

# LGBTIQ+ Inclusion within ESOL

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# Introductions

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# Expectations



What do you hope to get from this session

# Objectives



- Reflect on own EDI inclusion practice
- Strategies to be more inclusive of LGBTIQ+ people and practical example of how to embed it within ESOL
- Identify 2 to 4 strategies to challenge discrimination

The nine protected characteristics under the Equality Act 2010 are:



1. Age
2. Disability
3. Size and height
4. Social class
5. Gender reassignment
6. Diet and nutrition
7. Pregnancy and maternity
8. Race
9. Personal hygiene
10. Sex
11. Sexual orientation
12. Wellbeing
13. Accents
14. Hair colour
15. Religion or belief
16. Marriage and civil partnership

# Can you guess me ?

## Unconscious bias

Implicit or **unconscious bias** happens by our brains making incredibly quick judgments and assessments of people and situations without us realising. Our **biases** are influenced by our background, cultural environment and personal experiences



# How to elicit information in a non intrusive way

- The identity pizza
- The slices of my life <https://mikejharrison.github.io/mikes-notes/pizza>

A Two-minute Conversation



Your plans for the  
weekend



# Why embed E&D and LGBTIQ+?



## **Internal factors**

- Be in line with institution vision and values
- Comply with its Equality and Diversity Policy
- Foster a positive and welcoming environment for all to learn

## **External factor**

- Fulfil the role of Education to develop the skills of individual
- Prepare people for a society inclusive and respectful of differences
- Comply with inspection requirements
- Comply with Equality Act 2010

## **As a practitioner**

- Develop your students linguistic abilities
- Be creative and foster a positive learning environment
- Develop your students critical thinking skills



# Give some examples

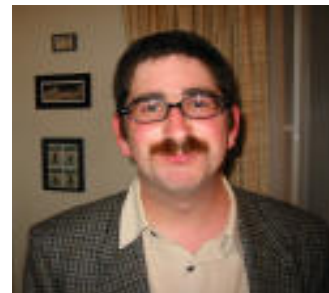
- How have you embedded LGBTIQ+ in your ESOL lessons

