

Engaging with LGBT and Migrant Equalities:

A Youth and Community Practitioner Toolkit

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Table of Contents

1. Introduction	1
2. Acknowledgements	6
3. Introductory Activities.....	7
3.1 Warm-up Activity 1: Visual Inquiry	7
3.2 Warm-up Activity 2: Baseline Glossary of LGBT Terms	8
3.3 Warm-up Activity 3: Human Dominoes	10
3.4 Warm-up Activity 4: Cycle of Prejudice	10
3.5 Warm-up Activity 5: Male/Female Stereotypes	13
4. Families and Diversity.....	14
4.1 Overall Facilitator Notes	14
4.2 What is a Family? (Small Group Discussion)	14
4.3 What is a Family? (Small Group Visual Inquiry)	15
4.4 What is a Family? (Whole Group Discussion)	20
4.5 What is a Family? (National Statistics Quiz)	20
4.6 Diverse Families (Group Discussion)	22
4.7 21 st Century Families (Poster Making)	23
4.8 Overall Evaluation	24
5. Equality and Diversity.....	25
5.1 Overall Facilitator Notes	25
5.2 Definitions (Benchmarking Activity)	25
5.3 Equality Act 2010 (Group Discussion)	26
5.4 Equality Act 2010 (Protected Characteristics Matching and Discussion)	30
5.5 Role Play	33
5.6 Equality Act 2010 (Protected Characteristics Ranking)	36
5.7 Equality Act 2010 (Equality Monitoring Forms Discussion)	36
5.8 Overall Evaluation	37
6. Adapting to Life in Scotland.....	38
6.1 Facilitator Notes	38
6.2 Experiences of Migration (Discussion and Role Play)	39
7. Home is Where the Heart Is.....	42
7.1 Facilitator Notes	42
7.2 What Makes a Home? (Exploration of Personal Images and Quotes)	42
7.3 What Makes a Home? (Photo Elicitation and Mini Exhibitions)	46
7.4 What Makes a Home? (Photo Diary)	46
8. Vita's Nearest and Dearest.....	47
8.1 Facilitator Notes	47
8.2 Exploring Personal Stories: Social Networks and Identity (Group Discussion)	47
8.3 Identity (Photo Activity)	51
9. Daniel's Story	52
9.1 Facilitator Notes	52
9.2 Gender Identity (Group Discussion)	52
9.3 Gender Identity (Poster Making)	53
9.4 Gender Identity (Role Play)	54
10. Nadya and Marta's Story.....	57
10.1 Facilitator Notes	57
10.2 LGBT Family Rights (Discussion)	58
10.3 Coming out to Family (Writing 'in character' and Discussion)	59
11. Agnieszka's Story	61
11.1 Facilitator Notes	61
11.2 Multi-Ethnic Families (Discussion)	61
11.3 Multi-Ethnic Families (Role Play)	62
12. Tomek's Story.....	64
12.1 Facilitator Notes	64
12.2 Prejudice and Discrimination (Group Discussion)	64
12.3 Prejudice and Discrimination (Role Play)	65
12.4 Prejudice and Discrimination (Poster Making)	65
13. Megan and Lydia's Story.....	67
13.1 Facilitator Notes	67
13.2 Human Rights (Discussion)	67
13.3 Human Rights (Poster Making)	68

1. Introduction

The Equality Act 2010 identifies a variety of settings, including educational, where discrimination, harassment or victimisation on the basis of nine protected characteristics is unlawful. These protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. The Equality Act 2010 also makes it a legal duty for public sector organisations to advance equality of opportunity, and to foster good relations between persons who share a relevant protected characteristic and persons who do not share it. Although equality training and teaching is considered to be mainstreamed, training material generally focuses on one equality strand at a time, reflecting a 'siloed' approach. Yet equality issues do not exist in isolation in society or in the experiences of individuals, but intersect and overlap in complex ways. Practitioners working on equality and diversity have called for more work raising awareness of the intersectional dimensions of prejudice and discrimination, and for more resources bringing different strands of equality together. Examples of this intersectional work are recent projects led by WSREC and Glasgow Women's Library (2017) and the Equality Network (2016), both supported by the Scottish Government.

This learning resource facilitates an exploration of LGBT and migrant equalities, and aligns with wider work aimed at challenging prejudice through an intersectional approach. It specifically responds to a well-documented need for more work around LGBT and race equalities (BEMIS and Equality Network 2009; Equality Network, BEMIS and GRAMNet 2011).

Intended Audience:

This resource is the result of a collaborative project between researchers at the University of Glasgow and the West of Scotland Regional Equality Council (WSREC), funded by the Economic and Social Research Council (2017-18). This collaboration emerged from a previous research project based at the University of Glasgow (2015-17), which involved sustained engagement with public and third sector practitioners on issues of LGBT and migrant equalities¹.

The resource is predominantly intended for frontline services working with youth groups and in community or informal education settings. However, some of the material can also be adapted for staff training within both frontline and second tier organisations. For community organisations, WSREC's Guide to the Equality Act 2010 for Community Organisations is a helpful companion to this resource, aimed at helping community organisations provide more inclusive and effective services (WSREC 2015).

¹ WSREC were part of the Project Advisory Group of the ESRC-funded 'Intimate Migrations' study (www.intimatemigrations.net, 2015-17). Two consultation events with stakeholders from the public and voluntary sectors were organised as part of the IM project; these were intended to facilitate dialogue and future collaborative work on the issues explored in the project. Recommendations arising from the consultation events highlighted the need for training material focussed on personal experiences of prejudice and discrimination, and for scenario-based discussion workshops on prejudice reduction (see Final Report Recommendations at <https://intimatemigrations.net/outputs/>). This fed into the project 'Engaging with LGBT and migrant equalities' (2017-18), which has produced two educational resources, one designed for the ESOL classroom and the present one, intended for youth and community groups.

We sought input from practitioners from Scottish public and voluntary sector organisations on this resource in two focus groups (June 2017, 9 participants); these highlighted an appetite for an intersectional approach to equality issues, bringing different protected characteristics together; for material based on personal stories, which are more memorable and relatable than abstract concepts; and for approaches to equality and diversity that encourage people to think independently and to take ownership of equality issues.

Purpose:

The purpose of this resource is to:

- a. Challenge prejudice and promote an understanding of the intersections between LGBT and migrant equalities
- b. Promote independent thinking and a critical approach to issues of equality and diversity
- c. Contribute to the mainstreaming of intersectional approaches to equality and diversity issues among statutory and voluntary agencies within Scotland and beyond

Aims and Scope:

This toolkit aims to provide rich material to facilitate an exploration of LGBT and migrant equalities. It is based on a 'twin' resource specifically designed for the ESOL classroom² adapted here for a youth and educational contexts and integrated with material designed by WSREC. The material addresses several characteristics protected under the Equality Act 2010: it explicitly addresses sexual orientation; gender reassignment; and marriage and civil partnership; it also addresses, less explicitly, race (defined under the Equality Act 2010 as encompassing colour, nationality and ethnic/national origin).

Personal experiences and storytelling are central to the material included and to the participatory methodology underpinning the resource. This approach encourages empathy building and seeing the world through other people's eyes as key to reducing prejudice and engendering individual and collective change (see methodology below).

The resource draws on real-life stories collected for a research project on LGBT migration from Central and Eastern Europe and the former Soviet Union to Scotland³; for this reason, white European migrants from this region are disproportionately represented in the toolkit. This may not reflect the diversity of youth and community groups in terms of race, ethnicity, faith background or migrant status. It is hoped that youth and community practitioners may be inspired by this resource to create their own material, using different stories that better reflect the diversity of the communities they work with. With this in mind, we have provided an example of how a newspaper article about two lesbian asylum seekers from Uganda can be used (see **Megan and Lydia's** story). It is also worth bearing in mind that the real-life stories included raise issues around migration that may resonate with those of migrants from other regions (for example, the experiences of adapting to life in a new country and of encountering racial and ethnic prejudice).

Sexuality and gender are sometimes seen as raising cultural sensitivities in migratory and intercultural contexts. We believe, however, that addressing these sensitivities is not only a challenge, but also an opportunity for practitioners inspired by principles of social justice and person-centred learning. It can create opportunities for dialogue, if underpinned by ground rules for respectful communication and openness to diversity, and presented as part of a broader dialogue around equality, diversity and human rights.

² Available at <https://intimatemigrations.net/outputs/>.

³ The 'Intimate Migrations' project (2015-17) explored the experiences of LGBT migrants from Central Eastern Europe and the former Soviet Union in Scotland. www.intimatemigrations.net

Methodological Considerations

This toolkit draws on WSREC's work to challenge prejudice, through using creative methods to facilitate the space for reflection and transformative learning⁴.

The theoretical underpinnings of WSREC's work are based on academic theory as well as practitioner observations of 'what works'. As the goal of prejudice reduction is essentially individual and social change (however small), much of WSREC's approach to challenging prejudice is centred on transformational learning theory (Mezirow 2000). That is:

learning that induces more far-reaching change in the learner than other kinds of learning, especially learning experiences which shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences (Clark, 1993: 57).

Therefore, "habits of mind become more open, more permeable, and better justified" (Cranton & Lipson- Lawrence, 2009:315). For transformation to occur, an appropriate 'space' must be enabled, dependent on the facilitator's pedagogical style and methodology (Freire, 1970). WSREC encourages empathy building and perspective taking through participatory creative methodologies. The arts are said to have transformative potential as they can act as a catalyst for seeing things differently, which can alter the way we see ourselves and others (Garner et al, 2007:6). A dominant theory of how creativity fosters transformation is that:

participation [...] may build both an inward looking self-esteem and awareness and an outward looking connectedness [...] which in turn, open up new narratives through which to construct resilience and make choices. This transformation involves the re-imagining of one's self, capabilities and interrelationships with others (Atkinson & Robson, 2012: 1349).

The activities included in this resource are designed to use across generations in youth groups and community settings. The facilitator notes and suggested activities provide guidelines for how the resource can be used; however, facilitators should feel free to adapt the activities to meet the needs and interests of their participants. While suggested timings are indicated, each resource could be extended depending on the extent of the conversations generated.

Each activity is designed to be participatory in nature. WSREC's approach draws stimulus and inspiration from ideas and principles articulated by the educationalist Paulo Freire (1970, 1994). WSREC similarly turns to the philosophy and methodological practice of popular education, the work of Augusto Boal (1992, 1995), Education for Global Citizenship and to other examples of education and community development from around the world which ensure the ongoing evolution of these ideas.

Popular education is a process through which people can both carry out a critical analysis of their social context and organise to take action for change. It does not necessarily occur in that sequence as it may be that a group has already initiated attempts to bring about change and the analysis accompanies or follows those efforts. It had a significant period of development in Latin America in the 1970s and 80s but has since evolved due to the varied and changing nature of the contexts in which it is used.

⁴ For more information see the methodological considerations in WSREC and Glasgow Women's Library 2017.

Popular education recognises that people's lived experiences constitute an important 'type' of knowledge. It aims to re-imagine teacher-learner relationships and power dynamics so that problems are posed and then investigated in a dialogue between these different sets of knowledge. It is an approach to learning that is underpinned by a number of principles, including: a commitment to dialogical and problem-posing approaches; the need for education to be relevant to those participating in it (including the oft-cited mantra of starting 'from where people are at'); the importance of embracing different sets of knowledge; an understanding that education can never be neutral and that, therefore, all education is ultimately political; and a commitment to education linked to action for change.

A problem-posing approach, as advocated by Freire, involves taking a participant's input and presenting it back in the form of a problem that, along with new information, they can then re-investigate. In Freire's own words, "no one teaches another, nor is anyone self-taught. People teach each other, mediated by the world" (Freire 1970).

Although the problem-posing concept may sound straightforward, it can be challenging to put into practice, particularly as it is important not to impose views when doing so (intentionally or otherwise). This does not mean that an educator / facilitator should never input knowledge (or even, where appropriate, an opinion). Indeed, an important part of an educator's role is to introduce knowledge, as well as to stimulate dialogue and analysis based on the different sets of knowledge that already exist within a group. However, any such knowledge should always be introduced with an equal encouragement to question it.

For additional reading on the above, 'Popular Education and Social Change in Latin America' (Kane 2001) contains a section exploring some of these tensions, including the role of an educator and ideology. Further, Oxfam's 'Teaching Controversial Issues' guide, written in the different context of Education for Global Citizenship, sets out different roles that may be appropriate for an educator to adopt on different occasions, depending on a range of factors (Oxfam 2006).

Although there are many creative and inspiring participative techniques associated with popular education, it is important to distinguish the methodology and the methods. Popular education is neither a formula nor a collection of interactive techniques. Rather it is a process, a collection of ideas and principles. However, the many participative techniques that exist can certainly be useful tools when trying to put those principles into practice.

Forum theatre is one of those techniques and was developed by Augusto Boal as part of a larger body of theatre known collectively as 'Theatre of the Oppressed' (Boal 1992, 1995). It offers an opportunity for people to practice real life situations, explore issues and seek solutions. In forum theatre people can stop, start, enter and change a play, which the group have developed as a reflection of their own reality.

Image theatre is often used in the process of developing forum theatre scenarios. It involves participants creating images on a variety of themes using both their own bodies and those of fellow participants. It offers an opportunity to explore ideas without, in the first instance, the use of words. Image theatre develops by bringing the images to life through a process called dynamisation.

There are also a vast number of games and exercises that can be used both at the beginning and throughout the use of image and forum theatre. These have many purposes including the opportunity for participants to become more familiar with themselves and their senses, more relaxed in a group setting and more confident in different forms of expression. These participative techniques and ideas have been written about extensively so we have not repeated them here.

Amongst others, we find Boal's book 'Games for Actors and Non-Actors' (1992) and the popular education techniques described by Kane (2001) to be both practical and versatile. In the case of this resource, our aim was to adapt the ESOL toolkit on which this resource

is based for a broader range of educational contexts. In doing so, we hope that it provides a stimulus for a wide range of educators and facilitators to continue that adaptation, using both the rich array of participative techniques that exist and the ideas and principles which underpin them.

