

## 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 B: Historical Controversy in LGBT+ History.

Aim
Focus on the historical context for conceptions/constructions of homosexuality
Objectives
To increase awareness of the controversial legacy of historical events in LGBT+ history, from Wolfenden to now.

Notes	
It may be useful to review the timeline throughout the lesson so that students are confident of key events.	
Activity	Resources
<p>Starter activity (5 minutes)</p> <p>LGBT+ History BINGO</p> <p>Each student has a sheet. Either the teacher or student acts as Bingo caller and calls out events. You could ask students to briefly summarise events.</p>	BINGO cards
<p>Research Activity (15 minutes)</p> <p>In small groups, students will research one event, making a case for the event’s importance. Students should try to answer the following questions:</p>	

<ul style="list-style-type: none"> <li>• How important was this event in the fight for equality?</li> <li>• Could this event have happened earlier? Why/why not?</li> <li>• Why do you think this event is well known/not well known?</li> <li>• How should this event be remembered?</li> </ul> <p>You might want to show students the following resources if they get stuck.</p> <ol style="list-style-type: none"> <li>1. A look into gay history in the 20th century leading up to the historic 1969 Stonewall Riots in Greenwich Village, NYC.</li> <li>2. The Stonewall Riots: The Birth of a Revolution - NHD Documentary</li> <li>3. British Library podcast – curator talks about the context of Wolfenden</li> <li>4. Wolfenden materials in BL timeline</li> <li>5. Margaret Thatcher’s speech (Section 28)</li> <li>6. Timeline of cultural events in LGBT+ history (I am, National Portrait Gallery)</li> <li>7. Section 28, LGBT History Month</li> <li>8. Background to the Wolfenden Report and the Sexual Offences Act 1967</li> <li>9. The Liberal Party and LGBT+ rights</li> <li>10. Background to the Gender Recognition Act, UK Trans Info</li> </ol> <p>If there is time, students could present their findings to the class or another group.</p>	<p>Laptops/Notebooks or Computers for research</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=7ZrQeNBMqOk">https://www.youtube.com/watch?v=7ZrQeNBMqOk</a></li> <li>2. <a href="https://www.youtube.com/watch?v=ZyL87phskkI">https://www.youtube.com/watch?v=ZyL87phskkI</a></li> <li>3. <a href="http://www.bl.uk/podcasts/podcast92045.mp3">http://www.bl.uk/podcasts/podcast92045.mp3</a></li> <li>4. <a href="http://www.bl.uk/learning/timeline/index.html">http://www.bl.uk/learning/timeline/index.html</a></li> <li>5. <a href="https://www.youtube.com/watch?v=8VRRWuryb4k">https://www.youtube.com/watch?v=8VRRWuryb4k</a></li> <li>6. <a href="http://www.npg.org.uk/whatson/i-am-me/explore/timeline">http://www.npg.org.uk/whatson/i-am-me/explore/timeline</a></li> <li>7. <a href="http://lgbthistorymonth.org.uk/wp-content/uploads/2014/05/1384014531S28Background.pdf">http://lgbthistorymonth.org.uk/wp-content/uploads/2014/05/1384014531S28Background.pdf</a></li> <li>8. <a href="http://www.independent.co.uk/news/long_reads/buggery-bribery-gay-sex-decriminalised-britain-history-legal-sexual-offences-act-1967-a7858096.html">http://www.independent.co.uk/news/long_reads/buggery-bribery-gay-sex-decriminalised-britain-history-legal-sexual-offences-act-1967-a7858096.html</a></li> <li>9. <a href="https://lgbt.libdems.org.uk/en/page/always-been-there-for-you-and-we-always-will">https://lgbt.libdems.org.uk/en/page/always-been-there-for-you-and-we-always-will</a></li> <li>10. <a href="https://uktrans.info/legislation/42-legislation/13-gender-recognition-act-2004">https://uktrans.info/legislation/42-legislation/13-gender-recognition-act-2004</a></li> </ol>
<p>Activity 2: Stonewall: A rebellion or a riot? (25 minutes)</p> <p>Hand out profiles of Johnson and Rivera. Read out the profiles and then view/read accounts of the events.</p>	

<ul style="list-style-type: none"> <li>• Do these accounts agree?</li> <li>• What do they disagree on?</li> <li>• Why do you think this is? What are the individual motivations for each person who is recounting?</li> </ul> <p>[Due to the sensitive nature of the Stonewall film we suggest the following activity to be optional depending on the maturity of your class. If you decide not to do the Stonewall activity we suggest discussing the following questions:</p> <p>How do you think Stonewall has been remembered?</p> <p>Why do you think Stonewall is memorialised and remembered over other events?]</p> <p>Play clip from Stonewall film</p> <p>Ask students to discuss what they think of the film from the trailer.</p> <p>Paired discussion- compare the accounts and the film clips- what do they have in common? why do you think the event was portrayed in this way? why was Danny created instead of having Sylvia or Marsha leading? What do you think the response of the film was?</p> <p>Show clips of response</p> <p>Are you surprised by the response?</p> <p>What do you think? Who really did throw the first brick? Does it matter? Why do you think some people call the events at the Stonewall inn riots rather than a rebellion?</p> <p>How do you think Stonewall has been remembered?</p> <p>Why do you think Stonewall is memorialised and remembered over other events?</p>	<p>Copies of profiles for Marsha P Johnson and Sylvia Rivera.</p> <p>Accounts of the events at Stonewall:</p> <ol style="list-style-type: none"> <li>1. “Stonewall: The Story of Resistance” by Tyler Oakley- STOP 3:34 <a href="https://www.youtube.com/watch?v=B40AHBY4mNM">https://www.youtube.com/watch?v=B40AHBY4mNM</a></li> <li>2. “Interview with William Henderson on the Stonewall Riots”- <a href="https://www.youtube.com/watch?v=uhygeD8ktv0">https://www.youtube.com/watch?v=uhygeD8ktv0</a></li> </ol> <p>Stonewall trailer</p> <p><a href="https://www.youtube.com/watch?v=LGEJmPwB4yI">https://www.youtube.com/watch?v=LGEJmPwB4yI</a></p> <p>Responses to Stonewall</p> <ol style="list-style-type: none"> <li>1. “Did Hollywood whitewash Stonewall?” MTV News <a href="https://www.youtube.com/watch?v=_cDZTV1x-E8">https://www.youtube.com/watch?v=_cDZTV1x-E8</a></li> <li>2. “LGBT people discuss the Stonewall trailer”- Boldly <a href="https://www.youtube.com/watch?v=0CdBQ38hldE">https://www.youtube.com/watch?v=0CdBQ38hldE</a></li> </ol>
<p>Plenary</p>	
<p>Discuss the following questions in small groups/pairs and feedback.</p> <ul style="list-style-type: none"> <li>• So what is the legacy of</li> </ul>	

Wolfenden?

- Why is the Wolfenden report celebrated? Do you think it is justified?
- How could other events be said to respond to the Wolfenden report?
- Which events have the strongest link to the Wolfenden report?
- Which events do you think should be made into a film or TV show?

Homework opportunity: Ask students to think about other historical events which have been portrayed differently or incorrectly on television or in a film. Why do they think the historical event was portrayed in this way?