Share one or two examples with your peers

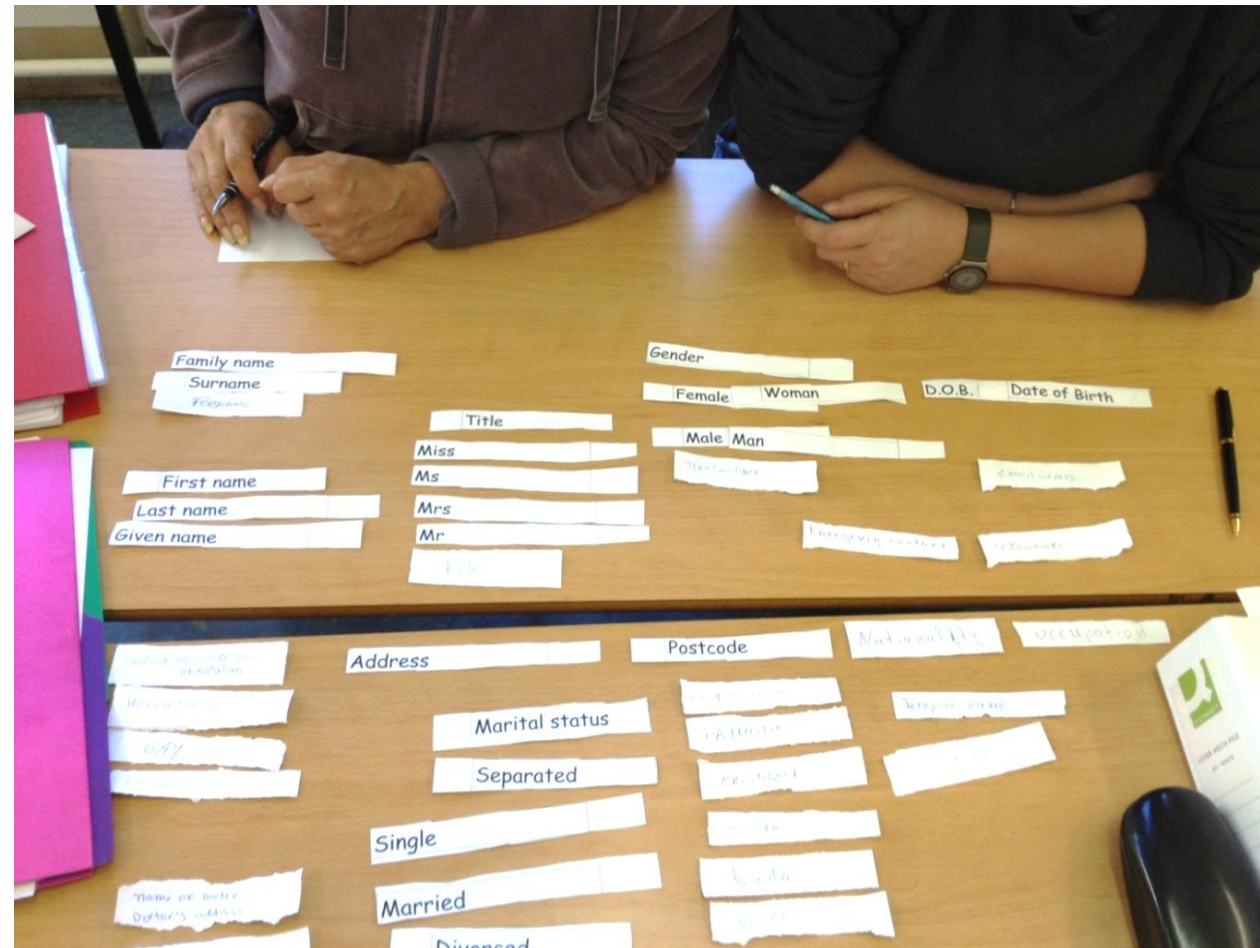
# Respect everybody



Example of induction



Example of lower level ESOL students categorising headings often found on forms



- Identify categories on application forms
- Accurately complete a basic form
- Use and spell correctly some personal key words and familiar words



## 4.6 Different kinds of families

Entry 1	Entry 2	Entry 3
Describe pictures of different kinds of families. (Sc/E1.4d)	Describe different kinds of families. (Sc/E2.3f)	Describe and compare different kinds of families. (Sc/E3.4f)

### Suggested procedure (Entry 2)

- This could be a very sensitive topic; learners may be bereaved or separated from their families, and teachers will need to use their judgment and discretion in deciding which activities are suitable for a specific group of learners.
- Preparation: copy, laminate and cut into cards

- Give additional practice of pronunciation.
- Prepare captions to match to the pictures.
- Encourage use of first language to facilitate discussion by allowing learners to help one another and use dictionaries.
- Some learners could write about a photo instead of describing it orally.

### Language points

- E1 Describing pictures
- E2 Describing different kinds of family
- E3 Describe and compare different kinds of family

## Different kinds of families

## 4.6



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## 4.5 Civil partnership

Entry 1	Entry 2	Entry 3
n/a	Describe a picture of a civil partnership ceremony. (Sc/E2.3f) Express views, listen and respond to classmates' opinions on civil partnership. (Lr/E2.6a, Sd/E2.1c)	Describe a picture of a civil partnership ceremony. (Sc/E3.4f) Express views, listen and respond to classmates' opinions on civil partnerships. (Lr/E3.6b, Sd/E3.1d)

### Suggested procedure (Entry 2)

- This is a very sensitive topic and teachers will need to use their judgment and discretion in deciding which activities are suitable for a specific group of learners.
- Introduce the topic by reading the text at the top of the page. Check understanding of the term "civil partnership" and ask learners if they know of anyone who has had a civil partnership ceremony (in the UK or abroad).

