al., 2006). Similarly identity misclassification threatens an important part of the self and one's identity (Buck et al., 2013). Because social contagion concerns foster negative responses towards sexual minorities, regardless of sexual prejudice, this fear of misclassification may also lead to feelings of threat to masculinity and femininity.

Indeed, homosexuality may be considered as a threat to masculinity (Falomir-Pichastor & Mugny, 2009). Boys aim to demonstrate masculinity from a young age, to avoid being bullied and labeled gay (Phoenix, Frosh, & Pattman, 2003). Importantly, given the concealable nature of sexual orientation heterosexual privilege is threatened simply by associating with sexual minorities (Duhigg et al., 2010). Moreover, inducing threat to masculinity/manhood (i.e., by performing stereotypical feminine behaviors in public) increases the motivation to engage in aggressive behaviors and physical aggression following these threats diminishes anxiety caused by the threat (i.e., a public gender role violation; Bosson et al., 2009). Thus, we argue that being concerned about misclassification as gay or lesbian may result in more feelings of threat to masculinity and femininity to the extent that contagion concerns heighten discomfort when engaging in gender-role violations and gay men and lesbian women are mainly stereotyped based on gender dimensions (i.e., masculinity and femininity; Blashill & Powlisha, 2009). Therefore, the induction of social contagion concerns may elicit threats to one's masculinity or femininity.

Specifically, we posit that inducing social contagion concerns will increase adolescents' masculinity and femininity threat. Importantly, research shows that manhood, compared to womanhood, is a precarious state that requires social proof and validation (e.g., Bosson et al., 2009, Vandello, Bosson, Cohen, Burnaford, & Weaver, 2008). Thus, we propose social contagion concerns will be particularly strong for male adolescents, as it will challenge adolescents' status of manhood. Social contagion concerns will increase feelings of threat to masculinity and through that diminish willingness to help victims of homophobic bullying.

Besides the threat to masculinity/femininity, we will also examine another potential underlying mechanism that may account for the negative impact of social contagion concerns on bystanders' assertive behavioral intentions. Heterosexual people who are concerned over being misclassified as gay or lesbian avoid contact with gay men and lesbian women, which is considered an effective way to reduce negative outgroup attitudes and anxiety (Cascio & Plant, 2016) as well as to develop empathy and perspective-taking (Pettigrew & Tropp, 2008). Indeed, empathy is one of the key underlying mechanisms that account for the positive effects of intergroup contact (Pettigrew & Tropp, 2008). Since social contagion concerns are related to a desire to avoid contact with gay and lesbian individuals, one can argue that such concerns may also lower empathic feelings towards sexual minorities. Thus, we propose that social contagion concerns will decrease feelings of sympathy, compassion, and tenderness for homophobic bullying victims (i.e., empathic concern; Batson & Ahmad, 2009).

Importantly, as already mentioned, there is evidence for age-related trends on bystanders' responses. Older adolescents are less likely to intervene than younger adolescents, among middle childhood to early adolescence (Palmer et al., 2015), early to mid-adolescence (Mulvey et al., 2016), as well as among middle and high-school students (Evans & Smokovski, 2015). Thus, we will also explore potential age differences, given our sample range, that includes middle and late adolescents (from 12 to 19 years old). Moreover, we will take into account sex differences in adolescents' responses, given that previous research shows that heterosexual males usually feel more threatened by challenges to their masculinity and have more desire to avoid identity misclassification compared to heterosexual females (e.g., Bosson et al., 2005, 2009; Vandello & Bosson, 2013; Vandello et al., 2008).

4.2.3. The Present Research

In two studies, we aimed to extend existing research by examining experimentally the effect of social contagion concerns on adolescents' behavioral intentions to help victims of homophobic bullying. Adding to the existing research on the effects of social contagion concerns we will take into account the developmental period in which it impacts assertive behavioral intentions. Additionally, we will explore two potential underlying mechanisms (i.e., masculinity/femininity threat and empathic concern) that may account for the effect of social contagion concerns on bystanders' behavioral intentions. Research to date has uncovered several negative implications of the fear of misclassification as a stigmatized group member, including increased avoidance of contact, self-conscious discomfort, and decreased desire for personal growth. In our studies, we examine the effects of social contagion

concerns among younger and older adolescents on an intergroup bullying context. Overall, we expect that inducing social contagion concerns will decrease assertive bystanders' behavioral intentions by increasing masculinity/femininity threat and decreasing empathic concern.

4.3. Pilot Study

We first conducted a pilot study to pretest the effectiveness of manipulating social contagion concerns among adolescents. The main goal of this study was to examine if the existing procedure to manipulate social contagion concerns among adult participants would also be effective with adolescents, examining its impact on our main dependent variables. Overall, and regardless of participants' age group and sex, we expected that those in the higher social contagion condition would show less assertive bystander intentions, less empathic concern and more masculinity/femininity threat.

4.3.1. Method

Participants and Procedure

Participants were 84 students (70% female), aged between 12 and 18 ($M = 13.8$, $SD = 1.80$), from one public school in the Lisbon metropolitan area. Approximately 49% of the students were in 7th grade, 18% were in the 8th grade, 14% were in the 9th grade, 8% were in the 11th grade and 11% in the 12th grade. About 91% of the sample identified as heterosexual and in the analysis we did not include participants who self-identified as gay/lesbian, bisexual, chose not to answer, or had doubts concerning their sexual orientation ($N = 8$). This led to a final sample of 76 heterosexual students (70% female; $M_{age} = 13.70$, $SD = 1.74$). Participants were divided into two groups according to their age/development period: younger adolescents (< 16 years) and older adolescents (> 16 years).

All students who participated in the study had to provide previous parental consent, and before participating, they were informed that their participation was voluntary and anonymous. Participants completed a paper-and-pencil questionnaire during class time in the presence of a teacher and the researcher. Participants were randomly assigned to either a high social contagion condition, a low social contagion condition, or a control condition.

Based on a previous study (Buck et al., 2013), participants in the experimental conditions were asked to create a poster for the "Don't just stand there" project (i.e., a project that supports homophobic bullying victims) that would be later exhibited in the student government, so that the best poster would be chosen. Following Buck et al. (2013), in the high social contagion condition participants had to sign the poster, making this a public association

with LGB rights. In the low social contagion, condition participants were not asked to sign the poster. Participants in the control condition were asked to do a poster publicizing a project about healthy eating. After creating the posters, participants filled out a questionnaire with all the measures of interest and received a written and oral debriefing.

Measures

Assertive behavioral intentions. We adapted a measure of bystanders' behavioral intentions (Abbott & Cameron, 2014; Palmer & Cameron, 2010; Palmer et al., 2015).

Participants read a vignette of a name-calling homophobic bullying episode and indicated their intention to engage in ten bystander behavioral intentions. As in previous studies, we focused on assertive bystander' behaviors (3 items¹³, on a 5-point scale, 1 =never do to 5 =always do; e.g., *"I would try and make student B feel better"*, $\alpha = .62$).

Empathic concern. Empathic concern was measured with four items (e.g., *"I feel sympathy for the bullied boy"*), on a 7-point scale (1= Not at all to 7=Very much; $\alpha = .87$), adapted from Katz and colleagues (2014). The measure was presented after the vignette of the name-calling homophobic bullying episode. Higher scores indicate more empathic concern.

Masculinity/femininity threat. Based on previous research (Reese, Steffens, & Jonas, 2014), to measure masculinity/femininity threat, participants were asked to what extent they agreed or disagreed with three statements (e.g., *'I would feel my masculinity/femininity threatened if a gay boy/ lesbian girl flirted with me'*), on a 7-point scale (1= strongly disagree to 7= strongly agree). Higher values indicate a higher perceived threat ($\alpha = .83$).

Manipulation check - social contagion concerns. Participants were asked to indicate, on a 7-point scale (1= strongly disagree to 7= strongly agree), to what extent they agreed or disagreed with statements related to contagion concerns (e.g., *"If I was hanging out with a gay/lesbian person, I would worry that other people would think I was gay/lesbian, too."*), based on previous research (e.g., Buck et al., 2013). A composite score of social contagion was created ($\alpha = .91$), where higher values indicate higher social contagion concerns.

4.3.2. Results and Discussion

¹³ One item was removed from the original subscale, due to low reliability values.

Descriptives and correlations of all variables are presented in Table 7. The manipulation check showed no significant effects of the experimental condition on social contagion concerns, $F(2, 73) = .74, p = .48$. Then, we conducted a 3 (experimental condition: high contagion vs. low contagion vs. control) MANOVA on our main dependent variables – empathic concern, threat, and bystanders' assertive behavioral intentions – to examine the overall effects of the contagion manipulation.

Contrary to the predicted, the multivariate effect of the experimental condition was not significant, Wilks' $\lambda = .900, F(6,138)=1.25, p = .29, \eta^2_p=0.051$. Also, the univariate effects for each of the dependent variables were non-significant (see Table 8). Contrary to the expected, there were no differences in participants' responses to our main dependent variables, following the social contagion concerns manipulation.

Table 7
Correlations Between the Variables (Pilot Study)

	M	SD	1	2	3	4	5
1. Assertive behavioral intentions	4.59	0.61	-				
2. Empathic concern	5.54	1.42	.27*	-			
3. Social contagion concerns	2.99	1.72	-.11	-.45**	-		
4. Masculinity/Femininity threat	3.52	1.95	-.05	-.36**	.74**	-	
5. Sex ^a	-	-	.02	-.16	.33**	.24*	-
6. Age	13.70	1.74	.08	.04	-.23*	-.36**	-.30**

Note. * $p < .05$; ** $p < .01$.

^a 1= Female; 2= Male.

Table 8
Descriptive Statistics of Dependent Variables (Pilot Study)

	High Social Contagion Condition (n= 24)	Low Social Contagion Condition (n= 23)	Control Condition (n= 27)
	M (SD)	M (SD)	M (SD)
Assertive behavioral intentions	4.54 (.49)	4.46 (.87)	4.75 (.38)
Empathic concern	5.79 (.92)	5.42 (1.50)	5.54 (1.63)
Masculinity/Femininity Threat	3.13 (1.66)	3.33 (2.14)	4.09 (1.95)

Mediation Analyses

Given the lack of significant effects of our experimental conditions and taking into account the significant correlations between participants' levels of social contagion concerns, age, sex, threat and empathy (see Table 7), we decided to explore whether participants' measured social contagion concerns, regardless of experimental condition, were associated with fewer intentions to help bullying victims, through more threat to masculinity and femininity and less empathic concern. We tested the indirect effect of social contagion concerns on assertive bystanders' behavioral intentions, through masculinity/femininity threat and empathic concern with PROCESS bootstrapping macro (Model 4; Hayes, 2013) for SPSS with 5,000 resamples and 95% percentile bootstrap CI. Zero-order correlations indicated that sex and age were significantly associated with most variables, thus we included them as covariates in the simple mediation analyses (see Table 9). Results revealed that social contagion concerns were negatively related to empathic concern ($b = -0.41, p < .001$), that is, the more adolescents had concerns over being misidentified as gay or lesbian, the less they reported feelings of empathic concern toward the victim (Table 9). Additionally, empathic concern was positively associated with assertive behavioral intentions ($b = 0.13, p = .03$). The direct relation of social contagion with assertive bystander intentions was not reliable ($b = -0.02, p = .73$). The indirect effect of social contagion on assertive bystander intentions through empathic concern was significant, $b = -0.05, 95\% \text{ CI } [-0.122, -0.002]$. Specifically, social contagion concerns were indirectly and negatively related to assertive behavioral intentions towards victims of homophobic bullying through the decreased empathic concern. Additionally, social contagion concerns were positively related to masculinity/femininity threat ($b = 0.80, p < .001$), such that higher social contagion concerns related to higher masculinity/femininity threat. However, the relation of threat with assertive behavioral intentions was not reliable ($b = 0.04, p = .42$), as well as the indirect effect of social contagion on assertive bystander intentions through threat ($b = 0.04, 95\% \text{ CI } [-0.04, 0.11]$).

Table 9

Indirect Effect of Social Contagion Concerns on Assertive Behavioral Intentions (Pilot Study)

	M (Empathic Concern)			M (Threat)			Y (Assertive Bystanders)		
	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p
Constant	7.22**	.76	.00	2.52**	.81	.00	3.26**	.58	.00
(X) Social Contagion	-.41**	.09	.00	.80**	.09	.00	-.02	.07	.73
(cov) Sex	-.12	.33	.71	-.22	.36	.55	.15	.16	.37
(cov) Age	-.21	.40	.59	-.96*	.42	.03	.29	.20	.16
M (Empathic Concern)	-	-	-	-	-	-	.13*	.06	.03
M (Threat)	-	-	-	-	-	-	.04	.06	.42
	R ² = 0.257			R ² = 0.573			R ² = 0.103		
	F(3,70) = 8.052, p < .001			F(3,70) = 31.247, p < .001			F(5,68) = 1.560, p = .183		

Note. * $p < .05$; ** $p < .01$.

The values are unstandardized regression coefficient.

Overall, contrary to our predictions, the manipulation of social contagion concerns failed to influence our main dependent variables. Participants in the experimental conditions did not report higher or lower levels of social contagion concerns, showing that the manipulation was not effective. Nonetheless, the results showed that, regardless of the experimental manipulation, higher social contagion concerns were associated with decreased bystander intentions of helping the victims through lower feelings of empathic concern toward the victim. These findings extend previous research, showing that social contagion concerns are associated with prejudiced attitudes towards lesbians and gay men (e.g., Buck et al., 2013) and fewer intentions to help homophobic bullying victims (António, Guerra, & Moleiro, 2018). These results are further discussed in the General Discussion.

4.4. Study 1

Given the non-significant findings in the previous pilot study, in the current study, we tested a different manipulation of social contagion concerns. Specifically, we created scenarios about an election for student government at the participants' school, inducing social contagion concerns vs a control condition. Similarly to the Pilot study, we aimed to examine the causal effect of social contagion concerns in bystanders' assertive behavioral intentions among adolescents.

Similar to the Pilot Study, we predicted that participants in the social contagion condition would reveal less assertive behavioral intentions, less empathic concern and more masculinity/femininity threat (H1). We further expected that younger participants (vs. older) would show less assertive behavioral intentions in the social contagion condition (H1a). We also expected that male participants (vs. female), in the social contagion condition, would show less assertive behavioral intentions, less empathic concern and more masculinity threat (H1b). Finally, we explored if the negative effect of social contagion on assertive behavioral intentions would occur via decreased empathic concern and increased threat to masculinity/femininity, considering the role of sex and age groups (H1c).

4.4.1. Method

Participants and Procedure

Participants were 189 students (50% female), aged between 15 and 19 ($M = 16.2$, $SD = 1.80$), from one public school in the Lisbon metropolitan area. Approximately 50% of the students were in the 11th grade, 41% were in the 10th grade and 9% in the 12th grade. As in the Pilot Study, the final sample did not include participants who self-identified as

gay/lesbian, bisexual, chose not to answer, or had doubts concerning their sexual orientation ($N = 19$). This led to a final sample of 170 heterosexual students (50.6% female). Participants were divided into two groups according to their age/development period: younger adolescents (< 16 years) and older adolescents (> 16 years).

All students who participated in the study had to provide previous parental consent, and before participating, they were informed that their participation was voluntary and anonymous. Participants were randomly assigned to either a social contagion condition or a control condition and completed a paper-and-pencil questionnaire during class time in the presence of a teacher and the researcher.

Participants were asked to read a text about the elections for the student government of their school, stressing that each of the list of candidates needs several student signatures to be able to run for elections. In the social contagion condition, participants read about the “rainbow list”, a group of students who aim to promote equality and represent the interests of all students, regardless of their sexual orientation. Participants assigned to the control condition read about the “environmental list”, a group of students aiming to promote recycling and a sustainable environment.

Finally, participants filled out a questionnaire with all the measures of interest. At the end of the questionnaire, participants completed a manipulation check. They were asked about their willingness to be part of the respective list and if they would vote for it. After completing the questionnaire, all students received a written and oral debriefing.

Measures

Empathic concern ($\alpha = .84$), masculinity/femininity threat ($\alpha = .80$), assertive behavioral intentions ($\alpha = .70$), and social contagion concerns ($\alpha = .88$) were assessed with the same measures used in the Pilot Study.

4.4.2. Results and Discussion

Descriptives and correlations of all variables are presented in Table 10. The manipulation check showed no significant effects of the experimental condition on social contagion concerns, $F(1, 166) = .93, p = .34$. Then we conducted a 2 (experimental condition: contagion vs. control) \times 2 (sex: female vs. male) \times 2 (age group: <16 years vs. > 16 years) MANOVA on our main dependent variables – empathic concern, threat and bystanders’ assertive behavioral intentions – to examine the overall effects of the contagion manipulation.

The multivariate effect of the experimental condition was not significant, Wilks' $\lambda = .980$, $F(4,159)=0.79$, $p = .53$, $\eta^2_p=0.020$, the main effect of sex was significant, Wilks' $\lambda = .680$, $F(4,159)=18.72$, $p < .001$, $\eta^2_p=0.320$, as well as the main effect of the age group Wilks' $\lambda = .938$, $F(4,159)=2.65$, $p = .035$, $\eta^2_p=0.062$. The multivariate effect of the interaction between the experimental condition and sex was also not significant, Wilks' $\lambda = .988$, $F(4,159)=0.50$, $p = .74$, $\eta^2_p=0.012$. The multivariate effect of the interaction between the experimental condition and age group was also not significant, Wilks' $\lambda = .979$, $F(4,159)=0.55$, $p = .70$, $\eta^2_p=0.014$. Finally, the multivariate effect of the interaction between the experimental condition, sex and age was not significant, Wilks' $\lambda = .987$, $F(4,159)=0.52$, $p = .72$, $\eta^2_p=0.013$. Some significant univariate effects emerged for the dependent variables (see Table 11). Specifically, female, relative to male, participants reported more assertive behavioral intentions ($M = 3.79$, $SD = 0.68$ vs. $M = 3.09$, $SD = 0.87$), empathic concern ($M = 5.37$, $SD = 1.25$ vs. $M = 3.68$, $SD = 1.59$), less social contagion concerns ($M = 1.94$, $SD = 1.03$ vs. $M = 2.93$, $SD = 1.45$) and less threat ($M = 2.32$, $SD = 1.57$ vs. $M = 4.13$, $SD = 1.77$). Additionally, younger adolescents reported more social contagion concerns ($M = 2.95$, $SD = 1.33$), than older adolescents ($M = 2.19$, $SD = 1.29$).

Table 10

Correlations Between the Variables (Study 1)

	M	SD	1	2	3	4	5
1. Assertive behavioral intentions	3.45	0.86	-				
2. Empathic concern	4.53	1.66	.59**	-			
3. Social contagion concerns	2.43	1.34	-.17*	-.22**	-		
4. Masculinity/Femininity threat	3.22	1.90	-.29**	-.33**	.73**	-	
5. Sex ^a	-	-	-.41**	-.51**	.37**	.48**	-
6. Age	16.15	0.96	-.04	.06	-.24**	-.17*	-.16*

Note. * $p < .05$; ** $p < .01$.

^a 1= Female; 2= Male.

Table 11

Descriptive Statistics of Dependent Variables (Study 1)

	Gender		Age Group		Younger Adolescents		Older Adolescents	
	F	M	Younger	Older	F	M	F	M
<i>Assertive behavioral intentions</i>								
Social Contagion Condition	3.72 (.73)	3.03 (.80)	3.49 (.79)	3.34 (.86)	3.95 (.50)	3.17 (.80)	3.64 (.78)	2.94 (.81)
Control Condition	3.87 (.64)	3.15 (.94)	3.52 (.82)	3.50 (.91)	3.97 (.82)	3.28 (.73)	3.84 (.59)	3.06 (1.06)
<i>Empathic concern</i>								
Social Contagion Condition	5.35 (1.32)	3.82 (1.56)	4.67 (1.41)	4.59 (1.73)	5.36 (1.42)	4.19 (1.42)	5.34 (1.41)	3.59 (1.62)
Control Condition	5.39 (1.19)	3.54 (1.63)	4.16 (1.56)	4.58 (1.76)	5.08 (1.10)	3.68 (1.57)	5.47 (1.22)	3.45 (1.70)
<i>Masculinity/Femininity Threat</i>								
Social Contagion Condition	2.63 (1.81)	3.98 (1.63)	3.46 (2.02)	3.20 (1.77)	2.70 (2.15)	3.98 (1.81)	2.60 (1.72)	3.99 (1.55)
Control Condition	2.00 (1.20)	4.28 (1.90)	3.95 (2.00)	2.80 (1.84)	2.78 (1.74)	4.57 (1.89)	1.79 (.93)	4.09 (1.91)

Indirect Effects of Social Contagion Concerns

Despite the non-significant effects of the treatment conditions, we then explored if there were significant indirect effects of the experimental condition on bystanders' assertive behavioral intentions, through masculinity/femininity threat and empathic concern. Specifically, we tested a conditional indirect effect with PROCESS bootstrapping macro (Model 8; Hayes, 2013) for SPSS with 5,000 resamples and 95% percentile bootstrap CI. Experimental condition was the predictor, age group and sex were the moderators, threat and empathic concern were the mediators, and bystanders' assertive behavioral intentions were the outcome. The experimental condition was dummy-coded (control = 0; social contagion = 1). Contrary to hypothesized (H1c), none of the indexes of moderated mediation were significant (threat as the mediator, sex as moderator: (0.03, 95% CI [-0.03, 0.13]), threat as the mediator, age as moderator: (-0.03, 95% CI [-0.12, 0.03]), empathic concern as the mediator, sex as moderator: (0.09, 95% CI [-0.15, 0.31]), and empathic concern as the mediator, age as moderator: (-0.11, 95% CI [-0.37, 0.13]); see Table 12).

Table 12

Indirect Effects of the Experimental Condition on Assertive Behavioral Intentions (Study 1)

	M (Empathic Concern)			M (Threat)			Y (Assertive Bystanders)		
	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p
Constant	7.08**	.35	.00	.60	.41	.14	2.74**	.31	.00
(X) Dummy	.11	.22	.60	.16	.26	.52	-.16	.11	.13
M (Empathic Concern)	-	-	-	-	-	-	.26**	.04	.00
M (Threat)	-	-	-	-	-	-	-.04	.03	.27
(W) Age	-.15	.24	.53	-.37	.28	.18	-.20	.12	.08
X x W	-.41	.48	.39	.80	.55	.15	-.04	.23	.84
	R ² = 0.266			R ² = 0.250			R ² = 0.388		
	F(4,165) = 14.960, p < .001			F(4,165) = 13.736, p < .001			F(6,163) = 17.205, p < .001		
Constant	4.80**	.42	.00	3.81**	.49	.00	2.72**	.30	.00
(X) Dummy	.12	.22	.60	.16	.25	.52	-.16	.10	.13
(W ¹) Sex	-1.71**	.22	.00	1.76**	.26	.00	-.23	.13	.08
X x W ¹	.33	.44	.46	-.91	.51	.07	-.07	.21	.72
	R ² = 0.265			R ² = 0.255			R ² = 0.388		
	F(4,165) = 14.898, p < .001			F(4,165) = 14.090, p < .001			F(6,163) = 17.228, p < .001		

Note. *p < .05; **p < .01.

The values are unstandardized regression coefficient.

Given the significant correlations between participants' levels of social contagion concerns, age, sex, threat and empathic concern (see Table 10), we decided to explore whether participants' levels of social contagion concerns, regardless of experimental condition, were associated with fewer intentions to help bullying victims, through increased threat to masculinity/femininity and decreased empathic concern. We tested the conditional indirect effect of measured social contagion concerns on bystanders' assertive behavioral intentions, through masculinity/femininity threat and empathy with PROCESS bootstrapping macro (Model 8; Hayes, 2013) for SPSS with 5,000 resamples and 95% percentile bootstrap CI. Social contagion was the predictor, sex and age were the dichotomous moderators, masculinity/femininity threat and empathic concern were the mediators, and assertive behavioral intentions were the outcome. Contrary to the predictions, none of the indexes of moderated mediations were significant (threat as the mediator, sex as moderator: (0.03, 95% CI [-0.01, 0.08]), threat as the mediator, age as moderator: (0.01, 95% CI [-0.01, 0.04]), empathic concern as the mediator, sex as moderator: (0.04, 95% CI [-0.06, 0.12]), and empathic concern as the mediator, age as moderator: (0.04, 95% CI [-0.05, 0.14]; Table 13).

We then explored an alternative simple mediation model (i.e., Model 4) to examine the indirect effect of social contagion on bystanders' assertive behavioral intentions through threat and empathic concern. Zero-order correlations indicated that sex and age were significantly associated with most variables, thus we included them as covariates in the simple mediation analyses. However, the indirect effects of social contagion on bystanders' assertive behavioral intentions through threat ($b = -0.05$, 95% CI [-0.13, 0.03]) and empathic concern ($b = -0.02$, 95% CI [-0.07, 0.03]) were not significant. However, as expected social contagion concerns were positively related to masculinity/femininity threat ($b = 0.91$, $p < .001$), such that higher social contagion concerns related to higher masculinity/femininity threat. The relation of threat with assertive behavioral intentions was not reliable ($b = -0.05$, $p = .22$). The direct relation of social contagion with assertive bystander intentions was not reliable ($b = 0.03$, $p = .60$). Results revealed that the direct relation of social contagion concerns with empathic concern was not reliable ($b = -0.07$, $p = .47$; Table 13). Moreover, empathic concern was positively associated with assertive behavioral intentions ($b = 0.26$, $p < .001$).

