

Below are some positive examples of action staff can take in specific circumstances. There are, of course, different and equally constructive ways to deal with situations, these are just examples that offer some guidance.

### **Scenario 1**

Terri is 17 and studies sports science at a college of further education. She changed her gender identity from male to female two months ago. She is currently having hormone treatment and plans to have sexual reassignment surgery in the near future. Terri says her transition is a permanent one.

On returning to college after the summer break, she needs to use the facilities that are consistent with her gender (i.e. the female toilets and changing rooms). Other learners are surprised and some confront Terri aggressively. Sue, the tutor, suggests that Terri uses the facility for people that have a disability. Terri leaves the site and says she does not want to return.

**You are the curriculum leader. What would you do? Consider:**

- The legal position
- The reaction of the learners
- Terri's welfare
- The good practice that could be introduced by the college

## Scenario 2

Simon has just started a work-based training programme. The work-based element of the course is within the admin office of a local construction company. People in the office there think Simon is gay based on the way he talks and acts. They make comments such as 'queer boy'. Simon actually has a girlfriend but is too scared to draw any more attention to himself.

You are the work-based assessor. You do an on-site visit and witness some of this behaviour from members of the admin team. They seem to be making a joke out of it and even try to make their name-calling affectionate by putting an arm round Simon as they tease him.

You know Simon desperately wants to fit in. He looks uncomfortable but you don't want to make the situation worse for him or damage relations with the employer unnecessarily.

### What would you do? Consider:

- The legal position
  
  
  
  
  
  
  
  
  
  
- What action you would take immediately (if any)
  
  
  
  
  
  
  
  
  
  
- The general good practice that would have reduce the chances of this happening in the future

### Scenario 3

Paul is a project manager within a voluntary and community provider of education. Walking through one of the social spaces he hears someone in a crowd use homophobic language along the lines of, “that’s rubbish, stop being so gay!” and, “stop being such a fag!”

Paul asks the individual responsible, Sally, if he can have a quick word. When they have found a quiet space he explains why he has taken her aside. She says that she can call herself and her friend (who is also gay) whatever she likes as she isn’t causing offence....

#### What would you do? Consider:

- Did Paul do the right thing?
- Does Sally have a legitimate point?
- What would you advise Paul to say to Sally now? (hint – think about the impact of her actions on others)
- What general good practice could be introduced that would reduce the chance of this happening in the future?

## Scenario 4

Your colleague Elaine says she was approached by a learner called Anila (who is 16) who wanted to talk after a lesson. Anila says that she is fairly sure that she is gay. Her friends already know but now she wants to talk to her parents about it. She thinks they will be supportive and they might already be aware. Elaine decides that rather than give Anila some prescriptive guidance she will send her to the college counsellor.

Did Elaine do the right thing by referring Anila?

Who else might have been able to support the learner?

In the light of what is happened what could the organisation review as a matter of good practice?

## **Scenario 5**

Jim is an IT Facilitator in a Community Centre. He is trying to embed equality in his delivery but is struggling to come up with ways of doing this for LGBT themes within his course content. He approaches you and asks for suggestions.

**What examples could you give to help Jim?**

Hint – you could think about statistics, demographics, research...

## Scenario 6

Jayne has been delivering an equality module for a higher education business programme. She would like to set a paper for the learners' private study on an LGBT theme. She cannot think of a title for the paper.

### **Would you be able to help her?**

Hint – think of the different environments in which LGBT people might experience barriers, harassment or unfavourable treatment.

Can you think of any more scenarios, maybe from personal experiences? Why not share them with colleagues? This will help them generate ideas to embed LGBT equality in their work.