



# OUR BIG REAL GYPSY LIVES

BIGGER. TRUER. HAPPIER

**EDUCATION PACK**

RESOURCES FOR KEY STAGE TWO & THREE TEACHERS



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## **INTRODUCTION**

This pack has been created through the Heritage Lottery Fund 'Your Heritage' programme. The programme has offered Lincolnshire Travellers and Gypsies a way of ensuring their voice is heard by mainstream society, and their memories conserved for generations to come!

We hope you find it useful; there is also a touring exhibition which will work alongside this Education Pack and a website to support you – [www.lincolnshiretravellerinitiative.org.uk](http://www.lincolnshiretravellerinitiative.org.uk)

## **OUR BIG REAL GYPSY LIVES**

The project focused on the heritage of Lincolnshire's Traveller and Gypsy community by using oral history methods in order to harvest unique and, in many cases, dying memories and experiences.

One of the key aims of the project has been to engage with, and train, young members of the Traveller and Gypsy community to collect the oral histories of their family - grandparents, parents, aunts and uncles.

From information collected before and during the project, the participating Traveller and Gypsy families expressed a strong interest in collating their rich heritage. The project has provided Lincolnshire Traveller and Gypsy families with a better sense of belonging within the county, while at the same time providing an opportunity to share their stories with mainstream society.

The project highlighted the positive contribution the Traveller and Gypsy community has made historically to the county and region. It is essential that both the settled and Travelling community develop a shared understanding of their significance within the UK's heritage, which will help to break down the extensive misunderstanding shown in the popular media and the racist experiences which are reported to the Equality and Human Rights Commission.

The extensive programme of hands-on learning focusing on the documentation of Lincolnshire's rich and diverse Travelling community will be developed and shared with schools. The programme has offered the young Travellers taking part the opportunity to develop many of the skills to become a modern oral historian – interview techniques, recording skills and transcription - and ways to share the testimonies in the exhibition and publications which required design, photography and filming skills.

# AIMS OF OUR BIG REAL GYPSY LIVES

- To give young Lincolnshire Travellers the skills and training to take part in an oral history project and develop how best to share them
- To empower older generations of the Traveller community to recognise the importance of their unique stories
- To record the shift from traditional caravans/trailers to settled homes, alongside dramatic changes in employment from primarily agricultural work into self-employment
- To inform the wider Lincolnshire population of the rich and diverse heritage of the local Traveller community
- To produce and circulate a selection of bespoke educational resources for use at KS2 and KS3 in history, citizenship and personal, social and health education (PSHE) with an aim to increase understanding between communities
- The creation of a publication, DVD, micro-website and education/resource pack, archive materials and touring exhibition
- Provide bespoke training for teachers for the education/resource pack.

## WHAT MAKES THE PROJECT UNIQUE:

This was a unique project which offered a real insight in to the lives in 2012 of local young people from Lincolnshire's Romany Traveller community. The project was developed with a fun and creative approach to ensure the young Travellers learned new skills while at the same time capturing and depicting a true reflection of the experiences of Lincolnshire Travellers and Gypsies.

A film maker, photographer/social artist and word maker worked with the young Travellers to collect unique Lincolnshire stories.

The project is unique as it has the following elements:

- Film
- Photography
- Creative writing
- Oral history
- Lincolnshire based stories
- Young Travellers' opinions
- Co-operation from and insight into the Traveller and Gypsy community
- Recognition by Heritage Lottery Fund of the importance of capturing the Traveller and Gypsy way of life/culture

# HOW TO USE THIS PACK

This education/resource pack has been created to support the delivery of the KS2 PHSE and the KS3 Citizenship curriculum.

It has been designed to tackle discrimination towards Gypsy, Roma and Travellers and to provide an insight into how this community lives.

The pack contains detailed background information and a variety of visual, hands-on and auditory activities aimed at both KS2 and KS3 students.

Each lesson plan has a suggested timescale and is matched with the PHSE curriculum requirements.

## KS2

The resource is split into 6 key areas and contains different thematic lesson plans. In addition to the detailed lesson plan there is also a series of suggested additional activities to support the extension of the work through art and literacy.

At the end of each lesson we have provided Learning Outcomes which show what the pupils should now understand or be able to do on completion of the activities.

## KS3

The Citizenship curriculum is based on the following 3 key areas:

- Democracy and Justice
- Rights and Responsibilities
- Identities and Diversity: living together in the UK.

This resource for KS3 is based on the area of Rights and Responsibilities, and Identity and Diversity.

The lessons have been designed to be used as a scheme of learning, but they can be used flexibly.



# AIMS OF THE PACK

- To offer young people a greater understanding of the family life of Travellers and Gypsies and enable them to better understand some of the myths and negative stereotypes which exist towards this group
- To inform local young people about the rich and diverse heritage of the local Traveller and Gypsy community
- To increase young people's understanding of the issues of diversity and identity
- To promote young people's involvement as active and responsible citizens in a growing multi-cultural society
- To facilitate effective teaching and learning of Rights and Responsibilities and Identities and Diversity: living together in the UK within KS3 Citizenship.

## CURRICULUM LINKS – KS2

The lesson plans within this pack will support the PHSE curriculum as detailed specifically below:

1. Developing confidence and responsibility and making the most of their abilities
  - a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
2. Preparing to play an active role as citizens
  - a. to research, discuss and debate topical issues, problems and events
  - e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
  - i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
  - k. to explore how the media present information
4. Developing good relationships and respecting the differences between people
  - a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
  - b. to think about the lives of people living in other places and times, and people with different values and customs
  - d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
  - e. to recognise and challenge stereotypes
  - f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
5. Breadth of opportunities
  - g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment

# CROSS-CURRICULUM REFERENCES

Note for 2a - Cross reference to English

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:
  - a. make contributions relevant to the topic and take turns in discussion
  - b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
  - c. qualify or justify what they think after listening to others' questions or accounts
  - d. deal politely with opposing points of view and enable discussion to move on
  - e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
  - f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

En2 Reading: Reading for information

3. Pupils should be taught to:
  - a. scan texts to find information
  - b. skim for the gist and overall impression
  - c. obtain specific information through detailed reading
  - d. draw on different features of texts, including print, sound and image, to obtain meaning
  - e. use organisational features and systems to find texts and information
  - f. distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]
  - g. consider an argument critically

Note for 2i - Cross reference to history

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:
  - b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world

Note for 2k - ICT opportunity

Pupils could use the internet to look at different reports about the same issue.

Note for 4b - Cross reference to history

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:
  - a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past



# CURRICULUM LINKS – KS3

## KS3 Citizenship

- Knowledge of Understanding about becoming informed citizens - 1b
- Developing skills of enquiry and communication - 2a, 2b, 2c
- Developing skills of participation and responsible action - 3a, 3b, 3c
- Identities and diversity - 1.3a, 1.3b
- Critical thinking and enquiry - 2.1a, 2.1c
- Taking informed and responsible action - 2.3a, 2.3b

## PHSE (NON STATUTORY GUIDELINES)

- 1b, 3a, 3b, 3d, 3j, KS4, 1b

## KS3 CITIZENSHIP (ADDITIONAL NOTES)

The following extracts highlight the relevance of the Lincolnshire Traveller Initiative KS3 extension activities in relation to KS3 Citizenship.

**Identities and diversity:** living together in the UK: This includes the multiple identities that may be held by groups and communities in a diverse society, and the ways in which these identities are affected by changes in society. For example, pupils could learn about: how migration has shaped communities; common or shared identity and what unifies groups and communities; and how living together in the UK has been shaped by, and continues to be shaped by, political, social, economic and cultural changes. The historical context for such changes should be considered where appropriate.

All pupils, regardless of their legal or residential status, should explore and develop their understanding of what it means to be a citizen in the UK today.

### **1.3 Identities and diversity: living together in the UK**

- a. Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK
- b. Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.**
- c. Considering the interconnections between the UK and the rest of Europe and the wider world
- d. Exploring community cohesion and the different forces that bring about change in communities over time.

**Diversity:** Diversity includes our different and shared needs, abilities and membership of groups and communities such as gender, sexual orientation, race, ethnicity, physical and sensory ability, belief, religion and class.

Learning about diversity involves recognising that culture, including the language, ideas, customs and traditions practised by people within a group, also forms part of identity. Pupils should explore the diversity of groups and communities and examine the changes that occur.

*They should also explore things that unify us, including the shared values that UK society is committed to, and what groups and communities have in common as we live together in society.*

## CONTEXT

Gypsy/Roma is the largest minority ethnic community in the European Union with approximately 12 million people. In the UK, Gypsy, Roma and Irish Travellers are a recognised minority community and there are approximately 300,000 Travellers living in the UK. Many Travellers continue to suffer high levels of discrimination.

Traveller pupils are still the group most at risk in the education system. They are the one minority ethnic group which is too often 'out of sight and out of mind'. (Provision and Support for Traveller pupils - Ofsted 2003)

Nearly 9 out of every 10 children and young people from a Gypsy background have suffered racial abuse and nearly two thirds have also been bullied or physically attacked. (Children's Society Report 2007)

## UNDERSTANDING THE TERM TRAVELLER

The term 'Traveller' is used to describe a wide variety of cultural and ethnic groups that either are, or have been, traditionally associated with a nomadic lifestyle, including Gypsy, Roma and Travellers of Irish Heritage, Fairground Families or Show People, Circus Families, New Travellers, and Bargees or Canal-Boat Families.

The two main groups of Travellers in the UK are Romany Gypsies and Travellers of Irish Heritage.

These two groups are recognised ethnic minorities and thus afforded protection under the Race Relations Act.





# TRAVELLER HISTORY

Traveller history goes back a thousand years. Learn how the Traveller community has contributed to history and how history has affected the Traveller community.

## DATE                      EVENTS

**5<sup>TH</sup> CENTURY**                      A group of nomadic Indians are mistaken for Egyptians, hence the name 'Gypsies'.