Table 13

Indirect Effects of Social Contagion Concerns on Assertive Behavioral Intentions (Study 1)

	M (Empathic Concern)			M (Threat)			Y (Assertive Bystanders)		
	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p
Constant	7.02**	.37	.00	1.80**	.32	.00	2.812**	.33	.00
(X) Social Contagion	-.07	.09	.47	.91**	.08	.00	.03	.06	.60
M (Empathic Concern)	-	-	-	-	-	-	.26**	.04	.00
M (Threat)	-	-	-	-	-	-	-.05	.04	.22
(W) Age	-.24	.25	.34	.21	.22	.35	-.19	.12	.11
X x W	.16	.18	.38	-.13	.16	.40	.03	.09	.76
	$R^2 = 0.268$			$R^2 = 0.582$			$R^2 = 0.380$		
	$F(4,165) = 15.062, p < .001$			$F(4,165) = 57.435, p < .001$			$F(6,163) = 16.672, p < .001$		
Constant	4.83**	.44	.00	3.05**	.37	.00	2.83**	.31	.00
(X) Social Contagion	-.09	.10	.35	.98**	.08	.00	.06	.06	.32
(W ¹) Sex	-1.63**	.24	.00	.88**	.20	.00	-.24	.13	.07
X x W ¹	.14	.19	.47	-.42*	.16	.01	-.12	.09	.19
	$R^2 = 0.266$			$R^2 = 0.597$			$R^2 = 0.387$		
	$F(4,165) = 14.981, p < .001$			$F(4,165) = 61.188, p < .001$			$F(6,163) = 17.124, p < .001$		

Note. * $p < .05$; ** $p < .01$.

The values are unstandardized regression coefficient.

4.5. General Discussion

Two studies examined whether inducing social contagion concerns decreases bystanders' behavioral intentions to help homophobic bullying victims. Specifically, we aimed at investigating the effects of inducing social contagion concerns as well as examining two intergroup processes driving its effects (i.e., masculinity and femininity threat and empathic concern), taking into account the developmental period in which participants were and potential sex differences. Overall, the results of the two studies showed that our manipulations failed to successfully trigger social contagion concerns among adolescents. Contrary to our predictions, results showed that our manipulation of social contagion concerns did not influence bystanders' intentions to help homophobic bullying victims, empathic concern and threat to masculinity and femininity. Although we based our manipulation (Pilot Study) on previous studies conducted with adults, our results showed that the existing manipulation did not generalize to adolescents.

Indeed, very few studies have explored the impact of social contagion concerns in the avoidance of lesbian and gay men and those that did it were conducted only with adult samples (e.g., Buck et al., 2013; Plant et al., 2014). We aim to adapt the existing manipulations to adolescents in the school context. There were several differences between our procedure and the previously used one. For instance, in our studies, the experimental manipulation of social contagion concerns was operationalized through questionnaires in schools, and not in the laboratory as in Buck and colleagues' (2013) previous experiment. Also in the original laboratory manipulation, the participants interacted with a member of the group about whom the participants had created a poster. We did not include this interaction in the school setting. Buck and colleagues found that individuals in the high contagion condition (i.e., those who had to sign the poster) showed greater contagion concerns and anxiety during the interaction, than did those in the low contagion condition. It would be interesting in future work, to examine whether including an interaction with an LGBT confederate could boost social contagion concerns by interacting with someone who is gay or lesbian. Thus, it would be important to assess whether the poster manipulation would influence participants' episodic social contagion concerns regarding the interaction, instead of participants' chronic social contagion concerns.

In addition, we predicted effects of social contagion concerns on helping behaviors related to bullying incidents, thus not exactly replicating the original experiments of Buck and colleagues (2013), which focused on anxiety or avoidance of contact with homosexual individuals and willingness to publicly support LGB rights or proactively support an LGBT

center. Therefore, we can speculate that the manipulation was not strong enough to negatively influence helping behavioral intentions and threats but may have impacted feelings of solidarity. Further, right before the data collection of Study 1, there were the real elections for the student government of the participants' school, which may have had an impact on the accuracy of the manipulation. Therefore, different results may have emerged if the data collection had been done in a different period.

Nonetheless, findings from the Pilot Study revealed that measured social contagion concerns, regardless of the manipulation, were related to our outcome variables. Specifically, higher social contagion concerns were associated with decreased bystander intentions of helping the victims through fewer feelings of empathic concern toward the victim. Thus, there is a relation between social contagion concerns and decreased intentions to help homophobic bullying victims. However, the question remains if social contagion concerns trigger fewer bystanders' responses when witnessing homophobic bullying episodes. Future studies could further test this relation, by either testing alternative experimental manipulations or using longitudinal designs to assess the potential reciprocal relation between contagion concerns and bystanders' behavioral intentions in homophobic bullying episodes. Future research could also take into account that there may be other factors hindering the effects of the manipulation on bystanders' responses. For instance, school-related variables, such as anti-bullying policies or anti-LGBT discrimination, and family-related variables (e.g., parents' positive attitudes toward homosexual individuals) can also impact the effects of social contagion concerns on bystanders' behavioral intentions.

Regardless of condition, female participants revealed more assertive behavioral intentions, more empathic concern and less threat than males (Study 1). Males and younger participants showed more social contagion concerns than female and older participants (Study 1). These findings are consistent with previous research, revealing that younger (vs older) and male (vs female) adolescents are more likely to exhibit higher levels of sexual prejudice (e.g., Horn, 2006; Poteat, Mereish, & Birkett, 2015), and that female participants usually report more empathy and more helping intentions, compared to male participants (e.g., Pozzoli & Gini, 2012).

In conclusion, despite the lack of significant results concerning the causal impact of social contagion concerns on bystanders' helping responses, our studies stress the importance of exploring this unexamined factor in predicting negativity toward lesbian and gay men among adolescents. Given the strong cross-sectional evidence that social contagion concerns negatively impact intergroup relations with sexual minorities, it is particularly important at a

young age, to let youth freely interact and support outgroup members, regardless of their sexual orientation and without fearing misclassification or discrimination.

Chapter 5.

Too old to intervene? Imagined and Extended Contact Experiences and Adolescent Bystanders' Behavioral Intentions in Homophobic Bullying Episodes

This chapter was submitted as:

António, R., Guerra, R., Cameron, L., & Moleiro, C. (*under review*). Too old to intervene? imagined and extended contact experiences and adolescent bystanders' behavioral intentions in homophobic bullying episodes.

Paper drafts were presented at the World Anti-Bullying Forum, 04/06 – 06/06/2019, Dublin, Ireland.

5.1. Abstract

Bystanders' helping interventions in bias-based bullying are rare and there is evidence for a developmental decline in their helping responses. Two studies tested, experimentally, the impact of adolescents imagined (Study 1, $N = 113$) and extended contact experiences (Study 2, $N = 174$) on bystanders' assertive behavioral intentions in homophobic bullying episodes, examining potential mediators (i.e., social contagion concerns, masculinity/femininity threat and empathic concern) and considering the developmental period in which it occurs (i.e., middle adolescence and late adolescence). Results showed that female younger participants revealed more behavioral intentions to help victims of homophobic bullying, when asked to imagine an interaction with an outgroup member (Study 1). Younger participants revealed less masculinity/femininity threat in the positive extended contact condition, and female participants revealed less empathic concern in the negative extended contact condition (Study 2). These findings provide evidence for the positive consequences of imagined and extended contact on bystanders' helping responses to homophobic bullying, and for the age decline in helping responses to bias-based bullying.

Keywords: imagined contact, extended contact, bystanders, homophobic bullying, social contagion, empathic concern, masculinity/femininity threat

Bystanders behaviors in bias-based bullying episodes (i.e., bullying towards a socially marginalized group) are considered to be a key factor in stopping child and adolescent peer victimization (e.g., Palmer & Abbott, 2017). However, intervention by bystanders to help the victim or stop the perpetrator (known as bystander intervention) is rare (e.g., Frey, Pearson, & Cohen, 2014). There is evidence for a developmental decline in bystanders' helping responses in bias-based bullying (e.g., Palmer, Rutland, & Cameron, 2015; Trach, Hymel, Waterhouse, & Neale, 2010). In order to develop more effective anti-bullying interventions for children and adolescents it is important to understand this decrease in prosocial responses to bias-based bullying. To understand this decline, researchers have been relying on a developmental intergroup approach that considers both intergroup factors, such as group norms and ingroup identification, as well as the development of social cognitive abilities (e.g., group loyalty and perspective taking) to understand changes in intergroup relations (e.g., Killen, Mulvey, & Hitti, 2013).

The present research extends previous studies by investigating the developmental decline in bystanders' helping responses in *homophobic bullying* situations, an under-researched, but highly detrimental form of bias-based bullying (Espelage, Aragon, Birkett, & Koenig, 2008). Sexual minorities are at greater risk of bullying and cyberbullying (Llorent, Ortega-Ruiz, & Zych, 2016) and this behavior emerges mainly during early adolescence (Espelage Basile, Leemis, Hipp, & Davis, 2018; Toomey & Russell, 2016), when homophobic name-calling is common (Espelage et al., 2018). However, literature reviews and interventions rarely focus on homophobic school-based victimization (Toomey & Russell, 2016).

Understanding the developmental trajectory of bystander intentions in response to homophobic bullying through adolescence, and identifying means of increasing assertive responses, is important for efforts to ameliorate this form of bullying. With this in mind, the current research has the following objectives: a) to test, experimentally, the impact of two indirect contact interventions on adolescents' bystander response to a homophobic bullying incident; b) to examine intergroup factors that are specific to the homophobic bullying context (i.e., masculinity and femininity threat and social contagion concerns), uncovering c) age trends and d) sex differences in assertive bystander intentions in homophobic bullying contexts.

5.2.1. Intergroup Contact and Bystander Intentions in Homophobic Bullying

Extensive research has established the importance of intergroup friendships for improved intergroup relations and reduced prejudice (e.g., Turner, Hewstone, & Voci, 2007; Vezzali, Brambilla, Giovannini, & Colucci, 2017). Indirect forms of contact (e.g., extended contact, imagined contact, vicarious contact) have also been linked to positive intergroup relations in childhood and adolescence, in a number of intergroup contexts (e.g., affecting attitudes towards immigrants, Stathi, Cameron, Hartley, & Bradford, 2014; lesbian women and gay men, Turner, West, & Christie, 2013; refugees; Vezzali, Stathi, Giovannini, Capozza, & Trifiletti, 2015; see Turner & Cameron, 2016 for a review). Imagined intergroup contact consists of simulating a positive contact experience with a member or members of an outgroup using participants' imaginations (Crisp & Turner, 2009), while extended contact involves knowing a member of one's own group who is friends with a member of another group (Wright, Aron, McLaughlin-Volpe, & Ropp, 1997).

Specific to the current intergroup context, research with adults revealed the positive impact of extended contact with lesbian women and gay men on homophobic behaviors and attitudes, via reduced anxiety and reduced sexual prejudice (Mereish & Poteat, 2014). Recent studies with adolescents have shown those with friends with gay or lesbian friends (i.e., extended contact) showed more bystanders' assertive behavioral intentions to help homophobic bullying victims (António, Guerra, & Moleiro, 2017), and increased behavioral intentions to meet homosexual people, via more perceived moral purity (Vezzali et al., 2017). This is particularly important, given that research shows that intentions strongly predict actual behaviors (e.g., Smith & McSweeney, 2007). Meanwhile, imagined intergroup contact has also been shown to reduce prejudice towards an elderly person and a gay man (Turner, Crisp, & Lambert, 2007).

In two studies, we aim to extend existing research by examining, experimentally, the effect of imagined and extended contact on adolescents' behavioral intentions to help victims of homophobic bullying. Previous research has shown that assertive bystander intentions in bias-based bullying decline with age (e.g. Palmer et al., 2015). The impact of these interventions across adolescence will be examined, in order to determine their effectiveness among younger and older age groups. Additionally, we will explore the potential underlying mechanisms (i.e., social contagion concerns, masculinity/femininity threat and empathic concern) that may account for the relationship between intergroup contact and bystanders' behavioral intentions.

5.2.2. Social Contagion, Masculinity/Femininity Threat and Empathic Responses

Heterosexual individuals' concerns of being misclassified as gay or lesbian (i.e., social contagion concerns) is a powerful predictor of negative attitudes towards lesbian women and gay men (e.g., António, Guerra, & Moleiro, 2018; Buck, Plant, Ratcliff, Zielaskowski, & Boerner, 2013). This type of concern may be especially important for adolescents, given that they are often pressured to behave according to traditional gender norms by society, parents, and peers. Those who do not behave according to these norms are victimized, regularly in the form of homophobic bullying (Espelage et al., 2018). Importantly for the current studies, research has shown that positive imagined contact (in this case, imagining having contact with a famous gay or lesbian person) reduces concerns of misidentification as gay or lesbian (i.e., contagion concerns; Lacosse & Plant, 2018). Thus, we propose that indirect contact (i.e., imagined and extended) will increase adolescents' behavioral intentions to help the victims of homophobic bullying by reducing these social contagion concerns.

Besides social contagion concerns, we will also examine the link between indirect contact and masculinity and femininity threat. Masculinity/femininity threat appears when manhood (or womanhood) is questioned and is usually related to antigay attitudes and negative behaviors towards those who threatened this identity (e.g., Reese, Steffens, & Jonas, 2014; Talley & Bettencourt, 2008). Previous research with adolescents showed that this threat can be reduced by extended contact (António et al., 2017). Specifically, heterosexual adolescents who reported having heterosexual friends who have homosexual friends (i.e., extended contact) revealed more bystanders' assertive behavioral intentions, and this was partially accounted by decreased masculinity/femininity threat. Besides decreasing masculinity/femininity threat, extended contact also increased affective empathy towards the victims of homophobic bullying, and through that increased bystanders' assertive behavioral intentions (António et al., 2017). This is consistent with research showing that imagined contact leads to more empathy and less prejudice (Kuchenbrandt, Eyssel, & Seidel, 2013). Based on these findings, we propose that empathic concern, that is feelings of sympathy, compassion, and tenderness for another person who is in need (Batson & Ahmad, 2009) should also be increased by indirect forms of contact, leading then to more assertive behavioral intentions to help bullying victims.

Thus, the current research extends previous findings by examining social contagion, masculinity/femininity threat and empathy in relation to adolescent bystanders' behavioral intentions towards victims of homophobic bullying, and the impact of indirect contact interventions on these variables. Little is known about developmental trends in social contagion concerns and masculinity/femininity threat across adolescence (see António et al.,

2018 for exception) but understanding how these attitudes develop is important for understanding homophobic attitudes in this critical age group. Therefore, the current research provides a key insight into how these variables develop with age, and how they relate to bystander intentions in homophobic bullying situations among adolescents.

Finally, as well as examining age trends in all key variables, the role of sex will also be examined. Homophobic attitudes and behaviors are usually associated with masculinity norms and beliefs (e.g., Poteat & Vecho, 2015). Indeed, research conducted with adolescents shows that male adolescents have more negative attitudes toward sexual minorities (e.g., Costa & Davies, 2012) and female adolescents score higher in defending behaviors in bullying episodes, than male adolescents (e.g., Pozzoli & Gini, 2012). Furthermore, heterosexual men have more negative behaviors toward gay men, compared to heterosexual women (Glick, Gangl, Gibb, Klumpner, & Weinberg, 2007). Girls also generally report higher empathic responses than boys (e.g., Caravita, Di Blasio, & Salmivalli, 2009). Therefore, we will consider both age and sex related differences in both Experiment 1 and Experiment 2.

5.3. Experiment 1

The main goal of Experiment 1 was to examine the effect of imagined contact in increasing bystanders' assertive behavioral intentions, among adolescents in homophobic bullying incidents. Overall, we predicted that participants in the imagined contact condition will reveal more assertive behavioral intentions, more empathic concern, less social contagion concerns and less masculinity/femininity threat, compared with participants in the control condition (H1). Based on Palmer and colleagues (2015), we further expected that younger adolescents (vs. older) would show more assertive behavioral intentions in the imagined contact condition (H1a). Given the lack of previous research examining age differences on the tested mediators, no specific hypotheses were formulated regarding its moderator role, but age was included in the analysis for exploratory reasons.

Based on previous research illustrating sex differences in defending behaviors and in negative behaviors towards gay men (e.g., Glick et al., 2007; Pozzoli & Gini, 2012), we further expected that female participants (vs. male), in the imagined contact condition, would show more assertive behavioral intentions, more empathic concern, less social contagion concerns and less femininity threat (H1b).

Finally, we explored if the effect of imagined contact on assertive behavioral intentions would occur via increased empathy, and also decreased social contagion concerns and decreased threat to masculinity/femininity (H1c).

5.3.1. Method

Participants and Procedure

Participants were 124 students (78 female), aged between 15 and 19 years ($M= 16.19$, $SD=1.11$), enrolled in 10th (51%) and in 12th grade (35%). The majority of participants identified as heterosexual (91%) and the remaining as gay/lesbian, bisexual, did not respond or declared having doubts as to their sexual orientation. Since the outgroup in this study were homosexual adolescents, the final sample included only participants who identified as heterosexual (113 students; $M_{age}= 16.17$, $SD= 1.09$; 73 female). Participants were divided into two groups according to their age/development period: middle adolescence (< 16 years) and late adolescence (> 16 years).

Data were collected in two public schools and all participants provided parental consent. Participants completed a paper and pencil questionnaire in classrooms with a teacher and the researcher. Participants were randomly assigned to either an imagined contact condition or a control condition, based on Turner and colleagues (2007).

See supporting information for imagined contact instructions. Finally, participants filled out a questionnaire with the measures of interest. After completing the questionnaire, all students received a written debriefing.

Measures

Social contagion concerns. Based on previous research (e.g., Buck et al., 2013) to measure social contagion concerns, participants were asked to indicate, on a 7-point scale (1= strongly disagree to 7= strongly agree), to what extent they agreed or disagreed with 8 statements related to contagion concerns (e.g., “*If I was hanging out with a gay/lesbian person, I would worry that other people would think I was gay/lesbian, too.*”). Following Buck et al., (2013) procedure, we created a composite score of social contagion ($\alpha= .89$), where higher values indicate higher social contagion concerns.

Masculinity/femininity threat. We adapted Reese et al. (2014) measure of masculinity/femininity threat. Participants were asked to what extent they agreed or disagreed with 3 statements (e.g., “*I would feel my masculinity/femininity threatened if a gay boy/*

lesbian girl flirted with me’) on a 7-point scale (1= strongly disagree to 7= strongly agree). We created a composite score of threat, where higher values indicate higher perceived threat ($\alpha = .78$).

Empathic concern. Participants were presented with a name-calling homophobic bullying vignette where the victim matched participants’ sex. Empathic concern towards the victim was measured with four items (e.g., “*I feel sympathy for the bullied boy*”), on a 7-point scale (1= Not at all to 7=Very much; $\alpha = .86$), adapted from Katz and colleagues (2014). Higher scores indicate more empathic concern.

Assertive behavioral intentions. Based on previous studies (Abbott & Cameron, 2014; Palmer & Cameron, 2010; Palmer et al., 2015) to measure bystanders’ behavioral intentions, participants read a vignette of a name-calling homophobic bullying episode (matching participants’ sex) and indicated their intention to engage in ten different bystander behaviors. In this study we focused on assertive bystander behaviors (4 items, on a 5-point scale, 1 =never do to 5 =always do; e.g., “*I would try and make student B feel better*”, $\alpha = .70$).

5.3.2. Results

Imagined Contact Effects

Descriptives and correlations of all variables are presented in Table 14. First, we conducted a 2 experimental condition (imagined contact vs. control) \times 2 sex (female vs. male) \times 2 age group (< 16 years vs. > 16 years) MANOVA on our main dependent variables – social contagion concerns, masculinity/femininity threat, empathic concern, and assertive behavioral intentions. Then, we conducted a moderated mediation to test the conditional indirect effect of the experimental condition on bystanders’ assertive behavioral intentions, through social contagion concerns, masculinity/femininity threat and empathic concern. Contrary to the expected, the multivariate effect of the experimental condition was not significant, Wilks’ $\lambda = .989$, $F(4, 101)=0.28$, $p = .89$, $\eta^2_p=0.011$. Also, the two-way interactions between the experimental condition and age, and experimental condition and sex were non-significant ($p > .05$). The main effect of sex was significant, Wilks’ $\lambda = .699$, $F(4, 101)=10.85$, $p < .001$, $\eta^2_p=0.301$, and the main effect of age group was also significant, Wilks’ $\lambda = .893$, $F(4, 101)=3.04$, $p = .02$, $\eta^2_p=0.107$. Significant univariate effects were found for some of the dependent variables, as described below.

Table 14

Correlations Between the Variables (Experiment 1)

	M	SD	1	2	3	4	5
1. Assertive behavioral intentions	3.71	0.75	-				
2. Social contagion concerns	2.58	1.34	-.21*	-			
3. Masculinity/Femininity threat	3.09	1.70	-.15	.62**	-		
4. Empathic concern	5.08	1.43	.58**	-.29**	-.17	-	
5. Sex ^a	-	-	-.41**	.27**	.38**	-.40**	-
6. Age	16.17	1.09	-.21*	-.16	-.06	-.17	.29**

Note. * $p < .05$; ** $p < .01$.

^a 1= Female; 2= Male.

Bystanders' Assertive Behavioral Intentions

The univariate results showed that the main effect of the experimental condition, the interaction between the experimental condition and age, and the interaction between experimental condition and sex were not significant. Interestingly, results revealed a significant interaction between the experimental condition, age group and sex, $F(1, 104)=4.82$, $p = .030$, $\eta^2_p = 0.044$. Simple contrasts comparing imagined contact vs. control conditions showed that only female younger participants revealed more assertive behavioral intentions in the imagined contact condition (see Table 15). Additionally, results revealed a significant main effect of sex, $F(1, 104)=17.09$, $p < .001$, $\eta^2_p = 0.141$, such that female participants showed more bystanders' assertive behavioral intentions ($M = 3.94$, $SD = .65$) than male participants ($M = 3.30$, $SD = .75$). Overall, partially confirming H1a and H1b, younger female participants showed more assertive behavioral intentions in the imagined contact condition.

Table 15

Means, Standard Deviations, Main Effects and Interaction Effects by Condition (N = 112) (Experiment 1)

	Sex		Age Group		Younger Adolescents		Older Adolescents	
	F	M	Younger	Older	F	M	F	M
<i>Assertive behavioral intentions</i>								
Imagined Contact	3.99(.72)	3.41(.87)	4.06(.72)	3.60(.84)	4.31(.62) ^a	3.46 (.60)	3.75 (.72)	3.39 (.99)
Control	3.90(.58)	3.19(.61)	3.71(.63)	3.61(.71)	3.75 (.66) ^b	3.55 (.54)	4.04 (.46)	3.07 (.60)
<i>Social Contagion Concerns</i>								
Imagined Contact	2.13(1.20)	3.18(1.19)	2.65(1.38)	2.42(1.25)	2.22 (1.21)	3.73 (1.26)	2.06 (1.22)	2.94 (1.13)
Control	2.48(1.32)	2.94(1.54)	3.03(1.59)	2.38(1.22)	2.84 (1.53)	3.73 (1.76)	2.15 (1.00)	2.68 (1.43)
<i>Masculinity/Femininity Threat</i>								
Imagined Contact	2.56(1.58)	3.95(1.78)	3.21(1.89)	2.98(1.72)	2.47 (1.57)	5.06 (1.31)	2.63 (1.63)	3.48 (1.78)
Control	2.66(1.42)	3.95(1.71)	3.33(1.63)	2.96(1.65)	2.91 (1.45)	4.87 (1.39)	2.42 (1.38)	3.64 (1.74)
<i>Empathic concern</i>								
Imagined Contact	5.54(1.17)	4.45(1.56)	5.48(1.34)	4.94(1.44)	5.92 (1.04)	4.38 (1.44)	5.26 (1.20)	4.48 (1.66)
Control	5.45(1.23)	4.19(1.52)	5.27(1.29)	4.83(1.55)	5.24 (1.24)	5.40 (1.61)	5.66 (1.21)	3.78 (1.30)

Note. Means with different subscripts in each column indicate differences at $p < .050$.

Social Contagion Concerns

The univariate results showed that the main effect of the experimental condition and the interaction effects with age group and sex were not significant. Nonetheless, results revealed a significant main effect of sex, $F(1, 104)=12.11, p = .001, \eta^2_p=0.104$, and age, $F(1, 104)=5.97, p = .016, \eta^2_p=0.054$. Female participants showed less social contagion concerns ($M = 2.31, SD = 1.26$) than male participants ($M = 3.06, SD = 1.37$). Also, social contagion concerns were greater among younger ($M = 2.85, SD = 1.49$) than among older participants ($M = 2.40, SD = 1.22$).

Masculinity/femininity Threat

The univariate results showed that the main effect of the experimental condition and the interaction effects with age group and sex were not significant. Nonetheless, results revealed a significant main effect of sex, $F(1, 104)=24.41, p < .001, \eta^2_p=0.190$, and age, $F(1, 104)=5.44, p = .022, \eta^2_p=0.050$. Female participants showed less masculinity/femininity threat ($M = 2.61, SD = 1.49$) than male participants ($M = 3.95, SD = 1.73$). Also, masculinity/femininity threat was greater among younger ($M = 3.27, SD = 1.74$) than among older participants ($M = 2.97, SD = 1.67$).

