Over 700 respondents (including male and female as well as sexual minority and straight) in the survey left their contact information. I interviewed 21 gay respondents. Most of them are studying or working in Beijing (but their high schools are located across the mainland China) so that I could interview them face to face. I also randomly selected some people who were not in Beijing and interviewed them through video or voice call according to their willing. Two interviews were written interview because the respondents refused other methods. When I contacted the randomly selected respondents in Beijing and other regions, only two people turned down my interview request (21/23). (Yeah, it's a pity that I cannot only select good-looking guys to interview…)

The average interview duration was more than one hour (excluding 2 written interviews). The interview contents were divided into 5 modules: a) their definitions and self-reported experiences of bullying (or no bullying) related to sexuality or other nonsexual factors; b) levels and examples of bullying that their high school classmates experienced; c) overall sexual and nonsexual environment in their high schools; d) the history and current situation of their sexual and gender self-identification; e) their sexual and nonsexual interactions with their classmates. Modules a) and b) were partly used for addressing the difficulty of defining bullying and the tension between self-report and peer-report.

According to the interview results, the 5-scale bullying degree bullying can be divided into three groups: no bullying, bullying (at least largely) results from self-questioning ("cognitive bullying") and substantial bullying. The cognitive bullying is usually correspondent to the choice "rarely/slightly". Besides, the rare-bullying-respondents' description of rare/slight bullying in interviews was generally very similar to no-bullying-

respondents'. The biggest difference was their cognitive feelings.

For example, I asked respondents who chose no verbal bullying whether their classmates made fun of them in terms of sexual orientation, gender expression or body figure or called related nicknames. Their answers were yes. The most common words related to gender and sexuality they reported were "sissy" and appellations related to women. (No one reported bullying simply based on sexual orientation). The respondents who chose rare verbal bullying had the same answer when I asked them what kind of bullying they suffered in high school. Both these two groups of respondents admitted that in most situations only close friends would make these jokes or call these nicknames, and they knew they had no malicious intention or discrimination. The difference between these two groups is that the first group did not think, for example, "sissy" was necessarily a derogatory term but the second group felt it was. For instance, one respondent in the first group told me that he loved the word "sissy" and his close friends and teachers in high school called him Niangniang (imperial concubine). Instead, most respondents in the second group said their rational selves knew that it was ok to make this kind of jokes or call related nicknames because their friends had no bad intention, but their emotion was reluctant to accept the word "sissy" although they knew they were actually sissy. What's more, some respondents in the second group said that their acceptance of some words changed over time depending on their own acceptance of femininity. For example, one respondent told me that he felt very bad in his fresh year in high school but got better in his second and third year. After graduation, he was able to accept these words. In addition, he also said that he would not support those who intentionally refused these words:

My high school classmates called me "Sister Teng"……It is hard to tell whether this

nickname contained discrimination. I even feel it contained no discrimination. Those who really discriminated [femininity], such as one of my high school roomies, would think that "Sister Teng" was impolite and made people uncomfortable. On the surface, he called my name politely. It sounded reasonable and pleasant. However, his escape from calling the feminine nickname highlighted his discrimination against femininity.

Additionally, I further asked whether the respondents themselves made fun of their classmates or called their nicknames associated with sexuality and body figure. Many said they really did this without malicious intention and most target people accepted it at least on the surface. However, they admitted that they did not know whether their friends felt emotional suffering since their classmates didn't express it. In this case, the result of peer-report method in this field might be different from self-report method because cognitive bullying will be a controversial area.

Substantial-bullying-respondents always reported verbal insults and visible isolation with malicious intention. The boundary between substantial bullying and cognitive bullying is relatively clear in their narratives: substantial bullying usually came from the people outside of one's close friend circle and cognitive bullying usually from close friend circle. The respondents also said that they could easily tell whether a joke or nickname-calling had malicious intention or not, and that the suffering of substantial bullying was heavier than that of cognitive bullying.