- pronunciation, especially stress patterns in multi-syllabic words;
- present and past simple tenses;
- functions: expressing opinions and views (for example, *I think/I don't think...*);
- use of modal verbs (for example, *should ... shouldn't*).

### Extension activities

- Ask learners to imagine they have just been

Describe a picture (of a civil partnership ceremony)  
(Sc/E2.3f)  
Express views, listen and respond to classmates' opinions  
(on civil partnership)  
(Lr/E2.6a,  
Sd/E2.1c)

## Civil partnership

## 4.5

"Society now legally recognises gay relationships for the first time."  
<http://news.bbc.co.uk/1/hi/uk/4493094.stm>

The law on civil partnerships came into effect on 21 December 2005. A civil partnership is like a marriage, but it is between two people of the same sex. It means that same-sex couples have the same rights and responsibilities as married couples.

John Maguire and Lawrence Scott-Mackay  
<http://news.bbc.co.uk/1/hi/scotland/4543274.stm>



© Press Association

### Case study

John and Lawrence met in a bar in Edinburgh in 1992 and they have been together since then. They were one of the first same-sex couples to have a civil partnership ceremony in Scotland in December 2005. They are from Scotland, but they now live in America, where they work for an IT company. They decided to have a civil partnership ceremony because they wanted the same rights and responsibilities as a married couple. They wanted their relationship to be recognised by society as equally valid to marriage.

Read the case study and look at the picture above.

- Who are the people?
- Where are they?
- What are they doing?
- Are civil partnerships legal in your country? If they are not, do you think they should be?
- Look at the statements below – which view do you agree with?

I think it's wonderful that everyone can now enjoy this long-term commitment.

I don't think same-sex couples should have the same rights as married couples – it undermines the importance and status of marriage.

Raising awareness of  
LGBT lives and issues  
can be like opening a  
can of worms!



# Discriminatory behaviour



- What does it look like?
- How is it best challenged?



# It's about

- Language and body language
- Gestures
- Stereotypical portraiture
- Attitude
- Refusal to do pair work / group work
- Snigger, laugh etc
- Religious or cultural bias
- Ignorance or lack of exposure





**How does the chair feel?**

God hates  
green chairs

All green chairs  
should be  
destroyed

All chairs should  
be purple, being  
green is not  
natural

**Are these insults or opinions?**

# Talking about problems using participatory tools

- Participatory ESOL

<http://downloads.englishmyway.co.uk/topics/help-and-training/training/section-4--speaking-and-listening-development/participatory-approaches/participatory-approaches.pdf>

- Reflect ESOL

<https://www.skillsforlifefnetwork.com/article/reflect-for-esol-resource-pack/964>

# Awareness raising

Eliciting the difference between:

- an insult and an opinion
- accepting and agreeing
- normal and normative
- religious teaching and personal interpretation
- prejudice and bigotry
- prejudice and discrimination