Empathic Concern

The univariate results showed that the main effect of the experimental condition, the interaction between the experimental condition and age, and the interaction between experimental condition and sex were not significant. Again, results revealed a significant interaction between the experimental condition, age group and sex, $F(1, 104)=6.38, p = .01, \eta^2_p = 0.158$. We conducted simple contrasts comparisons, however these were not significant. Additionally again, results revealed a significant main effect of sex, $F(1, 104)= 13.23, p < .001, \eta^2_p = 0.113$. Female participants showed more empathic concern ($M = 5.50, SD = 1.19$) than male participants ($M = 4.32, SD = 1.52$).

Indirect Effects of Imagined Contact

Next, we tested the conditional indirect effect of the experimental condition on bystanders' assertive behavioral intentions, through social contagion concerns, masculinity/femininity threat and empathic concern with PROCESS bootstrapping macro (Model 8; Hayes, 2013) for SPSS with 5,000 resamples and 95% percentile bootstrap CI. The experimental condition was the predictor; age group and sex were the moderators; social

contagion, threat and empathic concern were the mediators; and bystanders' assertive behavioral intentions were the outcome. The experimental condition was dummy-coded (control = 0; imagined contact = 1). Contrary to hypothesized (H1c), none of the indexes of moderated mediation was significant (see Table 16 and supporting information).

In sum, findings from Experiment 1 partially supported the hypothesis that imagined contact with a gay/lesbian individual resulted in more positive outcomes compared to imagining something unrelated. Specifically, the results showed that younger female participants revealed more behavioral intentions to help victims of homophobic bullying, when asked to imagine an interaction with an outgroup member. These findings are consistent with previous work, showing that imagined contact is related to more positive intergroup attitudes (e.g., Turner et al., 2007), and that there is a developmental decline in helping behaviors (e.g., Evans & Smokowski, 2015; Palmer & Abbott, 2017). Female students also revealed more empathy towards the victims, regardless of the experimental condition, and this is consistent with previous research showing that girls usually report higher levels of empathy than boys (e.g., Jenkins & Nickerson, 2017). Interestingly, the results showed the construct effects are moderated simultaneously by sex and age, and not independently as we hypothesized. That is, contact was not more effective for female adolescents in general, but for the younger ones in particular. At the same time, and contrary to our hypotheses, imagined contact did not influence social contagion concerns and masculinity/femininity threat. These results are further discussed in the General Discussion.

Table 16

Imagined Contact's Indirect Effect on Assertive Behavioral Intentions (Experiment 1)

	M (Social Contagion)			M (Threat)			M (Empathic Concern)			Y (Assertive Bystanders)		
	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p
Constant	1.39**	.37	.00	3.98**	.52	.00	6.61**	.38	.00	2.92**	.36	.00
(X) Dummy	-.13	.24	.58	-.05	.30	.87	.16	.25	.53	.10	.11	.38
M (Social Contagion)	-	-	-	-	-	-	-	-	-	-.01	.05	.88
M (Threat)	-	-	-	-	-	-	-	-	-	-.01	.04	.93
M (Empathic Concern)	-	-	-	-	-	-	-	-	-	.25**	.05	.00
(W) Age	-.60*	.25	.02	-.56	.31	.08	-.29	.26	.27	-.10	.12	.43
X x W	.51	.50	.31	.29	.61	.64	-.20	.51	.69	-.37	.23	.12
	R ² = 0.130			R ² = 0.171			R ² = 0.171			R ² = 0.398		
	F(4,107) = 3.992, p = .005			F(4,107) = 5.514, p < .001			F(4,107) = 5.508, p = .001			F(6,105) = 11.555, p < .001		
Constant	3.51**	.42	.00	3.17***	.66	.00	3.51**	.42	.00	2.65**	.39	.00
(X) Dummy	-.13	.24	.58	-.10	.31	.75	-.13	.24	.58	.10	.12	.39
(W ¹) Sex	.86**	.26	.00	1.44**	.32	.00	.86**	.26	.00	-.32*	.13	.02
X x W ¹	.53	.50	.29	.04	.62	.95	.53	.50	.29	.09	.24	.71
	R ² = 0.130			R ² = 0.169			R ² = 0.170			R ² = 0.384		
	F(4,107) = 4.007, p = .005			F(4,107) = 5.448, p = .001			F(4,107) = 5.482, p = .001			F(6,105) = 10.914, p < .001		

Note. * $p < .05$; ** $p < .01$.

The values are unstandardized regression coefficient.

5.4. Experiment 2

The main goal of Experiment 2 was to examine the effect of extended contact interventions on bystanders' assertive behavioral intentions. Two forms of extended contact were tested, varying in valence, positive extended contact and negative extended contact. Although positive extended contact is more prevalent than negative extended contact, previous research showed that negative events more strongly affect attitudes, and that both positive and negative extended contact impacts intergroup relations (e.g., Mazziotta, Rohmann, Wright, de Tezanos-Pinto, & Lutterbach, 2015; Wölfer et al., 2017). In line with these findings, we will further consider the impact of negative extended contact on bystanders' helping behavioral intentions. Overall, we predicted that participants in a positive extended contact condition would reveal more assertive behavioral intentions, have less social contagion concerns, less masculinity/femininity threat and more empathic concern (H2).

We also expected that positive extended contact would be more effective for younger (vs. older) adolescents (H2a). Specifically, younger adolescents, in the positive extended contact condition, would show more assertive behavioral intentions. As in Experiment 1, no specific hypotheses were formulated regarding age differences for the mediators, but age was included in the analysis for exploratory reasons. Based on previous research (e.g., Evans & Smokovski, 2015; Costa & Davies, 2012), we further expected that positive extended contact would be more effective for female (vs. male) participants (H2b). Finally, we explored if the positive effect of extended contact on behavioral intentions to be mediated by more empathic concern, less social contagion concerns and reduced threat to masculinity/femininity (H2c).

5.4.1. Method

Participants and Procedure

A total of 206 students (101 female) participated in the study, aged between 14 and 19 years ($M = 15.81$, $SD = 1.22$). Most participants (76%) were in high school (10th to 12th years) and 24% were in middle school. Most participants identified as heterosexual (85%) and the remaining as gay/lesbian, bisexual, did not respond or declared having doubts as to their sexual orientation. As in Study 1, the final sample included only participants who identified as heterosexual (174 students; $M_{age} = 15.79$, $SD = 1.23$; 78 female). As in Study 1, participants were divided in two groups according to their age and development period: middle adolescence (< 16 years) and late adolescence (> 16 years).

Data were collected in two public schools and all participants provided parental consent. Participants completed a paper and pencil questionnaire in classrooms with a teacher

and the researcher. Based on previous research (Eller, Gomez, Vázquez, & Fernández, 2015), we manipulated the valence of the extended contact (positive contact vs. negative contact vs. control) through fabricated entries on an Internet forum (see supporting information for full instructions).

Finally, after reading the messages, participants responded to the same measures used in Experiment 1 to assess bystanders' assertive behavioral intentions ($\alpha = .67$), social contagion concerns ($\alpha = .87$), masculinity/femininity threat ($\alpha = .78$), and empathic concern ($\alpha = .83$). After completing the questionnaire, a written debriefing was delivered to each student.

5.4.2. Results

Extended Contact Effects

Descriptives and correlations of all variables are presented in Table 17. First, we conducted a 3 experimental condition (positive extended contact vs. negative extended contact vs. control) \times 2 sex (female vs. male) \times 2 age group (< 16 years vs. > 16 years) MANOVA on our main dependent variables – social contagion concerns, masculinity/femininity threat, empathic concern and assertive behavioral intentions. Then, we conducted a moderated mediation to test the conditional indirect effect of the experimental condition on bystanders' assertive behavioral intentions, through social contagion concerns, masculinity/femininity threat, and empathic concern. Contrary to the expected, the multivariate effect of the experimental condition was not significant, Wilks' $\lambda = .968$, $F(8, 308) = 0.64$, $p = .75$, $\eta^2_p = 0.016$. The two-way interactions between the experimental condition and age and the experimental condition and sex were also non-significant. However, the main effect of sex was significant, Wilks' $\lambda = .732$, $F(4, 154) = 14.09$, $p < .001$, $\eta^2_p = 0.268$, as well as the main effect of age group Wilks' $\lambda = .931$, $F(4, 154) = 2.87$, $p = .03$, $\eta^2_p = 0.069$. Significant univariate effects were found for some of the dependent variables, as described below.

Table 17

Correlations Between the Variables (Experiment 2)

	M	SD	1	2	3	4	5
1. Assertive behavioral intentions	3.68	0.84	-				
2. Social contagion concerns	2.70	1.43	-.36**	-			
3. Masculinity/Femininity threat	3.21	1.78	-.24**	.69**	-		

4. Empathic concern	4.92	1.52	.59**	-.24**	-.29**	-	
5. Sex ^a	-	-	-.33**	.40**	.38**	-.42**	-
6. Age	15.79	1.23	-.14*	-.08	-.09	-.16*	.04

Note. * $p < .05$; ** $p < .01$.

^a 1= Female; 2= Male.

Bystanders' Assertive Behavioral Intentions

The univariate results showed that the main effect of the experimental condition, as well as the interaction effects with age group and sex were not significant. However, results revealed significant main effects of sex, $F(1, 157)=18.88, p < .001, \eta^2_p=0.107$ and age, $F(1, 157)=6.82, p = .010, \eta^2_p=0.042$. Female participants showed more assertive behavioral intentions ($M = 3.98, SD = .69$) than male participants ($M = 3.43, SD = .87$). Moreover, younger participants revealed more bystanders' assertive behavioral intentions ($M = 3.84, SD = .76$) than older participants ($M = 3.52, SD = .89$).

Social Contagion Concerns

The univariate results for the social contagion concerns showed that the main effect of the experimental condition, as well as the interaction effects with age group and sex were not significant. However, results revealed a significant main effect of sex, $F(1, 157)=29.07, p < .001, \eta^2_p=0.156$, such that female participants showed less social contagion concerns ($M = 2.08, SD = .85$) than male participants ($M = 3.23, SD = 1.62$).

Masculinity/Femininity Threat

The univariate results showed that the main effect of the experimental condition was not significant. Interestingly, results revealed a marginally significant interaction between the experimental condition and age group, $F(2, 157)=2.77, p = .066, \eta^2_p=0.034$. Simple contrasts comparing positive contact vs. control, negative contact vs. control and positive contact vs. negative contact showed that younger participants revealed less masculinity/femininity threat in the positive contact condition, relative to the control condition (see Table 18). Simple contrasts also showed that younger participants revealed lower masculinity/femininity threat in the positive contact condition, relative to the negative contact condition (see Table 18). In addition, results revealed a significant main effect of sex, $F(1, 157)=25.96, p < .001, \eta^2_p=0.142$, such that female participants showed less threat ($M = 2.48, SD = 1.38$) than male

participants ($M = 3.84$, $SD = 1.87$). Overall, the direct effect of extended contact was driven by positive contact triggering less masculinity/femininity threat for younger participants.

Empathic Concern

The univariate results revealed that the main effect of the experimental condition was not significant. However, as predicted (H2b), results revealed a marginally significant interaction between the experimental condition and sex, $F(2,157)=2.76$, $p = .066$, $\eta^2_p = 0.034$. Simple contrasts comparing negative contact vs. control conditions and positive contact vs. control conditions separately for female and male participants showed that female participants revealed less empathic concern in the negative contact condition, compared to the control condition (see Table 18). Additionally, results showed significant main effects of sex, $F(1,157)=33.19$, $p < .001$, $\eta^2_p = 0.175$, and age, $F(1,157)=6.08$, $p = .015$, $\eta^2_p = 0.037$. Regardless of condition, female participants showed more empathic concern ($M = 5.63$, $SD = 1.16$) than male participants ($M = 4.34$, $SD = 1.55$). Also, a main effect of the age group showed that empathic concern was greater among younger ($M = 5.21$, $SD = 1.41$) than among older participants ($M = 4.63$, $SD = 1.57$). Overall, the direct effect of extended contact was driven by negative contact triggering less empathic concern for female participants, partially supporting H2b.

Table 18

Means, Standard Deviations, Main Effects and Interaction Effects by Condition (N = 169) (Experiment 2)

	Sex		Age Group		Younger Adolescents		Older Adolescents	
	F	M	Younger	Older	F	M	F	M
Assertive behavioral intentions								
Positive	4.04(.73)	3.38(.97)	3.98(.78)	3.45(.97)	4.11 (.83)	3.81 (.71)	3.96 (.60)	3.08 (1.03)
Negative	3.88(.52)	3.39(.93)	3.69(.82)	3.52(.78)	3.95 (.57)	3.44 (.93)	3.78 (.42)	3.34 (.93)
Control	4.02(.83)	3.50(.77)	3.91(.67)	3.56(.90)	4.30 (.39)	3.65 (.70)	3.81 (1.02)	3.35 (.77)
Social Contagion Concerns								
Positive	2.19(.83)	3.09(1.54)	2.47(1.22)	2.80(1.40)	1.92 (.68)	3.20 (1.42)	2.51 (.92)	3.01 (1.65)
Negative	1.91(.76)	3.53(1.81)	2.83(1.66)	2.74(1.63)	1.89 (.68)	3.71 (1.85)	1.94 (.92)	3.32 (1.80)
Control	2.13(.95)	3.03(1.51)	2.81(1.45)	2.48(1.29)	2.10 (.67)	3.28 (1.64)	2.15 (1.15)	2.77 (1.38)
Masculinity/Femininity Threat								
Positive	2.38(1.17)	3.42(1.87)	2.55(1.40) ^a	3.24(1.91)	2.02 (1.07)	3.25 (1.53)	2.82 (1.60)	3.54 (2.10)
Negative	2.35(1.36)	4.32(1.91)	3.68(1.84) ^b	3.07(2.06)	2.64 (1.42)	4.67 (1.66)	1.90 (1.18)	3.90 (2.18)
Control	2.75 (1.42)	3.77(1.80)	3.68(1.74) ^b	3.01(1.60)	3.47 (1.63)	3.82 (1.84)	2.21 (.98)	3.71 (1.74)
Empathic concern								
Positive	5.66(1.07) ^{ab}	4.35(1.55)	5.50(.99)	4.54(1.71)	5.78 (.88)	5.13 (1.05)	5.52 (1.30)	3.83 (1.64)
Negative	5.29(1.23) ^a	4.56(1.28)	5.02(1.43)	4.72(1.09)	5.55 (1.39)	4.53 (1.33)	4.88 (.85)	4.61 (1.25)
Control	5.98(1.12) ^b	4.11(1.83)	5.14(1.76)	4.72(1.86)	6.13 (1.00)	4.48 (1.88)	5.87 (1.23)	3.73 (1.76)

Note. Means with different subscripts in each column indicate differences at $p < .050$.

Indirect Effects of Extended Contact

We tested the conditional indirect effect of the experimental condition on assertive behavioral intentions, through social contagion concerns, masculinity/femininity threat and empathic concern, with PROCESS bootstrapping macro (Model 8; Hayes, 2013) for SPSS with 5,000 resamples and 95% percentile bootstrap CI. Experimental condition was the predictor, age group and sex were the moderators; social contagion, threat and empathic concern were the mediators; and bystanders' assertive behavioral intentions were the outcome. The experimental condition was dummy-coded (d_{negative} : control = 0; positive = 0; negative = 1; and d_{positive} : control = 0; positive = 1; negative = 0). Contrary to the hypothesis (H2c), none of the indexes of moderated mediation were significant (see Table 19 and supporting information).

Overall, partially supporting our predictions (H2b), we found significant interaction effects of the valence of extended contact on empathic concern. In particular, female participants showed less empathic concern when reading about negative extended contact (H2b) (see Table 18). Additionally, we found a significant interaction between the valence of extended contact and age on masculinity/femininity threat. Specifically, younger participants revealed lower masculinity/femininity threat in the positive contact condition, compared to negative extended contact and control (see Table 18). These findings are consistent with prior work showing that extended contact is related to less masculinity/femininity threat and more empathy towards homophobic bullying victims (António et al., 2017). However, contrary to our hypotheses, there were no main effects of the experimental condition. At the same time, and contrary to our hypothesis, extended contact did not influence bystanders' assertive behavioral intentions and social contagion concerns. These results are further discussed in the General Discussion.

Table 19

Extended Contact's Indirect Effect on Assertive Behavioral Intentions (Experiment 2)

	M (Social Contagion)			M (Threat)			M (Empathic concern)			Y (Assertive Bystanders)		
	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p
Constant	.89*	.35	.01	1.15*	.43	.01	6.89**	.36	.00	4.64**	.21	.00
(X) D _{positive}	.06	.25	.81	-.38	.31	.22	.02	.26	.94	-.07	.15	.62
(cov) D _{negative}	.16	.26	.54	.06	.31	.86	-.09	.26	.73	-.14	.15	.34
M (Social Contagion)	-	-	-	-	-	-	-	-	-	-.21**	.05	.00
M (Threat)	-	-	-	-	-	-	-	-	-	-.07*	.04	.05
M (Empathic Concern)	-	-	-	-	-	-	-	-	-	.29**	.04	.00
(W) Age	-.08	.21	.71	-.25	.25	.33	-.50*	.21	.02	-.34*	.12	.01
X x W	.37	.43	.40	1.13*	.53	.03	-.42	.45	.35	-.12	.26	.64
	R ² = 0.164			R ² = 0.185			R ² = 0.209			R ² = 0.171		
	F(5,163) = 6.413, p < .001			F(5,163) = 7.398, p < .001			F(5,163) = 8.597, p < .001			F(6,162) = 5.565, p < .001		
Constant	2.73**	.34	.00	3.52**	.43	.00	5.72**	.36	.00	3.00**	.30	.00
(X) D _{positive}	.07	.25	.78	-.34	.31	.28	.00	.26	.99	-.05	.12	.70
(cov) D _{negative}	.18	.26	.49	.11	.32	.74	-.11	.27	.79	-.10	.12	.43
(W ¹) Sex	1.15**	.21	.00	1.36**	.26	.00	-1.26**	.21	.00	-.03	.12	.82
X x W ¹	-.36	.43	.40	-.43	.54	.42	.04	.45	.94	-.18	.21	.40
	R ² = 0.164			R ² = 0.166			R ² = 0.205			R ² = 0.429		
	F(5,163) = 6.410, p < .001			F(5,163) = 6.473, p < .001			F(5,163) = 8.378, p < .001			F(7,161) = 17.248, p < .001		
Constant	.90*	.35	.01	1.22*	.43	.01	6.89**	.36	.00	2.77**	.31	.00
(X) D _{negative}	.17	.26	.51	.08	.32	.81	-.09	.26	.73	-.10	.13	.44
(cov) D _{positive}	.07	.25	.77	-.34	.31	.28	.00	.26	.99	-.05	.12	.71
(W) Age	-.08	.21	.71	-.25	.26	.33	-.50*	.21	.02	-.19	.10	.06
X x W	-.12	.44	.78	-.68	.54	.21	.42	.45	.35	.15	.21	.48
	R ² = 0.161			R ² = 0.170			R ² = 0.209			R ² = 0.428		
	F(5,163) = 6.261, p < .001			F(5,163) = 6.697, p < .001			F(5,163) = 8.597, p < .001			F(7,161) = 17.198, p < .001		
Constant	2.79**	.33	.00	3.71**	.42	.00	5.69**	.35	.00	2.98**	.30	.00

(X) D _{negative}	.16	.25	.52	.09	.32	.78	-.12	.26	.65	-.10	.13	.42
(cov) D _{positive}	.06	.25	.81	-.36	.31	.25	-.01	.26	.96	-.05	.12	.71
(W ¹) Sex	1.15**	.21	.00	1.36**	.25	.00	-1.26**	.21	.00	-.03	.12	.81
X x W ¹	.73	.43	.10	.95	.54	.08	.86	.45	.06	-.02	.22	.91
	R ² = 0.175			R ² = 0.178			R ² = 0.222			R ² = 0.426		
	F(5,163) = 6.911, p < .001			F(5,163) = 7.055, p < .001			F(5,163) = 9.302, p < .001			F(7,161) = 17.074, p < .001		

Note. * $p < .05$; ** $p < .01$.

The values are unstandardized regression coefficient

5.5. General Discussion

Two studies examined the impact of imagined and extended contact on bystander's intentions and related variables in a very prevalent but under-studied intergroup context - homophobic bullying. We explored developmental trends in key variables and the impact of the interventions among young and old adolescents, and its effects among female and male adolescents. Taken together, the two experiments showed that: a) imagining having contact with a lesbian or gay person promotes more positive outcomes than imagining something unrelated, particularly among female younger participants and b) reading about a positive extended friendship triggered positive outcomes compared to both negative extended contact and no contact experiences, particularly among female and younger participants.

Female younger participants revealed more behavioral intentions to help victims of homophobic bullying, when asked to imagine a positive interaction with an outgroup member (i.e., homosexual person). Younger participants (both female and male) revealed lower masculinity/femininity threat in the positive contact condition, compared to negative extended contact and control. Additionally, female participants showed less empathic concern when reading about negative extended contact. Taken together, the findings build on existing research that shows the relevance of both imagined and extended contact in increasing positive intergroup attitudes (e.g., Turner & Cameron, 2016; Turner et al., 2013). The findings extend previous research by applying this approach to adolescents' bystander behavioral intentions during incidents of homophobic bullying, and identifying specific conditions (female, young age group) that the interventions are likely to have a positive impact. For older adolescents, and males, more rigorous interventions may be necessary to shift more entrenched and polarized views.

In Experiment 1, contrary to our predictions, imagined contact was not effective in reducing masculinity and femininity threat and social contagion concerns. In Experiment 2, contrary to the expected, extended contact did not influence bystanders' behavioral intentions and social contagion concerns. Indeed, previous studies demonstrated the efficacy of direct intergroup contact in reducing intergroup threat (see Pettigrew & Tropp, 2008), however, in Experiment 1, imagined contact did not affect threat to masculinity/femininity. Moreover, the lack of significant effects of extended contact may be related to the operationalization of this variable. In the current research extended contact was manipulated through simple written instructions about an unknown person's (i.e., ingroup member) extended friendships and not about someone the participant actually knew, as in self-reported measures of extended contact. We can speculate that this is less personal way of triggering extended contact and

future studies could test a more personal manipulation involving for instances the participants reflecting on actual extended friendships or test a more protracted intervention with repeated exposure to extended contact. This may shift more entrenched attitudes and intentions particularly among older boys.

In line with previous studies, older adolescents showed less intentions to intervene than younger adolescents (e.g., Palmer et al., 2015; Trach et al., 2010). This is particularly relevant for interventions that aim to tackle homophobic bullying among adolescents. Specifically, future school-based interventions should consider adolescents' age and explore its effects over time with longitudinal data.

These results also complement and extend prior research by identifying important intergroup processes involved in the developmental decline in bystander intentions, specifically, empathic concern, masculinity, and femininity threat and social contagion concerns. For the first time, developmental trends in these variables across adolescence were uncovered: regardless of the experimental manipulation, younger adolescents had higher behavioral intentions to help the victims and higher empathic concern. These findings are consistent with previous research, showing that younger adolescents are more likely to intervene as prosocial bystanders, compared to older ones (e.g., Evans & Smokowski, 2015).

Importantly, and in line with previous research on defending attitudes and behaviors (e.g. Pozzoli, Gini, & Vieno, 2012), our findings highlight sex differences in bystanders' responses to bias-based bullying and homophobic attitudes: girls had higher behavioral intentions to help, lower masculinity/femininity threat, lower social contagion and higher empathic responses. Future research is needed to better understand the societal and cognitive drivers of this difference.

5.6. Limitations and Future Directions

The current study has some limitations. First, the sample size may have affected the significance of our interaction effects, particularly the small number of male participants per cell. This means the findings regarding differences between male and female participants should be interpreted with caution. A strength of the current research is the focus on mediators specific to this intergroup context (i.e. social contagion, masculinity/femininity threat). However, they did not mediate the effects of the condition on bystanders' behavioral intentions. The contact literature tends to focus on examining more general mediators that are thought to be consistent across different intergroup contexts (e.g. intergroup anxiety, trust). Further research could explore these more general mediators in the context of homophobic

bullying, such as intergroup anxiety, which can potentially decrease after imagined and extended contact (e.g., Turner et al., 2007).

Also, in our studies there were no observations of actual behavior. Rather, behavioral intentions were assessed in all studies. Previous research has revealed that intentions are important predictors of actual behaviors (e.g., Smith & McSweeney, 2007), still it is important that future research includes measures of actual bystander behavior, to more fully and accurately examine bystander responses.

In the imagined contact study, participants found the scenario neutral and not openly positive, as we expected. Thus, future work should specifically incorporate the positive tone of the interaction in the instructions, since it is one of the key elements of effective imagined contact interventions (Crisp, Stathi, Turner, & Husnu, 2008). In addition, in both studies, the majority of participants revealed to have direct contact with outgroup members (i.e., gay/lesbian students), and past research suggests that children with higher levels of direct contact may not benefit from extended contact interventions (Cameron, Rutland, Hossain, & Petley, 2011). Thus, extended contact interventions may be more effective in less heterogeneous schools, where adolescents are less exposed to sexual orientation diversity.

Finally, and despite these limitations, our findings have potential implications for anti-bullying interventions. This research also highlights the importance of the developmental intergroup context in bystanders' responses to bullying episodes, stressing the importance of developing and implementing appropriate anti-bullying interventions in school-based interventions that embrace sexual minority adolescents. The developmental trends and sex differences also illustrate how adolescents vary in their homophobic attitudes, with boys being more prejudiced, than girls. Imagined and extended contact can be used in school-based interventions to promote more assertive and empathic bystanders in the school context, particularly with young adolescents. The findings also highlight how entrenched some homophobic-related attitudes are, meaning intensive interventions may be necessary to shift these views. Extending Allport's seeding proposal that contact reduces prejudice, this study showed that fostering intergroup contact could be an effective strategy to promote assertive bystander intervention in school.

