Addressing stereotyping of LGB (Lesbian, Gay and Bisexual) apprentices in construction
Session 1
Scope and understanding

Aims and objectives

Aim
• To contribute to maximising support to learners

Objectives
• To explore equality on grounds of sexual orientation as part of CITB’s wider commitment to equality
• To explore the legal basis for sexual orientation equality
• To explore the experience of being lesbian, gay or bisexual in the construction industry
• To explore strategies for supporting Lesbian, Gay and Bisexual (LGB) learners.

Introductions

• Introduce yourself by name and job
• Tell the group one key thing you wish to achieve from taking part in this programme.

This session sets the scene, establishes definitions, establishes the separate nature of Trans issues, and explains why the whole programme focuses on sexual orientation equality and specifically on equality for lesbian, gay and bisexual learners.

Ensure that participants are secure in the confidentiality of the sessions and that they feel free, but under no pressure, to contribute. Participants need to know that they will not be expected to share anything of a personal nature, unless they wish to (see ground rules)

Timing – allocate 30 minutes minutes for session 1 overall Session 1 is contained in slides 2-7

Time allocation –2-3 minutes to read through these aims and objectives

• Having read them out check that participants are happy with them
• Stress the importance of the overall aim, which will help set the scene, in terms of sexual orientation equality being a strand in the overall support package wrapped around learners

Time allocation – 10 minutes for this first exercise/activity

• It is a simple ice-breaker
• Invite each participant to respond to the two points on the power point slide
• Note each key issue mentioned on a flip chart. You may like to return to this list at the end of the session to check off how they have been covered.
• Most points likely to be raised will be covered in the programme in one way or another. If anyone identifies something that is way out of scope of the programme acknowledge that this is the case, and undertake to discuss with them at the end of the session how they might get their learning needs met.
Ground rules

To help us get the best out of this session please:

• Respect different opinions within the group
• Listen to others without interrupting or speaking across them
• Contribute fully
• Keep confidence within the group
• Turn off phones and tablets.

What are we talking about?

There is a lot of jargon flying around when we deal with equality. Let’s be clear about the meaning of key words often used when sexual orientation is discussed.

Working in small groups decide what the following words mean and then feed back to the whole group:

• Sexual orientation
• Transgender
• Gay
• Homosexual
• Bisexual
• Lesbian
• Transvestite
• Homophobia
• Straight
• Protected characteristics
• LGB

Sexual orientation

• The Equality Act 2010 protects people from discrimination on grounds of their sexual orientation — whether they are lesbian, gay, bisexual or straight.
• This programme concentrates on learners who are lesbian, gay or bisexual (LGB).
• Until very recently LGB people did not have legal equality, and social attitudes can still echo that long history of inequality. This is not the case for straight people.
• Straight people can be discriminated against on grounds of their sexual orientation, and this should be guarded against with the same commitment we have to protecting LGB people from discrimination.

Time allocation – 13 minutes

- To read through the bullets on the power point slide
- Encourage open discussion and the sharing of different viewpoints.

Time allocation – 12 minutes

- Work done in small groups
- Get some groups to start from the bottom of the list, and others to start from the top so everything is covered within the allocated time
- Take feedback from whole room, one definition at a time
- This exercise will help distinguish between Trans issues and sexual orientation issues, and establish basic terminology.

Time allocation – 12 minutes

- To read through the bullets on the power point slide
- Encourage open discussion and the sharing of different viewpoints.

Sexual orientation – who we are attracted to sexually

Transgender – acting in a number of different ways on the feeling that you have a different gender to the one you have been physically born with
Gay – having same-sex attraction. Usually refers to men
Homosexual – a catch all term describing same-sex attraction of both men and women. Not used commonly because it is a medicalised term that harks back to periods when same-sex attraction was seen as an illness
Bisexual – attraction to people of both the same and opposite sex
Lesbian – a woman who is attracted to other women
Transvestite – someone who is, whatever their sexual orientation might be, chooses to dress in the manner of the opposite gender
Transvestites are part of the Trans continuum
Homophobia – a fear of, and or discrimination against same sex attraction and of lesbian, gay and bisexual people
Straight – having opposite sex attraction. Usually used instead of heterosexual to avoid a medicalised model
Protected characteristics – are characteristics protected by the Equality Act 2010 from unlawful discrimination: age, disability, gender, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion and belief and sexual orientation
Lesbian, gay or bisexual – often used to describe all people with same sex attraction
Session 2
Sexual orientation equality in context

Sexual orientation in every day life

Sexual orientation cannot be reduced to sex. It has implications and importance outside of the bedroom

- Working in small groups identify how our sexual orientation may be expressed or reflected in many different day-to-day contexts – what situations and actions are influenced by our sexual orientation?
- Feedback to the whole group.