**12<sup>TH</sup> CENTURY**                      Travellers arrive in Ireland.

**16<sup>TH</sup> CENTURY**                      Gypsies arrive in England and Scotland. King Henry VIII begins persecution of Gypsies.  
King Edward VI decides that all Gypsies should become slaves.  
Queen Mary I makes it a crime to enter England as a Gypsy.  
Queen Elizabeth I forces Gypsies to give up their way of life or face death.  
Gypsies arrive in Wales.

**18<sup>TH</sup> CENTURY**                      English laws against Gypsies are repealed.

**19<sup>TH</sup> CENTURY**                      Rides and Tents used in Circuses.  
Wooden horse drawn covered wagons (vardos) used by Gypsies in England.  
The Showmen's Guild is established, making them a unique group of Travellers.

**20<sup>TH</sup> CENTURY**                      Roma Gypsies arrive in England.  
British Government helps Gypsies by building caravan sites for Gypsies working in the army and as farm labourers. Once the Second World War was over, the British Government stopped this practice.  
Together with the Jewish Community, Gypsies were persecuted during the Holocaust.  
Gypsies start to use motor drawn caravans which they call trailers.  
British Government enacts the Caravan Sites Act 1968, requiring councils to provide caravan sites for Gypsies and Travellers. The Act was later abolished, leaving 5,000 families without a legal home.  
Gypsies and Travellers of Irish Heritage are recognised as an ethnic group under the Race Relations Act 1976 (amended 2000).

# LINCOLNSHIRE TRAVELLER INITIATIVE(LTI)

## WHAT WE DO

The LTI provides lifelong learning to the Traveller communities of Lincolnshire by facilitating access to a range of courses from different providers as well as developing our own courses for on-site provision. This transforms the lives of many of the Gypsies and Travellers in terms of communication, education, information, and all the other benefits that housed communities enjoy. Having families gain confidence by trying new courses, our aim is for them to try the next step of entering into some form of education or training. This should, in time, give better opportunities to gain employment, resulting in improved economic well-being.

## TRAVELLER SITES

Gypsies & Travellers have different rights depending on whether they are staying on a council site, an unauthorized site or a private site. Many local Councils in England provide sites for Gypsies and Travellers to stay in, either temporarily or permanently. A report published by the Department for Communities and Local Government (DCLG), in 2011 is the comprehensive count of local Gypsy and caravan sites. It details the total number of pitches and shows both those on authorised and unauthorised sites.

The number of Gypsies & Travellers on authorised sites increased by 556 caravans since January 2010 with a total of 15,274 now being recorded. However the number of those on unauthorised sites saw a huge drop - down 26% on the previous year.

The decrease of unauthorised caravans was more pronounced on land not owned by Gypsies and Travellers with a large drop of 26% on the year with a much smaller decline of 8% on land owned by either Gypsies or Travellers.

The total number of all sites across England only saw a marginal rise with 46 more caravans than in January 2010, making the total 18,383 in January 2011.

Most council sites are open all year round; some offer temporary transit sites. Some also operate seasonal sites to deal with an increased need for pitches during the summer. Site sizes vary, from fewer than ten pitches to more than 40.

Councils don't have a legal duty to provide site accommodation, and some sites are inadequate. Sites may be located in unsuitable areas, such as near motorways or landfill sites, or on land that's liable to flooding. Often sites are located far from shops and other amenities, without any public transport links, and many don't have suitable facilities.

There are at present four official Traveller sites in Lincolnshire, at Lincoln, Gainsborough, Boston and Grantham. In addition, there are over 60 unofficial sites, privately owned sites and roadside stopping places. It is estimated that during each year 600 school aged Traveller children (0-16 years) from Gypsy, Irish Traveller, Fairground and Circus families resort to or reside in the county. Of this number over 350 attend local authority schools. The sites at Boston, Gainsborough and Grantham are generally occupied by Romany Gypsies and the Lincoln site is occupied by Irish Travellers.





# LESSON ONE

## HISTORY / DISCRIMINATION

### ABOUT THIS LESSON

This lesson will look at the definitions of Gypsies and Travellers as well as their history.

We will share a variety of materials and images with the pupils to clearly show the differences between groups and will help to give a greater understanding. We will introduce the theme of discrimination and share examples of how Gypsies & Travellers have faced discrimination throughout history.

### LEARNING QUESTIONS

- Who are the different groups of Travellers?
- When did Romany Gypsies arrive in the UK?
- What is discrimination?
- Why are Gypsies & Travellers discriminated against?

### LEARNING OUTCOMES

Pupils will:

- Gain a clear overview of the different Gypsies & Travellers groups and an understanding of their lifestyle.
- Work in a team and be creative.
- Gain a greater understanding of discrimination, empathy and emotions.
- Understand the diversity of Travellers.
- Have a better understanding of multiculturalism in the UK.

### ASSESSMENT OPPORTUNITIES

Assess understanding of the concept of discrimination through the freeze frame work based on scenarios and the emotions and empathy which the children display.

Assess students' ability to identify with the Gypsy & Traveller characters.

Students to fill in the topic self review sheet

### CURRICULUM LINKS

2i, 4e, 4f, 5g

### PRIOR LEARNING

There is no prior learning required.

### RESOURCES REQUIRED

- Powerpoint
- Resource Sheet One
- Resource Sheet Two
- Resource Sheet Three
- Resource Sheet Four
- Resource Sheet Five
- Resource Sheet Six
- History Timeline
- Gypsies and Travellers in the UK
- Thought Tracking
- Drama Scenarios
- Plenary - True or False
- Literacy Lesson

## LESSON PLAN ONE

### KS2 HISTORY AND DISCRIMINATION

#### **0-10minutes**

An overview of the different types of Gypsies & Travellers - Resource Sheets One and Two.

A Traveller is the generic term but there are many different groups underneath the umbrella term. Explain the key differences of each group.

#### **10-25minutes**

The history of Romany Gypsies PowerPoint with notes and begin to introduce the theme of discrimination.

#### **25-35minutes - Emotions game**

Ask children to stand in a circle, then give them the name of an emotion. Ask them to face out of the circle and on the count of 3 turn into the circle and show the emotion/feeling using their facial expressions and body language. Once you have looked at several go around the circle and ask pupils to think of a different emotion/feeling.

#### **35-50minutes**

Split class into groups of 6 and share a series of scenarios - Resource Sheet Three one with each group.

All scenarios relate to a situation of discrimination. Ask pupils to talk about the feelings and emotions of the different characters involved in the scene class and ask them to create a frozen picture of the scene. We will then share the scenes with the class and by using a Thought Tracking method using Resource Sheet Four.

#### **50-1hour - Plenary**

To consolidate the learning use questions from Resource Sheet Five using a stand up/sit down activity. The sheet contains facts to dispel the myths.

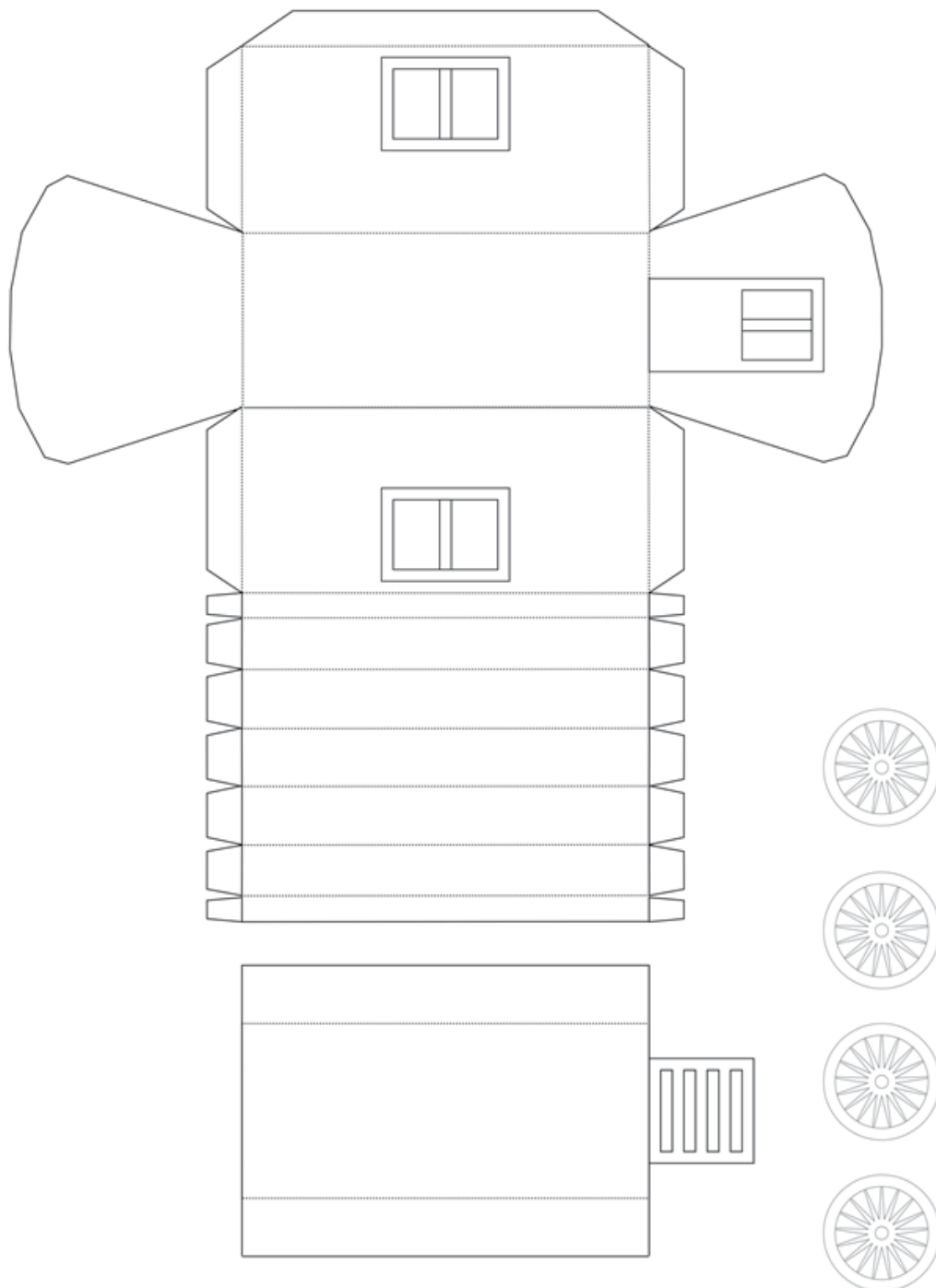
Stand up (true), sit down (false).