Supporting Information A

Imagined Contact Instructions (Experiment 1)

Participants in the imagined contact condition were asked to imagine: ‘Please spend the next five minutes imagining that you are talking to a gay boy/lesbian girl [sex matched to participant] who sat next to you on the train. You spend about thirty minutes chatting until you reach your stop and leave the train. During the conversation you find out some interesting and unexpected things about him/her’. Participants were then instructed to ‘List the interesting and unexpected things you discovered about him/her following the conversation you just imagined’. Participants assigned to the control condition were asked: ‘Please spend the next five minutes imagining that you are on a three-day hiking trip in the south of Portugal. During the trip you arrive unexpectedly at a secluded bay’. Participants were then instructed to ‘List the different things that you saw in the scene you just imagined’.

Supporting Information B

Extended Contact Instructions (Experiment 2)

Extended contact was manipulated through fabricated entries on an Internet forum in which an ingroup member (i.e., heterosexual) described his/her positive, negative or absence of contact with a member of the outgroup (i.e., homosexual). All participants were presented with an excerpt that started with an entry posted by a supposed lesbian or gay student who was moving to the school and asked the online community about the school environment since she/he had problems in her/his current school related to her/his sexual orientation. After that, all participants read one of three different replies to this message provided by a heterosexual student from their school, depending on the valence of extended contact condition and participants sex. For example, female participants in negative extended contact condition read: “(...) The school environment is so so... sometimes we have some issues. For example, my boyfriend has two friends, who are girlfriends. They talk a lot and they always want to be the center of attention and I don’t like it at all”. Female participants assigned to the positive extended contact condition read: “(...) The school environment is peaceful. People are laid-back and we get along well. For example, my boyfriend has two friends, who are girlfriends and they never had any problems at school. They are really cool and we usually go to the cinema together and with other people...”. Female participants in control condition read: “(...) The school environment is peaceful, people are laid-back and we get along well, but I don’t know if there are such problems...”.

Supporting Information C

Indexes of moderated mediation (Experiment 1): experimental condition as the predictor, age as moderator, social contagion concerns as mediator: -0.00, 95% CI [-0.08, 0.06], threat as mediator: -0.00, 95% CI [-0.07, 0.07], empathic concern as mediator: -0.05, 95% CI [-0.33, 0.20]. Experimental condition as the predictor sex as moderator, social contagion concerns as mediator: -0.01, 95% CI [-0.10, 0.05], threat as mediator: -0.00, 95% CI [-0.08, 0.05], empathic concern as mediator: 0.04, 95% CI [-0.28, 0.29].

Indexes of moderated mediation (Experiment 2): positive extended contact as the predictor, age as moderator, social contagion concerns as mediator: -0.05, 95% CI [-0.18, 0.07], threat as mediator: -0.08, 95% CI [-0.24, 0.03], empathic concern as mediator: -0.12, 95% CI [-0.36, 0.12]. Positive extended contact as the predictor sex as moderator, social contagion concerns as mediator: 0.05, 95% CI [-0.06, 0.19], threat as mediator: 0.03, 95% CI [-0.06, 0.15], empathic concern as mediator: 0.01, 95% CI [-0.23, 0.25]. Negative extended contact as the predictor and age as moderator, social contagion concerns as mediator: 0.02, 95% CI [-0.12, 0.15], threat as mediator: 0.05, 95% CI [-0.04, 0.18], empathic concern as mediator: 0.12, 95% CI [-0.12, 0.37]. Negative extended contact as the predictor and sex as moderator, social contagion concerns as mediator: 0.05, 95% CI [-0.06, 0.20], threat as moderator: 0.03, 95% CI [-0.06, 0.15], empathic concern as mediator: 0.01, 95% CI [-0.22, 0.25].

Chapter 6.

The Benefits of Recategorization on Bystanders' Intentions to Help Homophobic Bullying Victims: The Underlying Role of Threat and Social Contagion Concerns

This chapter was submitted as:

António, R., Guerra, R., & Moleiro, C. (*under review*). The benefits of recategorization on bystanders' intentions to help homophobic bullying victims: the underlying role of threat and social contagion concerns.

6.1. Abstract

Bystanders' helping behaviors are essential to mitigate bullying and its consequences, although bystanders not always intervene on behalf of victims. One study ($N= 170$) tested, experimentally, the impact of different forms of common identities (one-group, dual-identity) on bystanders' assertive behavioral intentions in homophobic bullying episodes, examining its effects in intergroup factors that are specific to this intergroup context. Results showed that while dual-identity triggered more behavioral intentions to help victims of homophobic bullying, one-group identity triggered less masculinity/femininity threat. Older participants revealed less masculinity/femininity threat and felt less fear of misclassification as gay or lesbian (i.e., social contagion concerns) in the one-group condition, whereas younger participants revealed less social contagion concerns in the dual-identity condition. These findings extended previous studies illustrating the positive consequences of common identities on bystanders' helping responses to homophobic bullying.

Keywords: common identity; bystanders; homophobic bullying; threat; social contagion

Research on school bullying moved beyond an interpersonal approach focusing on the dyadic dynamic between bully and victim, to an intergroup approach focusing on the group and the power of bystanders to stop bullying. Bystanders are often present in bullying episodes (Jones & Rutland, 2019; Sutton & Smith, 1999), and have a relevant role facilitating or inhibiting bullying (Salmivalli, 2010). Bystanders are effective at reducing bias-based bullying (i.e., bullying based on group membership; Abbott & Cameron, 2014; Mulvey, Palmer, & Abrams, 2016; Palmer, Rutland, & Cameron, 2015), and their helping responses are positively influenced by intergroup factors, such as ingroup identification (Palmer et al., 2015), intergroup contact (Abbott & Cameron, 2014) and inclusive identity representations (António, Guerra, & Moleiro, 2018).

Previous research also shows that the impact of these intergroup factors is increasingly important with age and with children and adolescents' social experiences (Palmer, Cameron, Rutland, & Blake, 2017). Indeed, as children and adolescents get older, they become less likely to defend the victims (Palmer & Abbott, 2017). Understanding this decline and how to improve middle and late adolescents' intentions to help homophobic bullying victims is important when creating interventions for children and adolescents. The present study aims to extend previous work on the positive effects of common identities and bystanders' reactions by examining, experimentally, a) the impact of different forms of inclusive identities (i.e., one-group and dual-identity representations) on adolescent bystanders' behavioral intentions to help homophobic bullying victims, b) exploring the underlying intergroup processes that are specific to this intergroup context (i.e., masculinity and femininity threat, and social contagion concerns), while also c) taking into account the developmental period (i.e., between middle adolescence and late adolescence) in which these prosocial behaviors occur, and d) by considering sex differences in its effects.

6.2.1. Common Identities and Intergroup Helping Responses

Research shows that creating a common categorization, inclusive of both ingroup and outgroup, is a powerful strategy to improve intergroup relations and reduce prejudice (e.g., Gaertner, Dovidio, Guerra, Hehman, & Saguy, 2016). The Common Ingroup Identity Model (CIIM) proposes that intergroup bias can be reduced by inducing members of different groups to recategorize as members of the same more inclusive group (see Gaertner et al., 2016 for a review). Recategorization can take the form of a common superordinate identity (i.e., one-group) or a dual-identity, which involves the simultaneous activation of a common identity

and original subgroup identities (Gaertner, Dovidio, Anastasio, Bachman, & Rust, 1993). Recategorization, as proposed by the CIIM, reduces bias and prejudice across different ethnic (e.g., Kunst, Thomsen, Sam, & Berry, 2015), political (e.g., Riek, Mania, Gaertner, McDonald, & Lamoreaux, 2010) and age groups (e.g., young children, Cameron, Rutland, Brown, & Douch, 2006; Guerra et al., 2010; and adolescents (e.g., Gaertner, Rust, Dovidio, Bachman & Anastasio, 1996). Besides reducing prejudice, research shows that focusing on group commonalities also improves bystanders' intentions to help victims during emergency contexts (Levine, Prosser, Evans, & Reicher, 2005). One study, involving college students self-identified as Manchester United FC supporters, revealed that when a superordinate identity was made salient (i.e., wearing an ingroup team shirt), participants were more likely to help the victim, than when wearing a rival team shirt (Levine et al., 2005). Thus, sharing a common identity increases the likelihood of helping. Similarly, recent research, conducted with heterosexual adolescents, showed that when adolescents endorse a common identity (i.e., think of both heterosexual and gay/lesbian students, as one-group), they revealed more assertive behavioral intentions to help homophobic bullying victims (António et al., 2018).

In the current study, we also expect that the endorsement of inclusive identities should increase intentions of helping the victims of homophobic bullying. Specifically, we will test if inducing one-group and dual-identity representations among adolescents will trigger more bystanders' behavioral intentions to help homophobic bullying victims. Extending previous findings, we will explore specific underlying mechanisms (i.e., social contagion concerns and masculinity/femininity threat) that may account for the impact of inclusive identities on bystanders' assertive behavioral intentions.

6.2.2. Common Identities and Threats to Identity

Previous research has demonstrated that endorsing common inclusive identities reduces threat perceptions (Riek et al., 2010). In two studies, Riek and colleagues (2010) found that when two groups (i.e., Black and White students; Democrats and Republicans) were aware of their shared identity (i.e., "Americans"), intergroup threat decreased, and positive outgroup attitudes increased. However, these results did not show differences between the efficacy of one-group and dual-identity, as both were effective in reducing threat and increasing positive outgroup attitudes.

Importantly, and specifically related to a form of threat that is relevant for understanding behaviors towards sexual minorities (i.e., social contagion concerns), recent research shows that adolescents' endorsement of one-group representations, but not dual-

identity, was associated with more bystanders' assertive behavioral intentions. In particular, the more adolescents endorsed a one-group representation (e.g., We are all students), the less fear of being misidentified with a stigmatized identity (i.e., social contagion concern), which then related to more intentions to help victims of homophobic bullying (António et al., 2018). Thus, it seems that endorsing a dual-identity, emphasizing both a common (i.e., students) and subgroup identities (i.e., students' sexual orientations) was not related to fewer social contagion concerns among adolescents. In the current study, we further examine this finding experimentally, testing the potential of inclusive identities (vs a control condition) to reduce social contagion concerns, and thereby increasing intentions of helping victims of homophobic bullying. Importantly, we will take into account potential age and sex differences in social contagion concerns across adolescence that can partially explain why dual-identity was not related to lower contagion concerns in previous studies.

We will also examine another potential underlying mechanism that may account for the positive impact of inclusive identities on bystanders' assertive behavioral intentions: masculinity/femininity threat. Heterosexual men's concerns about their masculinity are related with more homophobic behaviors (e.g., Parrott, Peterson, Vincent, & Bakeman, 2008). Also, gay men are usually seen as less masculine and more feminine than heterosexual men (Mitchell & Ellis, 2011), and this stereotype is commonly related to higher levels of rejection of gay men by heterosexual men (Glick, Gangl, Gibb, Klumpner, & Weinberg, 2007). Studies indicate that when heterosexual men feel that their masculinity is threatened, they tend to distance themselves from gay men and to be more aggressive (Talley & Bettencourt, 2008). Thus, threat to masculinity may also result in rejection of helping sexual minority victims of violence. While several studies showed a link between threat to masculinity and negative behaviors toward gay men, little is known about how to reduce these perceptions of threat to masculinity. One study, conducted with heterosexual students, revealed that having extended contact experiences (i.e., having friends who have gay or lesbian friends) is related to more behavioral intentions to help homophobic bullying victims, via decreasing masculinity and femininity threat (António, Guerra, & Moleiro, 2017). Therefore, in addition to concerns over misidentification as a sexual minority, the present study will also investigate the role of common identities in reducing concerns related to threat to masculinity and femininity.

6.2.3. The Current Study

The main goal of this study was to examine the efficacy of inducing different forms of common identities to increase adolescent bystanders' assertive behavioral intentions to help

homophobic bullying victims. Overall, we predicted that participants in the one-group and in the dual-identity conditions (vs. control condition) would reveal more assertive behavioral intentions (H1). In line with previous research (e.g., Palmer et al., 2015), we further expected that younger adolescents (vs. older) would show more assertive behavioral intentions in the one-group and in the dual-identity condition (vs. control condition) (H1a). We also predicted that female adolescents (vs. male), in the one-group and dual-identity conditions (vs. control condition) would show more assertive behavioral intentions, given that girls are usually more likely to engage in defending behaviors, than boys (H1b; e.g., Pozzoli & Gini, 2010).

Endorsement of a common identity that does not make salient the different sexual orientations of participants should be more effective in reducing social contagion concerns and threat to masculinity/femininity, than dual-identity that involves the salience of the original subgroups. Consistent with previous findings (António et al., 2018) and extending them by testing experimentally the impact of common identities, we expected that participants in the one-group condition (vs. control condition) will reveal less social contagion concerns and less masculinity/femininity threat (H2).

Previous research showed that heterosexual men usually endorse more negative behaviors toward gay men than heterosexual women (e.g., Glick et al., 2007), have greater sexual prejudice (e.g., Poteat, Mereish, & Birkett, 2015), feel pressured to prove their heterosexuality, and may be afraid of being perceived as gay if endorsing positive attitudes towards sexual minorities (e.g., Phoenix, Frosh, & Pattman, 2003; Poteat & Anderson, 2012). Thus, we further expected that female adolescents (vs. male), in the one-group condition (vs. control condition), would show less social contagion concerns and less femininity threat (H2a). Finally, we will also explore if the positive effects of inclusive identities on bystanders' assertive behavioral intentions occur via decrease social contagion concerns and masculinity/femininity threat, considering the role of sex and age group (H3).

6.3. Method

Participants and Procedure

Participants were 185 students (100 female), aged between 12 and 19 years ($M= 15.43$, $SD=1.69$). Most participants (71.3%) were in high school (10th to 12th years) and 28.7% were in middle school. Most participants identified as heterosexual (92%) and the remaining as gay/lesbian, bisexual, did not respond or declared having doubts regarding their sexual orientation. Since the outgroup target in this study was homosexual people, the final sample

included only participants identified as heterosexual (170 students; $M = 15.44$, $SD = 1.71$; 90 female).

Data were collected in two public schools and all participants provided previous parental consent. Participants were assigned to one of three different experimental conditions and completed a paper and pencil questionnaire in classrooms. The questionnaires included one of three different scenarios (matching participants' sex) describing a fictional fight that happened in their school during a soccer game, some years ago. The scenarios were identical, and the victim of the aggression was presented as "girl/boy from your school" (one-group), or "girl/boy from your school who was with her/his girlfriend/boyfriend" (dual-identity) or "girl/boy from the rival school" (control). After reading the scenario, participants were asked to imagine that they were watching the soccer game and filled out a questionnaire with all the measures of interest. After completing the questionnaire, all students received a written debriefing.

Measures

Assertive behavioral intentions. We adapted Palmer and Cameron's (2010) measure of bystanders' behavioral intentions. After reading the scenario of the fight in their school, participants indicated their intention to engage in ten different bystanders' behaviors. We focused on assertive bystander behaviors (4 items, on a 5-point scale, 1 = never do to 5 = always do; e.g., "*I would try and make student B feel better*", $\alpha = .68$).

Social contagion concerns. Participants were asked to indicate, on a 7-point scale (1 = strongly disagree to 7 = strongly agree), to what extent they agreed or disagreed with statements related to contagion concerns (Buck, Plant, Ratcliff, Zielaskowski, & Boerner, 2013; e.g., "*If I was hanging out with a gay/lesbian person, I would worry that other people would think I was gay/lesbian too.*"). Following previous research, we created a composite score of social contagion ($\alpha = .91$), where higher values indicate higher social contagion concerns.

Masculinity/femininity threat. Participants indicated to what extent they agreed or disagreed, on a 7-point scale (1 = strongly disagree to 7 = strongly agree), with 3 statements (e.g., '*I would feel my masculinity/femininity threatened if a gay boy/lesbian girl flirted with me*'; Reese, Steffens, & Jonas, 2014). A composite score of threat was created, where higher values indicate higher perceived threat ($\alpha = .79$).

6.4. Results

Descriptives and correlations of all variables are presented in Table 20. First, we conducted a 3 (identity representations: one-group vs. dual-identity vs. control) \times 2 (sex: female vs. male) \times 2 (age group: < 16 years vs. > 16 years) MANOVA on our main dependent variables – social contagion concerns, masculinity/femininity threat and assertive behavioral intentions – to examine the overall effects of the manipulation. Then, we conducted a moderated mediation to test the conditional indirect effect of the experimental condition on bystanders' assertive behavioral intentions, through social contagion concerns and masculinity/femininity threat.

The multivariate effect of the experimental condition was significant, Wilks' $\lambda = .922$, $F(6, 306)=2.11$, $p = .052$, $\eta^2_p=0.040$. The main effect of sex was also significant, Wilks' $\lambda = .657$, $F(3, 153)=26.63$, $p < .001$, $\eta^2_p=0.343$, as well as the main effect of age group Wilks' $\lambda = .914$, $F(3, 153)=4.80$, $p = .003$, $\eta^2_p=0.086$. The multivariate effect of the 2-way interaction between the experimental condition and sex was not significant, Wilks' $\lambda = .969$, $F(6, 306)=0.80$, $p = .570$, $\eta^2_p=0.015$. The multivariate effect of the 2-way interaction between the experimental condition and age group was significant, Wilks' $\lambda = .888$, $F(6, 306)=3.12$, $p = .006$, $\eta^2_p=0.058$. Finally, the multivariate effect of the 3-way interaction between the experimental condition, sex and age was significant, Wilks' $\lambda = .900$, $F(6, 306)=2.74$, $p = .013$, $\eta^2_p=0.051$. Significant univariate effects were found for all dependent variables, as described below.

Table 20

Means, Standard Deviations, and Correlations Between the Variables

	M	SD	1	2	3	4
1. Assertive behavioral intentions	3.82	0.86	-			
2. Social contagion concerns	2.65	1.56	.06	-		
3. Masculinity/Femininity threat	3.31	1.82	-.03	.71**	-	
4. Sex ^a	-	-	-.25**	.43**	.51**	
5. Age	15.44	1.71	-.31**	-.25**	-.23**	-.10

Note. * $p < .05$; ** $p < .01$.

^a 1= Female; 2= Male.

Bystanders' Assertive Behavioral Intentions

The univariate results showed a significant main effect of the experimental condition, $F(2,155)=5.83, p = .004, \eta^2_p=0.07$. Participants in dual-identity condition revealed higher assertive behavioral intentions ($M = 4.09, SD = .84$) than participants in the control condition ($M = 3.79, SD = .76$), and those in one-group condition ($M = 3.52, SD = .92$), partially supportive of H1. The interaction effects with age group and sex were not significant.

Additionally, results revealed significant main effects of sex, $F(1,155)=7.70, p = .006, \eta^2_p=0.047$; and age, $F(1,155)=9.45, p = .003, \eta^2_p=0.057$. Female participants showed more assertive behavioral intentions ($M = 4.01, SD = .70$) than male participants ($M = 3.59, SD = .97$). Regardless of condition, bystanders' assertive behavioral intentions were greater among younger ($M = 4.03, SD = .79$) than older participants ($M = 3.60, SD = .88$).

Overall, dual-identity fostered more bystanders' assertive behavioral intentions, partially supportive of H1.

Social Contagion Concerns

The univariate results showed that the main effect of the experimental condition was not significant, $F(2,155)=0.43, p = .651, \eta^2_p = 0.006$. However, results revealed a significant 2-way interaction between the experimental condition and age group, $F(2,155)=7.62, p = .001, \eta^2_p = 0.090$ (see Table 21). Simple contrasts, comparing one-group vs. control, dual-identity vs. control and one-group vs. dual-identity, showed that younger participants in the one-group condition revealed higher social contagion concerns than in the dual-identity condition. Simple contrasts also showed that older participants in dual-identity condition had higher social contagion concerns, compared to control and one-group conditions (Table 21).

Additionally, results also revealed a significant 3-way interaction between the experimental condition, age and sex, $F(2,155)=4.91, p = .009, \eta^2_p = 0.060$. Simple contrasts comparing one-group vs. control, dual-identity vs. control and one-group vs. dual-identity showed that older male participants in the one-group condition revealed lower social contagion concerns, compared to both control and dual-identity conditions. Simple contrasts also showed that older male participants in dual-identity condition had higher social contagion concerns, than in control and one-group conditions (see Table 21).

Moreover, results revealed significant main effects of sex, $F(1,155)=42.76, p < .001, \eta^2_p=0.216$, and age, $F(1,155)=6.22, p = .014, \eta^2_p=0.039$, such that female participants showed less social contagion concerns ($M = 2.04, SD = 1.16$) than male participants ($M = 3.35, SD =$

1.67); and social contagion concerns were greater among younger ($M = 2.90$, $SD = 1.57$) than among older participants ($M = 2.43$, $SD = 1.54$).

Overall, older and older male participants showed less social contagion concerns in the one-group condition than in the dual-identity condition. However, younger participants in the one-group condition revealed higher social contagion concerns.

Table 21

Means, Standard Deviations, Main Effects and Interaction Effects by Condition (N = 170)

	Sex		Age Group		Younger Adolescents		Older Adolescents	
	F	M	Younger	Older	F	M	F	M
Assertive behavioral intentions								
One-group	3.67(.82)	3.36(1.01)	3.74(.90)	3.33(.91)	3.65(.96)	3.84 (.88)	3.68 (.73)	2.96 (.96)
Dual-identity	4.29(.54)	3.85(1.04)	4.18(.86)	3.96(.80)	4.50 (.41)	3.84 (1.08)	4.04 (.59)	3.86 (1.03)
Control	4.02(.63)	3.54(.83)	4.10(.52)	3.55(.85)	4.14 (.56)	4.03 (.46)	3.88 (.69)	3.28 (.88)
Masculinity/Femininity Threat								
One-group	2.47(1.28)	3.94(2.04)	3.96(2.03)	2.52(1.34) ^a	2.83 (1.49)	5.18 (1.86)	2.17 (1.02)	2.90 (1.58) ^a
Dual-identity	2.24(1.11)	4.56(1.87)	3.38(1.92)	3.23(1.91) ^b	2.53 (1.17)	4.29 (2.16)	1.88 (.95)	4.94 (1.35) ^b
Control	2.59(1.61)	4.33(1.42)	3.32(1.61)	3.49(1.87) ^b	3.02 (1.74)	3.80 (1.33)	2.13 (1.38)	4.63 (1.42) ^b
Social Contagion Concerns								
One-group	2.20(1.21)	3.09(1.63)	3.42(1.58) ^a	1.95(.98) ^a	2.71 (1.33)	4.20 (1.51)	1.77 (.93)	2.14 (1.03) ^a
Dual-identity	1.92(1.12)	3.67(1.76)	2.59(1.63) ^b	2.93(1.78) ^b	2.13 (1.45)	3.08 (1.70)	1.68 (.45)	4.53 (1.53) ^b
Control	2.03(1.18)	3.27(1.64)	2.85(1.42) ^{ab}	2.44(1.62) ^a	2.65 (1.35)	3.16 (1.54)	1.37 (.34)	3.33 (1.74) ^c

Note. Means with different subscripts in each column indicate differences at $p < .050$.

Masculinity/Femininity Threat

The univariate results showed that the main effect of the experimental condition was not significant, $F(2,155)=0.14$, $p = .871$, $\eta^2_p = 0.002$. Nonetheless, results revealed a significant 2-way interaction between the experimental condition and age group, $F(2,155)=4.11$, $p = .018$, $\eta^2_p = 0.050$. Simple contrasts, comparing one-group vs. control, dual-identity vs. control and one-group vs. dual-identity, showed that older participants revealed lower masculinity/femininity threat in the one-group condition than in control and dual-identity conditions (see Table 21). Results also revealed a significant 3-way interaction between the experimental condition, age and sex, $F(2,155)=4.77$, $p = .010$, $\eta^2_p = 0.058$. Simple contrasts, comparing one-group vs. control, dual-identity vs. control and one-group vs. dual-identity, showed that older male participants revealed lower masculinity/femininity threat in the one-group condition than in control and dual-identity conditions.

Additionally, results indicated significant main effects of sex, $F(1,155)=62.73$, $p < .001$, $\eta^2_p = 0.288$, and age, $F(1,155)=4.55$, $p = .035$, $\eta^2_p = 0.029$, such that female participants showed less threat ($M = 2.43$, $SD = 1.35$) than male participants ($M = 4.29$, $SD = 1.78$); and masculinity/femininity threat was greater among younger ($M = 3.52$, $SD = 1.86$) than among older participants ($M = 3.11$, $SD = 1.76$).

Overall, older and older male participants showed less masculinity/femininity threat in the one-group condition.

Indirect Effects of Common Identities

Given the significant interaction effects with age and sex, we tested the conditional indirect effect of the experimental condition on bystanders' assertive behavioral intentions, through social contagion concerns and masculinity/femininity threat with PROCESS bootstrapping macro (Model 8; Hayes, 2013) for SPSS with 5,000 resamples and 95% percentile bootstrap CI. Experimental condition was the predictor, age group and sex were the moderators, social contagion and threat were the mediators, and bystanders' assertive behavioral intentions were the outcome. The experimental condition was dummy-coded ($D_{\text{one-group}}$: one-group = 1; dual-identity = 0; control = 0; and $D_{\text{dual-identity}}$: one-group = 0; dual-identity = 1; control = 0). Contrary to hypothesized (H3), none of the indexes of moderated mediation¹⁴ were significant (see Table 22).

