

Overview of ‘The Legacy of Wolfenden’ sessions

Aim

To develop a range of sessions/activities that could be adapted and developed by confident teachers.

Objectives

To increase awareness of Wolfenden, the role he had in partial decriminalisation of homosexuality and the legacy of the Wolfenden report.

How this change in legislation laid a foundation stone for the more inclusive society in which we now live (in the UK)

Notes

The order is in two sections or groups of sessions: Sessions A, B, C have a ‘history’ focus and Sessions D, E, F have a ‘PSHE/identity’ focus.

Activity

We provide optional and flexible activities for each session.

We intend to introduce teachers to the key topics during training and offer the opportunity for teachers to explore their own knowledge and any misconceptions.

Ground rules should be set for all classes. Personal stories can be very powerful; classes can be introduced to the idea that they could tell a story about ‘someone they know’ or ‘they heard about someone who...’ to retain confidentiality and encourage the sharing of stories. Teachers can do the same.

Resources

We also offer some resources with advice on where to find additional resources.

There is a wide range of resources included and they should be previewed before a session as pupils will have good, perhaps challenging questions. That is a successful outcome of the sessions for pupils but some teachers may feel out of their comfort zone so it is important to preview any videos etc that will be used with classes.

Suggested ground rules:

Confidentiality “What is said in the room, stays in the room.”

Listening “We show respect by listening”

Participation “We encourage everyone to contribute”

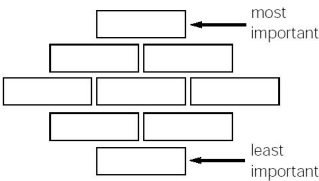
Questions like “I wonder if...”, “how might it be...”, “it is

	OK to ask questions, but there might not be answers”.
Plenary	
We have included questions for reflection in this section to allow a range of pupil voices to be heard or articulated.	

SESSION A: An Introduction to LGBT+ History

Aim
To have an overview of key historical landmarks or events
Objectives
Increase pupils knowledge of key events in the LGBT+ history timeline

Resources required	
Event cards (printed onto card)	
Individual whiteboards or flip chart paper (to create timelines)	
Activity	Resources
<p>Starter Activity (5 minutes)</p> <p>Ask students to discuss the following questions in small groups. “What events do you think might have been part of LGBT+ history? Which famous individuals do you think of when I say LGBT+?”</p> <p>Collect answers on smartboard or flipchart paper.</p>	<p>Material to collect student answers (Smartboard, Flipchart paper etc)</p>
<p>Timeline (15 minutes)</p> <p>Sorting activity to create a timeline</p> <p>Note: three versions of cards available to allow for different ages or abilities or time available</p>	<p>Use Event Cards from the resource pack</p> <p>One set of cards per group.</p> <p>Version 1- Lower attaining students- Cards with image, text and date can be sorted to make a timeline</p> <p>Version 2- Mixed ability groups- Cards</p>

<p>Groups could move around and comment on each group's timeline, noting similarities and differences.</p> <p>As a class, recreate the timeline.</p>	<p>with text and cards with images – these can be matched together then sorted by date to make a timeline</p> <p>Version 3- Higher attaining challenge task- Cards with image and text (NO date) can be sorted into a suggested timeline</p>
<p>Diamond 9 activity (15 minutes)</p> <p>Students to sort events using the cards with image and text into a diamond (1,2,3,2,1 shape), responding to the question: Which event or events do they think had the greatest impact/legacy to the least impact/legacy?</p> <p>Students will need to discuss and agree upon the events they think were most/least important, with the most important at the top of the diamond and the least important at the bottom.</p> <p>Share and compare as a class. Ask students to justify their reasoning.</p> <p>Why do they think some events are more celebrated or known?</p> <p>Which events link to the Wolfenden Report?</p>	<p>Cards with images and text- 1 set per group.</p> 
<p>Act out a historical event (15 minutes)</p> <p>In small groups of 4-6, students pick a historical event and miming the event.</p> <p>After 5 minutes, bring groups together and ask students to play a game of charades. No speaking and no writing clues down. Once the students have acted out one event, ask them to select another event at random and proceed with their charades game. To add an element of competition, you could introduce a timer and have students keep track of scores. The team who guesses the most, wins</p>	<p>If needed, display the timeline so students can be reminded of events.</p>
<p>Plenary</p>	
<p>Discuss the following questions in small groups/pairs and feedback</p> <ul style="list-style-type: none"> • Did anything surprise you? • What is the main thing that you will remember after this session? • So what is the legacy of Wolfenden? <p>Homework opportunity- Ask students to research recent LGBT history and see if they can find other events which should be included e.g landmark moments for LGBT+ actors/actresses in the media, literary</p>	

history etc

REMEMBER One set with dates, one without dates, one set of images only and one set of text only. This is so there is the opportunity of matching the cards with the text, sorting the cards into a timeline and trying to work out the timeline from the text alone. We are trying to make this excellent resource work as hard as possible and be useful in a number of ways.