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2. Acknowledgements

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This resource is based on a 'twin' resource specifically designed for the ESOL classroom, adapted here for a broader range of educational contexts. We would like to thank Jennifer MacDougall, Minna Liinpää and Jenny Speirs for their work on the original ESOL resource. We would also like to thank the nine practitioners from voluntary and public sector organisations who took part in the focus groups we organised in June 2017, for sharing their insights and experiences with us. Thanks to Sam Rankin from Equality Network for her suggestions on how to pitch the resource. Thanks to LGBT Youth for permission to adapt their LGBTI terminology for our Glossary.

The idea of adapting research material from a project on LGBT migrants for training and educational purposes emerged during consultations events held in April and December 2016. This booklet is informed by those conversation, and we are grateful to the participants for their support and enthusiasm.

Special thanks to our research participants for giving us permission to use the material collected for the project 'Intimate Migrations' (www.intimatemigrations.net).

The quotes from the activities 'Home is Where the Heart Is' and 'Vita's Nearest and Dearest', and the personal stories are adapted from interview material. With the exception of the 'Families and Diversity' activity, the pictures and drawings used in the resource were also produced by research participant. The article in 'Megan and Lydia's Story' originally appeared in the Guardian newspaper and is reproduced by kind permission of its author Kate Lyons.

The images for the activity 'Families and Diversity' were created by Jenny Speirs, who also turned some pictures provided by our research participants into drawings (p. 29, and pp. 43-44, images 3, 4 and 7). Many thanks to Jenny for her brilliant work as illustrator. We would also like to credit Tauseef Khan from WSREC for his great work on the layout of the resource.

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3. Introductory Activities

3.1 Warm-up Activity 1: Visual Inquiry

Facilitator Notes:

Aim: This activity is designed as an ice breaker and also to introduce the participatory nature of the workshop activities which follow.

Activity Description:

1. Spread the visual inquiry cards (© My home life Scotland (2018) <http://myhomelife.uws.ac.uk/scotland/resources/visual-inquiry-tool/>) out across a table and ask each participant to pick one which attracts them and which says something about them.
2. Ask each participant in turn to introduce themselves and their reason for choosing the particular card.
3. Now ask the participants to choose another card which expresses why they are interested in the subject matter.
4. To follow on, ask each participant in turn to pick a card which sums up what they hope to get out of the session and to feed back to the group.
5. Then ask each member to pick a card which sums up any concerns they may have for the session.
6. Finally, ask the group if anyone has a question they would like to ask the whole group to answer by picking a visual inquiry card.

Suggested Allotted Time:

15 - 30 mins depending on group size and depth of discussion generated. With very large groups, you may want to split the group into smaller sub-groups to carry out this activity.

Materials Needed:

For this activity you can use a set of cards such as: <http://myhomelife.uws.ac.uk/scotland/resources/visual-inquiry-tool/>

3.2 Warm-up Activity 2: Baseline Glossary of LGBT Terms

Facilitator Notes:

Aim: The glossary below can be used as a benchmarking exercise to ascertain the level of knowledge and understanding within the group you are working with. You can use this, for example, to carry out a matching exercise with vocabulary and definitions or, for groups who may have more prior understanding, you could use this as a starting point to debate the definitions of each term.

Activity Description:

1. Split the group into smaller groups depending on the number of participants.
2. Give each group a copy of the full glossary of terms on one piece of paper and the definitions on another piece of paper with the order mixed up.
3. Ask each group to match the terms with the definitions
4. Bring everyone back together and go through each term, asking groups to feedback on their answers.

Suggested Allotted Time:

15 - 20 mins depending on group size and extent of conversation.

Materials Needed:

Glossary overleaf

Workshop Material - LGBT Glossary

Sex	Refers to the anatomical characteristics of an individual's body; it is most commonly used to refer to the physical differences between female and male bodies (such as the reproductive system and other biological characteristics).
Gender	Refers to the social roles and expectations based on the sex of the person (gender role). Gender is most commonly used to refer to the social expectations people associate with being 'male' or 'female', although gender is not limited to these two categories.
Sexual Orientation	A person's sexual identity with regard to the gender(s) of the persons they are attracted to.
Gender identity	A person's individual experience of gender. This may or may not correspond with the sex assigned at birth, and it may or may not correspond with 'male' and 'female' genders.
LGBT	Acronym that stands for Lesbian, Gay, Bisexual, Transgender.
Lesbian	Woman who is physically and/or emotionally attracted to other women.
Gay	Someone who is physically and/or emotionally attracted to people of the same gender. Most commonly used to refer to men, but some women may prefer to identify as 'gay' rather than 'lesbian'.
Bisexual	Someone who is physically and/or emotionally attracted to people of more than one gender or regardless of their gender.
Heterosexual/ Straight	People who are physically and/or emotionally attracted to those of the "opposite gender".
Transgender	Umbrella term for people whose gender identity or gender expression differs from the sex assigned to them at birth. It includes people whose gender identity is the opposite of their assigned sex (trans men and trans women), as well as people who do not exclusively identify as masculine or feminine (non-binary). Some transgender people wish to transition to the gender they identify with through medical treatment, such as hormone treatment or surgery. People who undergo medical treatment to bring their physical appearance more into line with their gender identity are sometimes referred to as transsexual .
Homophobia	The irrational fear, dislike of or prejudice against people who are or are perceived to be gay or lesbian.
Biphobia	The irrational fear, dislike or prejudice of people who are or are perceived to be bisexual.
Transphobia	The irrational fear, dislike or prejudice of people who are or are perceived to be transgender.

Note: This is adapted from LGBT Youth Scotland's glossary. LGBT is an umbrella term that brings together different identities; although these share common roots of oppression, there are specific needs related to each identity. In this resource, we cover only lesbian, gay, bisexual and transgender identities, although the LGBT+ community also includes other identities, such as intersex and asexual. For an extended glossary please see <https://www.lgbtyouth.org.uk/LGBTI-terminology>

3.3 Warm-up Activity 3: Human Dominoes

Facilitator Notes:

Aim: This activity is used to introduce the idea that we often treat others badly when we are afraid of them. This can be because we do not understand them and perceive them as different. This activity introduces the concept of phobias and also diversity.

Activity Description:

1. Ask the group to stand in a circle. First, ask someone to volunteer to start by telling the rest of the group something that they enjoy doing, before stepping inside the circle. Anyone else in the group who also enjoys this activity should then join the first person in the centre of the circle. Repeat this a few more times with different volunteers. Point out to the group that we do not all like the same things but this diversity can make life more interesting.
2. On the second round, ask someone to volunteer to tell the group something that they are afraid of. Repeat this a few more times as above with different volunteers. Ask the group why they think these things are scary (for example, there could be something 'unknown' about them).
3. On the third round repeat the above, only this time ask a volunteer to share with the group something they used to be afraid of but are no longer afraid of. For example, many young people might have been afraid of the dark. Among the reasons given could be that they did not know what was there. When asked why they are no longer afraid, participants may answer that they have learned that there is no reason to be afraid.

Following on from this, it is helpful to discuss the idea that phobias based on fear of the unknown could lead us to treating those that we fear badly. One strategy, therefore, is to understand more about what it is that we are scared of or think we dislike. This activity could lead well into a discussion of homo-, bi- and transphobia, or of anti-migrant prejudice.

Suggested Allotted Time:

5 - 10 mins

3.4 Warm-up Activity 4: Cycle of Prejudice

Facilitator Notes:

Aim: To gain a greater understanding of the roots of prejudice in society and how this leads to discrimination and, consequently, inequality. The facilitator resource on p.11 is designed to support you in delivering this activity. The examples from the table on p.12 relate to Islamophobia; the facilitator should feel free to adapt it and bring in examples of homo-, bi- and transphobia, or of anti-migrant prejudice.

The activity can be done as a quick introduction or as a much longer activity exploring each term more fully.

Activity Description:

1. Split the group into three smaller groups.
2. Give each of the groups one of the following words: **Stereotype**; **Prejudice**; **Discrimination**
3. In their groups, ask them to discuss the following 3 questions:
 - *Where does the word come from (conceptually rather than linguistically)?*
 - *In what ways can we see this in people's behaviours/attitudes?*
 - *Can you give some examples?*
4. Bring the groups back together to discuss their thoughts.

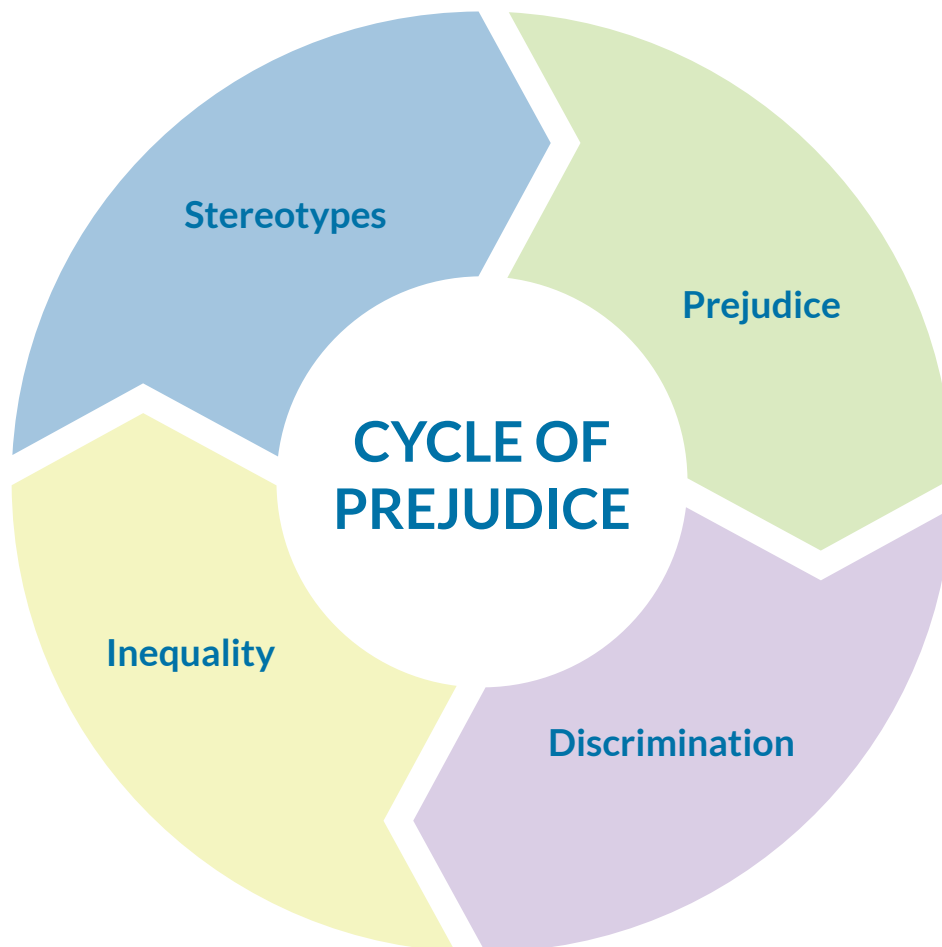
Suggested Allotted Time:

20 - 30 mins

Materials Needed:

- Facilitator resource below
- Flip chart paper and pens

Facilitator Resource - Cycle of Prejudice



Example	Stereotypes	Prejudice	Discrimination	Inequality
What?	<p>A “picture in the head” of a social group with presumed similar characteristic- e.g. Refugees.</p> <p>Can dehumanise and ‘rationalise’ inequality (Pious, S. (2003) ‘The Psychology of Prejudice and Discrimination’ <i>Understanding Prejudice and Discrimination</i> pp3-48).</p>	<p>Making a judgement about someone before knowing them based on stereotypes – often negative.</p> <p>It is natural: “unconscious bias towards associations with the self” Self-esteem (Pious, 2003).</p> <p>Can create fear.</p>	<p>Treating someone differently (usually badly) because of a perceived difference.</p>	<p>Difference in how someone is treated compared to others potentially due to a ‘rationalised’ belief in ‘superiority’ of those with power.</p>
Influencers	<p>Heavily influenced by the media - Can be formed at a very young age and “fleeting images” can trigger them in the unconscious (Pious, S. (2003).</p> <p>Can be reinforced by inequalities.</p>	<p>The influences are often unconscious as are the actions which may follow.</p>	<p>Prejudice often based on stereotypes.</p>	<p>Discrimination</p>
Manifestations	<p>Can manifest in one word.</p>	<p>It can manifest in prejudice language or anywhere along a scale towards serious hate crime.</p> <p>Islamophobia is an example as is sectarianism.</p>	<p>Everyday discrimination is often subtle.</p> <p>For every 1 positive article there are 20 negative ones (Moazzam Begg, Islamophobia Conference, Glasgow, Oct, 2015).</p> <p>70% rise in Islamophobic hate crime in the UK (Journal of Islamophobia studies 2(2) 2014: n.p).</p>	<p>Muslims have the highest unemployment rate and lowest pay rate (and falling) in Britain (Equality and Human Rights Commission, 2015).</p>
How can it be challenged?	<p>Preventative approaches are most effective – transformative education – humanisation of minorities; real stories of migration valuing contributions; critical thinking skills; building empathy; myth busting; visibility and normalisation (Pious, 2003).</p>	<p>We as individuals must each make a conscious effort to challenge prejudice.</p> <p>Through education which challenges societal stereotypes</p>	<p>Policies</p> <p>Through challenging stereotypes.</p> <p>We must make a conscious effort to challenge this.</p>	<p>Policies</p> <p>Through challenging stereotypes.</p> <p>We must make a conscious effort to challenge this.</p>

3.5 Warm-up Activity 5: Male/Female Stereotypes

Aim: To explore stereotypes and their negative consequences.

