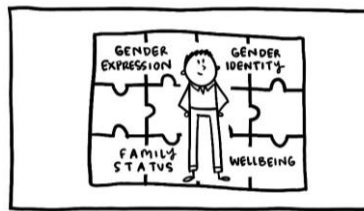


Case Studies

Meet John, Jenny, Mai-Lee and Kimiko

The Connecting the Pieces video introduces a number of people with different diversity characteristics. Their personal stories and diversity characteristics provide an opportunity to discuss who they are and what is important to them. It also provides the opportunity to discuss how service providers should/might approach, understand and respond to the diversity of each of the characters and the people you work with.



John

Remind the group of John from the video. He is referred to as a trans man and the video says that gender identity and gender expression are important to him.

- The video describes John as a trans man, do you know what trans means?
- Why do you think gender identity and gender expression would be important diversity pieces to John?
- If John were to use our service are there any issues, problems or barriers he might face? (Either real or perceived) What are they and what could we do to remove those problems?

Prompt - think about intake and assessment, the types of services, staff knowledge and attitudes, other clients, John may have previously had negative experience and fear the same will happen again.

Information: Trans is short for Transgender. John was assigned female gender at birth and raised as a girl. However John's gender identity is male, he lives his life as a man and therefore he is and should be always treated and referred to as a man. Gender Identity and Gender Expression may be important to John because for his early years he had people treating him as female, so being able to live in the correct gender and express himself (personality, clothes, body language, and interest) is an important part of his identity. Refer to the Diversity Jigsaw resource for further information on gender identity and gender expression and visit the EMR Alliance YouTube channel to hear the stories of trans people.

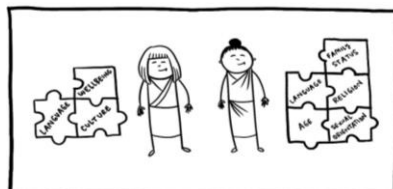




Jenny

We meet Jenny in the Connecting the Pieces video. Jenny is an older person who enjoys catching up with friends in the local walking group, is a long-term member of a senior's choir and is a volunteer tutor at the neighbourhood house.

- What are some of the stereotypical assumptions that promote ageism?
- How do you think these assumptions might affect clients?
- How do we avoid applying stereotypical assumptions, and our own values and beliefs when working with people?



Mai-Lee and Kimiko

Remind the group of Mai-Lee and Kimiko from the video. They appear to be in a similar situation as they both have limited English, no family and like to be active. However they are interested in making social connections with different parts of their diversity, Mai-Lee with people of the same culture and language group whereas Kimiko wants to improve her language skills so she can meet people who share other interests.

- What do you think are the take away messages from Mai-Lee's and Kimiko's story in the video?
- What would we do or need to do, to ensure our service didn't assume Mai-Lee and Kimiko had the same interests or motivations?
- What could be the consequences if we treated Mai-Lee and Kimiko the same and didn't understand their interests or motivations?

