



just like us

EMPOWERING LGBT+ YOUNG PEOPLE

Standing up against fascism - the spirit of “the Glamour Boys”

Session summary		Pupil context
<p>Drawing from Chris Bryant MP’s book <i>Glamour Boys The Secret Story of the Rebels who Fought for Britain to Defeat Hitler</i>, this session will introduce pupils to a group of MPs who led the calls to end appeasement. Influenced by their own LGBT+ or queer identities, these MPs were among the first to grasp the brutality of Nazi Germany and faced tremendous backlash as a result.</p> <p>Produced for LGBT+ History Month.</p>		KS4 pupils with a basic understanding of LGBT+ identities and the causes of World War 2
Session aims	Resources needed	Link to English curriculum
<ul style="list-style-type: none">Discover who the men named “the Glamour Boys” were and what they didReflect on how their actions are relevant to the world today	<ul style="list-style-type: none">PresentationQuestion prompts (in presentation)Sources for analysis	“Pupils should develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience”
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
“Pupils should be given opportunities to recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one”	“I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues”	“Pupils should have opportunities to investigate the past and its impact on our world today through an understanding of different perspectives and interpretation”
Preparation ahead of the session		
▸ You may need to let pupils know about School Diversity Week: you can find explainer slides in our		

Timing	Activity	Suggestions for differentiation
0-10	<p>Who were “the Glamour Boys”?</p> <ul style="list-style-type: none"> ▸ Display the information about what was happening in the unnamed country (actually Weimar-era Germany) on the board. Ask pupils what they would do, were they the Prime Minister of our country. ▸ Reveal the real context behind the scenario and read the slides explaining who Neville Chamberlain was and why he decided to follow a policy of appeasement.. ▸ After defining appeasement, you can ask the group how they feel about it. Remember to make sure the pupils take into account that they are looking at it through a modern gaze. 	<p>Reduce the number of things happening in a nearby country, selecting ones you feel the students can relate to.</p> <p>Give concrete examples and/or change the examples to reflect a relatable setting, i.e. school.</p>
10-11	<ul style="list-style-type: none"> ▸ Introduce the learning objectives and lesson title 	
11-20	<ul style="list-style-type: none"> ▸ Present or ask pupils to read the information about the significant individuals in a presentational manner, covering who "the Glamour Boys" were and their motivations for opposing appeasement ▸ Show the linked video of Chris Bryant MP discussing "the Glamour Boys" and why they matter ▸ At the end of this section, you can ask pupils to write down short answers from the question prompts in the presentation to ensure they've understood. 	<p>Don't show Chris Bryant's video.</p>
20-45	<p>Why did "the Glamour Boys" stand up against appeasement?</p> <ul style="list-style-type: none"> ▸ Give pupils primary and secondary sources to examine, in order try and understand "the Glamour Boys" motivations: <p>Additionally, you can ask:</p> <ul style="list-style-type: none"> ● What significant events were happening at the time in the ? ● What are the sources telling us people were worried about? ● What matters most to people in these sources? <ul style="list-style-type: none"> ▸ Discuss the pupils' understanding of the sources - can they summarise what the writer is saying? ▸ Use the Connect, Extend, Challenge method - after providing the time to review the source, ask your pupils to think how this source connects with what they've learned 	<p>Use plain English versions of the sources.</p>

	<p>already. Following on from this, ask them in what ways this extends or broadens their understanding of why "the Glamour Boys" did what they did, of appeasement or the situation in Germany. Lastly, challenge them to think about if it's changed their understanding of the topic or raised any new questions you can try to tackle</p>	
<p>45-60</p>	<p>Capturing their spirit</p> <ul style="list-style-type: none"> ▸ To conclude the session, show the pupils the pictures. Asking them to draw their own ideas from it: <ul style="list-style-type: none"> ● What can we learn? ● How does someone's identity or experiences motivate them to be a better ally? ▸ Reflect on their own lives and actions through this lens, ask them to share what they've done and how it relates ▸ Round off by showing the plaques to the deceased Glamour Boys in the House of Commons. 	