## ADDITIONAL ACTIVITIES

### ART

Using this net of a Model Vardo create your own caravan and decorate it.

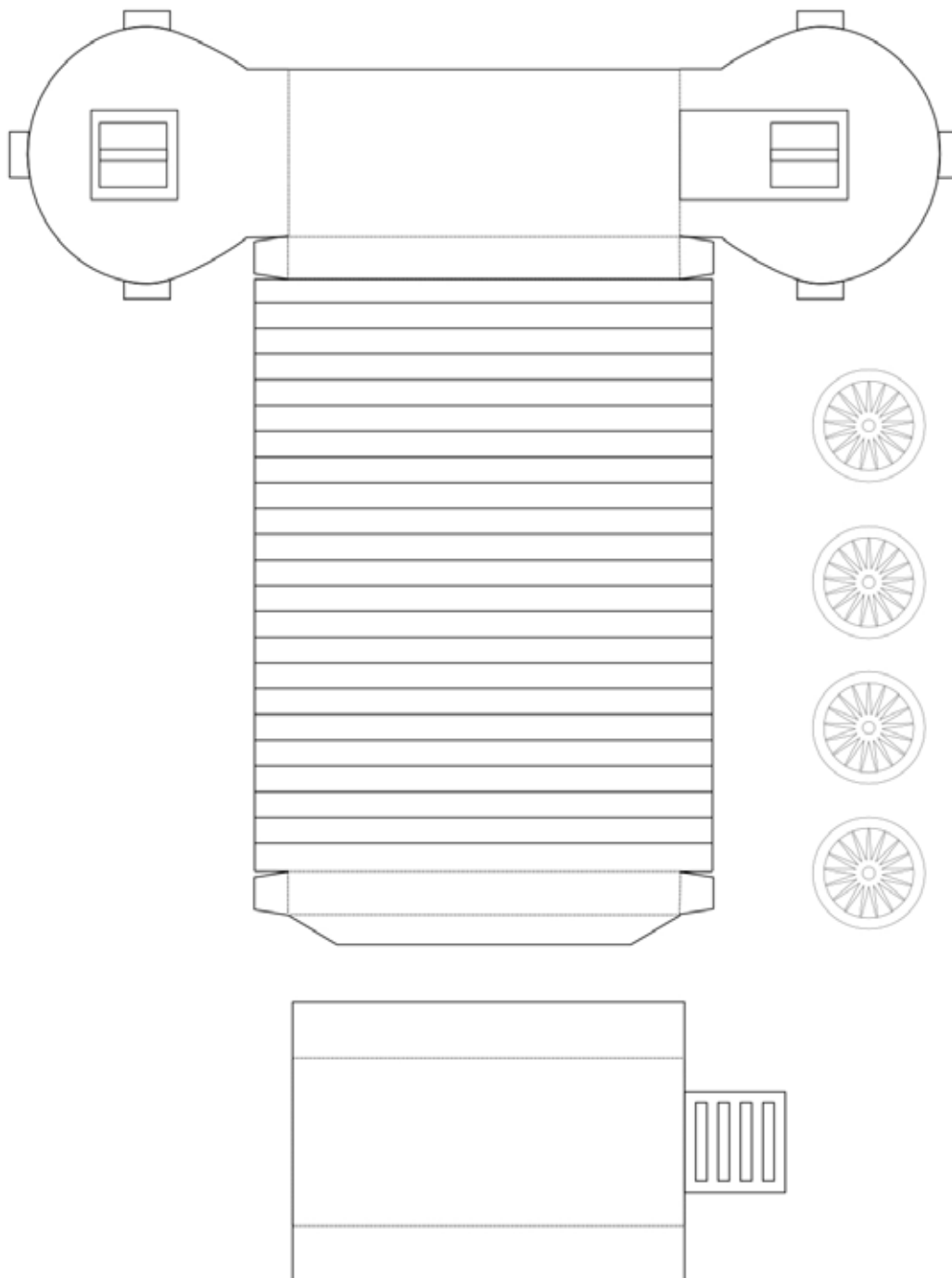
## READING WAGON





The best way to make these models of a Vardo is to enlarge this onto some A3 light card, then cut it out and fold the dotted lines. Decorate it first then use a glue stick to glue the tabs. Stick the bottom part on to the bottom of the caravan, folding the sides and the ladder down. Lastly cut out the wheels and stick them on the sides.

## BOW TOP VARDO



## **LITERACY**

Split the class into pairs and agree an interviewer and decide a character from the 4 provided, using Resource Sheet Six. The focus of the task is to show empathy and understand someone else's point of view.

Pupils will be encouraged to make notes and share the interview.

# LESSON PLAN ONE

## KS3 HISTORY AND DISCRIMINATION

### **0-10 minutes**

An overview of the different types of Gypsy & Traveller using the resource sheets provided.

A Traveller is the generic term but there are many different groups underneath the umbrella term. Explain the key differences of each group.

### **10-25 minutes**

The history of Romany Gypsies PowerPoint with notes and begin to introduce the theme of discrimination.

### **25-35 minutes**

Ask the students to make a physical timeline using the statements of key dates and events, with each of the events to be read out as a 'headline' in chronological order. Depending on the number in the group, they may need to work in pairs.

Then ask them to reorganise themselves into groups according to whether they consider the 'headline event' to be positive, negative or neutral for the Gypsy/Traveller communities.

Discuss the reasons why students have chosen to place their 'event' as positive, negative or neutral and discuss what the 'weighting' of events (more negative than positive?) suggests about the experience of these communities.

### **35-45 minutes**

Divide students into 8 groups – each group is given a section from the resource pack which describes different types of Gypsies & Travellers in the UK. Ask them to choose one of the bullet points which could be best illustrated in a freeze frame (likely to be an action or activity suggested by one of the statements, such as 'the beautiful paintwork on the narrow boats' suggests the action of 'carrying out very skilled careful maintenance').

They should choose one other of the bullet points which would be best spoken and which will add to the rest of the group's knowledge and understanding of their type of Gypsy & Traveller.

Share each of the freeze frames with the spoken 'bullet point'

### **45-50 minutes**

Discuss the freeze frames and the reasons for their choices (what to show and what to speak) and what they have discovered from this activity (both creating their own image/spoken line and seeing other students' work)



## **50-60 minutes**

What have they found out from doing the timeline and the image work?

What have they discovered that they didn't know before?

What do they feel they still don't know/would like to find out?

## **ADDITIONAL ACTIVITIES**

### **ART & DESIGN EXTENSIONS**

Using the positives from the history of Gypsies & Travellers timeline, together with the Gordon Boswell Romany Musuem as inspiration, design a new flyer (either A5 paper or digital e-flyer) to encourage visitors to this Lincolnshire attraction. You may wish to take a look around <http://www.boswell-romany-museum.com/>

Consider carefully the target audience for your flyer (who are you trying to attract?)

# RESOURCE SHEET ONE

## HISTORY TIMELINE

Follow the Gypsy, Roma and Traveller journey throughout British History

**53 B.C** - Fairs are being held in Britain after the Roman invasion.

**c.1000 A.D** - Groups of Roma, originating in Northern India, reach modern Greece and Turkey

**1100s A.D** - Travellers first recorded in Ireland. Travelling smiths mentioned in Scottish records.

**1200s A.D** - Many fairs are created by Royal Charter, including Bridlington (1200) and Hull (1299). By the turn of the 13th Century Roma begin to arrive in Western Europe.

**1498** - Four Gypsies travel to the New World with Christopher Columbus.

**1505** - King James the Fourth of Scotland pays seven pounds to “Egyptians” stopped at Stirling, who may have come from Spain. Parish records from around this time show that Irish Travellers are already living in England.

**1530** - Gypsies are forbidden to enter England under Henry VIII. Those already there are deported.

**1554** - Queen Mary of England passes the Egyptians Act. Being a Gypsy is punishable by death, as is being found in “the fellowship or company of Egyptians”. This is the only time that fraternizing with an ethnic community has been punishable by death.

**1570s** - Scottish Gypsies are ordered to stop travelling or leave the country. First records of the Kale Gypsies in Wales.

**1650s** - Last known hanging for the crime of being a Gypsy, in Suffolk, England. Gypsies are deported to America.

**1660-1800** - English Gypsies calling themselves Romanichals survive by working for trusted non-Gypsies who know them. Appleby Fair granted chartered fair status in 1685 by James II. Ballinasloe Fair receives its royal charter in 1722.

**1768** - The first modern Circus is held in London.

**1780** - Some English anti-Gypsy laws begin to be repealed.

**1830s** - Covered horse drawn wagons begin to be used by Gypsies in Britain. Many Gypsies live in the more makeshift bender tents, and will continue to do so until the mid 20th Century.

**1880s** - Agricultural depression in England. Many Travellers and Gypsies are poverty-stricken and move to urban squatters' areas. Hundreds of Irish Travellers leave Ireland for Britain.

**1908** - The Children's Act makes education compulsory for Travelling children in England, but only for half the year.

**1930s-60s** - Groups of European Roma come to live in Britain.

**1939-45** - World War II. Nazis compose lists of English Gypsies to be interned. In Britain, the Government builds caravan camps for Gypsies serving in the forces or doing vital farm work. These are closed when the war finishes. As many as 500,000 are murdered in Nazi camps.