¹⁴ Indexes of moderated mediation: one-group as the predictor, age as moderator, threat as mediator: (0.04, 95% CI [-0.14, 0.21]), social contagion concerns as mediator: (-0.15, 95% CI [-0.37, 0.01]). One-group as the predictor, sex as moderator, threat as mediator: (0.02, 95% CI [-0.08, 0.13]), social contagion concerns as mediator: (-0.07, 95% CI [-0.23, 0.04]). Dual-identity as the predictor, age as moderator, threat as mediator: (-0.02, 95% CI [-0.12, 0.09]), social contagion concerns as mediator: (0.15, 95% CI [-0.02, 0.39]). Dual-identity as the predictor, sex as moderator, threat as mediator: (-0.02, 95% CI [-0.13, 0.08]), social contagion concerns as mediator: (0.07, 95% CI [-0.05, 0.23]).

Table 22

Experimental Condition's Indirect Effect on Assertive Behavioral Intentions

	M (Threat)			M (Social Contagion)			Y (Assertive Bystanders)		
	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p
Constant	.56	.31	.11	.69*	.35	.05	4.25**	.20	.00
(X) D _{one-group}	-.21	.29	.48	.04	.27	.87	-.28	.15	.06
(cov) D _{dual-identity}	-.10	.28	.73	.12	.26	.65	.23	.15	.12
M (Threat)	-	-	-	-	-	-	-.03	.05	.61
M (Social Contagion)	-	-	-	-	-	-	.11*	.06	.05
(W) Age	-.50*	.24	.04	-.52*	.22	.02	-.33*	.13	.01
X x W	-1.34*	.52	.01	-1.36**	.47	.00	.07	.28	.80
	R ² = 0.314			R ² = 0.245			R ² = 0.195		
	F(5,161) = 14.720, p < .001			F(5,161) = 10.421, p < .001			F(7,159) = 5.517, p < .001		
Constant	4.14**	.41	.00	3.45**	.37	.00	4.02**	.27	.00
(X) D _{one-group}	-.26	.30	.39	-.00	.27	.99	-.28	.15	.07
(cov) D _{dual-identity}	-.15	.29	.61	.07	.26	.80	.23	.15	.12
(W ¹) Sex	1.88**	.24	.00	1.33**	.22	.00	-.49**	.14	.00
X x W ¹	-.59	.53	.27	-.64	.48	.19	.19	.27	.49
	R ² = 0.291			R ² = 0.214			R ² = 0.198		
	F(5,161) = 13.191, p < .001			F(5,161) = 8.742, p < .001			F(7,159) = 5.593, p < .001		
Constant	.61	.38	.12	.68*	.34	.05	4.42**	.20	.00
(X) D _{dual-identity}	-.13	.29	.66	.11	.26	.66	.23	.15	.12
(cov) D _{one-group}	-.26	.30	.38	-.02	.26	.95	-.28	.15	.07
(W) Age	-.51*	.24	.04	-.53*	.21	.02	-.33*	.13	.01
X x W	.66	.51	.19	1.43**	.45	.00	.08	.27	.78
	R ² = 0.293			R ² = 0.252			R ² = 0.196		
	F(5,161) = 13.319, p < .001			F(5,161) = 10.816, p < .001			F(7,159) = 5.521, p < .001		
Constant	4.12**	.40	.00	3.43**	.36	.00	4.19**	.27	.00
(X) D _{dual-identity}	-.14	.29	.62	.07	.26	.79	.23	.15	.12

(cov) D _{one-group}	-.26	.30	.39	-.00	.27	.99	-.28	.15	.07
(W ¹) Sex	1.88**	.24	.00	1.33**	.22	.00	-.49**	.14	.00
X x W ¹	.64	.51	.21	.61	.46	.19	-.14	.26	.58
	R ² = 0.292			R ² = 0.213			R ² = 0.197		
	F(5,161) = 13.287, p < .001			F(5,161) = 8.731, p < .001			F(7,159) = 5.562, p < .001		

Note. *p < .05; **p < .01.

The values are unstandardized regression coefficients.

6.5. Discussion

This study examined whether recategorizing ingroup and outgroup members into more inclusive identities (i.e., one-group and dual-identity) can positively impact bystanders' behavioral intentions to help homophobic bullying victims. Additionally, we aimed to investigate the intergroup processes driving the effects of common ingroup identities on bystanders' behavioral intentions (i.e., masculinity/femininity threat and social contagion concerns), considering the developmental period in which bullying episodes occur and potential sex differences. Overall, our results showed that recategorizing ingroup and outgroup members into a single one-group or two subgroups in a larger common group (i.e., dual-identity) resulted in more positive outcomes relative to a control condition. Specifically, in line with our predictions, adolescents who read a fictitious scenario involving an aggression to a gay/lesbian student from the same school (i.e., dual-identity) revealed more assertive behavioral intentions to help the victim; and adolescents who read about a scenario about an aggression involving a student from the same school, but not emphasizing his/her sexual orientation (i.e., one-group) showed less threat to masculinity/femininity and felt less fear of misclassification as gay or lesbian. Taken together, these results provide evidence for the positive consequences of inducing common identities on bystanders' helping responses to homophobic bullying.

Partially supporting our predictions older and older male participants showed less masculinity threat and less fear of being misclassified as gay (i.e., social contagion concerns) when the victim was presented as a student from the same school, not highlighting his/her sexual orientation. Thus, these results suggest that threat and social contagion concerns are affected by both sex and age. It is not completely clear what accounts for these differential effects, and future research is needed to further examine these age and sex differences. However, it is important to note that, for older male participants, both threat and social contagion were significantly decreased by a more inclusive one-group identity. This highlights the potential of inclusive identities to decrease different forms of threat, even with male adolescents, who usually endorse more homophobic attitudes and behaviors compared to females (e.g., Costa & Davies, 2012).

Importantly, these findings build on existing research showing the relevance of common identities in increasing intergroup helping (e.g., Dovidio, Gaertner, & Abad-Merino, 2017) and decreasing intergroup threat (e.g., Riek et al., 2010). Theoretically, these findings extend previous research in several ways. They contribute to the literature regarding the effects of common inclusive identities on specific intergroup factors (i.e.,

masculinity/femininity threat and social contagion concerns) relevant for homophobic-related attitudes. In addition, by taking into account age and sex trends, this study highlights the importance of relying on a developmental social psychological approach to understand how children and adolescents develop their understanding of intergroup processes that may influence their responses to social situations and their behavioral intentions (e.g., Killen, Mulvey, & Hitti, 2013; Palmer et al., 2015). Beyond theoretical findings, this paper also demonstrates the importance of enhancing the salience of a common ingroup identity with adolescents that witness bullying episodes.

Overall, the present research shows that common identities can be effective tools to promote adolescents' positive attitudes towards bias-based bullying victims. However, it should be noted that the effects of one-group and dual-identity representations derived in different outcomes. Dual-identity triggered more bystanders' assertive behavioral intentions and one-group identity triggered less threat and less social contagion concerns. Dual-identity, relative to one-group, is more effective in triggering solidarity-based collective action among majority groups (e.g., Banfield & Dovidio, 2013), and helping a victim of homophobic bullying may be related to solidarity behaviors towards a minority group (i.e., a gay or lesbian student), without threatening their valued subgroup identity (i.e., heterosexual). Conversely, in general, members of majority groups prefer a one-group identity that focuses on commonalities and does not make salient subgroup identities (e.g., Dovidio, Gaertner, Niemann, & Snider, 2001), as occurred in the current study. Indeed, some authors argue that one-group may be more effective than dual-identity, since the salience of subgroup identities may result in distrust and threat (Riek et al., 2010), and in ingroup projection (see Wenzel, Mummendey, & Waldzus, 2007). Therefore, in the current study, a more complex dual-identity representation was not effective in reducing perceptions of threat. Future studies are needed to better understand the efficacy of both types of common identity representations, examining if different underlying mechanisms account for their effects on assertive behavioral intentions. In addition, given that members of minority groups tend to prefer a dual-identity representation (Dovidio et al., 2001), future research could focus on the responses of sexual minority youth bystanders to bullying episodes and to intergroup threat, examining the effects of both forms of recategorization for minorities. This will allow us to understand if the relation between dual-identity and bystanders' assertive behavioral intentions and one-group and threat generalizes for majority and minority groups.

Critically, we note that the effects of common identities on bystanders' assertive behavioral intentions were not mediated by masculinity/femininity threat and social contagion

concerns. Therefore, it is possible that other factors may account for the effects of inclusive group representations on bystanders' behavioral intentions, namely attitudes toward lesbian women and gay men and intergroup anxiety.

6.6. Limitations and Future Directions

Despite the overall positive effects of common ingroup identities on adolescents' attitudes towards victims of homophobic bullying, it is still unclear why one-group and dual-identity had differential effects on bystanders' behavioral intentions. This could be further examined in future studies exploring, as mentioned above, additional underlying mechanisms, or, for example, testing the impact of one-group and dual-identity representations in a different context of bias-based bullying. Also, whereas younger participants revealed more social contagion concerns when in the one-group condition, older ones revealed more social contagion concerns in the dual-identity condition. Thus, the positive impact of recategorization into a single identity to reduce the fear of being misclassified as gay or lesbian was only effective for older adolescents. Future research could further examine this developmental trend, replicating these findings and exploring potential factors that account for these differences.

Despite these limitations, our findings contribute to the existing knowledge on adolescent bystanders' behavioral intentions in homophobic bullying episodes, by highlighting the potential of inclusive identities to enhance assertive behavioral intentions among bystanders and to decrease social contagion concerns and threat. These findings also have implications for school-based interventions and educational policies, by emphasizing the importance of inducing a shared common ingroup membership to improve intergroup attitudes and helping behaviors among adolescents.

Chapter 7.

General Discussion

7.1. Summary of Findings and Major Implications

Research has been progressively recognizing that besides the well-known individual and interpersonal factors (e.g., physical and demographic characteristics), different group and intergroup factors also need to be considered when examining bullying, especially regarding the predictors of bystanders' behaviors. Building on this new field of research that also considers bullying as an intergroup phenomenon, the main aim of this thesis was to examine intergroup factors that may inhibit or promote bystanders' assertive behavioral intentions during homophobic bullying episodes. Building on well-known intergroup approaches (i.e., intergroup contact theory, common inclusive identity model), we conducted eight studies examining which intergroup factors inhibit (i.e., social contagion concerns) and which promote (i.e., intergroup contact and more inclusive identities) peer bystanders' behavioral intentions of helping victims. We also examined potential underlying mechanisms (i.e., masculinity/femininity threat and empathic concern) that may account for the effects of these intergroup factors on bystanders' behavioral intentions.

Overall, findings from the eight studies provided some support to our predictions, as well as important theoretical contributions, and gave insights for future interventions. The findings of each study were already discussed in the relevant empirical chapter. Thus, in this last chapter we go beyond the discussion of individual studies to focus upon the three main research questions, highlighting their theoretical and applied implications, and proposing an overarching, multilevel, approach to bias-based bullying (see Figure 4):

1. *Are social contagion concerns of being misclassified as gay or lesbian a barrier to bystanders' assertive behavioral intentions?*
2. *Are extended and imagine contact experiences effective to promote bystanders' assertive behavioral intentions?*
3. *Are recategorization strategies effective to promote bystanders' assertive behavioral intentions?*

We then discuss the main limitations of the studies, along with suggestions for future work.

Are social contagion concerns of being misclassified as gay or lesbian a barrier to bystanders' assertive behavioral intentions?

Social contagion concerns have been recently associated with negative attitudes towards sexual minorities (e.g., Cascio & Plant, 2016) including denigration and avoidance of lesbian and gay people (Plant et al., 2014). Building on this recent research, we examined the link between social contagion concerns and bystanders' assertive behavioral intentions in homophobic bullying episodes (**Chapters 3 and 4**). In line with previous research, our findings showed strong, correlational, evidence for the negative consequences of social contagion concerns. Specifically, among heterosexual adolescents, higher social contagion concerns were related to less intentions to help homophobic bullying victims and this was partially explained through the endorsement of more negative attitudes towards lesbian and gay people (**Chapter 3**). Contrary to our findings showing that sex, and also age, are important boundary conditions for the positive effects of contact and CIIM (**Chapters 5 and 6**), the moderator role of sex on the negative impact of concerns of being misidentified as gay or lesbian was not consistent across the studies. Indeed, in the first study of Chapter 3, the negative impact of social contagion concerns emerged regardless of participants' sex. Thus, the more concerns they had about being misidentified as gay or lesbian, the less assertive behavioral intentions they reported. Whereas, in the second study of Chapter 3, sex moderated the relation between contagion concerns and assertive behavioral intentions, suggesting that the impact of contagion concerns on helping behavioral intentions differs between male and female participants.

Overall, our results are consistent with previous work revealing that social contagion concerns increase negative and avoidant responses towards LGB people (e.g., Buck et al., 2013; Plant et al., 2014). However, contrary to our predictions, our research showed no experimental effects of social contagion concerns. Specifically, none of the manipulations of social contagion concerns used in our studies affected bystanders' behavioral intentions to help homophobic bullying victims, empathic concern and masculinity/femininity threat (**Chapter 4**). Indeed, although we based our manipulation on previous studies conducted with adults, our results showed that the existing manipulation did not generalize to adolescents.

Despite the lack of significant experimental effects, correlational effects further supported previous research showing the negative impact of social contagion concerns. Similar to findings reported in Chapter 3, higher self-reported social contagion concerns were again related to fewer bystanders' intentions of helping homophobic bullying victims. This negative relation occurred via decreasing feelings of empathic concern toward the victim. Thus, although no significant effects were found for the experimental manipulations of social contagion concerns, correlational findings revealed that self-reported levels of social

contagion concerns of being misclassified as gay or lesbian were related in adolescents to a decrease in intentions to help homophobic bullying victims and a decrease in empathic concern.

These findings are in line with previous research, illustrating the role of social contagion concerns in increasing negative responses towards homosexual people (e.g., Buck et al., 2013). Extending previous work with adults, we found consistent evidence for the negative relation of adolescents' fear of misclassification as gay or lesbian and their bystanders' helping intentions. However, the ineffectiveness of our experimental manipulations to induce social contagion concerns (Chapter 4) raise the need for further research to examine the causal effects of these concerns among adolescents.

Are extended and imagine contact experiences effective to promote bystanders' assertive behavioral intentions?

Indirect forms of contact, specifically extended contact and imagine contact, are effective ways to improving intergroup attitudes and reducing prejudice without involving face to face interaction (e.g., Cameron & Abbott, 2017; Di Bernardo, Vezzali, Stathi, Cadamuro, & Cortesi, 2017). Our studies build on existing research, examining the potential of extended and imagined contact experiences to impact bystanders' assertive behavioral intentions to help homophobic bullying victims, namely through increased empathy and decreased threat to masculinity and femininity (**Chapters 2 and 5**). Overall, our correlational findings showed that among heterosexual adolescents having friends who have gay or lesbian friends (i.e., extended contact) is related to increased assertive behavioral intentions to help the victims of homophobic bullying. These results are consistent with previous findings revealing that greater intergroup contact (i.e., both direct and indirect contact) is associated with greater bystanders' assertive interventions in bias-based bullying (Abbott & Cameron, 2014), and homophobic bullying in particular (Poteat & Vecho, 2015). However, while we found positive correlational evidence of extended contact on assertive behavioral intentions, there was no experimental evidence for this effect as the extended contact manipulation did not influence bystanders' behavioral intentions. This could be due to the experimental manipulation of extended contact, which was quite impersonal relative to the more usual forms of assessing extended contact (see Chapter 5 for more limitations and future directions).

Consistent with previous research, our findings also revealed that the positive association of extended contact with bystanders' assertive behavioral intentions was mediated by increased empathy (Abbott & Cameron, 2014). Empathy is an important affective

underlying mechanism that accounts for the positive effects of contact (Vezzali et al., 2017). Importantly, extending previous research, our findings also revealed that the positive relation of extended contact with bystanders' behavioral intentions was mediated by decreased masculinity/femininity threat (**Chapter 2**). This highlights the importance of considering a threat to identity as an important factor that can hinder bystanders' intervention. Consistent with previous research showing that intergroup contact is an effective way to decrease perceived threat (Tausch et al., 2007), our findings extended this effect to bullying and a specific type of threat related to masculinity and femininity.

However, contrary to our predictions, imagined contact was not effective in reducing masculinity or femininity threat and social contagion concerns. Although previous research suggests that imagined contact interventions are useful to reduce prejudice and even social contagion concerns (e.g., Miles & Crisp, 2014; Lacosse & Plant, 2018), further research is needed on the applicability of this form of indirect contact with adolescents who witness homophobic bullying incidents. For instance, more rigorous contact manipulations may be necessary to shift these more entrenched and polarized views (e.g., with male and older adolescents).

Further contributing to the existing knowledge on bystanders' intervention, and specifically considering the moderating impact of age and sex, our findings revealed that female adolescents showed less empathic concern when reading about negative extended contact and younger adolescents revealed lower masculinity/femininity threat in the positive extended contact condition (**Chapter 5**). These findings are consistent with prior work showing that extended contact is associated with lower levels of prejudice and stereotypes (e.g., Tam, Hewstone, Kenworthy, & Cairns, 2009; Turner, Tam, Hewstone, Kenworthy, & Cairns, 2013) while negative extended contact is related to less positive intergroup attitudes (e.g., Mazziota et al., 2015).

Sex and age also impacted the efficacy of imagined contact to promote bystanders' assertive interventions. Female younger adolescents showed more intentions to help victims of homophobic bullying when imagining contact with a lesbian girl. These results are consistent with previous findings revealing that imagined contact is associated with increased helping intentions (Vezzali et al., 2019).

Overall these findings identify specific conditions (e.g., female younger) where indirect contact interventions (i.e., extended and imagined) are likely to have a stronger impact. Indeed, these age and sex differences illustrate how adolescents vary in their

homophobic attitudes and helping responses. They also highlight the need to further examine age and sex differences regarding responses to homophobic bullying episodes.

In sum, these findings suggest that using interventions based on indirect forms of contact, specifically extended and imagined contact may be useful to promote bystander responses to help homophobic bullying victims.

Are recategorization strategies effective to promote bystanders' assertive behavioral intentions?

Common ingroup identities are an effective way to reduce prejudice and promote positive intergroup relations (e.g., Dovidio et al., 2016; Vezzali et al., 2015). Several studies showed the efficacy of common identities to ameliorate intergroup relations among a variety of groups (e.g., ethnic, national, age; Dovidio et al., 2007; Guerra et al., 2010). The current research further extended the CIIM framework by examining its potential to promote adolescent bystanders' assertive behavioral intentions during homophobic bullying episodes. Indeed, findings from both **Chapters 3 and 6** illustrated for the first time, the potential of common inclusive identities to decrease social contagion concerns; threat to masculinity or femininity; and to enhance assertive behavioral intentions among adolescent bystanders.

Overall, our research showed both correlational and experimental evidence supporting the positive impact of common identities in promoting more bystanders' assertive behavioral intentions. Endorsement of a more inclusive common identity that did not make salient the subgroup differences (i.e., students of the same school; one-group identity representation) was related to increased intentions of helping the victims, via reduced social contagion concerns (**Chapter 3**). Moreover, inducing adolescents to think of all students as a common group with subgroup differences (i.e., sexual orientation; dual-identity representation) triggered more intentions to help homophobic bullying victims (**Chapter 6**).

Similar to findings showing that sex and age are important boundary conditions for the positive effects of contact (**Chapter 5**); both sex and age also influenced the efficacy of common identities. Specifically, older and older male participants showed less masculinity/femininity threat and less social contagion concerns when the victim was presented as a student from the same school (i.e., activating a one-group identity), not highlighting his/her sexual orientation; whereas younger participants revealed less social contagion concerns in the dual-identity condition. These results are in line with previous studies that attest to the role of more inclusive identities on improving intergroup helping behaviors and decreasing perceptions of threat (e.g., Dovidio et al., 2009; Riek et al., 2010).

They also further highlight the potential of inclusive identities to decrease different forms of threat, even among male adolescents, who usually endorse more homophobic attitudes and behaviors compared to females (e.g., Costa & Davies, 2012). Besides increasing intentions to help homophobic bullying victims, results from both studies revealed that inducing a more inclusive identity is an effective mechanism for reducing contagion concerns.

It is important to note, however, that the two forms of recategorization (i.e., one-group and dual-identity) were not entirely consistent at increasing helping behaviors and decreasing social contagion concerns and threat (see **Chapters 3 and 6**). While experimental effects revealed that dual-identity triggered more bystanders' assertive behavioral intentions, and one-group identity triggered less threat and less social contagion concerns, correlational evidence also supported the efficacy of one-group to increase assertive intentions. Moreover, only one-group identity decreased masculinity and femininity threat. These findings demonstrate that, although successful in increasing helping behaviors and decreasing social contagion and threat, it is still unclear why one-group and dual-identity have differential effects on bystanders' behavioral intentions (for more see **Chapters 3 and 6**). Also, similar to the findings regarding the positive effects of extended and imagined contact, sex and age were important boundary conditions of the positive effects of CIIM. This extends previous research and highlights the importance of considering sex and age trends when aiming to implement interventions in the school context.

As our findings highlight, more inclusive identity representations enhance assertive behavioral intentions among bystanders and decrease social contagion concerns and threat. Therefore, our results contribute to the existing knowledge on adolescent bystanders' behavioral intentions in homophobic bullying episodes, by highlighting the potential of another important social psychological factor to improve helping behaviors and to decrease forms of threat to the self that are specific to the context of homophobic bullying.

In sum, our results showed the relevance of applying a social psychological framework when examining bystanders' responses to bullying. Overall, social contagion concerns, the contact hypothesis, and CIIM have provided important theoretical backgrounds for understanding what inhibits and promotes bystanders' assertive intentions in homophobic bullying episodes. We underline the importance of using a social psychological lens to examine intergroup factors shown to influence adolescent bystanders' responses to bullying incidents. Bullying and bias-based bullying specifically is a complex phenomenon that requires a multilevel approach to better understand how children and adolescents justify, evaluate bullying acts, and ultimately decide to intervene to help the victim. Besides looking

at relevant individual-level variables of bullies, victims and bystanders; we proposed and showed evidence for the importance of considering intergroup level variables when aiming to understand what promotes or inhibits bystanders' behavioral intentions in bias-based bullying episodes. Thus, as illustrated in Figure 4, we suggest that future research on bias-based bullying should take a multilevel, ecological approach that crosscuts the different individual, group and intergroup factors and processes. We provide some examples of factors that have been shown to impact bullying at different levels of analyses (e.g., peer pressure, group norms), but several others could be examined in future research. Our main proposal is to highlight the need for a multilevel approach to bias-based bullying in order to better understand the factors that can reduce bullying and its detrimental consequences.

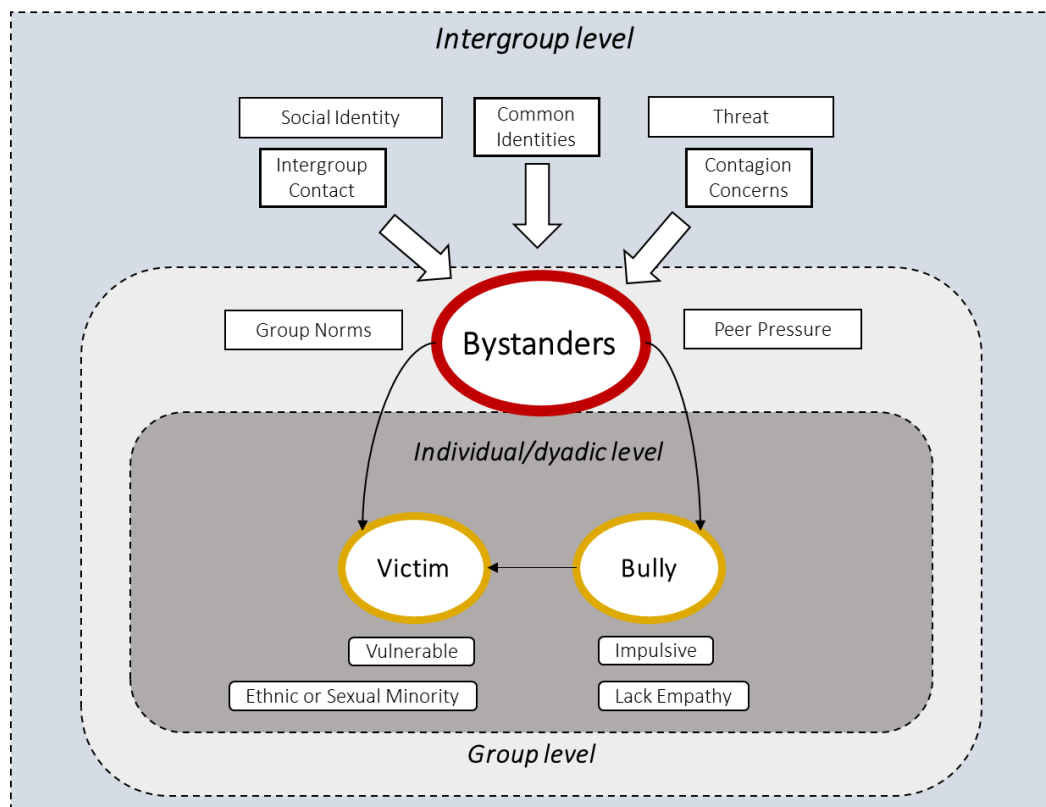


Figure 4. A multilevel approach to bias-based bullying.