Activity Description:

1. Ask the participants to look through a collection of newspapers and magazines to find examples of 'types of' stereotypes relating to males and females. Ask the participants to cut out the examples they find and pin them up on a board.
2. Show the group the warm/cold stereotypes table and discuss the consequences of the stereotypes they have chosen:
 - *What do you see?*
 - *What does this make you think about this person?*
 - *Is this true for all women/men for example?*
 - *What are the consequences of this sort of stereotype in the media?*

Suggested Allotted Time:

20 mins

Materials Needed:

- Magazines
- Paper
- Scissors
- Glue
- The stereotype content model below

The Stereotype Content Model

Stereotype	Warmer	Colder
More competent	Emotion: Admiration	Emotion: Envy
Less competent	Emotion: Pity	Emotion: Contempt

Based on Fiske et al. (2002): Source: Sternthal, M., Slopen, N., Williams, D.R. "Racial Disparities in Health: How Much Does Stress Really Matter?" Du Bois Review, 2011; 8(1): 95-113

4. Families and Diversity

4.1 Overall Facilitator Notes

Overall Aims:

1. To provide opportunities to explore the following themes:
 - Family units
 - Equality and diversity
 - Awareness raising of the rights of individuals and groups
 - Breaking down stereotypes
2. To develop participants' critical thinking and discussion skills.

The visuals provided (11 in total) have been designed to represent a diverse range of families and relationships in today's society. Facilitators may prefer to provide other visuals they feel represent families in their area or that are relevant to their participants. However, it is intended that the visuals include same-sex and multi-ethnic groupings.

Some of the themes may have to be handled sensitively and facilitators should also take account of the level and cohesion of their group. As well as providing awareness raising activities, the visuals and activities allow for participants to explore issues around personal and family identity, and, therefore, space should be given for participants to talk about their own relationships, where they wish to do so.

The 'Families and Diversity' activities could lead to a more in-depth exploration of diverse family groupings; it could be used before either the Nadya and Marta's story (on same-sex families) or Agnieszka's story (on multi-ethnic families). They could also be used either before or as a follow-up to the 'Equality and Diversity' material.

4.2 Suggested Activity 1: What is a Family? (Small Group Discussion)

Facilitator Notes:

Aim: The aim of the following three activities is to consider the meaning of the word FAMILY to diverse groups and to introduce the reality that there are many different 'types' of families in our society.

Activity Description:

1. Split the group into smaller groups depending on the number of participants (ideally 3-4 people per group).
2. Ask each group to write the word FAMILY on a sheet of flipchart paper and to discuss what this means: they can write words or sentences (for example, "A family is a group of people who live together").
3. Remaining in their groups, ask participants to create a list of qualities they believe to be present in all families.

4. Now ask participants to create a list of values they believe important to families.
5. Bring the groups back together and collect some initial ideas from them about what they have been talking about.

Suggested Allotted Time:

20-30 mins depending on the group size and extent of discussion generated.

Materials Needed:

Flip chart paper and pens.

4.3 Suggested Activity 2: What is a Family? (Small Group Visual Inquiry)

Facilitator Notes:

Aim: To introduce the diversity within our society in relation to family 'types'. Where appropriate, facilitators could ask participants to bring in a photograph of their own family for the following activity. In this case, it would also be useful for the facilitator to have a picture of their own family as a stimulus and to personalise and attempt to democratise the session.

Activity Description:

1. Spread out the collection of images from the Facilitator Resource 1 (overleaf) showing different 'types' of families on a central table.
2. Ask participants to consider all of the images.
3. Again in their smaller groups, ask participants to first describe the visuals and talk about the differences they can see between the families. They can also contrast the visuals with their own family unit if they wish.
4. Ask each group to collate their thoughts on a flip chart.
5. Ask the group to consider if each of the families represented in the pictures fits with their ideas of what a family looks like.
 - *Do they know any families like this?*
 - *Which image(s) (if any) most represents their own families?*
6. Bring the groups back together and facilitate a discussion around the emerging themes – write these up on a flipchart for the whole group to see. If appropriate, consider the idea that different societal influences and values systems can affect what we consider to be a 'true' family.

Suggested Allotted Time:

20 - 30 mins depending on the size of the group and the depth of discussion generated.

Materials Needed:

Flip chart paper, pens and images from the Facilitator Resource (p. 16)

Facilitator Resource - Visuals



Family 1

My name is Rita and I'm Spanish. My husband Adedayo, who is standing in the middle of the photograph, comes from Nigeria. We've been married for 15 years. We have one son called Abeo. His name means 'the bringer of happiness'.



Family 2

Hi. My name is Maria and I'm from Italy. This is a picture of myself and my partner. I'm standing on the left. My partner's name is Nagesa. She's Ugandan. We met 5 years ago in Scotland and have lived together for 4 years now. We are in a civil partnership.



Family 3

Hello, my name is Tom and my wife is Margaret. We've been married for 47 years and have always lived in Scotland. We look after our 2 grandchildren, James (who is 14) and his younger sister, Nicole. They live with us now. Their mother died 3 years ago and their father lives in Australia now, with a new wife.



Family 4

I'm Liliana and on my right is my partner Jakub, we are both from Poland. We decided to come to Scotland 5 years ago to find work. We are now very settled here and are planning to get married next year. We are looking forward to starting a family.



Family 5

Hi, this is me and my wee family. My name's Carrie and my husband's name is Jim. We are not married but we have been together for a long time. We're both Scottish. Our wee boy is called Tommy and my daughter is Jessie. She's Jim's stepdaughter as I had Jessie with my ex-husband.



Family 6

Hi, I'm Layla and I am standing on the left of the picture. My mum Jazmine, who is from Angola, and stepdad Edwin, who is from Kenya, are standing next to me. My step-dad was married before to Sally and their son is Bernie. So, Bernie is my half brother. Sally is English and she is now married to Daniel, who is in a wheelchair because he had an accident when he was young. They have a small son, Sam, who is sitting on Daniel's lap.



Family 7

My name's Muhammad and my family are from Pakistan. I'm standing in the middle of the picture. My wife, Zainab, is on my left and next to her is her mum, Alina. We have 3 kids, Saima, Ahmed and our new baby, Fatima. My sister, Shahnaz, is on my right, with her husband, Ali, and son, Tahir. And on the far right is our mum, Noor. We all live together in a big family house. It's very noisy but it's also great having so many family members together.



Family 8

Hello. I'm John and here's my partner, Alan (he has the beard). We are both hairdressers and live and work together. We're both in our 50s now and have been together for almost 30 years. Alan was brought up in France but both his parents are from Scotland, just like mine. We are in a civil partnership. We have a dog, called Justina - she's a member of our family!



Family 9

I'm Gabriela from Bulgaria, and this is a picture of my family. My wife Paula (on my left) is from Spain, but we both live in Edinburgh now. We got married a few years ago when it became legal for same-sex couples to marry in Scotland. We have a daughter together. Her name is Lucy and she's ten.



Family 10

Hello. I'm Winnie from Tanzania. I moved to Scotland about 15 years ago, with my ex-husband, Kelvin. I've got two teenage daughters, Grace and Glory. Grace is 16. She was just a baby when we migrated. I was pregnant with Glory when I came here. I am no longer with my children's father. I'm a single mum. It's hard work but the girls help me a lot.



Family 11

My name is Andrei, from Moldova. It's a very small country in Eastern Europe. When I came to the UK, I was married to Natasha. However, we got divorced after a few years and she moved back to Moldova. I now look after my son Dmitry on my own, so I'm a single father. Natasha usually takes Dmitry during some of the holidays.

4.4 Suggested Activity 3: What is a Family? (Whole Group Discussion)

Activity Description:

1. Bring the small groups back together as one whole group.
2. Ask participants to look back at their list of family qualities and for each group to share a few with the larger group. Write these up on a flipchart so that everyone can see the list together.
3. Ask the whole group to consider:
 - *Are they all true or are some just assumptions about families?*
 - *Would they choose to change any of their ideas? Which ones and why?*
 - *Do families in Scotland / UK appear to be similar to families in their own country if they are not from the UK?*
4. Now ask participants if they would change any of the qualities they had originally written above (perhaps only one or two qualities such as 'they do things together' will remain).

Suggested Allotted Time:

10 - 15 mins

Materials Needed:

Flip chart papers and pens

4.5 Suggested Activity 4: What is a Family? (National Statistics Quiz)

Facilitator notes:

Aim: This quiz can be used with groups who have an initial grounding in the subject to expand their knowledge. Either the statistics or the terms themselves can be omitted.

Activity Description:

1. Give each participant a copy of the quiz and read out each question in turn asking participants to pick the answer they believe to be correct.
2. Reveal the correct answers.
3. Facilitate a discussion regarding their answers, which statistics surprised them and why.

Suggested Allotted Time:

15 mins

Materials Needed:

The printed National Statistics Quiz sheets overleaf and pens.

Workshop Resource - National statistics Quiz

1. In 2016, there were _____ million married or civil partner couple families in the UK. This was the most common type of family. _____ million of them did not have dependent children; _____ million of them had dependent children.

7.9 12.7 4.8
2. There were _____ million cohabiting families in the UK in 2016; this was the fastest growing family type, which more than doubled in number between _____ and 2016 (in 1996 there were _____ million cohabiting couples).

1996 1.5 3.3
3. In 2016, same-sex couple families (including civil partner, same-sex married and same-sex cohabiting couple families) accounted for _____ of all couple families. The largest number of same-sex couple families were same-sex cohabiting couple families (_____); this was followed by civil partner couple families (_____) and same-sex married couple families (_____). _____ same-sex couple families had dependent children.

1% 24,000 29,000 87,000 47,000
4. In _____, almost _____ individuals in a couple relationship (_____, or 2.3 million people) were in an inter-ethnic relationship and 9 in 10 (91%, _____ million people) were in a relationship with someone from the same ethnic group (Data for England and Wales only).

1 in 10 9% 23.4 2011
5. In 2016 there were _____ million single parent families; the majority (_____) were headed by a female single parent, the remaining (_____) were headed by a male single parent.

86% 2.9 14%
6. In _____, around _____ million people lived alone in the UK; the majority were _____.

women 7.7 2016

The statistics are adapted from:

Office of National Statistics Bulletin Families and Households in the UK: 2016, available at <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2016#dependent-children-were-most-likely-to-be-living-in-married-couple-families>

Facilitator Resource - National statistics Quiz Answers (for feedback)

1. In 2016, there were 12.7 million **married or civil partner couple families** in the UK. This was the most common type of family. 7.9 million of them did not have dependent children; 4.8 million had **dependent children**.
2. There were 3.3 million **cohabiting couple families** in the UK in 2016; this was the fastest growing family type, which more than doubled in number between 1996 (when there were 1.5 million **cohabiting couples**) and 2016.
3. In 2016, **same-sex couple families** (including civil partner, same-sex married and same-sex cohabiting couple families) accounted for 1% of all couple families. The largest number of **same-sex couple families** were **same-sex cohabiting couple families** (87,000); this was followed by **civil partner couple families** (47,000) and **same-sex married couple families** (29,000). 24,000 **same-sex couple families** had **dependent children**.
4. In 2011, almost 1 in 10 individuals in a **couple relationship** (9%, 2.3 million people) were in an **inter-ethnic relationship**, while 9 in 10 (91%, 23.4 million people) were in a relationship with someone from the **same ethnic group** (Data for England and Wales only).
5. In 2016, there were 2.9 million **single parent families**; the majority (86%) were headed by a **female single parent**, the remaining 14% were headed by a **male single parent**.
6. In 2016, approximately 7.7 million people **lived alone** in the UK; the majority were **women**.

4.6 Suggested Activity 5: Diverse families (Group Discussion)

Facilitator Notes:

Aim:

This activity can be used to elicit ideas around issues such as stereotypes, changes in how families are made up, legal issues, differences in cultures/religions etc.

This would also be a useful point to mention the statutory requirements and protections under the Equality Act 2010 (see Equality and Diversity). Allow the group to consider the implications of this for the way all people should be treated.

Activity Description:

1. In small groups, ask participants to discuss the following questions and collate their ideas on flip chart paper:
 - *Why do you think it is important to recognise that families can be extremely diverse?*
 - *What stereotypes exist relating to family roles and how do these affect us as individuals?*
 - *What challenges might 'non-traditional' (those that do not fit into stereotypes) families face?*
 - *What negative attitudes could there be towards diverse family units within wider society?*
 - *Why do you think this could be the case?*
 - *Ask groups to think about any specific example of services (such as the NHS) which may be delivered or experienced differently by different family groupings (e.g. migrant families; same-sex families; minority ethnic and interethnic families).*
2. Come back as one big group and discuss each of the smaller groups' points. Outline the protections under the Equality Act 2010 and how this should protect individuals and social groups.
3. Allow space for participants to discuss if they have ever been affected by any of the issues that are mentioned during the discussion. NB. Do not force any participants to 'open up' if they do not appear comfortable doing so.

Suggested Allotted Time:

20 - 30 mins depending on the size of the group and depth of conversation generated.

Materials Needed:

Flip chart paper and pens.

4.7 Suggested Activity 6: 21st Century Families (Poster Making)

Facilitator Notes:

Aim: To bring all of the learning from the previous 5 activities together.

Activity Description:

1. Divide the participants into smaller groups and ask each group to design a poster entitled '21st Century Families'. You can give participants suggested headings such as 'family statistics', 'relationships', 'how people live today' to get them started. Encourage the participants to be creative.
2. Put all the posters on the wall to create a mini exhibition.
3. Ask participants to spend some time looking at the other posters.
4. If you feel it is appropriate, ask participants to select the poster that they think best represents families today.
5. As a follow-on activity, you could ask participants to write a short text describing their

family and what makes it different/unique. The finished writing can be displayed on the wall along with photographs or pictures of the group's families or the posters they have created. Alternatively, participants could prepare and deliver short group presentations on this theme and present their poster/text.

Suggested Allotted Time:

1 - 1.5 hrs

Materials Needed:

For this activity you can use any artistic materials you have available. For example: A3 paper, pens, paints, magazine cut-outs, glue, and scissors etc.

4.8 Overall Evaluation

Activity Description:

1. Ask participants to write the answers to the following on a post-it:
 - *What did you find interesting about each activity?*
 - *What did you learn?*
 - *Have any of the activities made you think differently about anything? If so which activities and how?*
 - *Would you change anything about your behaviour based on anything you have learned?*

Suggested Allotted Time:

10 mins

Materials Needed:

Post-its and pens

5. Equality and Diversity (The Equality Act 2010)

5.1 Overall Facilitator Notes

Topic Themes:

- Equality and diversity
- Human rights
- The Equality Act 2010
- Protected characteristics
- Equality monitoring in the UK

This resource provides opportunities for participants to explore the above themes and to critically engage with each topic.