# It's about

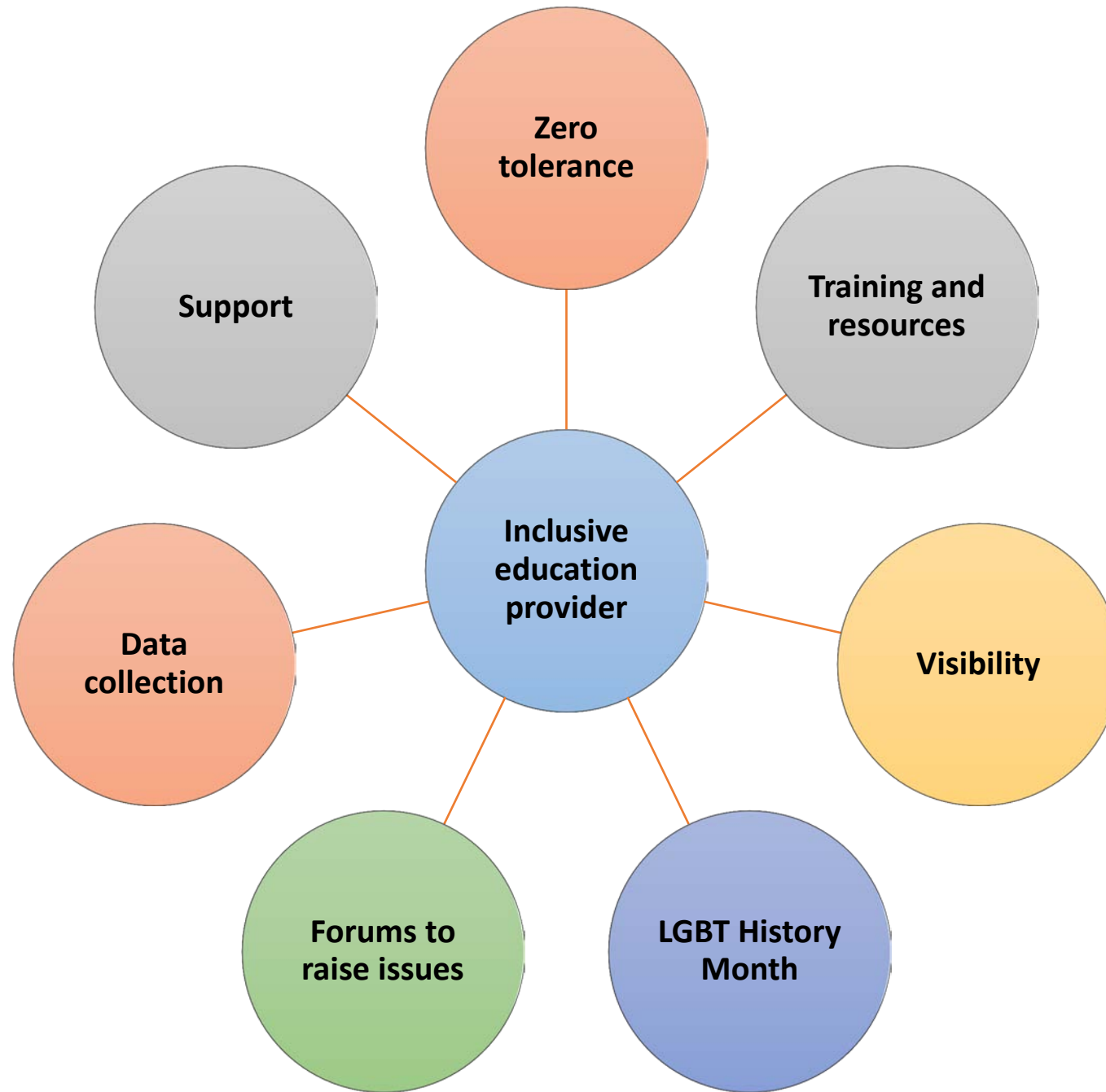


- Developing respect
- Understanding the impact of what they are saying.
- **NOT** changing someone's mind in a confrontational manner

# Opportunities



- Opportunity for students to express their views in a non offensive way
- Develop respect
- Foster an environment conducive to language acquisition
- Be creative in your teaching resources
- **Win- win:** developing language!
- Be outstanding!



# Were your expectations met?



What do you hope to get from this session



# Teaching resources

- Definitions and teaching resources <https://lelmeducation.wordpress.com/2016/02/03/esol-lgbt-teaching-resources-and-materials/>
- Myths <https://lelmeducation.wordpress.com/2015/12/28/lgbt-esol/>

# Useful links

If you work with young learners in schools

- <https://www.stonewall.org.uk/our-work/education-resources>
- <http://the-classroom.org.uk/>
- <http://www.educateandcelebrate.org/resources/>

Organisations

- <http://www.shaundellenty.com/links.html>

Any questions?

Thank you

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