**1945-60** - Travellers start to use motor-drawn trailers, and some buy their own land to stop on with them.

**1960** - New private sites are banned from being built in England by The Caravan Sites Act. Mass evictions and public harassment of Gypsies & Travellers.

**1968** - Lord Avebury helps to pass the new Caravan Sites Act. From 1970, the Government have to provide caravan sites for Travellers.

**1970s-1990s** - People from the settled community start to take to the road and live in caravans. They are known as "New Age Travellers" in the media.

**1994** - The Criminal Justice and Public Order Act abolishes the Caravan Sites Act. This is disastrous for all Travellers living in Britain, and more than 5,000 families now have no legal home. Local councils became duty bound to identify land for private purchase by Travellers. Not one local council adhered to this.

**2000** - Irish Travellers are recognised as an ethnic minority. Scottish Travellers are still not recognised as an ethnic minority in Scotland.

**2003** - Irish Traveller Johnny Delaney, 15, is kicked to death in Cheshire for being "only a Gypsy", as eyewitnesses report. The Judge at his murderers' trial rules that it was not a racially motivated attack and sentences the killers to 4 ½ years.



**2008** - Britain celebrates the first Gypsy, Roma and Traveller History Month. But in Italy, Roma camps are firebombed by Neo-Nazis.

Scottish Gypsy Travellers are recognised as an ethnic minority for the first time.

**2009** - After a successful debut, Gypsy Roma Traveller History Month enters its second year

Information sourced from Gypsy Roma Traveller History Month  
<http://grthm.natt.org.uk/timeline.php>

# RESOURCE SHEET TWO

## GYPSIES & TRAVELLERS IN THE UK

### SHOWPEOPLE / FAIRGROUND

- There are around 21,000 – 25,000 Showpeople in Britain.
- The travelling season is long although most families have a winter base where they maintain their rides for the following year. This is often a yard or site.
- Children often go to school in lots of different places when travelling but return to 'their' school in the winter.
- Every member of the family must work hard
- The trailers and wagons are often very big and beautiful.
- Showpeople, by law, are not a minority ethnic group.



### NEW TRAVELLERS

- A significant number of New Travellers are known to have moved into the life style because of difficulties in their settled life – problems of family, accommodation and employment
- There are about 10,000 – 25,000 New Travellers in Britain.
- They sometimes still travel around in convoys of old buses or vans, but many have bought old Gypsy wagons or caravans.
- Some have taken to life on the road more recently and have developed from the free festivals movement of 1970's. Some of those who joined them are from settled Gypsy families.
- Different types of work are carried out as they travel; some are mechanics, electricians or carpenters. Casual work may include working on farms, building sites, running cafes and setting up stages and sound systems for festivals and gigs.
- Many New Travellers also have professional occupations such as freelance writers and researchers or working in ICT.
- New Travellers, by law, are not a minority ethnic group.



### SCOTTISH TRAVELLERS

- Over 20,000 Scottish Travellers live in Scotland and England.
- They live on caravan sites or in houses.
- During the summer months many Scottish Travellers visit England.
- Families and family life are very important. This includes extended family.



- Scottish Travellers use two different dialects of English and one of Gaelic using many of their own words. It is called 'Scottish Traveller Cant'.
- They may call themselves 'Nawken' and 'Nachins'. In the past they were called 'Tinkers' or 'Tinklers', however, these terms are no longer acceptable, as they are considered to be racist.
- Travellers were first recorded as living in Scotland in 1505.
- Scottish Travellers are recognised as a minority ethnic group and are protected under the Race Relations Act.

### **IRISH TRAVELLERS**

- There are between 20,000 – 25,000 Irish Travellers living in Britain, many are born here, many move frequently between England and Ireland.
- Many Irish Travellers in Britain live in houses, this is so they can pretend to be Irish people from the settled community to avoid discrimination and racism, but others still live in caravans.
- It is very difficult for Travellers to find work in Ireland because of prejudice, and their dialect marks them out as Travellers even when they live in houses.
- Most families are Roman Catholics.
- Irish Travellers are recognised as a minority ethnic group and are protected under the Race Relations Act.



### **CIRCUS**

- A circus is often owned by one family who may hire a range of acts from around the world.
- The trailers they live in while travelling are usually large.
- Modern circus families travel with the circus for most of the year. The children may go to many different schools.
- English is often not the language spoken at home as circus families may come from different countries.
- Most circuses today don't use any animals; they have acrobats, gymnasts, tight rope walkers, jugglers, stunt acts and clowns.
- The first modern circus in London was in 1770.
- Circus people are not by law a minority ethnic group, but of course the many different ethnic groups in circuses are protected by law.



### **BOAT PEOPLE**

- Boat People are a group of Travellers who live and work on Barges (Boats) on canals.
- They may operate a range of businesses; scrap dealing, performing, coal merchandising, haulage of commodities.
- They may moor permanently or travel constantly.
- The Barges are kept immaculate.
- The beautiful paintwork on the narrow boats is called 'Roses and Castles'.
- The exact number of traditional working Boat People is not known, however the numbers are very small.
- Boat People, by law, are not a minority ethnic group.



## ROMA

- Romany people left Northern India about 1,000 years ago.
- There are between 8 - 12 million Roma living in Europe. There are many different ethnic groups.
- There are now around 30,000 Roma living in Britain. Most came as refugees after 1989, but there are small groups who arrived before 1914 and in 1956.
- Many Roma have no 'Homeland' though the idea of a territory called 'Romanistan' has been debated for years but never realised.
- During the Second World War an estimated 500,000 Roma were murdered in concentration camps.
- Many Roma still wear traditional long dresses and ornamental gold jewellery.
- Many families speak Romani.
- Most Roma are settled in houses.
- The Roma people have strict hygiene routines.
- Roma are recognised as a minority ethnic group and are protected under the Race Relations Act.
- Many Roma 'hide' their ethnicity in the UK and simply go as Polish, Latvian etc



## GYPSIES OF ENGLAND AND WALES

- There are about 150,000 English and Welsh Gypsies living in Britain.
- Families often speak Romani or Welsh Romani. Romani language was first recorded in England in 1542. English Romani is mixed with English and uses mostly English grammar.
- The name Gypsy comes from the word Egyptian because when the Romani people arrived in the Balkans in the 11th century, the Greeks had been calling fortune-tellers and entertainers 'Egyptians' for a couple of centuries. The 'Gypsy' stereotype is therefore very old.
- Some of their trades include trading horses, tree work and landscape gardening and laying tarmac and scrap dealing.
- Like all the Travelling groups they prize cleanliness and have strong traditions which reinforce this.
- The beautiful horse drawn wagons are called 'Vardos'. However, most Gypsies and Travellers travel in trailers (caravans) pulled by lorries or cars.
- Some families prefer to be called Travellers because the word Gypsy can be used in a negative way.
- Some Romani words are used as English slang, such as 'Holler' (shout), 'Brazen' (impolite), 'Kushti' (nice/lovely)
- Many Welsh Gypsies are Christian.
- Gypsies of England and Wales are recognised as a minority ethnic group and are protected under the Race Relations Act.





# RESOURCE SHEET THREE

## THOUGHT TRACKING

### WHY DO IT?

Thought-tracking allows the audience to hear the inner thoughts of a character. This can be used with a scene that is a frozen moment or can be used to track the thoughts of characters within a still-image. Thought-tracking encourages pupils to reflect on the action of the drama and consider the points of view of the character they are playing. By allowing the class to hear the thoughts of all characters in the scene/still image, thought tracking can encourage an awareness of the views of others and the potential consequences of the actions of each character.

### HOW TO DO IT?

A group should be frozen mid-scene (preferably at the key moment in the story) or in a still-image. Explain that you are going to enter the picture and tap members of the group on the shoulder. Make it clear that when you do this, you want the person to speak aloud the thoughts of his/her character at that moment.

Reinforce that you want the pupils to speak the thoughts as that character, e.g. "I can't believe he would do this to me".

When all the characters have been "thought-tracked", the scene can continue, or another still-image explored.

### OTHER WAYS YOU COULD USE IT

The groups can be divided into pairs, where one person plays a character and the other plays his/her shadow. During a scene, characters can be accompanied by their shadows, which speak the inner thoughts of the character. This use of the technique is effective to deepen understanding of the potential conflict between outward appearance and inner thoughts

# RESOURCE SHEET FOUR

## DRAMA SCENARIOS

### SCENARIO ONE

*A family is living in a lay-by because the local official site is full. They have a car and mobile phone.*

*The youngest child becomes very ill with a high temperature.*

*What would they do?*

### WHEN PLANNING YOUR PLAY CONSIDER

- The family do not have a permanent address so they cannot register with a doctor or have a doctor visit them. In your scene someone may ring the doctor and be told this.
- The child could be sick with something serious so they will be very worried. Usually the parents will then just put the child into the car and drive to the nearest hospital's accident and emergency department.
- The hospital sometimes gets fed up with Travellers using the accident and emergency service as a doctor's surgery as they don't understand how hard it is for Travellers on the road side to get to see doctors.
- Perhaps you could have one of the hospital doctors saying this to the family.

See how much of this information you can include in your acting.

### SCENARIO TWO

*A Traveller family pulls down a country lane. They set up camp and then the father approaches a local farmer for work. The farmer gives him a job but then discovers where the man is living and realises he is a Traveller. When he turns up for work the farmer tells him he has changed his mind about the job. He says he does not want a Gypsy working for him.*

*What would the family do?*

## WHEN PLANNING YOUR PLAY CONSIDER

- The different roles in the family
- Possessions such as cups and plates would need to be unpacked.
- As this is not an official site, someone would need to have collected water. Someone may make a fire to boil the water.
- The farmer would probably ask the man if he had had experience of working the land before. In actual fact this is a true story. The Traveller said afterwards that the farmer had lost a very good worker by turning him down and that he would have worked from sun up to sun down for him.
- The farmer was actually breaking the law in not giving the man a job because of who he was. However this Traveller felt it would be his word against the farmer's and that the farmer would say there had been no job offered. (Perhaps you could have a conversation between the man and wife talking about this)
- In the end the family moved away.