Time allocation – 15 minutes for group discussion and feedback
- Take feedback selectively from one or two individuals you have heard having useful discussions in their groups
- Some participants may find answering this question difficult. This illustrates the case in point – we tend to conflate sexual orientation and sexual activity. While there is clearly a connection, the implications of sexual orientation are much wider, and this exercise will establish that
- The examples below apply, of course, both to LGB and straight people – point this out
- Stress then that for those participants who are straight, the examples below are among the ways that they are “out” at work
- Point out how odd it would be for them if they could not talk about these things.

Examples of how sexual orientation may be expressed or reflected:
- Talking about your family and/or partner
- Discussing what you did over the weekend, and who you did it with
- Discussing what you did on holiday and who you did it with
- Getting married or having a civil union
- Dating
- Taking compassionate leave
- Taste in music or films
- Talking about your partner’s family
- Complaining about not having a partner
- Talking about social venues you have visited.
Keeping a secret

Working in pairs, one person is speaker and the other is listener, each for three minutes. Then swap roles.

- The speaker describes a social situation they have attended, with a partner or friend, explaining what happened, what they did, who they met, who they were with etc.
- BUT – they must never mention the gender or name of anyone they speak about.

Feed back to the whole group your thoughts on:

- How it felt to self-censor
- What it would feel like to keep that up all day?
- What sort of cumulative impact on an individual might result from this sort of secrecy and self-monitoring?

The importance of LGB learners being able to be out

- Being out is the situation in which an LGB person is open about their sexual orientation: the opposite of the self-censorship we just explored
- Coming out describes the actions an LGB person takes to inform those around them of their sexual orientation
- What do you think are the benefits to LGB and straight learners of LGB learners being out?

Time allocation – 15 minutes

- This is the first exercise in which participants are asked to put themselves in the place of an LGB individual who is not out – but this is not something to tell them at the outset. It should be “revealed” at the end
- This exercise begins to open up the crucial importance to LGB equality of being able to be out at work and where you study
- Set up the pairs and keep time rigorously
- Take selective feedback
- Most participants will find the exercise difficult and amusing.
- For those who found it difficult this reflects their confidence in having their sexual orientation accepted – and this is something they may never before have thought about or questioned
- Many LGB participants may find it easy because this is something that at some point in their lives they have become skilful in doing.

Possible responses:

How did it feel to self-censor?
- Awkward
- Difficult
- Draining of energy
- Hard work
- What would it be like to keep it up all day?
- Exhausting

- Frightening
- Difficult
- Unpleasant
- Cumulative impact?
- Exhaustion
- Becoming withdrawn and secretive
- Decreased self-esteem
- Possible mental health implications
- Become isolated

Time allocation – 10 minutes

- Read through the main points on this slide
- Ask the question of the whole group and take answers
- Make the point that often LGB people have to come out repeatedly, as they enter new situations and work and study with new and different people
- In coming out they risk rejection, isolation and discrimination
- One of the key purposes of CITB’s policies on sexual orientation equality should be to make it easy for LGB learners to be out, and to support them to be so
- Benefits to LGB learners – having the burden of self-censorship lifted and being able to be themselves. This is absolutely fundamental to LGB equality. It is something that straight people rightly take for granted
- Benefits to straight learners – understanding that LGB people are everywhere, understanding that LGB sexuality is commonplace, and on the basis of that understanding, possibly rethinking some of their behaviours if need be – or at least recognising the possible impact of some of their behaviours if they may be seen to be homophobic.
Session 3
Sexual orientation equality for CITB learners

How easy is it for your LGB learners to be out?

- Identify which, if any, of these factors might make it difficult for your LGB learners to be out.
- What steps could you personally take to mitigate the impact of these negative factors?
- Identify which, if any, of these factors might make it easy for your LGB learners to be out.
- What steps could you personally take to increase the impact of these positive factors?
- Feedback to the whole group.

This session applies everything that has gone before to the context of CITB learners.

Time allocation – 20 minutes for the exercise and taking selective feedback:
- Distribute handout 1 to each participant and invite them to fill it in individually.
- Take selective feedback.
- Get some participants to start from the top of the list and others from the bottom so everything is covered across the group.
- As a result of the feedback and your processing of it in the group a picture should begin to emerge of what it may be like to be an LGB learner in the construction industry.
- Guide participants to answer the 4th bullet point question in personal terms – what can they do personally in these circumstances?
Challenging homophobia

A case study will be allocated to each small group:

- Read the case study
- Answer the set questions as fully as you can
- Feedback to the whole group.