Sex and developmental differences as important boundary conditions influencing bystanders' behavioral intentions

Although sex differences in bystander intervention are mixed (see Chapter 1), our findings suggested that, at least for the type of bias-based bullying under analysis, it is important for research to consider the effects of sex. Indeed, throughout most of the studies presented within this thesis, sex differences in bystanders' helping intentions were evident.

For instance, female adolescents showed more intentions to help, than male. This is consistent with previous research showing that girls are more likely to endorse the defender role in bullying than boys (e.g., Rigby & Johnson, 2006; Salmivalli et al., 1996; Salmivalli & Voeten, 2004; Trach et al., 2010). Both boys and girls are expected to adopt gender norms, associated with masculinity and femininity, although femininity related norms are not usually associated with sexual prejudice and homophobia, as traditional masculinity norms are (e.g., Poteat & Anderson, 2012). Indeed, sex was an important moderator of the positive effects of intergroup contact and CIIM on bystanders' assertive behavioral intentions. However, the role of sex as a moderator of the negative impact of social contagion concerns on bystanders' assertive behavioral intentions was not consistent across the studies. Therefore, although research on homophobic behaviors is usually associated with masculinity norms, we argue that future work may explore homophobic attitudes and behaviors among girls and its influence on helping victims of homophobic incidents. We argue that it would be useful for future research to consider sex effects on bystander responses, including, aggressor, victim and bystanders' sexes. In addition, as we observed in the current work, different intergroup processes and interventions may work differently and with different levels of effectiveness based on sex. Thus, it is important to account for these potential sex differences to develop more effective interventions, suitable for both female and male adolescents.

Regarding developmental trends, our studies showed a developmental decline in bystander responses (see Chapters 5 and 6), with bystander assertive behavioral intentions being greater among younger adolescents than older adolescents. This is consistent with previous research showing across different age groups, a developmental decline in bystanders' helping behaviors (e.g., Menesini et al., 1997; Palmer, et al., 2015; Pepler & Craig, 1995; Rigby & Johnson, 2006). Consistent with previous research, our findings indicate that younger adolescents (aged between 12 and 15) revealed more helping intentions compared to older adolescents (aged between 16 and 19). As suggested by previous research, as youth age it is possible that they feel afraid of intervening in incidents where not directly involved (Evans & Smokowski, 2015). It is also possible that, as bullying prevalence decrease by the end of adolescence, older youth may have fewer opportunities to engage in bystander' helping behaviors (Ma, Meter, Chen, & Lee, 2019). Moreover, it may be more socially acceptable to defend victims at younger ages (Ma et al., 2019), since that with age the influence of the peer group and the importance of the group functioning increase (Mulvey et al., 2016). While intervention programs usually focus on younger youth (i.e., elementary and middle school; Mulvey et al., 2016), future intervention research should develop programs

that encourage adolescents of all ages, especially older ones, to intervene and support bullying victims.

It is important to note that, although we found evidence for sex and developmental differences as important boundary conditions influencing bystanders' behavioral intentions, replication in larger samples is needed. Our findings relied on small sample sizes considering the complex analyzes performed; therefore, future research could examine these findings with larger samples.

7.2. Applied Contributions

Alongside theoretical contributions, we hope our findings to provide insights, to the creation of school-based interventions that promote assertive helping behaviors among adolescent bystanders. Our findings highlighted factors that both promote and inhibit bystanders' assertive intentions. As such, they may be useful for the development and implementation of effective anti-bullying interventions and policies.

Across our studies (Chapters 2, 3, 5, 6), we illustrated the importance of intergroup contact experiences and common inclusive identities for promoting more assertive bystanders in the school context. Fostering intergroup contact through indirect forms that do not require face-to-face interactions between adolescents, could be an effective strategy to promote assertive bystander intervention in school and improve intergroup attitudes toward outgroup members, especially in less heterogeneous schools. Indeed, previous studies suggest that due to the increased diversity in schools it is important to develop prejudice-reduction interventions that incorporate indirect forms of contact as a first step. For instance, imagined contact, which could encourage direct contact and lead to more positive attitudes and behaviors (Vezzali et al., 2019). Similarly, enhancing the salience of a common ingroup identity with adolescents may be an effective way of building inclusive schools where all students can be who they are while still having a shared identity. Given the positive effects of Gay-Straight Alliances (GSAs) among heterosexual adolescents (e.g., Saewyc, Konishi, Rose, & Homma, 2014; Toomey & Russell, 2016), the implementation of such a school-based program may be an effective approach to promote a more inclusive and less stigmatizing school environment, already, which in turn may lead to more assertive bystanders.

Adolescents' social contagion concerns of being misclassified as gay or lesbian reflect how entrenched some homophobic-related attitudes are, suggesting that intensive interventions may be necessary to shift these views. Thus, it may also be important to implement intervention programs that address homophobic bullying and sexual diversity in

schools. Indeed, teaching students about intergroup biases (e.g., prejudice and discrimination) can promote positive intergroup relations (e.g., Bigler & Wright, 2014) and should be an important issue to focus on to increase helping behaviors among adolescents, as well as developing opportunities for adolescents to practice how to intervene in response to homophobic behaviors (Poteat & Vecho, 2015).

The developmental trends and sex differences found in our studies further illustrated the need for promoting anti-bullying interventions and anti-homophobic norms, especially among males and older adolescents. These two groups (i.e., males and older adolescents) could benefit from anti-bullying programs focused on homophobic bullying and masculine-norms and behaviors, to promote more assertive bystanders among all students who witness these incidents. Moreover, successful anti-bullying programs should not be “one-size-fits-all”, but instead tailored to sex, age and other diversity aspects (e.g., ethnic background, gender identity).

Some work is already being done in Portugal by, for example, ILGA-Portugal Association (i.e., Lesbian, Gay, Bisexual, Trans e Intersex Intervention), with their project “Diversity Alliances”. This project aims to promote the creation of groups of students (and supportive teachers) in schools, who want to make schools safer for everyone, whether gay, straight, lesbian, bisexual, trans or intersex, or questioning. These groups aim to provide a safe environment for LGBTI students to talk about their challenges. However, these groups can work without the school commitment, which means that, although several students and a supportive teacher are committed to fighting discrimination and bullying, school support is not mandatory to create the alliance. Although it is important to have such “peer-group level” initiatives, it is necessary to take a “school-wide” approach. It would be important to embrace all the school in such programs and develop them based on theoretical findings and frameworks to increase their effectiveness. Although it is hard to work with schools on issues like sexual orientation, it is essential to include it in schools’ intervention programs, since it is a common predictor of school-based victimization. We believe our findings provide important evidence-based insights for these interventions and training programs for students.

Overall, we expect this work encourages future research, as well as better coordination between researchers, policy-makers, educators and practitioners through the designing and implementation of effective anti-bullying strategies guided by strong theories and evidence-based approaches. Training and empowering bystanders through anti-bullying programs may reduce bullying, while not forgetting to protect the risky role of these active bystanders.

7.3. Overall Limitations and Future Directions

While our findings provided important and innovative insights into the role of intergroup factors for homophobic bullying incidents, they are not without some limitations (for specific limitations for each study see each limitation section in Chapters 2 to 6). Also, several questions are still unanswered and new ones have arisen.

One common concern shared between the studies was the vignette that described a homophobic name-calling episode, which may limit the replicability of our findings in other bullying contexts. Although past research highlighted the importance of focusing on a specific form of bullying when measuring bystander responses, different results may be obtained according to the type of bullying witnessed (e.g., Palmer, 2015; Rigby & Johnson, 2006). Moreover, verbal, emotional and psychological aggression are often subtle, less visible to detect, and usually less well identified and legitimate, therefore bystanders and even victims themselves can struggle with defining exactly what makes these events “bullying”. Thus, future studies could present, for example, a vignette with a physical homophobic bullying episode to explore the effect of intergroup factors on other homophobic bullying incidents.

Also, in our studies, there were no observations of actual behavior. Rather in all studies, behavioral intentions were assessed. Indeed, intentions to behave in a particular way precede actual behavior, but a person’s intention to act in a certain way does not always come to pass. Besides, adolescents may be more intrinsically motivated to help, but other factors (e.g., peer pressure from known peers observing, fear of retribution) may decrease the likelihood of actually intervening. Although previous research revealed that intentions are important predictors of actual behaviors (e.g., Ajzen, 1991; Smith & McSweeney, 2007), it is important that future research includes measures of actual bystander behavior, to more fully and accurately examines bystander responses.

A strength of our studies was the focus on intergroup factors specific to the intergroup context under study (i.e., social contagion, masculinity/femininity threat). However, findings from Chapters 4, 5 and 6 revealed that those factors did not mediate the effects of the experimental condition on bystanders’ behavioral intentions. Exploring other processes already demonstrated as major mediators of the effects of intergroup contact and CIIM (e.g., intergroup anxiety, trust; e.g., Pettigrew & Tropp, 2008), besides those specific to this intergroup context, is an important avenue for future research.

Importantly, one of our major questions was not fully answered - *Are social contagion concerns of being misclassified as gay or lesbian a barrier to bystanders’ assertive behavioral intentions?* The manipulations of social contagion concerns did not have effects on

our main variables (see Chapter 4). To more thoroughly examine how social contagion might impact adolescent intentions to help, future studies could use more implicit measures that may be more sensitive. Past research has shown that explicit measures may fail to assess subtle attitudinal biases, which may be better assessed with implicit measures (e.g., by capturing aspects of prejudiced attitudes that are nonverbal or that people are not aware of being an indicator of their attitudes; Dovidio, Kawakami, & Gaertner, 2002; Hugenberg & Bodenhausen, 2003). To the extent that heterosexual adolescents may have implicit negative homophobic attitudes, these attitudes may be reflected in more negative nonverbal behaviors when interacting with a gay or lesbian adolescent, than with a heterosexual one. Research further indicates that implicit and explicit measures may be exploring different aspects of attitudes and their expression (e.g., the role of social desirability); thus predicting different types of behavior (Kawakami & Dovidio, 2001). Therefore, future work could use different methods (e.g., combining both explicit and implicit measures) to fully understand adolescents' attitudes towards sexual minorities, and also to control for potential effects of social desirability. We believe this will give stronger support for the negative effects of social contagion concerns on bystanders' assertive behavioral intentions.

7.4. Concluding Remarks

This thesis contributed to the knowledge on a new approach to bullying as an intergroup phenomenon, proposing that it is essential to focus on intergroup factors in order to understand homophobic bullying and specifically to understand how to promote helping responses among bystanders. Indeed, we identified relevant intergroup factors (i.e., social contagion concerns, intergroup contact, and common ingroup identities) of bystander behavioral intentions when witnessing homophobic bullying episodes. We believe the studies presented in this thesis extend the existing knowledge on the bullying literature applying for the first time an intergroup approach to examine bystander responses to homophobic bullying episodes and also have the potential to inform practitioners when implementing anti-bullying programs.

Relying on an intergroup approach to address homophobic bullying in school programs can motivate and empower students to counter homophobic bullying and thus promoting an inclusive and safe school climate. We hope the findings from this research may stimulate future work (e.g., in different social contexts), as well as a stronger connection between theory and practice in schools, through the development of anti-bullying strategies guided by theory and evidence.

In conclusion, there is no conclusion to what children who are bullied live with. They take it home with them at night. It lives inside them and eats away at them. It never ends. So neither should our struggle to end it. (Sarah, age 16; Hymel & Swearer, 2015)

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APPENDICES

Appendix A.
(Chapter 2 – Materials)

[online study]

Instruções

Este questionário destina-se a recolher opiniões de alunos/as acerca de alguns aspectos da sua vida no contexto escolar. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

A tua colaboração sincera é fundamental para o estudo e compreensão das relações entre alunos na escola. Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do questionário a qualquer altura. Para saberes mais sobre este estudo, poderás contactar as responsáveis:

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Prof. Dra. Rita Guerra(ana_rita_guerra@iscte.pt)

Prof. Dra. Carla Moleiro (carla.moleiro@iscte.pt)

- Aceito participar neste questionário (1)
- Não aceito participar neste questionário (2)

Para poderes responder a estas perguntas, é importante saberes que:

Bullying é uma palavra utilizada para descrever actos de violência física (ex: bater, empurrar, agredir) ou psicológica (ex: gozar, insultar, espalhar boatos) que se repetem ao longo do tempo, sendo praticados por um/a ou mais alunos/as) com o objectivo de agredir ou intimidar outro/a) aluno/a).

O **Bullying Homofóbico** é um tipo específico de bullying que ocorre quando um/a aluno/a é agredido/a, intimidado/a ou insultado/a por ser homossexual ou bissexual, ou por se pensar que é homossexual ou bissexual.

Que idade tens?

Qual o teu sexo?

- Feminino
- Masculino

Qual o teu ano de escolaridade?

- 7º
- 8º
- 9º
- 10º
- 11º
- 12º

Frequentas o ensino:

- Regular
- Técnico-Profissional
- Outro: _____

A tua escola situa-se no distrito de:**Já alguma vez reprovaste?**

- Sim. Quantas vezes? _____
- Não

Como são geralmente as tuas notas?

- 0-2
- 3-4
- 5

Como são geralmente as tuas notas?

- 0-10
- 11-15
- 16-20

No último mês, quantos dias faltaste às aulas, sem ser por motivos de doença:

- Nenhum
- 1-2
- 3-5
- Mais de 1 semana

Em que país nasceste?

- Portugal
- Outro _____

Qual é a tua nacionalidade?

- Portuguesa
- Outra _____

Em que país nasceram os teus pais?

- Portugal
- Outro _____

Se quiseres responder, diz-nos se te identificas como:

- heterossexual (que gosta de pessoas do sexo oposto)
- homossexual (que gosta de pessoas do mesmo sexo: gay ou lésbica)
- bissexual (que gosta de pessoas de ambos os sexos)
- tenho dúvidas
- não quero responder
- Outro _____

Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente	2	3	4	5	6	Concordo Totalmente
_____	1						7

Sinto-me ligado/a aos \${e://Field/Ingroup}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto solidariedade com os \${e://Field/Ingroup}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto-me comprometido/a (envolvido/a) com os \${e://Field/Ingroup}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto-me feliz por ser \${Q15/ChoiceGroup/SelectedChoices}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso que os \${e://Field/Ingroup} têm muito de que se orgulhar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
É agradável ser \${Q15/ChoiceGroup/SelectedChoices}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser \${Q15/ChoiceGroup/SelectedChoices} faz-me sentir bem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso muitas vezes sobre o facto de ser \${Q15/ChoiceGroup/SelectedChoices}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O facto de ser \${Q15/ChoiceGroup/SelectedChoices} é uma parte importante da minha identidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser \${Q15/ChoiceGroup/SelectedChoices} é uma parte importante de como eu me vejo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenho muito em comum com a maioria das pessoas \${e://Field/Ingroup}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sou semelhante às pessoas \${e://Field/Ingroup}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As pessoas \${e://Field/Ingroup} têm muito em comum umas com as outras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As pessoas \${e://Field/Ingroup} são muito semelhantes entre si	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Com que frequência ouves na tua escola comentários homofóbicos, como por exemplo as palavras “gay” ou outras semelhantes que são usadas de forma negativa ou como insultos?

- Nunca
- Raramente
- Às vezes
- Frequentemente
- Muito Frequentemente

Com que frequência os/as professores/as e funcionários/as da escola intervêm quando ouvem linguagem homofóbica?

- Nunca
- Raramente
- Às vezes
- Frequentemente
- Muito Frequentemente

Com que frequência os/as alunos/as intervêm quando ouvem linguagem homofóbica?

- Nunca
- Raramente
- Às vezes
- Frequentemente
- Muito Frequentemente

Na tua escola, existe alguma pessoa ou associação com quem possas falar sobre situações de bullying homofóbico?

- Sim
- Não
- Não sei

Alguns jovens chamam nomes uns/umas aos/às outros/as ou usam frases como “isso é tão gay”, “és tão gay/lésbica”, etc.

Nos últimos 30 dias...

	0 vezes	1-2 vezes	3-4 vezes	5-6 vezes	7 ou mais vezes
Eu ouvi ou vi (por exemplo no Facebook/Twitter) outro/a aluno/a usar uma dessas frases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu ouvi ou vi outro/a aluno/a usar uma dessas frases contra outro/a aluno/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Eu ouvi ou vi outro/a aluno/a espalhar um rumor sobre alguém ser gay, lésbica ou bissexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu ouvi ou vi outro/a aluno/a fazer uma piada sobre gays, lésbicas ou bissexuais	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu vi um/a aluno/a agredir fisicamente outro/a aluno/a por ele/a ser gay, lésbica ou bissexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pensando nas frases apresentadas acima, quantas vezes reagiste das seguintes formas nos últimos 30 dias?

	0 vezes	1-2 vezes	3-4 vezes	5-6 vezes	7 ou mais vezes
Falei com um adulto sobre o incidente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tentei fazer com que o/a(s) aluno(s)/a(s) parasse/m	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apoiei o/a aluno/a que estava a ser agredido /a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedi a outros/as alunos/as para apoiarem o/a aluno/a que estava a ser agredido/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defendi o/a aluno/a que estava a ser agredido/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encorajei o/a aluno/a que estava a ser agredido/a a contar a um adulto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disse algo em desaprovação	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mantive-me afastado/a e não contribui para a situação (por exemplo, não fiz “retweet” ou pus um comentário num post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

O que farias nessa situação?

	Nunca Faria 1	2	3	4	Faria Sempre 5
Eu ignorava o comentário e afastava-me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contava a um/a professor/a ou funcionário/a da escola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dizia ao/à Aluno/a A para não dizer coisas desagradáveis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tentava que o/a Aluno/a B se sentisse melhor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dizia ao/à Aluno/a B para ignorar o/a Aluno/a A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contava a um/a amigo/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ria-me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ficava a assistir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Começava uma briga com o/a Aluno/a A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Começava uma briga com o/a Aluno/a B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Até que ponto concordas com as seguintes afirmações?

Na escola, quando penso em $\{e://Field/Ingroup\}$ e $\{e://Field/Outgroup\}$ vejo-nos como:

	Discordo Totalmente 1	2	3	4	Concordo Totalmente 5
Um grupo de alunos da escola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dois grupos separados da escola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dois subgrupos de alunos da mesma escola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independentemente das nossas diferentes orientações sexuais, sinto que na escola somos todos membros de um único grupo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na escola parece que somos membros de diferentes grupos todos a jogar na mesma equipa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na escola, os heterossexuais e os homossexuais parecem subgrupos dentro de um grupo maior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na escola, grupos com diferentes orientações sexuais parecem mais grupos separados, do que parte da mesma equipa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quantos/as amigos/as $\{e://Field/Outgroup\}$ tens?

- Nenhum
- 1-3
- 2-6
- 7-9
- 10 ou mais

Quantos familiares $\{e://Field/Outgroup\}$ tens?

- Nenhum
- 1-3
- 2-6
- 7-9
- 10 ou mais

Com que frequência passas tempo com os/as teus/tuas amigos/as $\{e://Field/Outgroup\}$?

- Raramente 1
- 2
- 3
- 4
- Frequentemente 5

Os teus amigos $\{e://Field/Outgroup\}$ são distantes ou próximos de ti?

- Distantes 1
- 2

- 3
- 4
- Próximos 5

Os teus amigos $\{e://Field/Outgroup\}$ são diferentes ou iguais a ti?

- Diferentes 1
- 2
- 3
- 4
- Iguais 5

	1 Maioritariamente homossexuais	2 Maioritariamente homossexuais e alguns heterossexuais	3 Metade, metade	4 Maioritariamente heterossexuais e alguns homossexuais	5 Maioritariamente heterossexuais
No bairro onde vives dirias que existem...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na tua escola dirias que existem...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na tua turma dirias que existem...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nas equipas de desporto da escola dirias que existem...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente 1	2	3	4	5	6	Concordo Totalmente 7
Se eu tivesse que interagir com uma pessoa homossexual do mesmo sexo que eu, ficava preocupado/a que ele/ela “namorisse/flirtasse” comigo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se eu fosse amigável com uma pessoa homossexual do mesmo sexo que eu, ele ou ela provavelmente confundia a minha amizade com namoro/“flirt”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se eu me tornasse amigo/a de uma pessoa gay ou lésbica do mesmo sexo que eu, eu ficava preocupado/a que ele ou ela pudesse pensar que eu era homossexual também	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se eu estivesse a estudar perto de uma pessoa gay ou lésbica do mesmo sexo que eu, queria que ele ou ela soubesse que eu sou heterossexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Não me incomodava se uma pessoa gay/lésbica achasse que eu era gay/lésbica também	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lê cada uma das afirmações seguintes e decide o quanto te descreve. Responde a todas as afirmações o melhor que puderes baseando-te na forma como tens sido nos últimos meses.

	Totalmente falso 1	Em parte falso 2	Em parte verdade 3	Muitas vezes verdade 4	Totalmente verdade 5
Depois de falar com um/a amigo/a que está triste geralmente também fico triste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sou facilmente influenciado/a pelos sentimentos das outras pessoas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costumo deixar-me influenciar pelos sentimentos dos/as meus/minhas amigos/as	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

diferente.

Os casais do mesmo sexo deveriam, tal como os casais de sexo diferente, poder adoptar crianças.

Celebrações como o “dia do orgulho gay” são ridículas porque assumem que a orientação sexual deve constituir um motivo de orgulho.

Quando ouço falar numa relação amorosa, parto do princípio que são duas pessoas do sexo oposto.

Os gays e as lésbicas deveriam parar de impingir o seu estilo de vida aos outros.

Obrigada pela tua participação!

Este estudo tem como tema principal o bullying homofóbico (que é um tipo específico de bullying que ocorre quando um/a aluno/a é agredido/a, intimidado/a ou insultado/a por ser homossexual ou bissexual, ou por se pensar que é homossexual ou bissexual.). Pretendemos com as respostas a este questionário perceber quais os factores que podem influenciar os comportamentos dos adolescentes em episódios de bullying homofóbico. *A investigação revela que a prevalência do bullying é significativamente mais elevada entre jovens de minorias sexuais, comparativamente com aqueles que se identificam como heterossexuais, e que as vítimas de bullying homofóbico apresentam um risco elevado de consequências psicossociais negativas.*

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

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Appendix B.
(Chapter 3 – Materials)

[version presented to male adolescents]



Questionário

Instruções

Este questionário destina-se a recolher opiniões de alunos/as acerca de alguns aspectos da sua vida no contexto escolar. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

A tua colaboração sincera é fundamental para o estudo e compreensão das relações entre alunos/as na escola.

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do questionário a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

Raquel António

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Prof. Dra. Rita Guerra

(ana_rita_guerra@iscte.pt)

Prof. Dra. Carla Moleiro

(carla.moleiro@iscte.pt)

1. Que idade tens?

2. Qual o teu sexo?

- Feminino
 Masculino

3. Qual o teu ano de escolaridade?

- 7º
 8º
 9º
 10º
 11º
 12º

4. Frequentas o ensino:

- Regular
 Técnico-Profissional
 Outro:

5. A tua escola situa-se no distrito de:

6. Já alguma vez reprovaste?

- Sim. Quantas vezes?
 Não

7. Como são geralmente as tuas notas?

(se estiveres no 7º, 8º ou 9º ano)

- 0-2
 3-4
 5

(se estiveres no 10º, 11º ou 12º ano)

- 0-10
 11-15
 16-20

8. No último mês, quantos dias faltaste às aulas, sem ser por motivos de doença:

- Nenhum
 1-2
 3-5
 Mais de 1 semana

9. Em que país nasceste?

- Portugal
 Outro:

10. Qual é a tua nacionalidade?

- Portuguesa
 Outra: _____

11. Em que país nasceram os teus pais?

- Portugal
 Outro:

12. Se quiseres responder, diz-nos se te identificas como:

- Heterossexual (que gosta de pessoas do sexo oposto)
 Homossexual (que gosta de pessoas do mesmo sexo: gay ou lésbica)
 Bissexual (que gosta de pessoas de ambos os sexos)
 Tenho dúvidas
 Não quero responder
 Outro: _____

13. Pensa na resposta que deste na questão 12 e diz-nos até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente						Concordo Totalmente
	1	2	3	4	5	6	
Sinto-me ligado a este grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sinto solidariedade com este grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sinto-me comprometido (envolvido) com este grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sinto-me feliz por ser deste grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Penso que os membros deste grupo têm muito de que se orgulhar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
É agradável ser deste grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ser deste grupo faz-me sentir bem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Penso muitas vezes sobre o facto de ser deste grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O facto de ser deste grupo é uma parte importante da minha identidade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ser deste grupo é uma parte importante de como eu me vejo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tenho muito em comum com a maioria das pessoas deste grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sou semelhante às pessoas deste grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As pessoas deste grupo têm muito em comum umas com as outras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As pessoas deste grupo são muito semelhantes entre si	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Com que frequência ouves na tua escola comentários homofóbicos, como por exemplo as palavras “gay” ou outras semelhantes que são usadas de forma negativa ou como insultos?

Nunca	Raramente	Às vezes	Frequentemente	Muito frequentemente
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Com que frequência os/as professores/as e funcionários/as da escola intervêm quando ouvem linguagem homofóbica?

Nunca	Raramente	Às vezes	Frequentemente	Muito frequentemente
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Com que frequência os/as alunos/as intervêm quando ouvem linguagem homofóbica?

