



# Suffragettes on the High Street

## Guidelines for Supervising Teachers

**Preparing for Your Visit:** It is strongly recommended that supervising staff should arrange a pre-visit to familiarise themselves with facilities at the Museum. Complimentary tickets are available on request in order to assist with planning and risk assessments. A Hazard Identification Sheet is also provided in order to help you with your risk assessment.

### Practicalities:

- **Where to go and how to get there:** The Suffragettes takes place in the Town. To get there take the tram from the entrance in either direction. A member of staff will meet you on the Town Street, outside Ravensworth Terrace.
- **Arriving on Time:** Please ensure you arrive on time. In the event of a late arrival every effort will be made to accommodate the full time of the activity, however, due to other bookings this may not be possible. The activity will last 1 ½ hours.
- **What to Bring/Where:** Please remember that Beamish is an open air museum and pupils should come dressed for the weather. Specific clothes will help with the costume element of the activity. This is addressed below.
- **Toilets:** The nearest toilets are in the Town, close to the Bank.
- **Health and Safety Information:** A Hazard Identification Sheet will be provided with your booking in order to advise you of any possible risks or hazards.
- **Access:** An access bus is available and can take any members of your group with access needs into the Town. There are stairs to the changing areas and the band stand; however arrangements can be made to suit any access needs. If anyone in your group has access needs please contact our Bookings Officer on 0191 370 4026 or email [bookings@beamish.org.uk](mailto:bookings@beamish.org.uk) and they will be able to advise you.

## **Objectives of Activity:**

The activity aims to:

- Immerse pupils in the suffrage campaign of 1913.
- Use drama to relay knowledge, inspire empathy and experience political empowerment.

During the session students will:

- Take a role within the suffrage debate, either Suffragette, Suffragist or Anti. They will become the character they have created prior to the visit and take part in a public rally and debate.

## **Outline of Activity**

1. Costume change – staff will lead you straight to the changing rooms and guide pupils into the appropriate clothes for their character. Personal belongings can be locked securely in these rooms during the activity.
2. Rally – this will start and finish in the Town Park. Pupils will carry banners and placards as they march up and down the street, chanting to encourage onlookers to join their cause. Suffrage supporters will march one way and Antis in the opposite direction. Each group will be accompanied by school and/or Museum staff.
3. Debate – this will take place, weather permitting, in the band stand. If necessary it will be moved to an indoor location. One or two representatives from the different groups (Suffragette, Suffragist and Antis) will make a speech, then questions and comments will be taken. Everyone is encouraged to take part, with comments, arguments and heckles.
4. Costume change – return to the changing rooms to remove costumes and gather personal belongings.

The march and debate take place in public areas. Pupils will therefore be ‘performing’ to the other visitors as well as each other. This is an immersive activity and staff and visitors may heckle the rally as they pass by, adding to the atmosphere.

## **Classroom Preparation**

During the Rally, pupils will be acting in role as a fictional character from the year 1913. Pupils should create their character beforehand, based upon the history of the movement.

Within the class group, all viewpoints should be represented: suffragettes, suffragists, and antis (opponents). Pupils will need some knowledge of the suffrage movement to be able to sustain the debate.

During character creation, pupils should consider: social class, occupation, family members, friends, group affiliations, political viewpoints, religion, life events and experiences.

### **Website Resources**

Resources created to help support this process can be downloaded from our website [www.beamish.org.uk/resources](http://www.beamish.org.uk/resources)

- Character cards – cards providing information as a starting point for pupils
- Character profile sheet
- Calling all campaigners - DVD
- Pre-visit lesson plan – a drama session can be delivered if desired

Some pupils will be invited to make opening speeches during the debate, and if classroom schedules allow, the following work could be done to further prepare for the session:

- Group speeches (two speeches from each faction)
- Questions/issues to debate
- Chants (for the march)
- Identify appropriate language, mannerisms and political affiliations associated with their character.

Any character names must be sensible and appropriate – the debate will be watched by members of the public visiting the Museum.