This material provides background information on definitions and terms that are used in the Equality Act 2010. It could be of value as information for facilitators and / or in helping participants to understand the laws governing equality and diversity. It also focuses on the content and purpose of equality monitoring forms, which participants will encounter when enrolling for study or applying for work for example.

5.2 Suggested Activity 1: Definitions (Benchmarking Activity)

Facilitator Notes:

Aim: To ascertain the level of knowledge of the participants at the beginning of the session.

Activity Description:

1. Display the following statement for participants to read:
 - *In the UK, the term 'equality and diversity' is used to promote human rights and equal opportunities.*
2. In groups of 3 - 4 depending on the overall group size, give each group a sheet of A3 paper with one of the following words: 'equality', 'diversity' and 'human rights' printed on it.
3. Ask each group to discuss the following questions relating to the word they have been given:
 - *What does the word/concept mean?*
 - *Why is it important in your view?*
4. Bring the small groups back together and discuss their thoughts in turn.
5. Reveal the definitions below and discuss whether the groups agree with these. **Remember to highlight that Equality is not necessarily about treating everyone in exactly the same way.**

Equality is the principle that everyone in society should have access to the same opportunities which could allow them to develop to their full potential. With equality, everyone is treated fairly and no one is discriminated against because of their individual characteristics (for example, age or religion).

Diversity is about welcoming people from different backgrounds and creating an environment where everyone feels included.

Human rights are the basic rights and freedoms that every person in the world should be provided with, from birth to death.

Suggested Allotted Time:

10 mins

Materials Needed:

Flip chart paper and pens

5.3 Suggested Activity 2: Equality Act 2010 (Group Discussion)

Facilitator Notes:

Aim: To introduce participants to the protections provided under the Equality Act 2010.

Activity Description

1. Explain to participants that laws exist in the UK to safeguard and protect equality, diversity and human rights. The Equality Act is a piece of legislation that came into force in 2010, amalgamating previous legislation which protected some individual characteristics such as race. The Equality Act 2010 offers everyone legal protection from discrimination in the workplace, in the provision of goods and services and in society more generally.
2. In smaller groups, ask the participants to consider the following and write their answers on a flipchart:
 - Which groups or 'types' of individuals might need protection from discrimination?
 - do they feel that such laws are necessary? - Why/Why not?
3. Bring the groups back together and ask them to share a summary of their discussion with the others. Ensure you highlight each of the nine protected characteristics.
4. Explain to the whole group that under the Equality Act 2010, UK law recognises 9 'protected characteristics'. This term refers to groups of individuals that are protected by law against discrimination and unfair or demeaning treatment. The list overleaf, adapted from the Equality and Human Rights Commission website, can be printed as a handout.

Suggested Allotted Time:

10 mins

Materials Needed:

The 9 Protected Characteristics handout overleaf

Workshop Resource: Defining the 9 Protected Characteristics

1. Age

Refers to a person belonging to a particular age (e.g. 32-year olds) or age group (e.g. 50 to 60 year olds).

2. Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities.

3. Gender

Gender discrimination is when you are treated unfairly either because you are a woman or because you are a man.

4. Gender reassignment

Refers to the process of transitioning from one gender to another, which many (but not all) transgender people go through. For some, gender reassignment involves medical procedures (such as sex reassignment surgery or hormonal treatment) that change their physical appearance. However, people do not need to be undergoing a medical procedure to transition. For example, a woman who decides to live as a man without undergoing medical procedures is also transitioning to a different gender identity and would be protected under the Equality Act.

5. Marriage and civil partnership

In the UK, marriage is no longer restricted to a union between a man and woman; people of the same sex (two women / two men) can now get married. Instead of marriage, same-sex couples can also choose to have their relationship legally recognised as a civil partnership.

6. Pregnancy and maternity

Pregnancy (being pregnant) means to be expecting a baby. Maternity refers to the time before, during and after birth when women are entitled to a period of paid leave from work (maternity leave).

7. Race

Race refers to a way of classifying people based on physical traits (the way they look), genetics, or ancestry. In the Equality Act, race refers to a group of people defined by their colour, nationality, citizenship, or their ethnic or national origins.

8. Religion and belief

Everyone is free to practice their chosen religion or philosophical beliefs; these affect individuals' life choices and ways of life. The law forbids treating a person or group differently because of what they believe in.

9. Sexual orientation

The law says no one should be discriminated against because they are gay, lesbian, bisexual or heterosexual. It also says that no one should be discriminated because they are perceived to have a particular sexual orientation, or because they are associated with a person who has a particular sexual orientation.

Facilitator Resource - The 9 Protected Characteristics (for feedback)

The 9 protected characteristics are listed below in alphabetical order, rather than importance - they are all equally as important. Each is followed with an example of behaviour which would be discriminatory and illegal under the Equality Act⁵.

1. Age

Refers to a person belonging to a particular age (e.g. 32 year olds) or age group (e.g. 50 to 60 year olds).

Example: Mohammed is 55. He recently attended a job interview for a post at a technology firm. Mohammed is highly qualified for the post and interviews very well. The interviewers are very impressed by him, and agree that he is the best candidate based on experience and qualifications. However, they decide not to offer him the job because he is much older than the other workers at the firm, and they are worried that he may be less productive, less flexible and find it difficult to 'fit in' with the rest of the team.

2. Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities.

Example: Heidi, who has Down's syndrome, attends a local primary school. The school has organised a museum trip. The class teacher, without consulting Heidi or her parents, has decided that Heidi should not be allowed to go as she is worried that she might not cope with the trip.

3. Gender

Gender discrimination is when you are treated unfairly either because you are a woman or because you are a man. (see **Glossary**.)

Example: Asha has worked for the same company for ten years. Recently she has discovered that a new employee, who is male, is earning substantially more than she is, even though they have the same job title and carry out exactly the same duties. She chats to her new colleague at lunch one day and learns that he has fewer qualifications and less experience than she has.

4. Gender reassignment

Refers to the process of transitioning from one gender to another, which many (but not all) **transgender** people go through (see **Glossary**). For some, gender reassignment involves medical procedures (such as sex reassignment surgery or hormonal treatment) that change their physical appearance. However, people do not need to be undergoing a medical procedure to transition. For example, a woman who decides to live as a man without undergoing medical procedures is also transitioning to a different gender identity and would be protected under the Equality Act.

Example: Petra works in the reception of a large company. Petra was raised as a male: her birth name is Petros and everyone in the company knows her as Petros. However, she has always felt her gender identity is not male, and has decided to spend the rest of her life as a woman, and to officially change her name to Petra. After informing her employer, her

⁵ The information on protected characteristics is adapted from the Equality and Human Rights Commission website:

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>.

The website also has more detailed information about each of the protected characteristics. Some of the examples included here are adapted from the Equality and Human Rights Commission website, and from the website below: http://www.acas.org.uk/media/pdf/l/c/Marriage_and_Civil_Partnership_Guide.pdf

manager insists on referring to Petra as 'he', and transfers her to a role in an office where she will no longer meet the public. When Petra asks the reason, she is told that the company does not think it is appropriate that she has face-to-face contact with clients.

5. Marriage and civil partnership

In the UK, marriage is no longer restricted to a union between a man and woman; people of the same sex (two women / two men) can now get married. Instead of marriage, same-sex couples can also choose to have their relationship legally recognised as a civil partnership.

Example B focuses on same sex marriage. It is worthwhile eliciting what participants understand by civil partnership.

Example A: Mary, who works in an office, got married recently. She decides to apply for a promotion, which involves substantial overseas travel. Mary's boss, Shamim, tells her that although she has greater experience, she has decided to give the post to a less experienced single colleague. Her boss explains that she feels that it is easier for a single person to be away from home a lot.

Example B: Matt works as a personal assistant for senior manager John. Matt applies for promotion, and the following week, tells colleagues he has just married his long-time partner Omar. Matt is due to attend important training regarding the new role, but is told that he can't take part as he has to support John in a series of meetings. Matt knows someone else could have covered for him; he later finds out from colleagues that John does not approve of same-sex marriages, and, it seems, is blocking his promotion.

6. Pregnancy and maternity

Pregnancy (being pregnant) means to be expecting a baby. Maternity refers to the time before, during and after birth when women are entitled to a period of paid leave from work (maternity leave).

Example: Fatima is 3 months pregnant and works full-time. Before informing her employer about the pregnancy, she had been asked to lead on an important project. She has already successfully managed a similar project. Once her employer found out Fatima was pregnant, she was told that the work would be assigned to another colleague. No discussion with Fatima on the project demands or her needs had taken place. Her boss explained that he was worried that a she might not be able to cope and would probably be off sick a lot during the pregnancy.

7. Race

Race refers to a way of classifying people based on physical traits (the way they look), genetics, or ancestry. In the Equality Act, race refers to a group of people defined by their colour, nationality, citizenship, or their ethnic or national origins.

Example: Abdo, from Kenya, is trying to find a flat to rent. He finds a property online and calls the letting agent, who informs him that the flat is available immediately and arranges a viewing. When he goes to see the flat, the agent is rude to Abdo, making insulting comments about foreigners and black people not looking after their accommodation or paying the rent on time. He is then informed that the property has already been let and is therefore no longer available.

8. Religion and belief

Everyone is free to practice their chosen religion or philosophical beliefs; these affect individuals' life choices and ways of life. The law forbids treating a person or group differently because of what they believe in.

Example: Javed has recently taken a new job in an organisation which promotes flexible working patterns. He makes a request to his line manager for a work pattern that will allow him to attend the Mosque on a Friday. He provides a plan of how he will ensure that he carries

out his work and makes up the hours he needs (working late on a Thursday). His request is turned down and the only feedback provided is that the request is considered unreasonable. A colleague tells him she always has Thursday afternoons off to help out at her child's school.

9. Sexual orientation

The law says no one should be discriminated against because they are gay, lesbian, bisexual or heterosexual. It also says that no one should be discriminated because they are perceived to have a particular sexual orientation, or because they are associated with a person who has a particular sexual orientation.

Example: Mark and his long-term partner Humza book a double room in a small hotel in the north of Scotland online. When they arrive at the hotel, they are informed that all the double rooms are fully booked and they will have to pay for two single rooms if they wish to stay there. Humza checks online and can see that there are still double rooms available. They confront the receptionist, who tells them that it is not appropriate for two men to share a room together as it might upset other customers.

5.4 Suggested Activity 3a: Equality Act 2010 (Protected Characteristics Matching and Discussion)

Facilitator Notes:

Aim: To help participants recognise discrimination based on each of the 9 characteristics protected under the Equality Act 2010.

Activity Description:

1. Split the group into smaller groups.
2. Give each group a number of the examples from the resource below illustrating how people can be discriminated against based on each characteristic. These can be cut up or given as a complete hand out. Participants should try to match each example to a characteristic through reading and discussion.
3. Now ask each group to collectively decide what would be the fairest way to approach the examples of discrimination they have been given.
4. As a follow-on activity, assign small groups with 2-3 different protected characteristics. Ask them to think of other examples of how people may be discriminated against based on each characteristic. This is an opportunity for participants to draw on real life examples they have read about, witnessed or experienced. Regrouping participants after they have come up with their initial ideas will allow participants to share knowledge.
5. Bring the groups back together to discuss their thoughts.

Suggested Allotted Time:

20 - 30 mins

Materials Needed:

Flip chart paper and pens, resource below

Workshop Resource: Discrimination Based on the 9 Protected Characteristics

Example A (Protected characteristic: _____)

Mohammed is 55. He recently attended a job interview for a post at a technology firm. Mohammed is highly qualified for the post and interviews very well. The interviewers are very impressed by him, and agree that he is the best candidate based on experience and qualifications. However, they decide not to offer him the job because he is much older than the other workers at the firm, and they are worried that he may be less productive, less flexible and find it difficult to 'fit in' with the rest of the team.

Example B (Protected characteristic: _____)

Mark and his long-term partner Humza book a double room in a small hotel in the north of Scotland online. When they arrive at the hotel, they are informed that all the double rooms are fully booked and they will have to pay for two single rooms if they wish to stay there. Humza checks online and can see that there are still double rooms available. They confront the receptionist, who tells them that it is not appropriate for two men to share a room as it might upset other customers.

Example C (Protected characteristic: _____)

Abdo, from Kenya, is trying to find a flat to rent. He finds a property online and calls the letting agent, who informs him that the flat is available immediately and arranges a viewing. When he goes to see the flat, the agent is rude to Abdo, making insulting comments about foreigners and black people not looking after their accommodation or paying the rent on time. He is then informed that the property has already been let and is therefore no longer available.

Example D (Protected characteristic: _____)

Javaid has recently taken a new job in an organisation which promotes flexible working patterns. He makes a request to his line manager for a work pattern that will allow him to attend the Mosque on a Friday. He provides a plan of how he will ensure that he carries out his work and makes up the hours he needs (working late on a Thursday). His request is turned down and the only feedback provided is that the request is considered unreasonable. A colleague tells him she always has Thursday afternoons off to help out at her child's school.

Example E (Protected characteristic: _____)

Petra works in the reception of a large company. Petra was raised as a male: her birth name is Petros and everyone in the company knows her as Petros. However, she has always felt her gender identity is not male, and has decided to spend the rest of her life as a woman, and to officially change her name to Petra. After informing her employer, her manager insists on referring to Petra as 'he', and transfers her to a role in an office where she will no longer meet the public. When Petra asks the reason, she is told that the company does not think it is appropriate that she has face-to-face contact with clients.

Example F (Protected characteristic: _____)

Asha has worked for the same company for ten years. Recently she has discovered that a new employee, who is male, is earning substantially more than she is, even though they have the same job title and carry out exactly the same duties. She chats to her new colleague at lunch one day and learns that he has fewer qualifications and less experience than she has.

Example G (Protected characteristic: _____)

Heidi, who has Down's syndrome, attends a local primary school. The school has organised a museum trip. The class teacher, without consulting her or her parents, has decided that Heidi should not be allowed to go as she is worried that she might not cope with the trip.