See how much of this information you can include in your acting.

## SCENARIO THREE

*A Traveller family arrive in an area to visit their cousins and to find some work. There is no room on the official site so they pull onto private land. A few days later officials arrive to tell them they have to move on.*

*They are given a week and told if they have not moved by then, they will be evicted (forced to move) by the police.*

*What would they do?*

## WHEN PLANNING YOUR PLAY CONSIDER

- The family visiting their relatives and asking if there is any space on the official site and telling them what sort of work the Father is planning to do. Perhaps he is going to collect scrap or do some tree felling.
- When the official visits the Travellers he should find out first if there are any children in the family going to school or if there is anyone sick or expecting a baby because that might mean the family could be allowed a bit more time to stay.
- If everyone is well and children are not in school then they will have to move. Sometimes the police do arrive in big numbers and force people to move on, which can be frightening for the children.

See how much of this information you can include in your play and in the conversations between the characters.

## SCENARIO FOUR

*A Traveller family has moved onto an official site that has only been built for a few months.*

*A mother and daughter from the family go into a newsagents and see a report on the front page of the newspaper. It says that there has been an increase in burglaries in the area recently and suggests it must be the Travellers who are responsible.*

*The people on the site belong to an extended family and this mother and daughter know their family would not steal.*

*What would they do?*

### WHEN PLANNING YOUR PLAY CONSIDER

- How you would feel if something untrue was printed about your family. Get the mother and daughter to have a conversation about it before going back to the site to tell the other residents.
- The Travellers could phone up the police who would tell them there is no more crime amongst Travellers than there is with people who live in houses. Every community has a few people who break the law but the majority of people are law abiding.
- You might decide to invite the newspaper reporters to come down onto the site and into a trailer so they can see that the majority of Travellers are honest and want to live peacefully in the area.
- Perhaps the reporters will then take pictures and do a more balanced article.

See if you can include all this information in your acting.

# RESOURCE SHEET FIVE

## PLENARY - TRUE OR FALSE

### TRUE

Romany people left Northern India about 1,000 years ago.

About 500,000 Gypsies lost their lives during the Holocaust in concentration camps during World War II. Hitler considered them to be the lowest category in terms of racial hierarchy.

Gypsies are represented in the United Nations with a voting seat.

Roma are recognised as a minority ethnic group and are protected under the Race Relations Act.

The beautiful horse drawn wagons are called 'Vardos'

### FALSE

Gypsies and Travellers don't have to send their children to school.

Fact - Gypsy and Traveller children have a legal right to be educated along with all other children. Parents have the same legal obligations to educate their children as others do. Gypsy and Traveller families are visited by the Traveller Education Service who work in partnership with the families and local schools to place children in a school nearby.

Gypsies and Travellers don't pay taxes

Fact - All Gypsies and Travellers living on a local authority or privately owned sites pay council tax, rent, gas, electricity, and all other charges measured in the same way as other houses.



# RESOURCE SHEET SIX

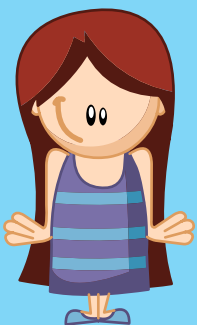
## LITERACY LESSON ONE

Divide up into pairs/threes. One person takes the role of the interviewer and the other one to pick a character from the list below. Look at their point of view and try to think how they would respond to the interviewer's questions. Feed back to the class.

Interview questions could include:

1. Why did you become a New Age Traveller?
2. What are your thoughts on the Police?
3. Have you had experiences of people being unkind to you?
4. How is your lifestyle different from most people?
5. Where do you live?
6. Do your children go to school?
7. What do you like about moving from site to site?
8. What is the best thing about being a Traveller?
9. What is the worst thing about being a Traveller?

### CHARACTER ONE SAM – A NEW AGE TRAVELLER



She is 29 and lives with her boyfriend and their 2 year old boy in a caravan. She has been a Traveller for 5 years as it suits her way of life and the freedom it provides. She is really into gardening and anything to do with nature. She feels that people just see the caravans and not the people living there. She plants lots of flowers where ever she lives so that the local people see the flowers as more friendly. She wants to educate people how to grow things and be self-sustaining. She also wants to break down barriers between the groups so everyone gets on better and encourage tolerance.

## **CHARACTER TWO**

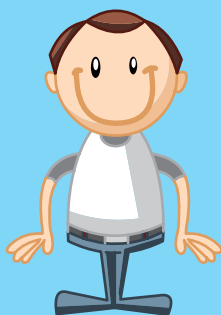
### **JONJO – AN IRISH TRAVELLER**



He is 35 and travels with his family. He has just moved to a piece of waste land with three other families and already the police have arrived and are trying to move them on. He makes money by offering to work labouring on building sites or garden maintenance. His 4 year old has a really bad cough and probably has a chest infection. He would like a doctor to see him but is unable to be registered so that isn't possible. He is an honest person who just wants to pay his way and look after his family. His family have been Travellers for many generations and knows no other way of life.

## **CHARACTER THREE**

### **STEFAN – A ROMANI GYPSY**



He is 48 and has 2 teenage daughters. His family are from Romania originally and is proud of his heritage. He travels in a traditional caravan and makes his money busking and recycling in the summer and collecting firewood and doing odd jobs in the winter. He pays his taxes as he is classed as self-employed. He is often get verbal abuse from people while he is on the road as people makes assumptions about his lifestyle and think he is probably a criminal. He educates his daughters at home and wants them to have a good life.

## **CHARACTER FOUR**

### **PHAIDRE – AN IRISH TRAVELLER**



She is 15 and lives with her older sister and brother and Mum and Dad. She goes to a local school, works hard and is educated. She doesn't like the lifestyle of her parents and wants to live in a house and be like some of her friends at school. She is fed up of travelling from place to place and cleaning all the time. She is finding it difficult talking about this with her parents as they don't want her to change. Her sister doesn't understand her as she is going to be married soon as will continue as her parents have done.

# REVIEW SHEET

**WHAT HAVE I LEARNED?**

**WHAT DID I FIND EASY?**

**WHAT DID I FIND HARD?**

**WHAT MORE WOULD I LIKE TO KNOW?**

**WHAT IDEAS HAVE CHANGED?**

**HOW CAN I FIND OUT MORE MYSELF?**

# LESSON TWO

## DISCRIMINATION & STEREOTYPES

### ABOUT THIS LESSON

This lesson will look at discrimination and stereotypes through the vehicle of the recent television programme **My Big Fat Gypsy Wedding** (BFGW). By showing clips of some of the most extreme behaviour shown on Channel 4 it will begin to question the truth and motivation behind the editing and look at issues of stereotyping.

We will also use writing collated from the work of Lincolnshire Travellers and the project film to compare and contrast with the television series. Pupils will analyse the differences and be encouraged to question the perspective offered in BFGW.

### LEARNING QUESTIONS

- What does BFGW teach you about Gypsy & Traveller life?
- Is this a true reflection of the average life of a Gypsy & Traveller?
- What is a stereotype?
- What is the Gypsy & Traveller stereotype?
- Where else do we learn about other communities?
- How might we better understand another culture?

### LEARNING OUTCOMES

Pupils should be able to:

- Understand better the life of a young Gypsy or Traveller.
- Understand what a stereotype is.
- Work together to analyse the three different pieces of information offered.
- Understand how to combat discrimination and negative stereotypes.

### ASSESSMENT OPPORTUNITIES

- Informal teacher assessment of communication skills in group work, including pupils' ability to justify views.
- Students to fill in the topic self review sheet which can be added to after each lesson during this topic.

### CURRICULUM LINKS

2a, k, 4b,e, f

### PRIOR LEARNING

Pupils need to have a clear picture of the history of Gypsies and Travellers. This lesson is a good starting point for looking at how the media present information. It would be helpful to look at some stereotypes prior to the session which the pupils can relate to; Americans – loud and fat; French – wear stripy tops and berets, etc

What are the first three things which come into your mind when you hear the words 'England' or 'the English'?

### **RESOURCES REQUIRED**

- BFGW clips;  
<http://www.youtube.com/watch?v=4UmZicHHuCQ>  
<http://www.youtube.com/watch?v=6ZFI1rryEU4>  
<http://www.youtube.com/watch?v=kV7J0HNxcg8>
- The project film.
- Resource Sheet One - Guardian Article October 2012.
- Resource Sheet Two - Creative Writing.
- Resource Sheet Three - Newspaper template.
- Online Newspaper template - [www.extrane newspapers.co.uk](http://www.extrane newspapers.co.uk).
- Resource Sheet Four - Literacy lesson, Diary template.
- Resource Sheet Five - Poem cards.
- Resource Sheet Six - KS3 Human Rights.



## LESSON PLAN TWO

# KS2 DISCRIMINATION & STEREOTYPES

### 0-10mins - Introduction

Give background information about the series BFGW. Explain the series is based mainly on Irish Travellers and that it is not seen by the vast majority of Gypsy & Travellers as a true reflection of their way of life, particularly Romany Gypsies. Give the children a series of questions to focus on whilst watching the film.

- How are the weddings in BFGW different?
- What is different about the lives of the children who are shown in the film?
- How are young women portrayed? (work, cleaning, employment?)

Show a set of BFGW clips from the series which show the dresses, dancing and fighting. Ask for brief feedback from pupils and see if they can answer the focus questions.

### 10-20mins – Creative Writing

Give out the Guardian Article (Resource Sheet One) and creative writing (Resource Sheet Two) completed by Lincolnshire young Gypsies and Travellers. Pupils will work in pairs to look at the differences between the information shared in the film and the creative writing.

