

The Wolfenden Project: Training pack

Mission Statement

On the 60 th anniversary of the Wolfenden Report we are documenting the legacy left by this significant event in British history and providing lasting resources for educational establishments.

We will promote further local and national understanding, acceptance and respect for and of the LGBT+ community, promoting equality in general and bringing about a culture of support. We will also forge strong and ongoing partnerships with individuals, schools and other organisations.

We believe this event is relevant to not just LGBT+ people, but that all people will appreciate the historical events and social changes that followed the Wolfenden Report.

We aim to empower students and teachers to engage with LGBT+ issues in class and out of it too.

We look forward to people engaging with our resources and tools.

Things to do before the training session

Read through the background information provided in this pack and take time to watch a few of the videos listed in the gender and sexualities sessions.

Briefly discuss with colleagues what they would like to know before teaching an LGBT history project. Note down any concerns or areas of interest and select training activities that will meet these needs. For example, prioritise history-based activities if the history element of the project is identified as a weakness, or prioritise the PSHE elements if discussing LGBT+ issues is a concern.

Ensure that pre-training evaluation forms are completed, either at an earlier date or immediately before training commences.

Distribute copies of the background information to colleagues to read prior to the training session.

Aims of the training session

The aims will be shaped by the specific needs and opinions voiced prior to training but are likely to include:

- Developing essential knowledge and confidence in teaching LGBT+ history.
- Developing essential knowledge of LGBT+ terminology and present day issues facing the LGBT+ community.
- Developing confidence in facilitating safe and respectful discussion and responding to student disclosures.

Ensure these aims are outlined at the start of the training session.

Training exercises

Depending upon the interests and experiences of your colleagues you may want to prioritise activities from a certain group or select an activity from each. We recommend a maximum of

three activities per training session .

Discussion based exercises

- “Diamond Nine”.

Hand out event cards.

In pairs, organise the event cards into a diamond shape according to historical importance. Select one event to sit atop the diamond as the event you believe to be the most historically significant. The diamond should show events from most to least historically significant. Once a pair has reached agreement, pairs should compare each diamond, considering the following questions:

Why do you think some historical events are more celebrated or well known than others?

What is the relationship between the Wolfenden Report and the other events? Which events most closely link to the Wolfenden Report?

- “How far should the state regulate private lives?”

Pose this question and ask participants to physically organise themselves on a scale from “Yes 100% the state should regulate private lives” to “No the state has no place in the home”.

Hand out fact cards and experiences sheets.

In groups of 4-6, read event cards and experiences sheets. Discuss the cards and whether the cards have altered opinions.

With sensitivity, prompt debate by raising issues such as ‘radicalisation’, ‘parenting’ and ‘domestic violence’.

Independent exercises

- “What I wish I’d known”.

Ask participants to consider the following four questions. Allow several minutes between questions for participants to record their answers and discuss in small groups.

“What would have been useful for you to have learnt about LGBT+ issues and experiences as a child?”

“What do students in 2017 need to know about LGBT+ issues and experiences?”

“Are there any similarities or differences between your answers for the last two questions?”

Discuss the last question as a group.

“Are there any areas of LGBT+ education which you would like more information or support with teaching?”

- “LGBT+ terminology”

Hand out blank glossaries, pens and highlighters.

Ask participants to work in pairs to fill in the glossary as much as they can. Ask participants to highlight terms they are uncertain about. After around 5-10 minutes, hand out completed glossaries and discuss terms which are less known.

Teaching exercises

- In groups of 2-4, participants will be asked to research and design a short learning

activity to explore an aspect of either gender or sexuality. The aim of the activity will be to either: explore an LGBT+ term, investigate a stereotype or discuss the experiences of LGBT+ people. Activities might include: role play, video Q

Provide participants with the LGBT+ glossary and iPads/laptops to explore LGBT+ videos on YouTube or elsewhere. Prompt groups to cover a topic which participants feel uncertain about.

• In groups of 2-4, participants will be asked to reflect on a fictitious class discussion. Participants may wish to act out the debate.

Provide participants with copies of the fictitious debate. Ask groups to consider the following questions:

- How educational was the discussion?
- How did the teacher exercise control during the discussion ? How effective was this?
- How would you organise this discussion in class?

Ensure discussion covers the teacher's failure to: create a safe space for discussion (there is no mention of confidentiality or showing sensitivity towards peers), aid understanding through clarification, and/or address student misconceptions.

Ensure post-training evaluation forms are completed. Use the evaluation forms to inform future training.

After 6 months please hand out the post-training six-month evaluation forms. Please send the 6-month forms back to Support U at Support U, 15 Castle Street, Reading, Berkshire, RG1 7SB.

How should the sessions be delivered?

Each session is designed to last between 45 minutes and 1 hour . We have designed the sessions to be delivered flexibly as stand alone lessons. As such, the sessions can be delivered in any order. However, as a guide we suggest teaching the following sessions when faced with time limitations.

If only two lessons are available we suggest teaching either: Session A and Session D OR Session B and Session F.

If only three lessons are available we suggest teaching either: Sessions A, C and D OR Sessions B, C and F.

If only four lessons are available we suggest teaching either: Sessions A, C, E and F OR Sessions B, C, D and E.

If only five lessons are available we suggest teaching sessions A, C, D, E and F.