Key points to draw out of case study 1

- This use of language is common. It may or may not be motivated by homophobia. But the impact the language has may exist irrespective of the intention of the person who spoke it
- Clearly workbenches do not have a sexual orientation. So the description of the workbench as “gay” is inappropriate. As it cannot be true literally, the meaning of the phrase must be linked to negative connotations attributed to LGB people, and it is this that is potentially insulting – and it undermines the inclusivity and safety of the learner group
- The learner who made the comment should be challenged – proportionately and appropriately. The points above are amongst the points that could be made
- You should make it clear to the speaker and to the rest of the learner group that this use of the word “gay” is inappropriate and unacceptable
- The comments may impact on LGB learners present about whom you may or may not know by increasing their feelings of isolation, by making it more difficult for them to come out, by undermining their self-esteem. LGB learners may, of course, be highly resilient, and the comments may be “water off a ducks back.” But this should not be assumed to be the case – and the comments will also impact on straight learners
- Whether or not this is a disciplinary matter will depend on context. Is this the first offence, or one of many?
- Has the perpetrator been warned about this before? Any challenge to inappropriate behaviour should be somewhere on a continuum between an opportunity for learning and a disciplinary matter. In this case the emphasis may well be on grasping the incident as an opportunity to support learning about appropriate and inappropriate language and the impact language can have. But, a link should be made to relevant policies and the possibility of discipline arising if their is repetition of the offence.

Key points to draw out of case study 2

- You should thank the apprentice for raising this with you and assure them that you will raise it with the employer in order to get it stopped. You should make it clear that this is a serious matter that you will take seriously. You should stress that the apprentice has the right to work without being harassed in any way.
- Your approach to the employer should assume a shared commitment to putting a stop to this unacceptable harassment
- You should emphasise that banter can constitute unlawful harassment and that if the apprentice is not protected from harassment the employer could be legally liable
- You should commit to checking back with the apprentice periodically to monitor what is happening and be ready to raise concerns again with the employer if need be
- The impact on the apprentice might include: them leaving the apprenticeship, a negative impact on their mental health, stress, feelings of isolation, undermined self-esteem.

Key points to draw out of case study 3

- This is a case of cyber-bullying. It is also an example of “outing” – ie revealing that someone is LGB without their consent and possibly against their will. This can constitute unlawful discrimination and it can be profoundly frightening and disturbing for the person who is outing
- The learner who alerts you to the problem should be thanked and congratulated for taking action
- The learner who is hosting the video should be interviewed and informed that they are harassing the learner in question. This is a serious matter and a disciplinary response is appropriate
- The absent learner should be contacted as a matter of urgency to check on their wellbeing. If their absence is linked to the video they need to be reassured that it is safe for them to return and that staff and other learners will be supportive to them. They should also be told that disciplinary measures have been taken against the video hoster.

Time allocation – 30 minutes to small group work and selective feedback

- Distribute handout 2 to all participants
- Allow 10 mins for the groups to work on the case studies and 20 mins for feedback and discussion.
Session 4
Sexual orientation, the law and CITB policy

Working in small groups:
Answer the quiz questions in the handout and be ready to feed back to the whole group.

Time allocation – allow 10 minutes for the quiz and 10 minutes for feedback.

- Distribute handout 3 to all participants
- This exercise consolidates the learning gained in the preceding parts of the programme and links the legal position with CITB policy
- This quiz consolidates learning from the preceding parts of the programme

Timing – allocate 20 minutes for session 4 overall Session 4 is contained in slides 15-16
Sexual orientation equality in CITB – a short programme for staff

Handout 1

<table>
<thead>
<tr>
<th>If the following factors persisted in CITB what would their impact be?</th>
<th>Does this facilitate being out? (Tick if yes)</th>
<th>How can its impact be strengthened?</th>
<th>Does this inhibit being out? (Tick if yes)</th>
<th>How can its impact be mitigated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality and well being policies</td>
<td></td>
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<tr>
<td>Active high profile promotion of sexual orientation equality at learner induction</td>
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<tr>
<td>Formal culture of acceptance of difference and diversity applied unevenly across the organisation</td>
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<tr>
<td>Unchallenged homophobic language in workshops</td>
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<tr>
<td>Openly gay staff</td>
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<tr>
<td>Lack of sexual health promotion aimed at LGB learners</td>
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<tr>
<td>Visual material (posters/screen savers) promoting sexual orientation equality widely used</td>
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<tr>
<td>Information about LGB support organisations, and entertainment venues not distributed to learners</td>
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<tr>
<td>Learners not taught about the rights of LGB employees to fair treatment</td>
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</tbody>
</table>

Case study 1

In a carpentry workshop one of your learners refers loudly to their workbench as “so gay” because it is not sufficiently stable. His comments cause widespread giggling and agreement in the wider learner group.

- What do you say to the learner who made the comment?
- What do you say to the rest of the learners?
- What impact may the comments have on any LGB learners present?
- Is this a disciplinary matter – and what is the reasoning behind your answer?