Example H (Protected characteristic: _____)

Mary, who works in an office, got married recently. She decides to apply for a promotion, which involves substantial overseas travel. Mary's boss, Shamim, tells her that although she has greater experience, she has decided to give the post to a less experienced single colleague. Her boss explains that she feels that it is easier for a single person to be away from home a lot.

Matt works as a personal assistant for senior manager John. Matt applies for promotion, and the following week, tells colleagues he has just married his long-time partner Omar. Matt is due to attend important training regarding the new role, but is told that he can't take part as he has to support John in a series of meetings. Matt knows someone else could have covered for him; he later finds out from colleagues that John does not approve of same-sex marriages, and, it seems, is blocking his promotion.

Example I (Protected characteristic: _____)

Fatima is 3 months pregnant and works full-time. Before informing her employer about the pregnancy, she had been asked to lead on an important project. She has already successfully managed a similar project. Once her employer found out Fatima was pregnant, she was told that the work would be assigned to another colleague. No discussion with Fatima on the project demands or her needs had taken place. Her boss explained that he was worried that she might not be able to cope and would probably be off sick a lot during the pregnancy.

5.5 Suggested Activity 3b: Role Play

Facilitator Notes:

Aim: The aim of this activity is to encourage participants to consider how they could positively influence a potentially prejudice-based, discriminatory scenario.

Activity Description

1. Split the larger group into smaller groups.
2. Give each group one of the scenarios in the table below.
3. Ask each group to act out their scene, deciding what the outcome would realistically be from their own perspective. If the groups are struggling, the facilitator should prompt them by acting as a 'director'. Endeavour as much as possible to encourage the groups to decide all of the details for themselves.
4. Give the groups about 15 minutes to prepare their scene. When they are ready, bring them back together to show the larger group.
5. Provide the audience with an imaginary (or real if you have one) remote control. Tell the audience that if they would like to freeze the action and jump in to change the ending to influence it positively, they may do so. Ask the group to consider how each person in the scenario feels and why.

Suggested Allotted Time:

30 - 40 mins

Materials Needed:

Scenarios in the table overleaf.

Workshop Resource: Scenarios

Scenario 1

Mark and his long-term partner Humza book a double room in a small hotel in the north of Scotland online. When they arrive at the hotel, they are informed by the receptionist that all the double rooms are fully booked.

What happens next? Does the receptionist attempt to accommodate them? If not, how do the couple feel/react and what actions if any do they take?

Suggested Characters:

- Mark
- Humza
- Hotel Receptionist

Scenario 2

Abdo is a man from Kenya. He is trying to find a flat to rent. He finds a property online and calls the letting agent, who informs him that the flat is available immediately and arranges a viewing.

What happens at the viewing?

Suggested Characters:

- Abdo
- Letting agent
- Existing tenants

Scenario 3

Petra works in the reception of a large company. Petra was raised as a male: her birth name is Petros and everyone in the company knows her as Petros. However, she has always felt her gender identity is not male, and has decided to spend the rest of her life as a woman, and to officially change her name to Petra. Petra informs her employer.

What happens next? How does her employer receive this information?

Suggested Characters:

- Petra
- Petra's boss
- A client

Scenario 4

Asha has worked for the same company for ten years. She has recently discovered that a new employee, who is male, has recently been offered a pay rise, even though they have the same job title and carry out exactly the same duties. She chats to her new colleague at lunch one day and learns that he has fewer qualifications and less experience than she has.

What happens next? Does Asha question her employer?

Suggested Characters:

- Asha
- Asha's colleague
- Asha's manager

Scenario 5

Mary, who works in an office, is married to Joe and has two school-age children. She decides to apply for a promotion, which involves substantial overseas travel. Mary's boss, Shamim, tells her that although she has greater experience, she has decided to give the post to a less experienced single colleague. Her boss explains that she feels that it is easier for a single person to be away from home a lot.

What happens next? Does Mary question her employer?

Suggested Characters:

- Mary
- Shamim

Scenario 6

Matt works as a personal assistant for senior manager John. Matt applies for promotion, and the following week, tells colleagues he has just married his long-time partner Omar. Matt is due to attend important training regarding the new role, but is told that he can't take part as he has to support John in a series of meetings. Matt always got on well with John, but feels that he is being unsupportive and cold, and is not quite sure why; he talks to a trusted colleague about this.

What happens next?

Suggested Characters:

- Matt
- John
- Another colleague

5.6 Suggested Activity 4: Equality Act 2010 (Protected Characteristics Ranking)

Facilitator Notes:

Aim: To engage participants in a critical debate about the Equality Act 2010 and the nine protected characteristics.

Activity Description:

1. Ask participants to look at the 9 protected characteristics again and to try to rank which they think are the most important in terms of needing protection. You could use the following instructions:
 - *Decide in groups on the 3 characteristics you think need the most protection.*
 - *Justify why you have chosen these three.*
 - *Compare your ideas with other groups. Are they similar or different?*
2. This could lead to a discussion on why all the protected characteristics are given equal importance, and thoughts participants have on this.

Suggested Allotted Time:

15 - 20 mins

Materials Needed:

Flip chart paper and pens

5.7 Suggested Activity 5: Equality Act 2010 (Equality Monitoring Forms Discussion)

Facilitator Notes:

Aim: To clarify the purpose of equality monitoring forms and engage participants in a critical debate about these.

In places of work and study, employees and students are often asked to fill in equality monitoring forms. These forms ask questions in relation to protected characteristics such as gender, sexual orientation, disability, ethnic background and religion. Individuals are often uninformed as to the purpose of such documents. This can lead to them being wary of completing them.

Activity Description:

1. Introduce equality monitoring forms by showing participants a copy of the form used in your organisation. There are also sample monitoring forms online: <http://m.acas.org.uk/media/word/j/2/Equality-and-diversity-monitoring-form-template.doc>
2. Lead a short discussion on these forms. This is an opportunity to explore different parts of the form and the protected characteristics that have been explored during the lesson. The following questions could be used:
 - *Have you ever completed a form like this? What was the situation?*

- *Did you feel comfortable completing this form? If not, why not?*
 - *Did you find any of the questions difficult to answer? Which parts and why?*
 - *Can you find any sections where protected characteristics are referred to?*
 - *What do you think is the purpose of this type of monitoring?*
3. After discussion, ensure that participants have an understanding of the positive aims of equality monitoring: Equality monitoring forms are intended to help businesses, public bodies, and schools among others ensure that no one is discriminated against or treated unfairly due to protected characteristics. Thus, the forms should serve a protective and supportive purpose, and the information that is gathered should be handled confidentially. Participants may raise issues about negative perceptions or possible misuses of equality monitoring form; these could open up a useful discussion about why this may be.

Suggested Allotted Time:

10 - 15 mins

Materials Needed:

Example equality monitoring forms.

5.8 Overall Evaluation

Activity Description:

1. Ask participants to write the answers to the following on a post-it:
 - *What did you find interesting about each activity?*
 - *What did you learn?*
 - *Have any of the activities made you think differently about anything? If so which activities and how?*
 - *Would you change anything about your behaviour based on anything you have learned?*

Suggested Allotted Time:

10 mins

Materials Needed:

Post-its and pens

6. Adapting to Life in Scotland

6.1 Facilitator Notes

Topic themes

- Initial feelings when moving to a new country
- Language and cultural barriers
- Isolation and loneliness
- The benefits of social networks

The following resource provides authentic quotations from Eastern European migrants taken from the Intimate Migrations Project.

Notes on themes

These notes could be shared with participants to introduce the session ideas or might be useful background for facilitators:

Some people move to a new country with or to join a partner, family members or friends; others move alone. Established social networks (e.g. family and friends) can be crucial in helping people to settle and in providing practical support (finding work, accommodation etc.). Newcomers often encounter language and cultural barriers as well as social isolation following their move.

For many, not knowing the language is the most challenging issue in the initial period of settlement. This can impact on their confidence and ability to communicate in everyday situations. Language barriers can therefore be an obstacle to settling in.

Language is inextricably linked to a person's identity. The inability to express oneself fully can impact on how we feel about ourselves. It is also not uncommon to feel isolated and lonely. It may be difficult to form relations with local people, especially with limited shared language. When new to a country, it can be difficult to understand cultural references. It also takes time to master humour and small talk. This will add to the difficulty. However, having friends in your new country can have a big impact, and help you feel like you belong.



6.2 Suggested Activity: Experiences of Migration (Discussion and Role Play)

Facilitator Notes:

Activity Description:

1. Lay out the quotations (which reveal the feelings of some Poles who have migrated to Scotland) around the room and ask participants to walk around and read each one.
2. Ask participants to remain standing next to a quote they may identify with/want to understand more about.
3. Ask each participant in turn to explain why they chose the particular quote they are standing next to.
4. Now ask participants to pair up and for one person to take the role of someone who has migrated and the other to take the role of a listener.
5. In their pairs, ask the person who has migrated to explain to the listener how they are feeling. Ask the listener to then consider what they personally could do to make the other person feel welcome.
6. Bring the groups back together and ask them to share what they were talking about. You could use the following questions to extend the discussion:
 - *Have you ever been in a situation where you have found it difficult to meet people and to fit in? If so, how did that make you feel? What helped you at that time?*
 - *What advice would you give to someone who is struggling in a new place?*

Suggested Allotted Time:

30 mins

Materials Needed:

The quotes from the resource overleaf

Workshop Resource: Adapting to Life in a New Country

The language barrier at first was definitely the most difficult thing. I had language classes since I was in primary school, and coming here I was sure that I would cope. However, the reality was very different. I had problems with understanding people, in particular the Scottish accent. I think it took me a whole year to feel comfortable with the accent. **(Igor, Polish)**

I think language was the most difficult thing at the beginning. For a long time, I couldn't relax because I couldn't freely communicate with people. Simply, I couldn't communicate normally and have a conversation. **(Marta, Polish)**

Being able to use the same language makes you closer. You make a joke – a line that comes from a film and everybody knows why we're laughing. You don't need to spend hours explaining why the joke's funny. It's just a silly joke everyone knows. **(Piotr, Polish)**

I find small talk the most challenging - starting a conversation, responding to small talk. This happens a lot at work. They keep engaging me in small talk. They forget to speak slowly. I work with people who speak Scottish, who speak very fast and use a lot of slang. **(Justyna, Polish)**

At the beginning the most difficult thing was the language. My national identity is Polish. When I think what it means to me to be Polish, it means that I speak Polish. The language is my identity. So, after arriving in Scotland I slightly lost this identity, because I couldn't communicate. Of course, it still isn't the same, but I feel a lot more confident with regard to language now. **(Megi, Polish)**

I was very lonely. I was very isolated, very lonely, because of the language barrier - that was the biggest problem for me. You meet people who aren't friendly. There were some Polish people who had been here one year longer than me, and I thought they would help me, but they didn't really. They made me feel like, 'I know better but I don't have to share this with you'. I had a hard time with Polish people here, I didn't connect with them. Eventually I got many Scottish friends, and I felt so free and natural and I could just be myself. With Polish people, probably because of my sexuality, I was careful about who I was talking to. **(Agnieszka, Polish)**

I don't have Scottish friends. I have never managed to form close relationships with Scots, even at work - we never do more than go out for drinks or go on company trips. I've never managed to get close to anybody, even at college. Maybe it's because my English is not perfect, and it's difficult to express my emotions. **(Rafal, Polish)**

And, there's Derek - he's Scottish. We're mates, we're friends. He helps me. For example, I needed to make a phone call about my Internet connection. I'm still not great when it comes to phone conversations - so I asked him to do it for me. And he helped me with that. Then, I needed to find a GP and I didn't know where to go so he helped me with that, too. He also took me to the hospital when I had a health emergency and he explained everything to the doctor. So, he helps me with the issues that I struggle with as a foreigner. But, we also spend a lot of time together - we play football together and we go out. **(Przemek, Polish)**

7. Home is Where the Heart Is

7.1 Facilitator Notes

Topic Themes:

- Sense of displacement for migrants
- Memories and traditions from country of origin
- Ways to recreate a sense of 'home'

Notes on the Material

The following resource provides authentic quotations and photographs from Eastern European migrants collected from the Intimate Migrations Project.

The pictures were taken by LGBT migrants from Central Eastern Europe and the former Soviet Union living in Scotland. They were invited to produce a photo diary on the theme of home. In the captions, they explain what the pictures mean to them.