Nunca	Raramente	Às vezes	Frequentemente	Muito frequentemente
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Na tua escola, existe alguma pessoa ou associação com quem possas falar sobre situações de bullying homofóbico?

- Sim
- Não
- Não sei

18. Alguns jovens chamam nomes uns/umas aos/às outros/as ou usam frases como “isso é tão gay”, “és tão gay/lésbica”, etc.

Nos últimos 30 dias...

	0 vezes	1-2 vezes	3-4 vezes	5-6 vezes	7 ou mais vezes
Eu ouvi ou vi (por exemplo no Facebook/Twitter) outro/a aluno/a usar uma dessas frases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eu ouvi ou vi outro/a aluno/a usar uma dessas frases contra outro/a aluno/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eu ouvi ou vi outro/a aluno/a espalhar um rumor sobre alguém ser gay, lésbica ou bissexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eu ouvi ou vi outro/a aluno/a fazer uma piada sobre gays, lésbicas ou bissexuais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eu vi um/a aluno/a agredir fisicamente outro/a aluno/a por ele/a ser gay, lésbica ou bissexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Pensando nas frases apresentadas acima, quantas vezes reagiste das seguintes formas nos últimos 30 dias?

	0 vezes	1-2 vezes	3-4 vezes	5-6 vezes	7 ou mais vezes
Falei com um adulto sobre o incidente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tentei fazer com que o/a(s) aluno(s)/a(s) parasse/m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apoiei o/a aluno/a que estava a ser agredido /a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedi a outros/as alunos/as para apoiarem o/a aluno/a que estava a ser agredido/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defendi o/a aluno/a que estava a ser agredido/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encorajei o/a aluno/a que estava a ser agredido/a a contar a um adulto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disse algo em desaprovação	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mantive-me afastado e não contribuí para a situação (por exemplo, não fiz “retweet” ou pus um comentário num post)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Imagina que, no final de um dia de escola, estavas a andar pelo corredor e ouves um/a aluno/a (Aluno/a A) gritar uma palavra ofensiva contra outro/a aluno/a (Aluno/a B) por esse/a aluno/a ser homossexual (gay ou lésbica) ou por achar que o/a Aluno/a B é homossexual (gay ou lésbica).

20. O que farias nessa situação?

	Nunca Faria	1	2	3	4	Faria Sempre
Eu ignorava o comentário e afastava-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a professor/a ou funcionário/a da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia ao/à Aluno/a A para não dizer coisas desagradáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tentava que o/a Aluno/a B se sentisse melhor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia ao/à Aluno/a B para ignorar o/a Aluno/a A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a amigo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ria-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ficava a assistir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com o/a Aluno/a A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com o/a Aluno/a B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente			Concordo Totalmente	
	1	2	3	4	5
Na escola, quando penso em heterossexuais (que gostam de pessoas do sexo oposto) e homossexuais (que gostam de pessoas do mesmo sexo) vejo-nos como:					
Um grupo de alunos da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dois grupos separados da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dois subgrupos de alunos da mesma escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independentemente das nossas diferentes orientações sexuais, sinto que na escola somos todos membros de um único grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na escola parece que somos membros de diferentes grupos todos a jogar na mesma equipa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na escola, os heterossexuais e os homossexuais parecem subgrupos dentro de um grupo maior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na escola, grupos com diferentes orientações sexuais parecem mais grupos separados, do que parte da mesma equipa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Quantos/as amigos/as homossexuais tens?

Nenhum 1-3 4-6 7-9 10 ou mais

23. Quantos/as amigos/as heterossexuais tens?

Nenhum 1-3 4-6 7-9 10 ou mais

36. Lê cada uma das afirmações seguintes e decide o quanto te descreve. Responde a todas as afirmações o melhor que puderes baseando-te na forma como tens sido nos últimos meses.

	Em parte Falso	Em parte verdade	Muitas vezes verdade	
Totalmente Falso	1	2	3	4
Totalmente Verdade	5			

Depois de falar com um/a amigo/a que está triste geralmente também fico triste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sou facilmente influenciado pelos sentimentos das outras pessoas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Costumo deixar-me influenciar pelos sentimentos dos/as meus/minhas amigos/as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quando as pessoas se sentem em baixo geralmente costumo perceber como elas se sentem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geralmente costumo perceber quando os/as meus/minhas amigos/as estão nervosos/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geralmente costumo perceber como as pessoas se sentem mesmo antes de elas me dizerem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geralmente costumo perceber quando as pessoas estão contentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente					Concordo Totalmente	
	1	2	3	4	5	6	7

Eu sentiria a minha masculinidade ameaçada se um rapaz gay “namoriscasse/flirtasse” comigo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se um rapaz gay se atirasse a mim eu sentir-me-ia enojado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Um rapaz deve defender-se quando um rapaz gay “flirta/namorisca” com ele	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente					Concordo Totalmente	
	1	2	3	4	5	6	7

Acredito que os pais e as mães homossexuais são tão competentes como os pais heterossexuais.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A legalização do casamento entre pessoas do mesmo sexo irá abalar os princípios fundamentais da sociedade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ser criado numa família com dois adultos do mesmo sexo é bastante diferente de ser criado numa família com adultos de sexo diferente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Os casais do mesmo sexo deveriam, tal como os casais de sexo diferente, poder adoptar crianças.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Celebrações como o “dia do orgulho gay” são ridículas porque assumem que a orientação sexual deve constituir um motivo de orgulho.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quando ouço falar numa relação amorosa, parto do princípio que são duas pessoas do sexo oposto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Os gays e as lésbicas deveriam parar de impingir o seu estilo de vida aos outros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIM! Obrigada pelo teu tempo.

Appendix C.
(Chapter 4 – Materials)

Pilot Study

[version presented to male adolescents assigned to high contagion condition]



Instruções

Este estudo destina-se a promover a divulgação de um projecto de defesa dos direitos das vítimas de bullying homofóbico. É anónimo e a informação recolhida é absolutamente confidencial.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do estudo a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

Raquel António

(ana_raquel_antonio@iscte.pt)

Prof. Dra. Rita Guerra

(ana_rita_guerra@iscte.pt)

Prof. Dra. Carla Moleiro

(carla.moleiro@iscte.pt)

1. Que idade tens?

2. Qual o teu sexo?

- Feminino
 Masculino

3. Qual o teu ano de escolaridade?

- 7º
 8º
 9º
 10º
 11º
 12º

4. Frequentas o ensino:

- Regular
 Técnico-Profissional
 Outro:

5. A tua escola situa-se no distrito de:

6. Já alguma vez reprovaste?

- Sim. Quantas vezes?
 Não

7. Como são geralmente as tuas notas?

(se estiveres no 7º, 8º ou 9º ano)

- 0-2
 3-4
 5

(se estiveres no 10º, 11º ou 12º ano)

- 0-10
 11-15
 16-20

8. No último mês, quantos dias faltaste às aulas, sem ser por motivos de doença:

- Nenhum
 1-2
 3-5
 Mais de 1 semana

9. Em que país nasceste?

- Portugal
 Outro:

10. Qual é a tua nacionalidade?

- Portuguesa
 Outra: _____

11. Em que país nasceram os teus pais?

- Portugal
 Outro:

12. Se quiseres responder, diz-nos se te identificas como:

- Heterossexual (que gosta de pessoas do sexo oposto)
 Homossexual (que gosta de pessoas do mesmo sexo: gay ou lésbica)
 Bissexual (que gosta de pessoas de ambos os sexos)
 Tenho dúvidas
 Não quero responder
 Outro: _____

Alguns alunos da tua escola criaram no mês passado um projecto de defesa dos direitos das vítimas de bullying homofóbico: “Não fiques parad@”. Este projecto pretende chamar à atenção sobre o bullying homofóbico, e ajudar, acompanhar e ouvir os estudantes da tua escola que são vítimas de bullying por serem gays ou lésbicas ou por se achar que são gays ou lésbicas.

O projecto “Não fiques parad@” vai ser divulgado na tua escola e em outras escolas do agrupamento e a ideia é envolver os alunos nesta divulgação. Por isso queremos pedir-te que cries um **cartaz** que possa ser usado na divulgação do “Não fiques parad@”. Para isso vamos dar-te vários materiais.

Instruções:

Tens 10 minutos para esta tarefa

- Utiliza todos os materiais que quiseres,
- Podes escrever ou desenhar,
- Podes pintar ou não,
- Ocupa toda a folha ou só uma parte,
- No final assina o cartaz para identificarmos quem participou na campanha.

O cartaz vai ser afixado em vários locais da escola, juntamente com os cartazes dos teus/tuas colegas e vão ser escolhidos os mais criativos.

Para fazeres o cartaz, é importante saberes que:

Bullying é uma palavra utilizada para descrever actos de violência física (ex: bater, empurrar, agredir) ou psicológica (ex: gozar, insultar, espalhar boatos) que se repetem ao longo do tempo, sendo praticados por um/a ou mais alunos/as com o objectivo de agredir ou intimidar outro/a aluno/a.

O **Bullying Homofóbico** é um tipo específico de bullying que ocorre quando um/a aluno/a é agredido/a, intimidado/a ou insultado/a por ser homossexual, ou por se pensar que é gay ou lésbica.

CARTAZ

NOME:

¹⁵ This page was presented separately from the questionnaire and placed by participants in an envelope, to ensure anonymity of the study. Participants in the *low contagion condition* were not asked to sign the poster. Participants in the *control condition* were asked to do a poster publicizing a project about healthy eating.

I	N	M	Z	T	L	I	A	G	I	V	I	A	C	L	R	Q	Q	D	I	C	L	K	Q	A
D	V	Y	J	S	S	P	V	J	V	G	E	K	Q	O	M	J	S	V	J	O	I	G	F	W
L	G	S	L	R	U	M	E	W	P	J	X	O	X	J	J	C	Z	N	Y	M	Q	F	Z	B
B	U	F	Z	V	C	K	C	L	T	M	E	P	F	M	H	H	K	F	I	T	M	V	B	U
U	Y	E	L	C	P	S	T	B	R	G	X	Q	N	V	R	V	O	F	K	D	E	U	M	W
S	O	N	G	I	S	R	M	G	O	N	K	Z	H	A	D	O	P	S	L	I	U	O	Q	N
Y	B	M	H	E	A	F	X	E	T	L	U	P	K	N	U	T	Q	Í	U	P	Y	H	K	E
Y	G	V	E	D	K	Z	S	M	G	C	S	F	Y	Z	Z	U	G	M	Q	S	R	K	R	E
R	K	D	I	W	T	G	R	H	K	I	B	A	M	A	K	U	D	B	T	M	K	E	L	H
L	S	C	A	L	V	N	D	Q	I	W	R	U	J	L	A	S	M	O	Y	R	R	X	X	K
A	Ã	S	I	R	T	A	Z	Z	A	S	U	O	F	E	I	M	J	L	U	W	A	N	O	F
O	O	N	S	J	O	O	V	L	E	J	T	O	W	N	K	D	Z	O	N	B	R	E	T	G
R	O	Q	O	D	L	N	V	Y	M	F	M	Ó	J	A	S	D	Q	S	E	C	T	T	K	E
B	A	N	D	E	I	R	A	J	J	S	E	F	R	J	Q	U	N	N	V	E	U	T	I	L
A	H	G	I	U	A	H	T	E	I	F	Y	I	B	I	U	U	H	Q	R	H	N	F	R	M
T	D	E	I	K	D	Q	W	L	F	U	W	B	I	I	A	R	Q	U	P	A	E	X	M	A
M	E	E	O	I	L	C	A	W	H	B	Y	O	W	H	P	V	U	X	P	V	T	E	T	Y
H	J	A	T	Y	D	N	N	A	E	P	B	A	R	I	V	J	J	F	W	K	Y	O	V	X
J	P	G	I	G	O	W	V	R	E	G	F	C	Q	N	Z	D	I	F	R	X	N	G	Z	A
J	M	E	Y	I	K	F	C	L	N	H	K	S	Z	O	C	H	A	P	É	U	A	M	A	C
J	I	P	C	A	Z	R	G	Z	K	N	O	Y	F	I	W	K	E	R	B	T	O	C	I	S
S	B	A	A	R	I	E	D	A	C	Y	P	E	S	B	H	F	J	A	E	T	V	S	Y	L
L	N	R	X	G	F	P	J	H	A	W	U	Q	K	O	K	V	A	N	A	N	J	S	F	N
W	B	W	V	P	C	I	A	M	J	Z	X	P	Z	P	W	J	A	X	J	I	C	R	S	O
N	E	Z	R	Y	Z	Q	V	H	N	I	X	R	W	Z	C	C	A	O	Z	Z	A	V	V	X

Procura, por favor, as seguintes palavras:

Terás 2 minutos para encontrar o máximo de palavras que conseguires.

BANDEIRA

CANETA

HISTÓRIA

NACIONALISMO

BOLSA

CHAPÉU

JANELA

ORIGEM

CADEIRA

HINO

MOTA

SÍMBOLOS

***Obrigada por teres participado no estudo 1.
Pedimos que leias agora as instruções do seguinte Questionário.***

Questionário

Instruções

Este questionário destina-se a recolher opiniões de alunos/as acerca de alguns aspectos da sua vida no contexto escolar. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

A tua colaboração sincera é fundamental para o estudo e compreensão das relações entre alunos/as na escola.

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do questionário a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

Raquel António

(ana_raquel_antonio@iscte.pt)

Prof. Dra. Rita Guerra

(ana_rita_guerra@iscte.pt)

Prof. Dra. Carla Moleiro

(carla.moleiro@iscte.pt)

Imagina que, no final de um dia de escola, estavas a andar pelo corredor e ouves um aluno (Diogo) gritar uma palavra ofensiva contra outro aluno (Rui) por o Rui ser gay ou por o Diogo achar que o Rui é gay.

5. Após leres a história, até que ponto te sentes...

	Nada 1	2	3	4	5	6	Muito 7
Sensibilizado com o que aconteceu ao Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com pena do Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com simpatia pelo Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comovido com o que aconteceu ao Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. O que farias nessa situação?

	Nunca Faria 1	2	3	4	Faria Sempre 5
Eu ignorava o comentário e afastava-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a professor/a ou funcionário/a da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia ao Diogo para não dizer coisas desagradáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tentava que o Rui se sentisse melhor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia ao Rui para ignorar o Diogo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a amigo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ria-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ficava a assistir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com o Diogo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com o Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Quantas das pessoas gays ou lésbicas pensas que são...

	Todas 1	A maioria 2	Algumas 3	Nenhumas 4
Honestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amigáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhadoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limpas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguiçosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pouco inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antipáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desonestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Quantas das pessoas heterossexuais (que gostam do sexo oposto) pensas que são...

	Todas 1	A maioria 2	Algumas 3	Nenhumas 4
Honestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amigáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhadoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limpas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguiçosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pouco inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antipáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desonestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Recordas-te de qual era o tema do cartaz que te pedimos para fazer?

- Sim. Qual? _____
- Não

10. Tens medo que os teus amigos achem que és gay por teres assinado o cartaz?

-
- Nada Muito

11. Se pudesses escolher, terias assinado o cartaz com o teu nome?

- Sim
- Não

FIM! Obrigada pelo teu tempo.

1. Qual pensas ter sido o objectivo do estudo?

2. Achas que alguma das tarefas que fizeste estavam ligadas?

3. Sentiste-te bem ao fazer este estudo?

O estudo em que participaste tem como objectivo analisar a promoção de comportamentos de ajuda às vítimas de bullying homofóbico que tem por base atitudes negativas em relação a pessoas gays ou lésbicas.

A informação que leste sobre o cartaz foi inventada pelas investigadoras, não é verdadeira e os cartazes não vão ser afixados na escola.

Confirmo que li este texto

Obrigada pela tua colaboração!



Study 1

[version presented to female adolescents assigned to contagion condition]

**Instruções**

Este estudo destina-se a recolher opiniões dos/as alunos/as sobre a forma como experienciam o processo eleitoral para a associação de estudantes da escola e como isso afecta a resolução de tarefas cognitivas. É anónimo e a informação recolhida é absolutamente confidencial.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do estudo a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

Raquel António

(ana_raquel_antonio@iscte.pt)

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(ana_rita_guerra@iscte.pt)

Prof. Dra. Carla Moleiro

(carla.moleiro@iscte.pt)

1. Que idade tens?

5. Em que país nasceste?

- Portugal
 Outro:

2. Qual o teu sexo?

- Feminino
 Masculino

6. Qual é a tua nacionalidade?

- Portuguesa
 Outra: _____

3. Qual o teu ano de escolaridade?

- 7°
 8°
 9°
 10°
 11°
 12°

7. Em que país nasceram os teus pais?

- Portugal
 Outro:

4. Frequentas o ensino:

- Regular
 Técnico-Profissional
 Outro:

8. Se quiseres responder, diz-nos se te identificas como:

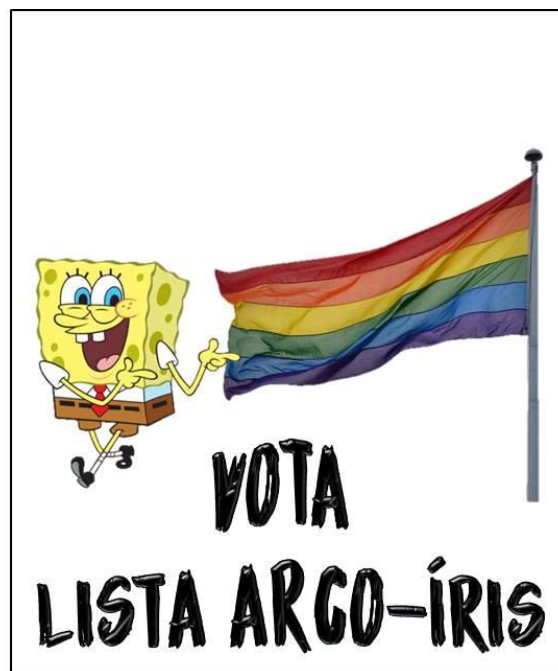
- Heterossexual (que gosta de pessoas do sexo oposto)
 Homossexual (que gosta de pessoas do mesmo sexo: gay ou lésbica)
 Bissexual (que gosta de pessoas de ambos os sexos)
 Tenho dúvidas
 Não quero responder
 Outro: _____

Como é habitual todos os anos lectivos, encontra-se aberto o processo eleitoral para a **Associação de Estudantes** da tua escola para o ano lectivo 2017/18.

Alguns alunos e alunas criaram uma lista: a **Lista Arco-Íris**. Esta lista tem como missão ouvir e representar os **interesses de todos os/as estudantes** da tua escola, independentemente da sua orientação sexual (gays, lésbicas, bissexuais, transgénero, pansexuais, heterossexuais, entre outras).

Cada lista tem que ser acompanhada de um conjunto de assinaturas de alunos e alunas, num mínimo de 80, identificando o ano, número e turma. As listas completas serão entregues no gabinete da Direcção até ao final do mês e afixadas em locais visíveis da escola.

A campanha eleitoral decorrerá durante a próxima semana.
A Lista Arco-Íris conta com o teu voto!¹⁶



¹⁶ Participants assigned to the *control condition* read about the “environmental list”, a group of students aiming to promote recycling and environmental culture.

Agora que acabaste, queremos que resolvas esta sopa de letras (tens **2 minutos** para encontrar o máximo de palavras que consegues)



BANDEIRA
CANETA
RECICLAR
PROTEGER

BOLSA
CHAPÉU
JANELA
ECOPONTO

CADEIRA
HINO
AMBIENTE
SÍMBOLOS

***Obrigada por teres participado no estudo 1.
Pedimos-te agora que participes num outro estudo que estamos a
desenvolver sobre jovens em contexto escolar. Tens apenas que
preencher um pequeno questionário sobre alguns aspectos da tua vida
na escola.***

Este questionário destina-se a recolher opiniões de alunos/as acerca de alguns aspectos da sua vida no contexto escolar. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

A tua colaboração sincera é fundamental para o estudo e compreensão das relações entre alunos/as na escola.

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do questionário a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

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Prof. Dra. Carla Moleiro

(carla.moleiro@iscte.pt)

1. Quantos/as amigos/as homossexuais tens?

Nenhum 1-3 4-6 7-9 10 ou mais

Imagina que, no final de um dia de escola, estavas a andar pelo corredor e ouves uma aluna (Ana) gritar uma palavra ofensiva contra outra aluna (Paula) por a Paula ser lésbica ou por a Ana achar que a Paula é lésbica.

2. Após leres a história, até que ponto te sentes...

	Nada 1	2	3	4	5	6	Muito 7
Sensibilizada com o que aconteceu à Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com pena da Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com simpatia pela Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comovida com o que aconteceu à Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. O que farias nessa situação?

	Nunca Faria 1	2	3	4	Faria Sempre 5
Eu ignorava o comentário e afastava-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a professor/a ou funcionário/a da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia à Ana para não dizer coisas desagradáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tentava que Paula se sentisse melhor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia à Paula para ignorar a Ana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a amigo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ria-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ficava a assistir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com a Ana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com a Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Quantas das pessoas gays ou lésbicas pensas que são...

	Todas 1	A maioria 2	Algumas 3	Nenhumas 4
Honestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amigáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhadoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limpas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguiçosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pouco inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antipáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desonestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Até que ponto estarias interessada em fazer parte da LISTA ARCO-ÍRIS (por exemplo: participar na campanha e em debates)?

Nada Muito

Se estiveres interessada em fazer parte desta lista, podes indicar no quadro abaixo o teu ano, turma e assinatura.

ANO	TURMA	ASSINATURA

9. Até que ponto votarias na LISTA ARCO-ÍRIS?

Nunca votaria Votaria certamente

FIM! Obrigada pelo teu tempo.

1. Qual pensas ter sido o objectivo do estudo?

2. Achas que alguma das tarefas que fizeste estavam ligadas?

3. Sentiste-te bem ao fazer este estudo?

O estudo em que participaste tem como objectivo analisar a promoção de comportamentos de ajuda às vítimas de bullying homofóbico que tem por base atitudes negativas em relação a pessoas gays ou lésbicas.

A informação que leste sobre as listas para a Associação de Estudantes foi inventada pelas investigadoras, não é verdadeira.

Confirmo que li este texto

Obrigada pela tua colaboração!



Appendix D.
(Chapter 5 – Materials)

Experiment 1 (Imagined Contact)

[version presented to female adolescents assigned to the imagined contact condition]¹⁷



Instruções

Este estudo destina-se a recolher opiniões de alunos/as sobre como se sentem e pensam quando lhes pedimos que imaginem diferentes cenários, e como isso afecta a resolução de tarefas cognitivas. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do estudo a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

Raquel António

(ana_raquel_antonio@iscte.pt)

Prof. Dra. Rita Guerra

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Prof. Dra. Carla Moleiro

(carla.moleiro@iscte.pt)

¹⁷ Female participants in the control condition read: *Gostaríamos de pedir-te que imagines que estás a fazer uma viagem de três dias de caminhada pelo sul de Portugal. Durante a viagem chegas inesperadamente a uma baía isolada. Durante os próximos 5 minutos imagina o que viste nessa viagem. Pedimos-te que escrevas as diferentes coisas que viste nessa viagem...*

Vamos pedir-te agora que imagines uma situação normal do dia-a-dia, um percurso de autocarro de casa para a escola.

Durante os próximos 5 minutos imagina que vais no autocarro para a escola. Imagina que durante a viagem estás a falar com uma rapariga lésbica que se sentou ao teu lado. Passaste cerca de trinta minutos a falar até que chegou a tua paragem e saíste do autocarro. Durante a conversa que tiveram descobriste algumas coisas interessantes e inesperadas sobre ela.

Pedimos-te que penses sobre as coisas interessantes e inesperadas que descobriste sobre a rapariga que se sentou ao teu lado e as escrevas aqui...