### 20-30mins - The Project Film

Show the project film. Life in Lincolnshire. Ask for feedback about what the pupils have watched and discuss stereotypes.

### 35min-50mins – Task

Working in a group and using the film and the writing as inspiration, create the key elements required to write a newspaper article (a good news story) about the life of a young Gypsy. This will be written in the past tense as it is reporting on what has happened, (use Resource Sheet Three)

Encourage pupils to:

- Choose a headline
- Set the story in your local environment
- Use facts and opinions to tell their stories. Newspaper reports often use the 6Ws, (who, what, why, where, when and how) to give the reader as many facts as possible.
- Include a quote in their story

Pupils should make notes on paper and feedback to teacher.

## **50mins - 1hour - Plenary**

What have we learnt?

What is a stereotype? What other types of stereotypes are there?

How can we avoid discriminating against people who are not the same as us?

What should BFGW include in their programme to make it more real?

## **ADDITIONAL EXTENSION ACTIVITY**

Create a full newspaper article based on the story written using Publisher / Serif Page plus / Open Office or using paper if there are no ICT facilities. This should include photos and pictures.

## ADDITIONAL ACTIVITIES

### ART

Royal Crown Derby china is known and collected throughout the world, but is particularly prized by Gypsy & Traveller women. Crown Derby – particularly the most popular ‘Imari’ design, shown in the illustration – is very richly decorated, appealing to many Gypsy Travellers’ taste, which perhaps reflects their Eastern origins.

It was traditionally a way in which people could invest their money (particularly when they did not have bank accounts) and display their wealth and status. Items are often bequeathed to cherished family members and become heirlooms. When families are on the move, these precious items are carefully wrapped in towels and bedding and put safely in drawers and cupboards.

Design your own plate based on Crown Derby designs.

Crown Derby Images



## LITERACY ACTIVITIES

### DIARY ENTRY

Write a diary entry from the viewpoint of a child moving to a new area of the country and starting a new school. Consider what they think might happen; how they will live; what amenities they find there and what their aspirations could be. Do they like the life or do they want something different?

Use Resource Sheet Four Diary Template

### POEM

Encourage the pupils to think about discrimination, prejudice and what they think people say about Gypsies and Travellers.

Use the cards in Resource Sheet 7 with the following beginnings of lines on them;

You say  
You act like  
You think  
You treat us like  
But we are  
I feel

In a group each person picks a card and finishes the sentence and then writes these down to form a class poem.

## LESSON PLAN TWO

# KS3 DISCRIMINATION & STEREOTYPES

### 0-10mins - Introduction

Give background information about the series BFGW. Explain the series is based mainly on Irish Travellers and that it is not seen by the vast majority of Gypsy and Travellers as a true reflection of their way of life, particularly Romany Gypsies. Give the children a series of questions to focus on whilst watching the film.

- How are the weddings in BFGW different?
- What is different about the lives of the children who are shown in the film?
- How are young women portrayed? (work, cleaning, employment?)

Show a set clip which is a montage of the BFGW series; the dresses, dancing, and fighting. Ask for brief feedback from pupils and see if they can answer the focus questions.

### 10-20mins – Creative Writing

Give out the creative writing (Resource Sheet One) completed by Lincolnshire young Gypsies and Travellers. Pupils will work in pairs to look at the differences between the information shared in the film and the creative writing.

### 20-30mins - The Project Film

Show the project film - Life in Lincolnshire. Ask for feedback about what the pupils have watched and discuss stereotypes.

### 30-50 minutes - Task

In small groups prepare a pitch to a TV channel aiming to sell the the project film as a 'pilot' for a longer programme idea. They will need to consider:

- How their programme would contrast with the BFGW approach, both in style & content
- What the potential audience could be for their programme
- How they would set about gaining the trust, cooperation and consent of the diverse communities they want to show in their programme

Set a strict time limit so that each group has to really focus their pitch and rehearse how they will communicate effectively. Allow questions to each group after they have pitched to explore the complexity of the challenge.

### 50 minutes- 1 hour

Brief reflection on how difficult it was/is to pitch a TV programme.



## **ADDITIONAL EXTENSION ACTIVITY**

Show the group the list of 16 human rights enshrined in UK law since 1998 (Resource Sheet 5).

In pairs, select from the list what you think are the two most important for TV programme makers.

Brief discussion on choices made and reasons

Further points for discussion:

- How far do the media reinforce/create stereotypes?
- The way the media represents diverse communities

## **ART & DESIGN**

Design an A5 paper or digital e-flyer targeted at Headteachers, Teachers and Student Council Reps, to raise their awareness of the Lincolnshire Travellers Initiatives film and associated education pack. How will you make this both visually attractive and communicate effectively the unique educational benefits?

# RESOURCE SHEET ONE

Channel 4's Big Fat Gypsy Weddings series has been blamed for an increase in bullying and negative stereotyping of Gypsy & Traveller communities.

Educational consultant Brian Foster said there was "no question" in his mind that the Channel 4 series and its controversial poster campaign – featuring the strapline "Bigger. Fatter. Gypsier" – had caused "real, measurable and long-term harm".

Foster, who chairs the advisory council for the education of Romanies and other Travellers, is also a trustee of the Irish Traveller Movement in Britain (ITMB). He was commissioned by law firm Howe and Co, which represented the ITMB's complaint against the Channel 4 ad campaign, to consider the impact of the show in its evidence to the Advertising Standards Authority (ASA).

Foster said in his report: "That harm is on a number of levels, including physical and sexual assault, racist abuse and bullying, misinformation and hostile questioning, resulting in damage to the self-esteem of children and withdrawal from school. "Evidence drawn from practitioners across the country presents a consistent picture that the Big Fat Gypsy Weddings programmes have significantly contributed to racist bullying and abuse of Gypsy, Roma and Traveller children in schools."

Arthur Ivatts, an expert in the education of Gypsy, Roma and Traveller communities who worked as a senior policy adviser to the Department for Education for more than 30 years, was also commissioned by Howe and Co to provide evidence to the ASA.

"There is no doubt in my professional opinion that this advertising campaign has seriously damaged and harmed Gypsy, Roma and Traveller communities and caused harm (physical, mental and emotional) to very many GR&T children," he said in his report.

"Supposing the posters had said, 'Bigger, Fatter, Blacker'? Hopefully this example illustrates the point being made here in this report."

The Channel 4 ad campaign was criticised by the ASA earlier this month. The watchdog ruled that it depicted a 15-year-old child in a sexualised way, reinforced negative stereotypes and said Channel 4 had acted "irresponsibly

Taken from the Guardian online

<http://www.guardian.co.uk/media/2012/oct/16/big-fat-gypsy-weddings-bullying-travellers>

# RESOURCE SHEET TWO

## LINCOLNSHIRE CREATIVE WRITING

This is a selection of writing from young Lincolnshire Gypsies gathered throughout the project.

### YOU SAY...

You think we are dirty pikies,  
You make me feel ignorant  
when you won't talk to me.

You act like you are better than us,  
In school you call me names but  
If I call you names back I get the blame.

You treat us like we're alright here  
but if we move away from Newark  
we get treated like tramps.

But we are nice people and not ignorant,  
We can go out and make a living by ourselves  
And we don't need big fancy jobs.

Because we are gypsies people assume  
We're not respectable decent people  
and they don't bother to get to know us.

But take time to get to know us instead  
Of just judging what you see,  
You can't judge a book by its cover  
And you never judge your own kind  
So don't judge me!

By Demi Lea, Thomas Fred, Martin, Charlie and Naomi.

## **I REMEMBER.**

I remember us always fighting; me and Demi-Lea,  
It always started over my sister Courtney and her brother Tommy,  
But we're best friends now.

I remember when we always used to pull off,  
We had to get evicted by the police  
and find a new ground to pull on (but it didn't always happen)  
I remember when my little sister Missy was born,  
I was over the moon to have another sister.  
We used to call her fruit bat because she had such big eyes,  
I've got three sisters and one brother now.

I remember playing with all the children on the site,  
Like hide and seek, tig, bikes or going to the park.

I remember the first time I went to school,  
It was unusual because there were hardly any Travellers,  
There were a few in my class and I made friends with them  
Because I didn't know nobody.

I remember when I was seven going to  
Sundown Adventureland. There was a fairy-tale land  
with a castle and the walls smelt of liquorice.

I remember when I was small we went  
With all my cousins to Disneyland.

I remember going to Kenilworth, packed out with Travellers,  
Where everyone meets up and sells their stuff,  
Men trade horses and people sell dogs,  
Carpets and clothes, all stuff like that.

I remember when I went to Appleby Horse Fair,  
There were all the horses up and down,  
The men racing the horses,  
The women selling clothes and tea sets on the stalls  
And all the girls prancing up and down, talking.

By Naomi(11), Nicole (14) and Demi Lea (14).

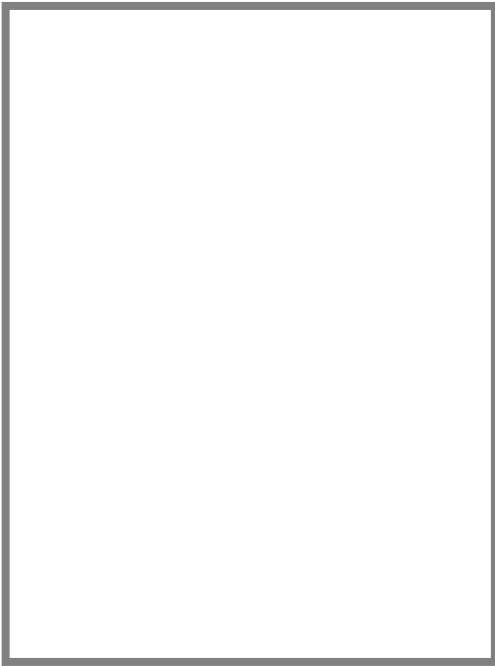
# RESOURCE SHEET THREE

## The Daily News

[www.extrane newspapers.co.uk](http://www.extrane newspapers.co.uk)

Your Daily Favourite Newspaper

Since 1980





# RESOURCE SHEET FOUR

## LITERACY ACTIVITY

Dear Diary...