7.2 Suggested Activity 1: What Makes a Home? (Exploration of Personal Images and Quotes)

Activity Description:

1. Lay the images out on a central table and give participants about 5 minutes to look at each image.
2. Ask participants to choose an image that they are drawn to and ask them to explain their choice and share this with the wider group.
3. Explain the source of the pictures to the group and share the quotes that go with each photograph. Note for the facilitator: The quotes are listed in the same order as the images and should be easily matched.
4. Now bring the groups back together and facilitate a discussion around the following questions:
 - *What is important to make you feel at home?*
 - *How would you help someone who is new to this country feel at home?*
 - *Where is home for you?*

Suggested Allotted Time:

20 - 30 mins

Materials Needed:

The images and quotations in Workshop Resources 1 and 2 overleaf

Workshop Resource 1: Visuals



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7

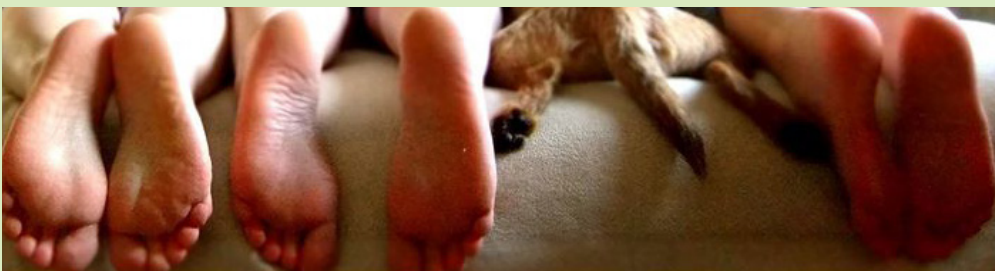


Photo 8

Workshop Resource 2: Text

"Tradition. I put a lot of effort into preparing pickled cucumbers during the summer. Although they have zero vitamins, I continue to do it. You have to do it. I sometimes wonder what I need them for, but I feel I have to somehow. It's summer, cucumbers are there, so you have to prepare them." **(Wera, Poland)**

"Security. This photo seems very sad. You can see that it's sad, because it's black and white, full of tears, but to me... Let's look at it from the other side. It's cold and terrible outside. However, at home is nice and cosy. This is what it's all about. It means that being with my partner Karolina, you always have someone to turn to. That someone thinks about you. And I feel secure because of that." **(Wera, Poland)**

"Me and my partner. Creating our home. Our first very own flat. He has always made me feel at home, from the first day we met." **(Blagoy, Bulgaria)**

"It is a picture of a photo from a letter my mum sent me recently. The original photo was taken by my brother – it is a picture of my mum with me, when I was little. It is a picture that reminds me of the feeling of home." **(Janos, Hungary)**

"Wherever we go, we miss the food from home - and here are papanashi, one of my favourite Romanian desserts!" **(Livia, Romania)**

"This is me as a child, and this is the housing scheme where I grew up. It's where I started. And obviously most of my memories are from there... Some of them good, some bad, but still wherever I go, maybe I'll return after forty years and I will still feel at home there, even though maybe I won't own the apartment or maybe this building won't be there anymore." **(Luben, Bulgaria)**

"This is Nata – one of our cats. She's always waiting for me to come back home... no matter what time I come back. She's always sitting at the window and waiting. So, this is about a feeling that somebody waits for you. Of course, others at home wait for you too, but they're not always at the window. Sometimes they're already asleep. And Nata always waits for me. And she's a part of our family." **(Nadya, Ukraine)**

"To me this picture is the essence of our home. It doesn't matter that there are no faces here. It's simply the essence of home. We're all together, relaxed – me, my partner Karolina, our son and our dog. And that's us." **(Mags, Poland)**

7.3 Suggested Activity 2: What Makes a Home? (Photo Elicitation and Mini Exhibitions)

1. Ask participants to bring to class one or more pictures that represent 'home' for them.
2. Ask each participant to share their images with the larger group and explain what they represent to them (if they feel comfortable to do this).
3. Now ask each participant to write a short account about their images and what they represent.
4. These images could be hung on a 'washing line' to create a 'mini exhibition' in the classroom. This exhibition of collective images can help to highlight both the diversity and similarities that exist within the participant group.

Suggested Allotted Time:

15 - 20 mins

Materials Needed:

Participants' images, string, clips

7.4 Suggested Activity 3: What Makes a Home? (Photo Diaries)

1. Ask participants to create a photo diary. The facilitator can explain that pictures used in class are taken from migrants' photo diaries on the theme of home. Which pictures would students take if they were given the same assignment? (Original brief for the photo diary below).
2. If you have access to a printer you can print out photos and return them to participants the following week. Alternatively, you could provide participants with a stipend to have them printed themselves.
3. If participants agree, a selection of their photographs could be turned into an exhibition on the subject of home. This could incorporate the full diaries, or a selection of photographs could be enlarged and participants could provide captions for them.

The theme of the photo diary is HOME. You can interpret 'home' in any way you like.

We would like you to include pictures of places, objects and people that you associate with 'home', or remind you of 'home', or make you feel 'at home'. You can include as many pictures as you like; you can take new pictures and/or include old pictures that are meaningful to you.

Suggested Allotted Time:

Homework activity – 1 - 2 weeks.

Materials Needed:

- Smart phone/camera
- Scrapbooks
- Photo print outs

8. Vita's Nearest and Dearest

8.1 Facilitator Notes

Topic themes:

- Social networks and relationships with friends and family
- Sexual orientation and coming out
- Homophobic prejudice and how it may affect personal relationships
- Attitudes towards homosexuality

Notes on the material

The resource on the following page could be used as a starting point for discussion on the themes above. The drawing and quotes are adapted from an interview with Vita, one of the participants from a research project on LGBT migrants from Central Eastern Europe and the former Soviet Union living in Scotland. Vita is a woman in her mid-20s from Lithuania who originally moved to Scotland to study, and has now lived in Scotland for many years.

This is a real account and it is worth drawing participants' attention to the use of the first person and the fact that an individual is writing about a deeply personal experience.

Some of the themes may have to be handled sensitively and you should also take account of the level and cohesion of your group. As well as providing awareness raising activities, the text and activities allow for participants to explore issues around personal identity. Therefore, space should be given for students to talk about their own experiences, where they wish to do so.

8.2 Suggested Activity 1: Exploring Personal Stories: Social Networks and Identity (Group Discussion)

Activity Description:

1. Explain to the group that this session is about exploring people's social networks, their relationships with their friends and family and identity.
2. Introduce Vita's drawing, without giving away Vita's gender (i.e. you could say this is a drawing made by a young migrant from Lithuania and includes all the people who are close to their heart – each person is represented by a circle).
3. Now ask participants to individually create their own drawing about their 'nearest and dearest'.
4. Now, in pairs/groups ask participants to explain who the people in their drawings are and what makes them close – make clear that they do not have to share any information they do not wish to.
5. Now return to Vita's drawing and reveal her gender - explain that Vita is a Lithuanian woman who moved to Scotland to study; Vita identifies as a lesbian and has a Scottish girlfriend, but her family and many of her friends live in Lithuania. You are now going to explore her relationship with her nearest and dearest.

6. Again in pairs, ask participants to 'predict' what Vita will say about her 'nearest and dearest'. For example, participants could be asked to predict:
 - *What will Vita say about the attitudes of her nearest and dearest towards her sexuality?*
 - *What it would be like to come out to friends and family?*
 - *What it would be like to keep in touch with friends and family in Lithuania?*
7. Now bring the groups back together and ask them to share what they have been discussing with the wider group.
8. Now as one group, ask for volunteers to read out Vita's texts about her 'nearest and dearest'. Facilitate a discussion about the groups' initial assumptions in comparison to Vita's reality
9. As a follow-on discussion, the following questions can be posed to the group:
 - *Have you ever read or heard about someone coming out as lesbian, gay, bisexual or transgender before? Has this text made you more aware of issues that LGBT people face when they come out?*
 - *What attitudes towards homosexuality have you encountered? Do you think that attitudes towards homosexuality are different in Scotland compared to other countries (or are different in different parts of Scotland)?*
 - *How important is it to have your own personal identity recognised and understood? Why do you feel this way?*
 - *Have you ever experienced conflict with your nearest and dearest because of who you are or something you did?*

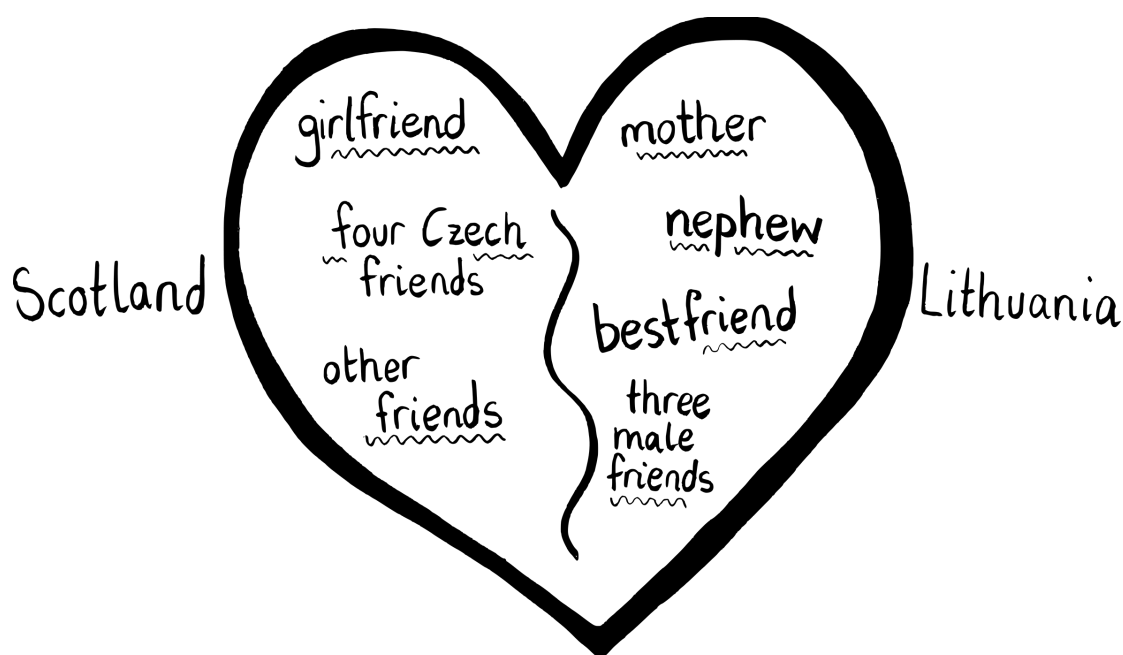
Suggested Allotted Time:

30 – 40 mins

Materials Needed:

Vita's drawing and quotations overleaf

Workshop Resource: Vita's Nearest and Dearest



My name is Vita and I come from Lithuania. I moved to Scotland to study, and have been here for many years now. Below is a drawing of the people closest and dearest to me: my girlfriend, my mum, and my close friends. Some of these people live in Scotland, others in Lithuania.

Mother

My mum is perhaps the most difficult person I have met in my life but she is also the dearest to me. We do not share our deepest secrets but she knows me so well that we don't even need to talk. She is the most important person in the world to me. On the one hand, she has me - her daughter. On the other hand, for sixty years she was told a completely opposite from what I tell her about homosexuality. She did not grow up thinking being a lesbian is normal. When I came out to her, she told me that I'm her child and she would never stop loving me. She took the news very calmly. But when she started to think about it, it was horrible. It is still not easy for us, even though years have passed. She told me that homosexuality is a disease, that it is not normal. We used to have a very close relationship; I used to tell her literally everything. Now it's not like that. Now we talk but there is a big elephant in the room. But I'm happy I live openly. Whether she likes it or not, this is who I am.

Girlfriend

If I am going out with someone, this person is my universe. My girlfriend is Scottish, and we have been together for 10 months. We met by chance - she did not like me at first, and I didn't like her. We were in a café with common friends and we started talking. She liked that I am opinionated, and we both have strong views on politics. Other people left and we sat and argued the whole time. She said that we should meet again, and little by little we started seeing each other.

Nephew

My nephew, my little boy. I was there when he was born. I don't want kids myself but I really love other people's children. I looked after him often when he was a baby because my sister worked a lot. He is like me, smart. Nobody in our family likes reading or going to the theatre, but he does. I bought him his first Harry Potter books. We chat on Skype. My sister doesn't want me to tell him anything, I am not allowed to tell him that I have a girlfriend. I think that if he grew up knowing about his aunt, he would think it is normal. But he is not my child, so what can I do?

Three male friends

I have three male friends. I grew up with them in Lithuania, in the same city, in the same neighbourhood. These guys are like brothers to me. They were the only ones who were not surprised when I came out. I always talked about girls with them. They are my close friends.

Best friend

My Lithuanian friend is my best friend. We grew up together and our mothers are best friends. We are practically like sisters, because our mums were so close. Even now, sometimes I call my mum on Skype and I see my best friend sitting there, drinking tea. Our families are very, very close.

Four Czech friends

I met my Czech friends in Scotland – I call them my gay sisters. I went to see a flat - it was huge and had many rooms. By chance it turned out that all my flatmates were lesbians. I was observing them and it was so... it was amazing, to see that they were just ordinary, lovely girls, because I hadn't met many lesbians before, and you hear horrible things about gay people being sick and weird. It made me feel normal. I have known them for four years, they were with me during the most difficult times, when I came out. They are very close to me. Now that I am moving to a different part of Scotland, I know we will always keep in touch.

8.3 Suggested Activity 2: Identity (Photo Activity)

1. Ask participants to bring in an object that they feel says something about them. Using either cameras or smart phones, ask participants to take a close-up photograph of the object.
2. Now ask participants to write a caption which explains why this object is important to their identity.
3. Then ask participants to arrange all of their objects together and to take another photograph of this collective.
4. If possible, print the images and display them as a collective collage. Explain to participants that this collage can represent collective, diverse, identities. This activity can be powerful to create a bond between participants. These images could be displayed along with those created through the home photo diaries.

Suggested Allotted Time:

20 mins

Materials Needed:

- Cameras or smart phones
- Personal objects

9. Daniel's Story

9.1 Facilitator Notes

Aim: To build empathy within the group through exploring personal stories of everyday experiences of migration and of being LGBT in the UK and elsewhere in Europe.

Topic Themes:

- Gender identity and gender transitioning
- Bullying
- Being socialised into gender roles
- Attitudes towards transgender people and gender transitioning

This is a real account and it is worth drawing participants' attention to the use of the first person and the fact that an individual is writing about a deeply personal experience.

Some of the themes may have to be handled sensitively and you should also take account of the level and cohesion of your group. As well as providing awareness raising activities, the text and activities allow for participants to explore issues around personal identity. Therefore, space should be given for participants to talk about their own experiences, where they wish to do so.

9.2 Suggested Activity 1: Gender Identity (Group Discussion)

Activity Description:

1. Explain to participants that they are going to read a text about a transgender person who has transitioned from female to male.
2. Split the group into smaller groups and give each one a copy of Daniel's story.
3. Before reading the story, ask participants to consider:
 - *What it might be like for someone to live as a gender they feel uncomfortable with.*
 - *What difficulties they believe a transgender person may experience; ask them to write this down.*
4. Now ask participants to read the story in their groups and consider the following:
 - *What examples of bullying are mentioned?*
 - *What three examples of his mother's indifference or negativity does Daniel talk about?*
 - *How do we know that Daniel's mother really does care?*
 - *How do we know that Daniel cared for his mother?*
 - *What are his hopes for his new life?*
 - *What different attitudes can we see here? Who changes? Who doesn't?*
 - *Does Daniel know what he wants or hopes for the future? How does he feel about this?*
5. Following on from this, ask the groups to consider the following questions:
 - *Have you ever read or heard about someone transitioning before? Has this text made you*

more aware of issues that transgender people face?