Case study 2

You visit an apprentice on site as an assessor. They tell you that they are on the receiving end of homophobic abuse from their colleagues which they find upsetting. When you raise this with the employer you are told that this behaviour is just normal banter in the workplace. “The lads aren’t angels! Just leave it be.”

- What do you say to the apprentice you are visiting?
- How do you respond to the employer?
- Why isn’t the reported abuse acceptable?
- What impact might the continuing abuse have on the apprentice?

Case study 1

A learner shows you a video being circulated amongst learners on social media. It shows one of your learners leaving a local gay bar. “Who is the gay boy ‘coming out’ of the Hope and Anchor? He must tell us what he is getting up to when he goes out on his own” is the message that accompanies the video.

The learner in the video has been absent without explanation for two days.

- What do you say to the learner who made the comment?
- What do you say to the rest of the learners?
- What impact may the comments have on any LGB learners present?
- Is this a disciplinary matter – and what is the reasoning behind your answer?
<table>
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<tr>
<th>Question</th>
<th>Answer</th>
</tr>
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<td>How many protected characteristics does the Equality Act 2010 define?</td>
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</tr>
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<td>Sexual orientation as a protected characteristic applies only to LGB people</td>
<td>True or false?</td>
</tr>
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<td>Straight people cannot be discriminated against on the basis of their sexual orientation</td>
<td>True or false?</td>
</tr>
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<td>Discriminating against a learner who is a lesbian is more serious than discriminating against a gay learner</td>
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<td>Are Tran people LGB</td>
<td>Never, sometimes, always?</td>
</tr>
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<td>When should you challenge the use of homophobic language by learners?</td>
<td>When it is intended to insult? When it is not intended to insult? Always?</td>
</tr>
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<td>Does the CITB policy on Fairness, Inclusion and Respect outlaw bullying and harassment on the basis of all the protected characteristics defined by the Equality Act 2010?</td>
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<td>If an employer deliberately turns a blind eye to homophobic harassment in the workplace are they guilty of unlawful discrimination?</td>
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<td>The age of consent for LGB people is 19</td>
<td>True or false?</td>
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Training the trainers - LGBT Equality in CITB

A 1 day programme to train trainers to deliver a 2 hour staff training module on LGBT equality

London 30th June 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Issue</th>
<th>Activity</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30 am</td>
<td>Introductions and scene setting</td>
<td>Facilitator and group inputs</td>
<td>Icebreaker and opportunity for participants to identify their priority learning objectives. Brief exploration of the day’s programme and the challenges of facilitation</td>
</tr>
<tr>
<td>10.50</td>
<td>Benchmarks and definitions</td>
<td>Facilitator input, group discussion</td>
<td>Legal definition of protected characteristics of sexual orientation and gender identity – establishing the differences between lgb and t</td>
</tr>
<tr>
<td>11.00</td>
<td>Supporting learners to counter homophobia in construction industry apprenticeships</td>
<td>Three groups of five each work through a different industry contexted case study and feed back to the whole group</td>
<td>Case studies cover harassment, coming out and resilience – to help familiarise participants with key issues</td>
</tr>
<tr>
<td>11.30</td>
<td>Exploring the content of the lgbt equality module</td>
<td>Facilitator led whole group activity</td>
<td>A run through of some key parts of the two hour module, looking at the aims and objectives, PowerPoint slides and activities</td>
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<tr>
<td>12.00</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
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<tr>
<td>12.15pm</td>
<td>Trying out some of the activities in the module</td>
<td>Participant led activities – challenging homophobic language, and a case study followed by reflection</td>
<td>Participants do the activities as if they were recipients of the training as a further level of familiarisation with content</td>
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<tr>
<td>1.00</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
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<tr>
<td>1.30</td>
<td>Preparation of micro-teaching session</td>
<td>Working in triads, participants prepare to deliver to their triads a section of the module allocated to them by the facilitator</td>
<td>Participants to have access to flip chart paper, PowerPoint/laptop, and prepare a 10 minute delivery to the others in their triad</td>
</tr>
<tr>
<td>2.30</td>
<td>Thinking about feedback</td>
<td>Individual reflection and facilitator input</td>
<td>Developing a framework for giving feedback to presentations within the triads</td>
</tr>
<tr>
<td>2.45</td>
<td>Micro-teaching session</td>
<td>Each member of the triads presents their section of the module and receives feedback</td>
<td>Presentations for up to 10 mins followed by questions and feedback within the triads</td>
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<tr>
<td>3.45</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
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<tr>
<td>4.00</td>
<td>Reflection on the micro-teaching session</td>
<td>Facilitator led whole group discussion</td>
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<tr>
<td>4.15 - 4.30</td>
<td>Reflection on the day and close</td>
<td>Individual and group reflection guided by facilitator</td>
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</tbody>
</table>
Session 5
Reflection and close

Identify the most important thing you have learned from this programme and be ready to feed back to the whole group.
For more information, contact

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