Character development work can be done in two ways:

- for homework, using website links, school materials etc.
- during a lesson, as a more focused session supporting curriculum work

### **Costumes**

Pupils will be in costume for this activity; clothing will consist of items from our Suffrage Costume Bank mixed with some of the pupil's own clothing. Our Suffrage Costume Bank holds the following items of clothing:

<b>COSTUME BANK</b>	
<b>Girls Costumes</b>	<b>Boys Costumes</b>
Skirts, blouses, dresses, shawls, hats, sashes	Shirts, jackets, waistcoats, ties, hats

Pupils should wear some of their own clothing:

<p><b><u>Girls own clothing:</u></b></p> <ul style="list-style-type: none"> <li>• Dark shoes (not trainers)</li> <li>• T shirt (under costume)</li> <li>• Skirt/shorts (under costume)</li> </ul>	<p><b><u>Boys own clothing:</u></b></p> <ul style="list-style-type: none"> <li>• Plain shirts - white, blue, grey</li> <li>• Dark shoes (not trainers)</li> <li>• Dark/grey trousers</li> </ul>
---	---

- Costumes will be chosen according to the character each pupil will be portraying, e.g. miners wife, teacher, miner, wealthy property owner etc. A member of staff will help with this.
- To get the most out of this activity and to actually get a sense of ‘travelling back in time’, participants should avoid wearing heavy makeup and jewellery etc. Hairstyles should reflect historical fashions as much as possible.
- In cold weather, layers should be worn under costumes, (T shirts, trousers etc.). Pupils own plain scarves and gloves can also be worn.
- Costumes are designed to be flexible and fit a range of sizes. Pupils will be given the ‘best fit’ rather than a ‘perfect fit’. Once all of the items are added – hats, shawls, ties etc. – the ‘effect’ will be created.

**If there are any unusual costume sizes within your group please do notify us when booking so we can cater for everyone taking part.**

### **Suffragettes on the High Street - Learning Objectives**

What?

- To dramatise and communicate about the past in a variety of ways including the use of key vocabulary and concepts.

- To construct lucid arguments and use a range of interpretations to argue for and against women’s suffrage.
- To value the significance of some arguments in comparison to others
- To memorise and recall key points from the point of view of a character

How?

- By preparing and researching arguments for and against women’s suffrage from the point of view of a key character.
- By participating in a costumed, devised march and creatively using both pre-planned arguments and instantly innovated arguments in response to events which develop during the march and final debate.

Why?

- To empathise with the suffrage cause.
- To appreciate varying interpretations and be able to utilise a range of arguments for and against a cause. To explore which methods allow for effective protest.
- To develop drama and communication skills.

### Learning Outcomes

All	Most	Some
<ul style="list-style-type: none"> <li>• Will adopt a role in the debate, participate in the march and utilise at least one key argument during the debate.</li> <li>• Will understand that there were arguments for and against women’s suffrage and that this was a contentious topic.</li> <li>• Will appreciate that the background and lifestyle of individuals could help to determine their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Will partake in the march and debate to a greater extent</li> <li>• Will be able to use pre-planned arguments but also respond independently and appropriately to un-planned points of view.</li> <li>• To appreciate the value of some arguments in comparison to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Will effectively evaluate the arguments of others and be able to counter argue in an appropriate and innovative manner</li> <li>• Will be able to draw upon prior knowledge to add greater weight to the arguments that they are making</li> </ul>

## Case Study of Political Exclusion

The Suffragettes is essentially the case study of a group excluded from the political process. In this role-play scenario, exclusion is based upon gender, but we could equally focus upon other groups whose exclusion is defined by ethnicity, race, sexual orientation, economic status, or geographical location for example – and address similar issues. As a result, this case study can be used to introduce and explore a range of wider, cross-curricular, contemporary issues within the classroom setting:

- Legitimate forms of political protest
- Terrorist or freedom fighter?
- Identification of mechanisms to address exclusion – democratic deficits?
- Human Rights protection
- Contemporary voting issues – fairness of systems, declining voter turnout, regional vs. national vs. supranational elections and democratic deficits
- Mass media and issues relating to construction of the ‘other’ (propaganda)

## Case Study of Political Empowerment

Exclusion from the political process in the early 1900s made many women *feel* (amongst other things):

*Excluded, Unrepresented, Forgotten, Abused, Repressed, Unfulfilled, Angered, Frustrated, Wronged.*

By investigating the issue of female suffrage, (a case study of political exclusion) it is possible to consider how others, experiencing similar feelings, may address these issues and move forward. They show us how lives can be changed and how individuals can empower themselves in a positive, productive way through politics.