- In what ways do you think that attitudes towards transgender people are different in Scotland compared to other places?*
 - What types of difficulties do you think transgender people encounter – personally and with other people (colleagues, friends, family etc)?*
 - How can individuals and organisations support people who are transitioning?*
 - How important is it to have your personal identity recognised and understood? Why do you feel this way?*
 - Have you ever felt that people did not understand an aspect of your identity (for example, this could be about sexual identity, religious beliefs, physical appearance or other aspects).*
6. Now bring the groups back together and ask each one to summarise the main points they have covered.

Suggested Allotted Time:

30 - 40 mins

Materials Needed:

- Daniel's Story in the Worskhop Resource
- Flip chart paper and pens

9.3 Suggested Activity 2: Gender Identity (Poster Making)

Activity Description:

1. Explain to participants that you would like them to create a poster to highlight issues of identity and gender.
2. For example, they could make a poster about inclusion at work/college.
3. If the focus is more on identity in general, students could consider how they as students could ensure inclusivity in the classroom, where all identity differences are valued.

Suggested Allotted Time:

30 - 40 mins

Materials Needed:

- Daniel's Story
- Paper, pens etc.

9.4 Suggested Activity 3: Gender Identity (Role Play)

Activity Description:

1. Split the group into smaller groups of 3 or 4 participants.
2. Give each group a copy of Daniel's Story and ask them to read it together.
3. Ask participants to choose one of the scenarios in the story (generally, each paragraph of the story represents a new scenario or one which could stand alone).
4. Ask groups to devise a short scene which highlights the impact of the scenario.
5. Give the groups 15mins to finalise their scene.
6. Bring the groups back together to share their scene.
7. Finally, facilitate a discussion to highlight the collective impact of each of the scenarios.
8. Ask the group to think about how they could make Daniel or someone like him to feel welcome and included in different settings.

Suggested Allotted Time:

30 - 40 mins

Materials Needed:

- Daniel's Story

Workshop Resource – Daniel’s Story

I grew up in a small town in Poland. Growing up in my hometown was very hard, especially because I was different from others. I wasn’t a ‘girly’ girl, and most of the time people thought I was a boy. One of the teachers at primary school used to make fun of me in front of the other children, and that encouraged them to do the same. She even locked me in the classroom, I was only seven at the time. Of course, some people were more understanding, but most weren’t.

When I was ten, or maybe thirteen, my friend and I used to go to parts of our town where no one knew us. My friend came up with the idea that we could call me Przemek, a boy’s name in Polish. Everyone welcomed me as Przemek so from then I started introducing myself as Przemek. Someone said to my mum, ‘Oh, I know your son’. She replied, ‘I don’t have a son’. ‘Yes you do, his name is Przemek’. My mum said, ‘I know who you’re talking about. It’s not a boy, it’s actually a girl. Her name is Daniela’. Then my mum and her friend started to make fun of me.

At the start of secondary school, my mum tried to force me to wear feminine clothing to school, because she knew I would get into trouble for wearing masculine ones. So I dressed like that on the first day but didn’t feel comfortable at all. The next day she did exactly the same thing, but I had packed my masculine clothes in my bag, and when I got to the school I went to the bathroom straight away and got changed. My mum gave up after a few days.

I moved to Scotland with my family as a teenager; as a single mother with three children, my mum struggled to make ends meet in Poland. At first, my mum’s job was picking berries, and at the same time she worked in a restaurant, washing the dishes. When the berry season finished she worked in a laundry, and saved cash to pay for our tickets, so that we, her children, could join her. Before we came, she rented a flat for us. It was better after we moved to Scotland, because we weren’t going hungry at the end of the month. In Poland I used to go to my grandparents’ before my mum got paid at the end of the month, because they were able to feed us.

Before my mum decided on Scotland, she asked us if we wanted to move. I was happy because coming here was going to be a new start for me. I could leave all the bad experiences behind and come and start a new life, not a bad one, a good one. There was nothing to miss from my old life, as the only good relationships I had were with my family.

I started thinking about transitioning when I was 18. I started doing research on how to do it, and found videos made by other trans people on YouTube and other sources. I started to understand more about how I had felt all my life and why I felt ashamed of my chest and body. I bought a binder, which is like a t-shirt you put on to flatten your chest, and started binding. I asked for a male uniform at work. I spoke to my friend at work, who is also LGBT, and we chose the name Daniel together. I insisted that my workmates use my new male name and male pronouns.

People responded in different ways when I started to transition. I went to my boss, asking him for a new uniform, and, as I have an allergy, he even got a long-sleeved one - so that was perfect. He was very supportive all the way. Some people continued to use my old name, so he put me in the back room so they would have to shout my name and the pronouns, to teach them to use my name. Sometimes they got it wrong, but when that happened I just ignored it.

I am a Catholic, but the Church was not supportive at all. When I started transitioning to my new gender, I was a youth leader in the Church. They said ‘I think it’s better if you take a break for now and then come back’. When I did try to go back they ignored my request. So I felt that they don’t want me there anymore, and I’m okay with that right now because I’m in other charity groups and volunteer there.

At first, mum wasn’t supportive either. She hardly ever used my new name. Maybe it was

because I didn't give her time to get used to things, and that was bad of me. I visited her soon after I came out. I had transitioned at work and got rid of all my feminine clothes. I wore a shirt and tie and used my male pronouns, and this was a shock for her. My sister says she's very happy about what I did because she always perceived me as a brother, not a sister. But mum says that she felt she was losing a daughter. My mum, she's there for me right now. She even came with me to the first doctor's appointment about my transition.

Well I'm just happy right now where I am, and I'm really happy that I took these steps towards my transition. Because if I still felt ashamed of my body, I would still be where I was - I would be doing just what people wanted me to do, I would be afraid that I wouldn't find myself. Now, because I have transitioned, I'm more myself, and discovering what I really want to do. Life now makes sense.



10. Nadya and Marta's Story

10.1 Facilitator Notes

Aims:

- To build empathy within the group through exploring personal stories of LGBT families in the UK and elsewhere.

This could be a good follow-up to the themes explored in the **Families and Diversity** and **Equality and Diversity** activities.

Topic Themes

- Same-sex families and parenting
- Family rights for LGBT people in different countries
- Discrimination and prejudice
- Coming out and family relationships

This is a real account and it is worth drawing participants' attention to the use of the first person and the fact that an individual is talking about a deeply personal experience.

Some of the themes may have to be handled sensitively and you should also take account of the level and cohesion of your group. As well as providing awareness raising activities, the text and activities allow for participants to explore issues around personal identity. Therefore, space should be given for participants to talk about their own experiences, where they wish to do so.

Notes on the Material

There is huge variation in how individual states deal with LGBT people. Some states violate the rights of LGBT people: for example, they may have laws that make same-sex relationships illegal (in some countries this is punishable with the death penalty), or discriminating against LGBT people (for example by banning LGBT people from donating blood or joining the army). Others have laws that actively protect LGBT people from discrimination (for example, by recognising prejudice-motivated violence against LGBT people as a hate crime punishable with higher sentences) and give legal recognition to same-sex couples, including the rights to have children or adopt.

Useful information about the uneven recognition of LGBT rights across different countries can be found at the links below:

<http://ilga.org/what-we-do/ilga-riwi-global-attitudes-survey/>

<https://www.ilga-europe.org/resources/rainbow-europe/rainbow-europe-2017>

The text that follows focuses on family rights for LGBT people. The following definitions are worth bearing in mind:

Civil partnerships were introduced in the UK in 2004 to legally recognise same-sex couples. They gave same-sex couples essentially the same rights and responsibilities as civil marriage (including property rights, social security, pension benefits and parenting rights), although there are slight technical differences between civil partnership and civil marriage.

Same-sex marriage was introduced almost a decade later (2013 in England and Wales, 2014 in Scotland) to give full marriage equality to same-sex and opposite sex couples. Civil partnership also remains available (to same-sex couples only), although same-sex couples

can also convert their partnership into a marriage.

10.2 Suggested Activity 1: LGBT Family Rights (Discussion)

1. Explain to participants that they are going to read a text about a same-sex couple from Poland who have moved to Scotland to get married and have children.
2. Explain that in Poland there is no legal recognition for same-sex families, while in Scotland same-sex couples can get married or enter a civil partnership and have children.
3. Ask the group the following questions:
 - *What kind of challenges might Nadya and Marta face as a same-sex couple?*
 - *How different might their life be in Poland compared to Scotland?*
4. Now split the group into pairs and give each pair a copy of the story.
5. Ask each pair to consider the following questions:
 - *What do you learn from the text about attitudes towards same-sex families in Poland and Scotland?*
 - *In what ways do you think that attitudes towards same-sex families people are different in Scotland compared to other countries?*
 - *Have you ever heard about or met same-sex families? Has this text made you more aware of issues that same-sex families may face?*
 - *What would it be like to hide something about yourself or your family on a daily basis?*
6. Bring the pairs back together and ask each on to share a summary of what they have discussed.

Suggested Allotted Time:

30 - 40 mins

Materials Needed:

Nadya and Marta's Story on p. 60

10.3 Suggested Activity 2: Coming out to Family (Writing 'In Character' and Discussion)

1. Split the group again into pairs or smaller groups. Ask them to imagine that Marta has decided to write a letter to her parents and tell them about her family in Scotland. Ask them to think about:
 - How Marta feels about this
 - How Marta's parents may feel about the news
 - What Marta will they say in the letter and how.
2. Ask each pair to write the letter to be shared with the wider group (if time is short, this could be done at home ahead of the following meeting).
3. Facilitate a discussion to highlight what may be the impact of the different letters.
4. Ask the group to think about how Marta's family could help her to feel welcome and included.

Suggested Allotted Time:

30 - 40 mins

Materials Needed:

Nadya and Marta's story



Workshop Resource - Nadya and Marta's Story

Marta and I have been together since 2000 after meeting at university in Poland. We decided to move to Scotland in 2005 after finishing our studies. We weren't prepared to hide our sexuality any longer, and so couldn't continue to live in Poland where we often had to pretend we were just friends, where only our close group of friends knew that we were actually in a relationship.

We knew very little about Scotland before moving here. We packed whatever we could, and travelled by bus for 45 hours. We didn't decide to move to Scotland for money or jobs - issues to do with sexuality were the main motivation. We heard that in 2005 civil partnership was legalised in Scotland and that's why we chose Scotland. We got our civil partnership in 2009. One of the main reasons we wanted to register our civil partnership was that we were planning to have children at some point, and we wanted our family to be secure in terms of our legal status. We knew that we wanted to have a child and that it would be impossible in Poland. So, we came here. To be honest, we moved to Scotland to be able to start a family, to be together, without having to hide.

Following our son's birth, we were happy to find out that we had the same rights as any other new parents. Both our names are listed on the birth certificate, and we both got parental leave from work to look after our new baby. It was funny, Marta's boss scanned a paternity leave form - which is usually meant for the father - and sent it to the head office. Marta looked at the e-mails later and someone from HR had asked whether there was a mistake, because Marta is a woman and she was applying for paternity leave. Marta's boss wrote back: 'No, there is no mistake, please find the form attached'. Her boss got angry at the HR people.

Both of our families found it difficult to come to terms with our sexual orientation. In fact, Marta's parents and extended family still don't know that she's a lesbian, and that she's married and has a child. We think that this is how it's always going to be because they are very religious. Marta's sister knows, but no one else does. Marta's not in touch with her family apart from sending them Christmas cards, but her sister is supportive of us. I told my mum I was a lesbian after we moved to Scotland. I sent my mum a letter, explaining the situation. My mum wrote back saying that she was not stupid, and that she already knew. She took the news very badly and we didn't speak for the next five years. This was difficult because we used to be so close. We invited my parents to our wedding but they didn't come. Since the birth of our son, my relationship with them has improved - their grandson is the most important thing for them. However, my mum will never accept us as a couple or family.

We feel at home in Scotland and have created our own circle of friends. For sure, it's been people's acceptance of our sexual orientation that's helped us feel this way. My boss and colleagues thought us being lesbians was completely normal. We're happy that we're able to be together openly and that we can have a life together. Pretending was the worst. We aren't judged here and we can be who we are. Home is where people you love are, and where you can be yourself.

11. Agnieszka's Story

11.1 Facilitator Notes

Aims: To build empathy within the group through exploring personal stories of multi-ethnic and migrant families in the UK and elsewhere in Europe.

This could be a good follow-up to the themes explored in the **Families and Diversity** and **Equality and Diversity** activities.

Topic themes

- Discrimination and prejudice
- Equality and diversity, multi-ethnic families
- Race, ethnicity and racism

This is a real account and it is worth drawing participants' attention to the use of the first person and the fact that an individual is talking about a deeply personal experience.

Some of the themes may have to be handled sensitively and you should also take account of the level and cohesion of your group. As well as providing awareness raising activities, the text and activities allow for participants to explore issues around personal identity. Therefore, space should be given for participants to talk about their own experiences, where they wish to do so.

11.2 Suggested Activity 1: Multi-Ethnic Families (Discussion)

1. Explain to participants that they are going to read a text about Agnieszka and her son, who are from Poland, about their experiences of prejudice and discrimination both in Poland and Scotland. Explain that Agnieszka is white Polish while her son's father is from a Middle Eastern background. Agnieszka and her son's father are no longer together; she is currently raising her son with her Scottish partner Anna.
2. Ask the group the following questions:
 - *What kind of challenges might Agnieszka and her son face in Scotland?*
 - *How different might their life be in Poland compared to Scotland?*
3. Now split the group into pairs and give each pair a copy of the story.
4. Ask each pair to consider the following questions:
 - *What issues did Agnieszka and her son have to face (in Poland / Scotland)?*
 - *Why do you think they were treated like this?*
 - *Which are the most serious? Why?*
 - *Have you encountered/ been a victim of prejudice or behaviour like this? How would you react if it happened to you?*
 - *Have you ever witnessed other people being treated in this way? If so, how did you react? Did you do anything?*
 - *What would you do if you saw something similar happening to a stranger? Would you try to help? How? If not, why not?*

5. Bring the groups back together and ask each one to share a summary of what they have discussed.

Suggested Allotted Time:

30 mins

Materials Needed:

Workshop Resource: Agnieszka's Story overleaf

11.3 Suggested Activity 2: Multi-Ethnic Families (Role Play)

1. Read Agnieszka's Story as one group (ask for volunteer readers to include participants in this).
2. Split the group into pairs or smaller groups.
3. Ask each group to choose a section of the story to act out, particularly considering how they could positively influence the scenario as a witness.
4. Bring the groups back together to share their scenes.