# RESOURCE SHEET FIVE

## EXAMPLE OF POEM CREATED BY A GROUP OF YOUNG GYPSIES AND TRAVELLERS

### YOU SAY...

You think we are dirty pikies,  
You make me feel ignorant  
when you won't talk to me.

You act like you are better than us,  
In school you call me names but  
If I call you names back I get the blame.

You treat us like we're alright here  
but if we move away from Newark  
we get treated like tramps.

But we are nice people and not ignorant,  
We can go out and make a living by ourselves  
And we don't need big fancy jobs.

Because we are gypsies people assume  
We're not respectable decent people  
and they don't bother to get to know us.

But take time to get to know us instead  
Of just judging what you see,  
You can't judge a book by its cover  
And you never judge your own kind  
So don't judge me!

By Demi Lea, Thomas, Fred, Martin, Charlie and Naomi.

**YOU SAY**

**YOU ACT LIKE**

**YOU THINK**

**YOU TREAT US LIKE**

**BUT WE ARE**

**I FEEL**

# RESOURCE SHEET SIX

## HUMAN RIGHTS

### THE UK HUMAN RIGHTS ACT

- Everyone has the right to life.
- Everyone has the absolute right not to be tortured or treated in a way which is cruel or humiliating.
- Everyone has the right not to be required to do forced or compulsory labour and the absolute right not to be treated as a slave.
- Everyone has the right to liberty and security.
- Everyone has the right to a fair trial.
- Everyone has the right not to be punished for doing something if your action was not against the law when you did it.
- Everyone has the right to respect for their private and family life, their home and their letters, emails and phone calls.
- Everyone has the right to believe what they want, and to hold their own opinions. This includes the right to hold religious beliefs.
- Everyone has the right to express their views and opinions. You have a right to receive information and have your say – as long as you respect other people.
- Everyone has the right to get together with other people in a peaceful way and everyone has the right to join a trade union.
- Everyone has the right to marry and have a family. The national law sets the minimum age this can take place at.
- You have the right not to be treated unfairly in the enjoyment of your rights because of your age, race, religion, sex, disability or any other status.
- Everyone has the right to enjoy their belongings
- Everyone has the right to an education.
- Everyone has the right to vote in elections to choose which Government they want to run the country. The law states the minimum age someone can vote.
- Nobody can be sentenced to death for any crime.

# THE HUMAN RIGHTS ACT EXPLAINED

## THE LAW

The Human Rights Act 1998 is a law that came into force in the UK in October 2000. It protects a number of important human rights such as the right not to be treated as a slave, the right to freedom of expression and the right to an education. It is a very important law, because wherever possible, existing laws have to be interpreted and applied in a way that fits with the human rights contained in the Human Rights Act. All new Acts of Parliament must state that they comply with the Human Rights Act or explain why they do not.

## CLAIMING HUMAN RIGHTS

The Human Rights Act applies to everyone in the UK. People who think that their human rights have been denied can take a case to court using the Human Rights Act. For example, Shabina Begum took her school to court because she believed that her right to express her religious belief by wearing a jilbab (long, loose fitting dress worn by some Muslim women) had been denied by the school.

## HOW DOES THE HUMAN RIGHTS ACT WORK?

You don't always have to go to court to claim your rights though – you can raise human rights issues directly with the public authority involved. All public authorities in the UK must respect the rights contained in the Human Rights Act in everything that they do. Public authorities are under a duty not to commit human rights abuses. Sometimes public authorities also have a duty to take positive steps in order to ensure that human rights are respected, protected and fulfilled.

## EXAMPLES OF PUBLIC AUTHORITIES

Central government departments, for example:

- The Department for Children
- Schools and Families
- Local government, for example, your local council
- State schools
- NHS hospitals
- Courts
- The police
- Prisons



# REVIEW SHEET

**WHAT HAVE I LEARNED?**

**WHAT DID I FIND EASY?**

**WHAT DID I FIND HARD?**

**WHAT MORE WOULD I LIKE TO KNOW?**

**WHAT IDEAS HAVE CHANGED?**

**HOW CAN I FIND OUT MORE MYSELF?**

# LESSON THREE

## HOME

### ABOUT THIS LESSON

This lesson will look at the home life of Gypsy & Travellers. We will use the photography created during the programme to illustrate the different environments and homes that Gypsy & Travellers live in. We will look at the writing collated to show how Lincolnshire Gypsies feel about their homes and families.

### LEARNING QUESTIONS

- How are Gypsy and Travellers homes different to your own?
- How does the traditional lifestyle differ to the way many Gypsy & Travellers live today?
- Are there different family values between Gypsy & Travellers and others?

### LEARNING OUTCOMES

Pupils should be able to:

- Understand better the home life of a young Gypsy.
- Understand the differences between the different sites Gypsy & Travellers can live on.
- Understand more about the lifestyle of Gypsy & Travellers and a travelling/ outdoor life.
- Compare their own home life and that of a Gypsy or Traveller.
- Understand more about young Lincolnshire Gypsies lives.

### ASSESSMENT OPPORTUNITIES

- Assessment of creative writing which is done individually.
- Observation of the debate surrounding the pros and cons of living in a trailer.
- Students to fill in the topic self review sheet which can be added to after each lesson.

### CURRICULUM LINKS

2a, k, 4b,e,f

### PRIOR LEARNING

- Pupils need to have a clear picture of the history of Gypsies prior to the session.
- Pupils will be asked to bring in pictures of their own homes for this session.

## **RESOURCES REQUIRED**

- Gypsy and Travellers style of homes PowerPoint.
- Photography from Lincolnshire.
- Resource Sheet One - Creative Writing.
- Resource Sheet Two - Image of home.
- Resource Sheet Three - Image of caravan.
- Resource Sheet Four - Art Lesson, Family tree.
- Resource Sheet Five - Example photo tree.
- Resource Sheet Six - Literacy Lesson, Oral History.

# LESSON PLAN THREE

## KS2 HOME

0-10 minutes

Ask the children where they think Gypsies & Travellers live.

Look at the different types of Gypsy & Traveller homes such as bender tents, Vardos (traditional Gypsy Wagons), caravans and trailers using Part One of the Powerpoint supplied.

Using Part Two of the Powerpoint Resource show a series of photographs taken during the project which shows some of the sites in Lincolnshire. Encourage pupils to note down the differences to their own homes when looking at the pictures and share with the class.

10-20 minutes

Show a series of photographs taken during the project which illustrate some of the sites in Lincolnshire. Encourage pupils to note down the differences to their own homes when looking at the pictures and share with the class.

20-35 minutes

Using the creative writing from the project, (Resource Sheet One) pupils will write their own piece about the importance of their homes and what the word "home" means to the pupils, use the template provided (Resource Sheet Two).

40-50 minutes

Working in groups, ask the pupils to make a list of pros and cons of living in a trailer.

Plenary 50-60 minutes

To consolidate learning ask the pupils to complete the following statements:

Gypsy and Travellers live in....

Traditional Gypsy housing was.....

In Lincolnshire most Gypsy and Travellers live.....

Finally read the following creative writing extract from the project.

Where we live.  
The fields are whispering,  
The hedges are struggling,  
The gate is banging against the pole.  
The grass is murmuring,  
The shed lock is catching,  
And baby Dean is screaming.  
The horse is snorting,  
The washing on the line is billowing,  
While the wind is whistling,  
The chickens are clucking,  
The pigeons are flapping,  
The go-kart is roaring,  
The van is rumbling,  
The telly is talking  
But the lamppost is lighting silently  
And really it's quiet up and down here.

By Ethan and Shane.



## **ADDITIONAL ACTIVITIES**

### **ART**

#### **FAMILY TREE**

Pupils will create a family tree of their family using the template provided (Resource Sheet Four).

Once the main information has been gathered pupils will be encouraged to populate their own tree with images and names to create a photo tree.

Use Resource Sheet Five as an example. This is Cilla's family tree from one of the Lincolnshire Gypsy families.

### **LITERACY**

#### **ORAL HISTORY**

Create a report of how life used to be in the past for someone in your family. Pupils will interview their parents or grandparents about their home life when they were younger, to see how life has changed. In order for this to be successful we suggest pupils work through the sections on Resource Sheet Seven.

## LESSON PLAN THREE

### KS3 HOME

0-10 minutes

Ask the group what some of the differences are between 'accommodation' and 'home'

Look at the different types of Gypsy & Traveller homes such as bender tents, Vardos (traditional Gypsy Wagons), caravans using the Power point supplied.

This will explain the variety of places where Gypsy & Travellers live.

10-20 minutes

Show a series of photographs taken during the project which shows some of the caravan sites in Lincolnshire. Give small groups a different copy of a photograph to focus on and ask them to note what features suggest 'home' (rather than just 'shelter from the weather'). Share each of these back with the whole class and write a collective list of the features that make a place 'home'.

20-35mins

Read the 'Writing about Home' Resource Sheet One (this could be partly done by the teacher, partly by volunteers or readers chosen by the teacher).

The task in small groups is to edit the writing into a series of voiceovers, no more than 60 seconds running time in total. Students should choose what they think are lines which will create a powerful and sympathetic impression of the Travellers and their homes.

They should rehearse their voiceover with different students speaking different lines so there is the feeling of a variety of speakers.

They should choose an image which they wish to be projected whilst they perform their voiceovers...

40mins – 50mins

Each group is to perform their (no longer than 60 seconds in total) voiceover, preferably from the back of the room, whilst the rest of the class focus on looking at the projected image. This is important as it should help direct attention away from the actual student speakers and help the audience focus on the image and the spoken words as if it were a documentary presentation with a voiceover.