This **immersive activity** is an **affective learning experience** providing the opportunity to consider issues relating to emotional intelligence.

## Confidence Building

Building confidence is a key objective of this activity:

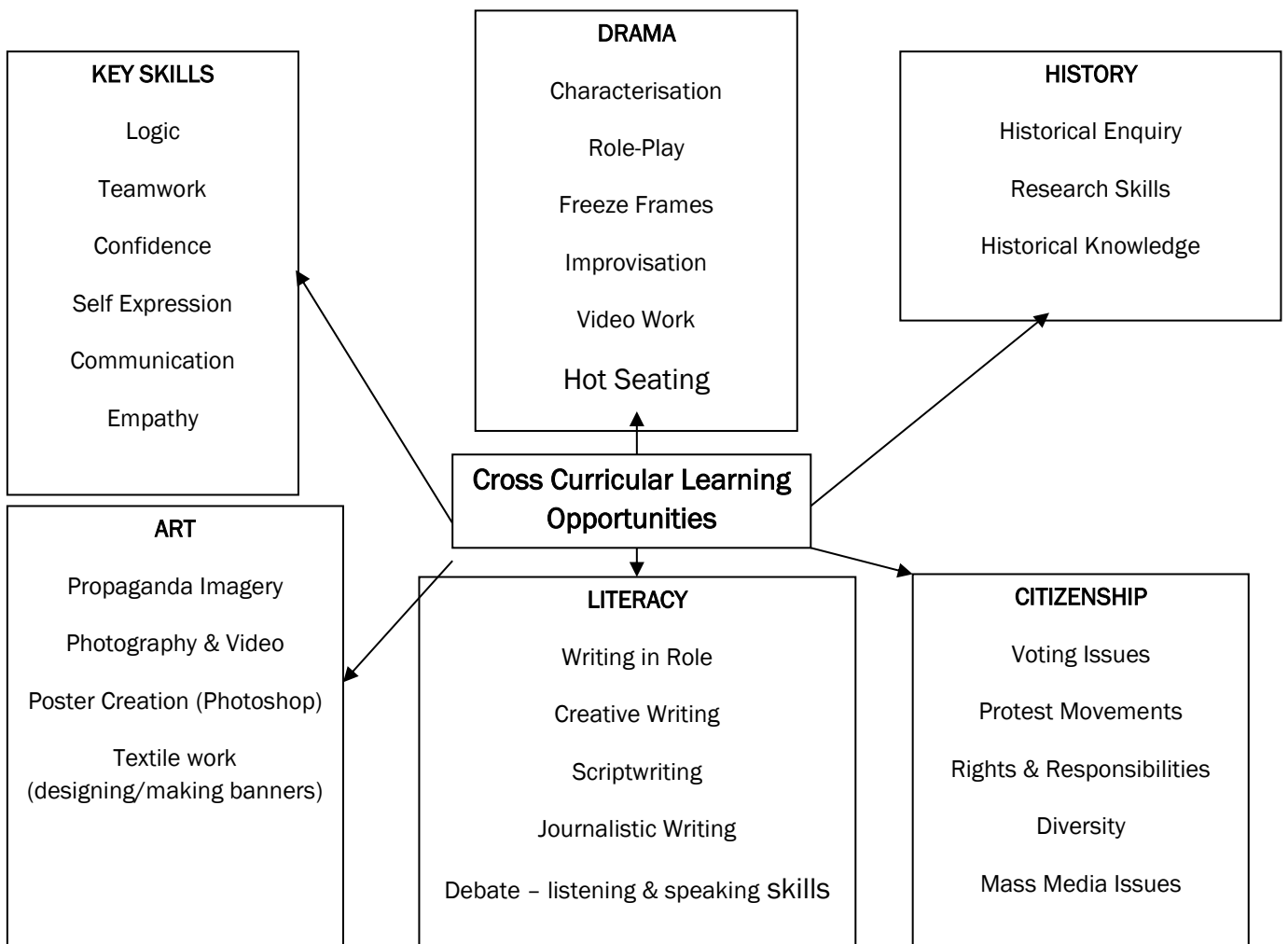
- confidence in personal abilities
- confidence to express views
- confidence to ‘perform’ in front of museum visitors

## Cross Curricular Learning Opportunities

The visit can also be used as an opportunity for interdepartmental work where skills/knowledge can be contextualised in a practical, creative way.