Suggested Allotted Time:

30 - 40 mins

Materials Needed:

Workshop Resource: Agnieszka's Story overleaf

Workshop Resource: Agnieszka's Story

I come from a small village in Poland, and I moved to Scotland in 2005. I currently work in a caring profession. I have a son, Kasper, who was born in Poland but moved to Scotland with me when he was small. For the past nine years I have been in a relationship with Anna, who is Scottish. We live together, and we raise Kasper together.

Experiences in Poland

An important reason why I decided to leave Poland and migrate to Scotland was the racism my son experienced in Poland. Kasper's dad comes from a Middle Eastern background and my son experienced racism and prejudice in my home country because of the way he looks. The colour of his skin was darker than other kids'. When Kasper was born the nurses made racist comments and treated him like a circus attraction. We lived in a small town, and our neighbours also made offensive comments about Kasper. Fortunately, my family was brilliant at handling the situation. My stepfather used to push Kasper around in a pram. Whenever people made racist comments he'd say that Kasper was his grandson and that they wouldn't be welcome to his house unless they stopped making offensive comments.

Experiences in Scotland

We've also encountered racist attitudes in Scotland. Once I was on a bus with my son still in a pram when a man started to make aggressive comments about my son being 'black'. I couldn't speak English that well at the time so I didn't fully understand what the man was saying. However, it was clear from his tone that he was being offensive. Luckily another passenger on the bus helped us. She was Scottish, and she spoke to the bus driver. She asked the driver to phone the police, and she hugged me and made sure I was OK.

At school, Kasper got upset when two of his best friends were laughing at his new Polish friend Piotr. Piotr had recently moved to Scotland and couldn't speak much English, so Kasper often translated for him. I remember Kasper coming home and being really quiet. I asked what was wrong, and he told me what had happened. The boys had said to Piotr: "We don't need more Polish people here. Go back home". Piotr had asked Kasper what the boys had said, but my son didn't want to translate it to him. Kasper asked me, "mum, we are Polish, do we need to go back as well? But this is my home". For him, this is home.

12. Tomek's story

12.1 Facilitator Notes

Aim: To build empathy within the group through exploring personal stories of everyday experiences of migration and of being LGBT in the UK and elsewhere in Europe.

This could be a good follow-up to the themes explored in the **Equality and Diversity** activities (Tomek's story)

It may be useful to refer to resources on the different levels of violation/protection of LGBT rights, and to definitions of civil partnership and same-sex marriage (see **Nadya and Marta's story**).

Topic themes

- Discrimination and prejudice
- Equality and diversity (sexual orientation)
- Different forms of homophobia

This is a real account and it is worth drawing participants' attention to the use of the first person and the fact that an individual is talking about a deeply personal experience.

Some of the themes may have to be handled sensitively and you should also take account of the level and cohesion of your group. As well as providing awareness raising activities, the text and activities allow for participants to explore issues around personal identity. Therefore, space should be given for participants to talk about their own experiences, where they wish to do so.

12.2 Suggested Activity 1: Prejudice and Discrimination (Discussion)

1. Explain to participants that they are going to read a text about Tomek, a gay man from Poland who has experienced prejudice and discrimination in both Poland and Scotland. Tomek moved to Scotland with his partner Piotr, who is also Polish.
2. Ask the group the following questions:
 - *What kind of challenges might Piotr and his partner face in Scotland?*
 - *How different might their life be in Poland compared to Scotland?*
3. Now split the group into pairs and give each pair a copy of Tomek's story.
4. Ask each pair to consider the following questions:
 - *What issues did Tomek (and his partner) have to face (in Poland / Scotland)?*
 - *Why do you think he was treated like this?*
 - *Which are the most serious? Why?*
 - *Have you encountered/ been a victim of prejudice or behaviour like this? How would you react if it happened to you?*
 - *Have you ever witnessed other people being treated in this way? If so, how did you react? Did you do anything?*
 - *What would you do if you saw something similar happening to a stranger? Would you try to help? How? If not, why not?*

4. Bring the groups back together and ask each on to share a summary of what they have discussed.

Suggested Allotted Time:

30 mins

Materials Needed:

Tomek's Story overleaf

12.3 Suggested Activity 2: Prejudice and Discrimination (Role Play)

1. Read Tomek's Story as one group (ask for volunteer readers to include participants in this).
2. Split the group into pairs or smaller groups.
3. Ask each group to choose a section of the story to act out, particularly considering how they could positively influence the scenario as a witness.
4. Bring the groups back together to share their scenes.

Suggested Allotted Time:

30 - 40 mins

Materials Needed:

Tomek's Story overleaf

12.4 Suggested Activity 3: Prejudice and Discrimination (Poster Making)

Activity Description

1. Explain to participants that you would like them to create a poster to highlight issues around sexual orientation, identity and prejudice/discrimination.
2. For example, they could make a poster on inclusion at work/college.
3. If the focus is more on identity in general, students could consider how they as students could ensure inclusivity in the classroom, where all identity differences are valued.

Suggested Allotted Time:

1 - 1.5 hours

Materials Needed:

- Pens, paper and other poster making materials
- Tomek's Story overleaf.

Workshop Resource: Tomek's Story

Poland

I'm from a small city in Poland and moved to Scotland ten years ago with my partner Piotr, who is also Polish. I've experienced homophobia in both Poland and Scotland. In Poland, I hid being gay for a long time. At college, I heard people making homophobic comments, and knew that if I came out, they would make these comments about me, too. I saw people being bullied and attacked for being gay, and was afraid of what might happen to me. So, I only came out to a very small number of people. I started going out with a man called Piotr; when Piotr and I decided to move in together, I had to tell my parents that Piotr was my boyfriend. I was still living with my parents and I thought my father would react badly and I had everything prepared in case my father told me to get the hell out of my parents' home. But when I started to tell my parents, my mum cut me off. She said I didn't have to explain. We all went to the new apartment, my parents saw our double bed, and my mum bought us some things - that was it. They visited us. I never had to spell out that Piotr was my boyfriend, I thought it was all understood and accepted.

Scotland

Piotr and I entered into a civil partnership after moving to Scotland. We'd been together for seven years at that point, and lived together for five. We sent invitations to the ceremony to family and friends. My parents accepted the invitation, but next day my sister called and said: "Listen, something bad is going on here. Something's happened. Mum's crying all the time." So, I called home, and it was a nightmare. My father wouldn't come to the phone to speak to me. But I could hear him shouting about Piotr and me in the background. It was terrible. He said I'd never see him alive again, that he wanted nothing to do with me. My mother kept on crying. She said they weren't coming to Scotland. They came to visit in the end, but they didn't attend the civil partnership ceremony. This still bothers me to this day.

I've also experienced homophobia at work. I was working as a therapist, and someone from another organisation began to spread rumours about my sexual orientation. He questioned whether someone like me, a gay man, would be suitable to help other people. This gossip was made public, with comments posted on a website a lot of Polish people used. Eventually, we threatened to report him to the police and we actually consulted the police, the special department that deals with LGBT issues.

Another time I was driving home with Piotr and some gay Polish friends, after spending the evening in a gay bar. Two drunk girls were standing in the middle of the road, so I stopped the car. One was shouting something. I beeped the car horn, and she got really angry. She vandalised my car, and started to shout and call us names - they were using offensive words about gays. We called the police - and it was natural to speak Polish. The girl then started abusing us because we were Polish, saying saying we take jobs from British people and so on. The police came and they were arrested. Eventually the case went to court.

13. Megan and Lydia's Story

13.1 Facilitator Notes

Aim: To build empathy within the group through exploring experiences of LGBT asylum.

This could be a good follow-up to the themes explored in the **Equality and Diversity** activities. It may be useful to refer draw on the Facilitator Notes for **Nadya and Marta's Story** to highlight the huge disparity in the ways in which states treat their LGBT citizens (from criminalisation and tacit endorsement of human rights violations to positive legislation protecting LGBT people from discrimination).

Topic themes

- Human rights violations/protection
- Asylum and refuge
- Homophobia and hate crimes

This is a real account and it is worth drawing participants' attention to the use of the first person and the fact that an individual is talking about a deeply personal experience.

Some of the themes may have to be handled sensitively and you should also take account of the level and cohesion of your group. As well as providing awareness raising activities, the text and activities allow for participants to explore issues around personal identity. Therefore, space should be given for participants to talk about their own experiences, where they wish to do so.

13.2 Suggested Activity 1: Human Rights (Discussion)

1. Explain to participants that they are going to read a newspaper article about two asylum seekers from Uganda. Explain that Megan and Lydia are a couple, and they fled their country because they feared for their lives; they applied for asylum on grounds of being persecuted because of their sexual orientation.
2. Ask the group to consider the following questions:
 - *What led Megan and Lydia to flee Uganda?*
 - *What were their experiences of the asylum system in the UK?*
3. Now split the group into pairs and give each pair a copy of the story overleaf.
4. Ask each pair to consider the following questions:
 - *How does this story makes you feel?*
 - *Are you surprised/shocked by what Megan and Lydia experienced or do you feel this is quite common?*
5. Bring the groups back together and ask each on to share a summary of what they have discussed. The following questions could be used for a deeper discussion:
 - *What issues did Megan and Lydia have to face in Uganda?*
 - *Why do you think they were treated like this?*
 - *Have you encountered/ heard of behaviour like this?*

- *What are Megan and Lydia's experiences of the UK asylum systems? Do you think they are common?*
- *Have you encountered/heard of anyone applying for asylum in the UK? On what grounds?*
- *What conditions are necessary for someone to feel safe, and that their human rights and dignity are respected?*

Suggested Allotted Time:

1 - 1.5 hours

Materials Needed:

- Megan and Lydia's Story overleaf
- Pens, paper and other poster making materials

13.3 Suggested Activity 2: Human Rights (Poster Making)

Activity Description

1. Explain to participants that you would like them to create a poster to highlight issues around human rights.
2. For example, they could make a poster about the necessary conditions for human beings to feel safe and to have their human dignity respected.

Suggested Allotted Time:

1 - 1.5 hours

Materials Needed:

- Megan and Lydia's Story overleaf
- Pens, paper and other poster making materials

Workshop Resource: Megan's and Lydia's Story

'Back home we can't kiss': the gay badminton star forced to flee Uganda

Megan Nankabirwa and her partner, Lydia Nabukenya, had to leave their country for the UK after being chased by an angry mob

The Guardian, 27 July 2017

By Kate Lyons

A few days after Megan Nankabirwa returned from competing in the 2014 Glasgow Commonwealth Games, she was dining with the president of Uganda. A week later, she was being chased by a mob through the streets, fleeing for her life.

"Back home we can't kiss, we can't hug, we can't show love," says Lydia Nabukenya, 34, Nankabirwa's partner. "But when I came to Manchester, the gay village, we thought, OK, this is not a crime, no one is attacking them."

The Ugandan pair are by no means unique. There are thought to be several hundred people who claim asylum in Britain on sexuality grounds every year. The charity sector estimates it supports 1,500 LGBT asylum seekers each year – some who are newly arrived, some who have been here for years.

Success rates vary. Though homosexuality was decriminalised half a century ago, discrimination still persists and the asylum system is no exception.

Asylum seekers who are destitute are given accommodation and an allowance of £36.95 a week. Families are housed together, but the Home Office did not accept they were a couple and so sent Nankabirwa to Liverpool and Nabukenya to Manchester. Consequently each week they faced a choice between buying food and buying a train or coach ticket to see one another.

The pair had similar problems when they applied for asylum and tried to convince the Home Office that they were gay, were a couple, and would be in danger if they were to be sent back to Uganda.

"We had not ever imagined that this thing would happen, so we were not prepared for it," says Nabukenya. "They said we need photos from when you were together back home, which were not possible."

Their claims were refused. They appealed, but that too was refused. They submitted a fresh claim in March this year, but before that claim had been decided, Nabukenya was detained by the Home Office. She spent two days in a detention facility near Manchester and then was taken to Yarl's Wood and told she would be deported four days later.

She arrived at Yarl's Wood in the early hours of the morning, but when she woke at 9am they let her go free, without explanation. She is still mystified by what happened.

In June, at appeal the couple were finally granted refugee status, meaning they can now work, live together and marry, something they are keen to do.

"When we're settled," says Nankabirwa. "Or maybe tomorrow!"

Nabukenya can now also apply to bring over her children to join her, under family reunion provisions. She had to leave them in the care of their father and has not seen them for almost two years – since that dramatic escape from Uganda.

Despite her public profile, Nankabirwa kept very quiet about her private life in her home country. She met her partner through badminton and fell in love, but in a country where the penalty for homosexuality is life imprisonment, and hate crimes against gay people are a regular occurrence, they were forced to keep their relationship a secret.

But Nankabirwa arrived back from the Commonwealth Games on a high. After celebrating one evening they returned home, each one thinking the other had locked the door. The next morning, a friend of Nankabirwa's came knocking, and when there was no reply from inside, the friend entered and saw them in bed together. She started yelling and neighbours came running.

"I helped Lydia escape through the back window, and I went out the front door," said Nankabirwa. "She ran, I ran, but how we managed to get through I don't know."

At one point Nankabirwa hid in the bushes and watched as a stream of angry people ran past. She knew Uganda would never be safe for her again.

"If the mob lets you go free alive, there's life imprisonment. If you survive them, then you won't survive the law," she said.

Speaking about the 50th anniversary of partial decriminalisation in the UK, Nankabirwa says the couple know that gay people still face abuse in the UK, but now that they have the security of refugee status, they are starting to feel more comfortable being open about their relationship.

"Being gay, although it's not punishable in the UK, we know it's not accepted," says Nankabirwa. "We've heard of many people being abused over the news. But the fact we are not in Uganda, we are here [means] you have charities that stand up for you and support you, and the law is on your side.

"When we were waiting for our refugee status we kept it a bit secret because we were worried. But now that we know we are safe, that we are granted, there's no way they're taking us. Although it takes a lot of bravery, we say it out [proudly]."