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quão interessante achaste esta tarefa de imaginação?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7
Nada interessante					Muito interessante	

Quão difícil achaste esta tarefa de imaginação?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7
Nada difícil					Muito difícil	

Como avalias a interação que te pedimos para imaginar?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
Muito positiva	Positiva	Nem positiva, nem negativa	Negativa	Muito negativa

Agora que acabaste, queremos que resolvas esta sopa de letras (tens **2 minutos** para encontrar o máximo de palavras que conseguires)

I	N	M	Z	T	L	I	A	G	I	V	I	A	C	L	R	Q	Q	D	I	C	L	K	Q	A
D	V	Y	J	S	S	P	V	J	V	G	E	K	Q	O	M	J	S	V	J	O	I	G	F	W
L	G	S	L	R	U	M	E	W	P	J	X	O	X	J	J	C	Z	N	Y	M	Q	F	Z	B
B	U	F	Z	V	C	K	C	L	T	M	E	P	F	M	H	H	K	F	I	T	M	V	B	U
U	Y	E	L	C	P	S	T	B	R	G	X	Q	N	V	R	V	O	F	K	D	E	U	M	W
S	O	N	G	I	S	R	M	G	O	N	K	Z	H	A	D	O	P	S	L	I	U	O	Q	N
Y	B	M	H	E	A	F	X	E	T	L	U	P	K	N	U	T	Q	Í	U	P	Y	H	K	E
Y	G	V	E	D	K	Z	S	M	G	C	S	F	Y	Z	Z	U	G	M	Q	S	R	K	R	E
R	K	D	I	W	T	G	R	H	K	I	B	A	M	A	K	U	D	B	T	M	K	E	L	H
L	S	C	A	L	V	N	D	Q	I	W	R	U	J	L	A	S	M	O	Y	R	R	X	X	K
A	Ã	S	I	R	T	A	Z	Z	A	S	U	O	F	E	I	M	J	L	U	W	A	N	O	F
O	O	N	S	J	O	O	V	L	E	J	T	O	W	N	K	D	Z	O	N	B	R	E	T	G
R	O	Q	O	D	L	N	V	Y	M	F	M	Ó	J	A	S	D	Q	S	E	C	T	T	K	E
B	A	N	D	E	I	R	A	J	J	S	E	F	R	J	Q	U	N	N	V	E	U	T	I	L
A	H	G	I	U	A	H	T	E	I	F	Y	I	B	I	U	U	H	Q	R	H	N	F	R	M
T	D	E	I	K	D	Q	W	L	F	U	W	B	I	I	A	R	Q	U	P	A	E	X	M	A
M	E	E	O	I	L	C	A	W	H	B	Y	O	W	H	P	V	U	X	P	V	T	E	T	Y
H	J	A	T	Y	D	N	N	A	E	P	B	A	R	I	V	J	J	F	W	K	Y	O	V	X
J	P	G	I	G	O	W	V	R	E	G	F	C	Q	N	Z	D	I	F	R	X	N	G	Z	A
J	M	E	Y	I	K	F	C	L	N	H	K	S	Z	O	C	H	A	P	É	U	A	M	A	C
J	I	P	C	A	Z	R	G	Z	K	N	O	Y	F	I	W	K	E	R	B	T	O	C	I	S
S	B	A	A	R	I	E	D	A	C	Y	P	E	S	B	H	F	J	A	E	T	V	S	Y	L
L	N	R	X	G	F	P	J	H	A	W	U	Q	K	O	K	V	A	N	A	N	J	S	F	N
W	B	W	V	P	C	I	A	M	J	Z	X	P	Z	P	W	J	A	X	J	I	C	R	S	O
N	E	Z	R	Y	Z	Q	V	H	N	I	X	R	W	Z	C	C	A	O	Z	Z	A	V	V	X

BANDEIRA
CANETA
HISTÓRIA
NACIONALISMO

BOLSA
CHAPÉU
JANELA
ORIGEM

CADEIRA
HINO
MOTA
SÍMBOLOS

Obrigada por teres participado no estudo 1.

Pedimos-te agora que participes num outro estudo que estamos a desenvolver sobre jovens em contexto escolar. Tens apenas que preencher um pequeno questionário sobre alguns aspectos da tua vida na escola.

Este questionário destina-se a recolher opiniões de alunos/as acerca de alguns aspectos da sua vida no contexto escolar. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

A tua colaboração sincera é fundamental para o estudo e compreensão das relações entre alunos/as na escola.

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do questionário a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

Raquel António

(ana_raquel_antonio@iscte.pt)

Prof. Dra. Rita Guerra

(ana_rita_guerra@iscte.pt)

Prof. Dra. Carla Moleiro

(carla.moleiro@iscte.pt)

1. Quantos dos teus amigos heterossexuais (que gostam de pessoas do sexo oposto) têm amigos homossexuais (gays ou lésbicas)?

0 1-4 5-9 10 ou mais

2. Quantos/as amigos/as homossexuais tens?

Nenhum 1-3 4-6 7-9 10 ou mais

Imagina que, no final de um dia de escola, estavas a andar pelo corredor e ouves uma aluna (Ana) gritar uma palavra ofensiva contra outra aluna (Paula) por a Paula ser lésbica ou por a Ana achar que a Paula é lésbica.

3. Após leres a história, até que ponto te sentes...

	Nada 1	2	3	4	5	6	Muito 7
Sensibilizada com o que aconteceu à Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com pena da Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com simpatia pela Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comovida com o que aconteceu à Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. O que farias nessa situação?

	Nunca Faria 1	2	3	4	Faria Sempre 5
Eu ignorava o comentário e afastava-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a professor/a ou funcionário/a da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia à Ana para não dizer coisas desagradáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tentava que a Paula se sentisse melhor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia à Paula para ignorar a Ana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a amigo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ria-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ficava a assistir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com a Ana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com a Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente					Concordo Totalmente	
	1	2	3	4	5	6	7
Se eu sáísse com uma pessoa lésbica, ficava preocupada que as outras pessoas pensassem que eu também era lésbica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eu ficava preocupada que outros pensassem que eu era lésbica, se soubessem que eu era amiga de uma pessoa lésbica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incomodava-me se as outras pessoas achassem incorrectamente que eu era lésbica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se eu fosse sair (ex. ao cinema) com uma pessoa lésbica, ficava preocupada que as pessoas pensassem que eu estava num encontro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente					Concordo Totalmente	
	1	2	3	4	5	6	7
Se eu tivesse que interagir com uma lésbica, ficava preocupada que ela quisesse curtir comigo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se eu fosse amigável com uma pessoa lésbica, ela provavelmente confundia a minha amizade com namoro/"flirt"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se eu me tornasse amiga de uma pessoa lésbica, eu ficava preocupada que ela pudesse pensar que eu era lésbica também	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se eu estivesse a estudar perto de uma pessoa lésbica, queria que ela soubesse que eu sou heterossexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente					Concordo Totalmente	
	1	2	3	4	5	6	7
Eu sentiria a minha feminilidade ameaçada se uma rapariga lésbica quisesse curtir comigo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se uma rapariga lésbica se atirasse a mim eu ficava enojada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uma rapariga deve defender-se quando uma rapariga lésbica quer curtir com ela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Quantas das pessoas gays ou lésbicas pensas que são...

	Todas	A maioria	Algumas	Nenhumas
	1	2	3	4
Honestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amigáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhadoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limpas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguiçosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pouco inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antipáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desonestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIM! Obrigada pelo teu tempo.

1. Qual pensas ter sido o objectivo do estudo?

2. Achas que alguma das tarefas que fizeste estavam ligadas?

3. Sentiste-te bem ao fazer este estudo?

O estudo em que participaste tem como objectivo analisar a promoção de comportamentos de ajuda às vítimas de bullying homofóbico que tem por base atitudes negativas em relação a pessoas gays ou lésbicas.

O exercício de imaginação que fizeste foi inventado pelas investigadoras para percebermos a tua opinião sobre o bullying e a forma como devemos ajudar as vítimas de bullying.

Confirmo que li este texto

Obrigada pela tua colaboração!



Experiment 2 (Extended Contact)

[version presented to male adolescents assigned to the positive extended contact condition]¹⁸

**Instruções**

Este estudo destina-se a recolher opiniões de alunos/as acerca da criação de fóruns na internet para alunos de Lisboa e Porto. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do estudo a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

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Prof. Dra. Carla Moleiro

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¹⁸ Male participants in the negative extended contact condition read: *Olá João, O ambiente da escola é mais ou menos. O pessoal dá-se bem, mas às vezes há stresses desses. Por exemplo, a Marta, a minha namorada, tem dois amigos, o Luís e o Gonçalo, que namoram um com o outro...eles têm a mania, falam bué e querem ser sempre o centro das atenções e eu stresso bue com isso. Tirando isso, acho que vais gostar da escola. Abraço!* Male participants in the control condition read: *Olá João, O ambiente da escola é tranquilo, o pessoal é descontraído e dá-se tudo bem, mas não sei se há stresses desses. Tenho a certeza que vais gostar da escola e fazer bué amigos. Abraço!*

1. Que idade tens?

2. Qual o teu sexo?

- Feminino
 Masculino

3. Qual o teu ano de escolaridade?

- 7º
 8º
 9º
 10º
 11º
 12º

4. Frequentas o ensino:

- Regular
 Técnico-Profissional
 Outro:

5. A tua escola situa-se no distrito de:

6. Já alguma vez reprovaste?

- Sim. Quantas vezes?
 Não

7. Como são geralmente as tuas notas?

(se estiveres no 7º, 8º ou 9º ano)

- 0-2
 3-4
 5

(se estiveres no 10º, 11º ou 12º ano)

- 0-10
 11-15
 16-20

8. No último mês, quantos dias faltaste às aulas, sem ser por motivos de doença:

- Nenhum
 1-2
 3-5
 Mais de 1 semana

9. Em que país nasceste?

- Portugal
 Outro:

10. Qual é a tua nacionalidade?

- Portuguesa
 Outra: _____

11. Em que país nasceram os teus pais?

- Portugal
 Outro:

12. Se quiseres responder, diz-nos se te identificas como:

- Heterossexual (que gosta de pessoas do sexo oposto)
 Homossexual (que gosta de pessoas do mesmo sexo: gay ou lésbica)
 Bissexual (que gosta de pessoas de ambos os sexos)
 Tenho dúvidas
 Não quero responder
 Outro: _____

I	N	M	Z	T	L	I	A	G	I	V	I	A	C	L	R	Q	Q	D	I	C	L	K	Q	A
D	V	Y	J	S	S	P	V	J	V	G	E	K	Q	O	M	J	S	V	J	O	I	G	F	W
L	G	S	L	R	U	M	E	W	P	J	X	O	X	J	J	C	Z	N	Y	M	Q	F	Z	B
B	U	F	Z	V	C	K	C	L	T	M	E	P	F	M	H	H	K	F	I	T	M	V	B	U
U	Y	E	L	C	P	S	T	B	R	G	X	Q	N	V	R	V	O	F	K	D	E	U	M	W
S	O	N	G	I	S	R	M	G	O	N	K	Z	H	A	D	O	P	S	L	I	U	O	Q	N
Y	B	M	H	E	A	F	X	E	T	L	U	P	K	N	U	T	Q	Í	U	P	Y	H	K	E
Y	G	V	E	D	K	Z	S	M	G	C	S	F	Y	Z	Z	U	G	M	Q	S	R	K	R	E
R	K	D	I	W	T	G	R	H	K	I	B	A	M	A	K	U	D	B	T	M	K	E	L	H
L	S	C	A	L	V	N	D	Q	I	W	R	U	J	L	A	S	M	O	Y	R	R	X	X	K
A	Ã	S	I	R	T	A	Z	Z	A	S	U	O	F	E	I	M	J	L	U	W	A	N	O	F
O	O	N	S	J	O	O	V	L	E	J	T	O	W	N	K	D	Z	O	N	B	R	E	T	G
R	O	Q	O	D	L	N	V	Y	M	F	M	Ó	J	A	S	D	Q	S	E	C	T	T	K	E
B	A	N	D	E	I	R	A	J	J	S	E	F	R	J	Q	U	N	N	V	E	U	T	I	L
A	H	G	I	U	A	H	T	E	I	F	Y	I	B	I	U	U	H	Q	R	H	N	F	R	M
T	D	E	I	K	D	Q	W	L	F	U	W	B	I	I	A	R	Q	U	P	A	E	X	M	A
M	E	E	O	I	L	C	A	W	H	B	Y	O	W	H	P	V	U	X	P	V	T	E	T	Y
H	J	A	T	Y	D	N	N	A	E	P	B	A	R	I	V	J	J	F	W	K	Y	O	V	X
J	P	G	I	G	O	W	V	R	E	G	F	C	Q	N	Z	D	I	F	R	X	N	G	Z	A
J	M	E	Y	I	K	F	C	L	N	H	K	S	Z	O	C	H	A	P	É	U	A	M	A	C
J	I	P	C	A	Z	R	G	Z	K	N	O	Y	F	I	W	K	E	R	B	T	O	C	I	S
S	B	A	A	R	I	E	D	A	C	Y	P	E	S	B	H	F	J	A	E	T	V	S	Y	L
L	N	R	X	G	F	P	J	H	A	W	U	Q	K	O	K	V	A	N	A	N	J	S	F	N
W	B	W	V	P	C	I	A	M	J	Z	X	P	Z	P	W	J	A	X	J	I	C	R	S	O
N	E	Z	R	Y	Z	Q	V	H	N	I	X	R	W	Z	C	C	A	O	Z	Z	A	V	V	X

Procura, por favor, as seguintes palavras:

Terás 2 minutos para encontrar o máximo de palavras que consigues.

BANDEIRA

CANETA

HISTÓRIA

NACIONALISMO

BOLSA

CHAPÉU

JANELA

ORIGEM

CADEIRA

HINO

MOTA

SÍMBOLOS

***Obrigada por teres participado no estudo 1.
Pedimos que leias agora as instruções do seguinte Questionário.***

Questionário

Instruções

Este questionário destina-se a recolher opiniões de alunos/as acerca de alguns aspectos da sua vida no contexto escolar. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

Este estudo é da responsabilidade de uma equipa de investigadoras do Instituto Universitário de Lisboa (ISCTE-IUL/CIS).

A tua colaboração sincera é fundamental para o estudo e compreensão das relações entre alunos/as na escola.

Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

Muito obrigada pela tua colaboração.

Podes desistir do questionário a qualquer altura.

Para saberes mais sobre este estudo, poderás contactar as responsáveis:

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(carla.moleiro@iscte.pt)

Imagina que, no final de um dia de escola, estavas a andar pelo corredor e ouves um aluno (Diogo) gritar uma palavra ofensiva contra outro aluno (Rui) por o Rui ser gay ou por o Diogo achar que o Rui é gay.

6. Após leres a história, até que ponto te sentes...

	Nada 1	2	3	4	5	6	Muito 7
Sensibilizado com o que aconteceu ao Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com pena do Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com simpatia pelo Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comovido com o que aconteceu ao Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. O que farias nessa situação?

	Nunca Faria 1	2	3	4	Faria Sempre 5
Eu ignorava o comentário e afastava-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a professor/a ou funcionário/a da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia ao Diogo para não dizer coisas desagradáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tentava que o Rui se sentisse melhor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia ao Rui para ignorar o Diogo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a amigo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ria-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ficava a assistir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com o Diogo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com o Rui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Quantas das pessoas gays ou lésbicas pensas que são...

	Todas 1	A maioria 2	Algumas 3	Nenhumas 4
Honestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amigáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhadoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limpas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguiçosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pouco inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antipáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desonestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Quantas das pessoas heterossexuais (que gostam do sexo oposto) pensas que são...

	Todas 1	A maioria 2	Algumas 3	Nenhumas 4
Honestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amigáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhadoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limpas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguiçosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pouco inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antipáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desonestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. No fórum da internet, recordas-te de qual era o nome do rapaz que vai mudar de escola?

- Sim. Qual? _____
- Não

11. No fórum da internet, o Nuno e a namorada são amigos do Luís e Gonçalo?

- 1 - Discordo 2 3 4 5 - Concordo

12. No fórum da internet, o Nuno e a namorada têm problemas com os dois amigos namorados?

- 1 - Discordo 2 3 4 5 - Concordo

FIM! Obrigada pelo teu tempo.

1. Qual pensas ter sido o objectivo do estudo?

2. Achas que alguma das tarefas que fizeste estavam ligadas?

3. Sentiste-te bem ao fazer este estudo?

O estudo em que participaste tem como objectivo analisar a promoção de comportamentos de ajuda às vítimas de bullying homofóbico que tem por base atitudes negativas em relação a pessoas gays ou lésbicas.

A informação que leste sobre o fórum na internet foi inventada pelas investigadoras, não é verdadeira. Este fórum nunca existiu e as personagens também não existem. Todas as histórias foram inventadas para percebermos a tua opinião sobre o bullying e a forma como devemos ajudar as vítimas de bullying.

Confirmo que li este texto

Obrigada pela tua colaboração!



Appendix E.
(Chapter 6 – Materials)

[version presented to female adolescents assigned to dual-identity condition]



Instruções

Este estudo destina-se a recolher opiniões de alunos/as acerca de um torneio inter-escolas de futebol. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

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Para assinalares as tuas respostas, coloca uma cruz nos quadrados correspondentes às opções que considerares mais adequadas.

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1. Que idade tens?

2. Qual o teu sexo?

- Feminino
 Masculino

3. Qual o teu ano de escolaridade?

- 7º
 8º
 9º
 10º
 11º
 12º

4. Frequentas o ensino:

- Regular
 Técnico-Profissional
 Outro:

5. A tua escola situa-se no distrito de:

6. Já alguma vez reprovaste?

- Sim. Quantas vezes?
 Não

7. Como são geralmente as tuas notas?

(se estiveres no 7º, 8º ou 9º ano)

- 0-2
 3-4
 5

(se estiveres no 10º, 11º ou 12º ano)

- 0-10
 11-15
 16-20

8. No último mês, quantos dias faltaste às aulas, sem ser por motivos de doença:

- Nenhum
 1-2
 3-5
 Mais de 1 semana

9. Em que país nasceste?

- Portugal
 Outro:

10. Qual é a tua nacionalidade?

- Portuguesa
 Outra: _____

11. Em que país nasceram os teus pais?

- Portugal
 Outro:

12. Se quiseres responder, diz-nos se te identificas como:

- Heterossexual (que gosta de pessoas do sexo oposto)
 Homossexual (que gosta de pessoas do mesmo sexo: gay ou lésbica)
 Bissexual (que gosta de pessoas de ambos os sexos)
 Tenho dúvidas
 Não quero responder
 Outro: _____

Várias escolas do concelho de Lisboa têm participado no grande torneio inter-escolas de futebol, que acontece todos os anos. Há dois anos, no segundo dia do torneio, houve uma briga entre algumas raparigas da tua escola que assistiam a um jogo. Foi-nos pedido que avaliássemos o que aconteceu e, por isso, gostaríamos que lesse o que aconteceu e nos desses a tua opinião, respondendo às questões seguintes.

Um grupo de raparigas estavam no campo de futebol da tua escola a assistir a um jogo entre a tua escola e outra escola rival. Decorria a segunda parte do jogo e o resultado continuava empatado 1-1. Na fila da frente estavam algumas alunas da tua escola e uma delas estava com a sua namorada (Ana). De repente, uma rapariga (Rute), que estava sentada duas filas atrás, começa a chamar nomes à tua colega que estava com a namorada (Ana), empurra-a e atira-lhe uma coca-cola em cima.¹⁹

1. Imagina que estavas a assistir ao jogo, o que farias nesta situação...?	Nunca Faria					Faria Sempre				
	1	2	3	4	5	1	2	3	4	5
Eu ignorava e afastava-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a professor/a ou funcionário/a da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia à Rute para não dizer coisas desagradáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tentava que a Ana se sentisse melhor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dizia à Ana para ignorar a Rute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contava a um/a amigo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ria-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ficava a assistir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com a Rute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Começava uma briga com a Ana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁹ Female participants in the one-group condition read: *Um grupo de raparigas estavam no campo de futebol da tua escola a assistir a um jogo entre a tua escola e outra escola rival. Decorria a segunda parte do jogo e o resultado continuava empatado 1-1. Na fila da frente estavam algumas alunas da tua escola. De repente, uma rapariga (Rute), que está sentada duas filas atrás, começa a chamar nomes a uma colega tua (Ana), empurra-a e atira-lhe uma coca-cola em cima.*

Female participants in the control condition read: *Um grupo de raparigas estavam no campo de futebol da tua escola a assistir a um jogo entre a tua escola e outra escola rival. Decorria a segunda parte do jogo e o resultado continuava empatado 1-1. Na fila da frente estavam algumas alunas da outra escola. De repente, uma rapariga (Rute), que estava sentada duas filas atrás, começa a chamar nomes a uma rapariga da outra escola (Ana), empurra-a e atira-lhe uma coca-cola em cima.*

I	N	M	Z	T	L	I	A	G	I	V	I	A	C	L	R	Q	Q	D	I	C	L	K	Q	A
D	V	Y	J	S	S	P	V	J	V	G	E	K	Q	O	M	J	S	V	J	O	I	G	F	W
L	G	S	L	R	U	M	E	W	P	J	X	O	X	J	J	C	Z	N	Y	M	Q	F	Z	B
B	U	F	Z	V	C	K	C	L	T	M	E	P	F	M	H	H	K	F	I	T	M	V	B	U
U	Y	E	L	C	P	S	T	B	R	G	X	Q	N	V	R	V	O	F	K	D	E	U	M	W
S	O	N	G	I	S	R	M	G	O	N	K	Z	H	A	D	O	P	S	L	I	U	O	Q	N
Y	B	M	H	E	A	F	X	E	T	L	U	P	K	N	U	T	Q	Í	U	P	Y	H	K	E
Y	G	V	E	D	K	Z	S	M	G	C	S	F	Y	Z	Z	U	G	M	Q	S	R	K	R	E
R	K	D	I	W	T	G	R	H	K	I	B	A	M	A	K	U	D	B	T	M	K	E	L	H
L	S	C	A	L	V	N	D	Q	I	W	R	U	J	L	A	S	M	O	Y	R	R	X	X	K
A	Ã	S	I	R	T	A	Z	Z	A	S	U	O	F	E	I	M	J	L	U	W	A	N	O	F
O	O	N	S	J	O	O	V	L	E	J	T	O	W	N	K	D	Z	O	N	B	R	E	T	G
R	O	Q	O	D	L	N	V	Y	M	F	M	Ó	J	A	S	D	Q	S	E	C	T	T	K	E
B	A	N	D	E	I	R	A	J	J	S	E	F	R	J	Q	U	N	N	V	E	U	T	I	L
A	H	G	I	U	A	H	T	E	I	F	Y	I	B	I	U	U	H	Q	R	H	N	F	R	M
T	D	E	I	K	D	Q	W	L	F	U	W	B	I	I	A	R	Q	U	P	A	E	X	M	A
M	E	E	O	I	L	C	A	W	H	B	Y	O	W	H	P	V	U	X	P	V	T	E	T	Y
H	J	A	T	Y	D	N	N	A	E	P	B	A	R	I	V	J	J	F	W	K	Y	O	V	X
J	P	G	I	G	O	W	V	R	E	G	F	C	Q	N	Z	D	I	F	R	X	N	G	Z	A
J	M	E	Y	I	K	F	C	L	N	H	K	S	Z	O	C	H	A	P	É	U	A	M	A	C
J	I	P	C	A	Z	R	G	Z	K	N	O	Y	F	I	W	K	E	R	B	T	O	C	I	S
S	B	A	A	R	I	E	D	A	C	Y	P	E	S	B	H	F	J	A	E	T	V	S	Y	L
L	N	R	X	G	F	P	J	H	A	W	U	Q	K	O	K	V	A	N	A	N	J	S	F	N
W	B	W	V	P	C	I	A	M	J	Z	X	P	Z	P	W	J	A	X	J	I	C	R	S	O
N	E	Z	R	Y	Z	Q	V	H	N	I	X	R	W	Z	C	C	A	O	Z	Z	A	V	V	X

Procura, por favor, as seguintes palavras:

Terás 2 minutos para encontrar o máximo de palavras que conseguires.

BANDEIRA

CANETA

HISTÓRIA

NACIONALISMO

BOLSA

CHAPÉU

JANELA

ORIGEM

CADEIRA

HINO

MOTA

SÍMBOLOS

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Pedimos que leias agora as instruções do seguinte Questionário.***

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Instruções

Este questionário destina-se a recolher opiniões de alunos/as acerca de alguns aspectos da sua vida no contexto escolar. É anónimo e a informação recolhida é absolutamente confidencial. Por essa razão, o teu nome não te é pedido em nenhuma parte do questionário.

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(carla.moleiro@iscte.pt)

Imagina que, no final de um dia de escola, estavas a andar pelo corredor e ouves uma aluna (Ana) gritar uma palavra ofensiva contra outra aluna (Paula) por a Paula ser lésbica ou por a Ana achar que a Paula é lésbica.

4. Após leres a história, até que ponto te sentes...

	Nada 1	2	3	4	5	6	Muito 7
Sensibilizada com o que aconteceu à Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com pena da Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com simpatia pela Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comovida com o que aconteceu à Paula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Até que ponto concordas com as seguintes afirmações?

	Discordo Totalmente 1	2	3	4	5	6	Concordo Totalmente 7
Eu sentiria a minha feminilidade ameaçada se uma rapariga lésbica quisesse curtir comigo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se uma rapariga lésbica se atirasse a mim eu ficava enojada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uma rapariga deve defender-se quando uma rapariga lésbica quer curtir com ela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Quantas das pessoas gays ou lésbicas pensas que são...

	Todas 1	A maioria 2	Algumas 3	Nenhumas 4
Honestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amigáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhadoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limpas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguiçosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pouco inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antipáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desonestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Quantas das pessoas heterossexuais (que gostam do sexo oposto) pensas que são...

	Todas 1	A maioria 2	Algumas 3	Nenhumas 4
Honestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amigáveis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhadoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limpas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguiçosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pouco inteligentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antipáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desonestas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Recordas-te de qual era o resultado do jogo inter-escolas do episódio que leste?

- Sim. Qual? _____
- Não

9. O que achas que os teus colegas fizeram na altura?

-
- Não ajudaram Ajudaram muito

10. A rapariga que foi agredida era da tua escola?

-
- Totalmente falso Totalmente verdadeiro

11. A rapariga que foi agredida estava sozinha?

- Sim
- Não

12. Estava com a namorada?

- Sim
- Não

13. Quão grave achas que foi o comportamento da rapariga que chamou nomes à tua colega?

-
- Nada Muito

FIM! Obrigada pelo teu tempo.

1. Qual pensas ter sido o objectivo do estudo?

2. Achas que alguma das tarefas que fizeste estavam ligadas?

3. Sentiste-te bem ao fazer este estudo?

O estudo em que participaste tem como objectivo analisar a promoção de comportamentos de ajuda às vítimas de bullying homofóbico que tem por base atitudes negativas em relação a pessoas gays ou lésbicas.

A informação que leste sobre o torneio de futebol foi inventada pelas investigadoras, não é verdadeira. O torneio que leste não existiu e a briga entre colegas também não existiu. Foi tudo inventado para percebermos a tua opinião sobre o bullying e a forma como devemos ajudar as vítimas de bullying.

Confirmo que li este texto

Obrigada pela tua colaboração!