**Contact Us:** If you have any queries please do not hesitate to contact us at the Museum.

Telephone **Simon Woolley** on 0191 370 4011 or Email at [education@beamish.org.uk](mailto:education@beamish.org.uk)



## Hazard Identification Sheet – Suffragettes on the High Street

Location: The Town (including changing areas above Solicitors, street, bandstand and Masonic Hall)

Potential Hazard	Who is particularly at risk	Context of hazard and steps to be taken by accompanying adults to prevent accidents	Risk of accident/dangerous occurrence High/medium/low	If high or medium what additional precautions or measures need to be taken to reduce risk to low
Slips and Trips	Students and Adults	During the course of the activity children will be moving around The Town area. The ground surface includes cobbled areas which can be uneven in places. During wet weather cobbles may become slippery. Beamish staff will advise students to walk rather than run, and march in an organised controlled manner. Supervising adults should ensure that this advice is carried out. Students should be advised to wear sturdy shoes on the day.	Medium	Beamish staff will warn students to take care and watch where they are going. Supervising adults should ensure these instructions are carried out.
Bruises from placards	Students and Adults	During the march in The Town students will be given placards to wave. These are made of wood and, as such, care must be taken not to drop these on anyone or knock anyone with these. Beamish staff will advise students of the dangers of waving the placards about too energetically and accompanying adults should ensure these are given to sensible students and that the behaviour of students is monitored.	Low	
Walking into things e.g. water fountain steps	Students and Adults	There are hazards such as paving stones, curbs and steps up to the water fountain, which could be walked into or tripped over if attention is not paid. Beamish staff will warn students of these hazards and advise them to make sure they look carefully where they are going.	Medium	Beamish staff will warn students to take care and watch where they are going. Supervising adults should ensure these instructions are carried out.



Trams and buses crossing	Students and Adults	As part of the session students will march down The Town street where there are likely to be trams and buses. Beamish staff will watch out for trams or buses and stop the march whilst a tram or bus is moving. Supervising adults should support Beamish staff in stopping the march if necessary.	Medium	Staff and supervising adults should watch for moving vehicles at all times during the march.
Frightening horse	Students and Adults	As there is a stable in The Town, there is the possibility that horses will be being led through The Town. If frightened by the shouting and waving of placards these horses could be spooked and run, potentially injuring students, supervising adults and members of the public. Beamish staff will inform the stables that a march is taking place before the session and, if a horse is seen during the session, will stop the march and ask all students to remain quiet whilst the horse passes. Supervising adults should support Beamish staff and ensure that their instructions are followed.	Low	
Moving up and down stairs in costume	Students and Adults	Students will change into costume and will be moving up and down stairs in their costume. Staff will ensure girls skirts/ dresses are not too long so as to pose a trip hazard. Students will be advised by Beamish staff to take care when going up and down the stairs and asked to walk and not run up and down these. Supervising adults should ensure that students follow Beamish staff's instructions.	Low	
Strong winds and adverse weather conditions – banners and placards.	Students and Adults	Injury may be caused by placards and banners hitting pupils, as a result of strong winds. Staff to monitor conditions and will not use banners and placards if conditions deem this to be a danger.	Low	
Fire in building	Students and Adults	Beamish Museum staff will ensure that exits are kept clear in case of fire in the building. In the event of evacuation due to fire, please follow instructions from Museum staff who will guide the group to the muster point.	Low	

**Date Reviewed:** 18<sup>th</sup> March 2015

**Author:** Angela Bromage (Learning Co-ordinator)