## **Plenary 50 -60 minutes**

Discussion around which group gave the most powerful and sympathetic version. What qualities made it powerful and sympathetic and how did the choices of text and image effect the impact?

What has this work made you think/feel about the homes where Gypsies and Travellers live?

What greater knowledge do you now have about Gypsy and Traveller homes?

## **ADDITIONAL ACTIVITIES**

### **ART & DESIGN**

Using the Lincolnshire Traveller Initiative materials as inspiration and taking account of all sorts of different kinds of accommodation: take a shoebox and create a miniature version of a home under the title: 'home is where the heart is'.

# RESOURCE SHEET ONE

## CREATIVE WRITING

Home is where your trailer is and your family live. Wherever you are, that's your home but if your family isn't there it ain't. I hate home, it's boring but its alright if you've got people to talk to. I don't live in the chalet with my family, I've got my own trailer what me and my little brother sleep in and I like a trailer better than a chalet or a house 'coz you can always shift out instead of being in the same place for so long but when I do go I miss my granny and grandad and my cousins and I always want to come back.

By Demi Lea

For me, where me family move to, that's where me new home is and home is where the heart is.

By Charlie

There's no place like home,  
I sleep on the bunk next to the phone,  
Only thing is, there's no light,  
It's not great but it's alright!

By Fred

Home is home. It's with your family. It is warm and its bigger and better, it's the best. Home is like a phone because it is mobile.

By Martin

My home is warm and it is where I live. My home is a chalet but I sleep in my trailer. My home is very important to me. My chalet is homely with a white and brown inside with a laminate flooring. The bedroom of my sister's is pink and white and my mam and dad's is brown and white.

By Naomi

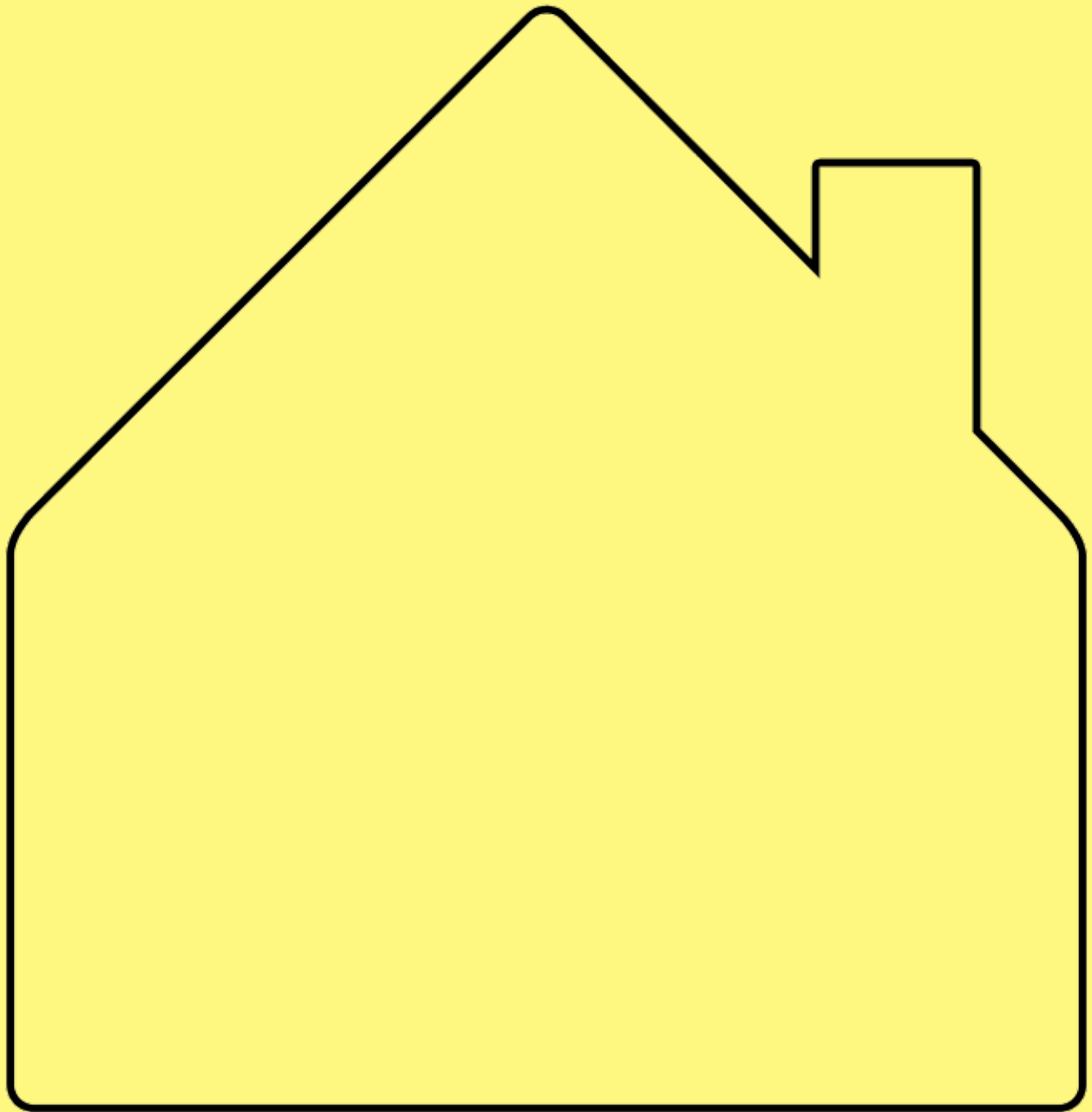
Home is where my Mam and Dad is, home is where your family is. There's always a home with your family: they love you and they will always protect you. My home is where my little brother is and my big sister is and my mam and dad is. Your home is with the ones you love. Home is where your TV is and the hot chalet for in winter. Family is the ones who will kill for you and you would kill for them. Home is like a phone- family to tell information to, like the internet talking. Home is where we sleep when we're tired. Home is where my mam's cream and white bedroom is and my brother's blue and white bedroom is and when you are hungry you can go to the fridge.

By Thomas



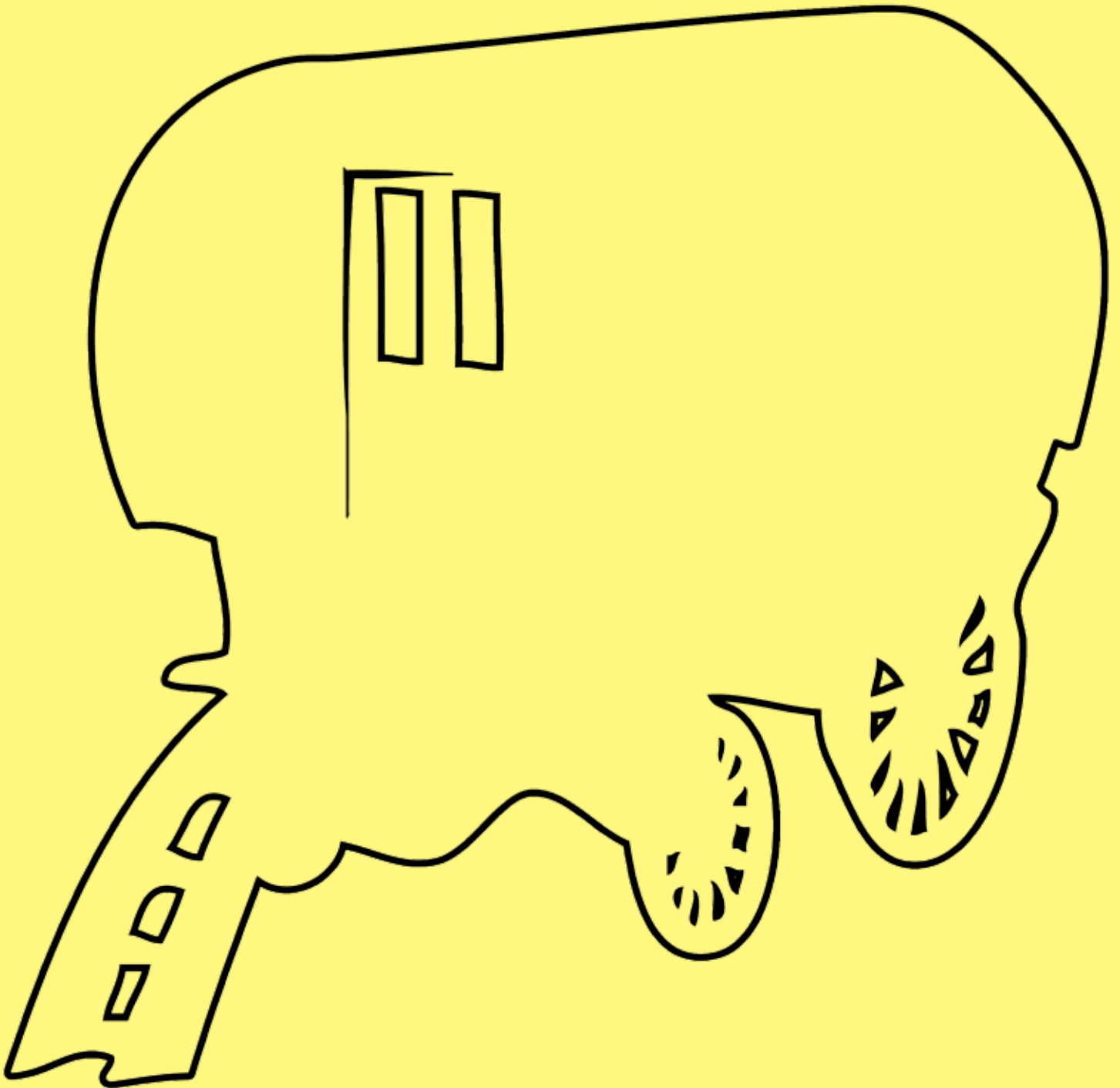
# RESOURCE SHEET TWO

**MY HOME**



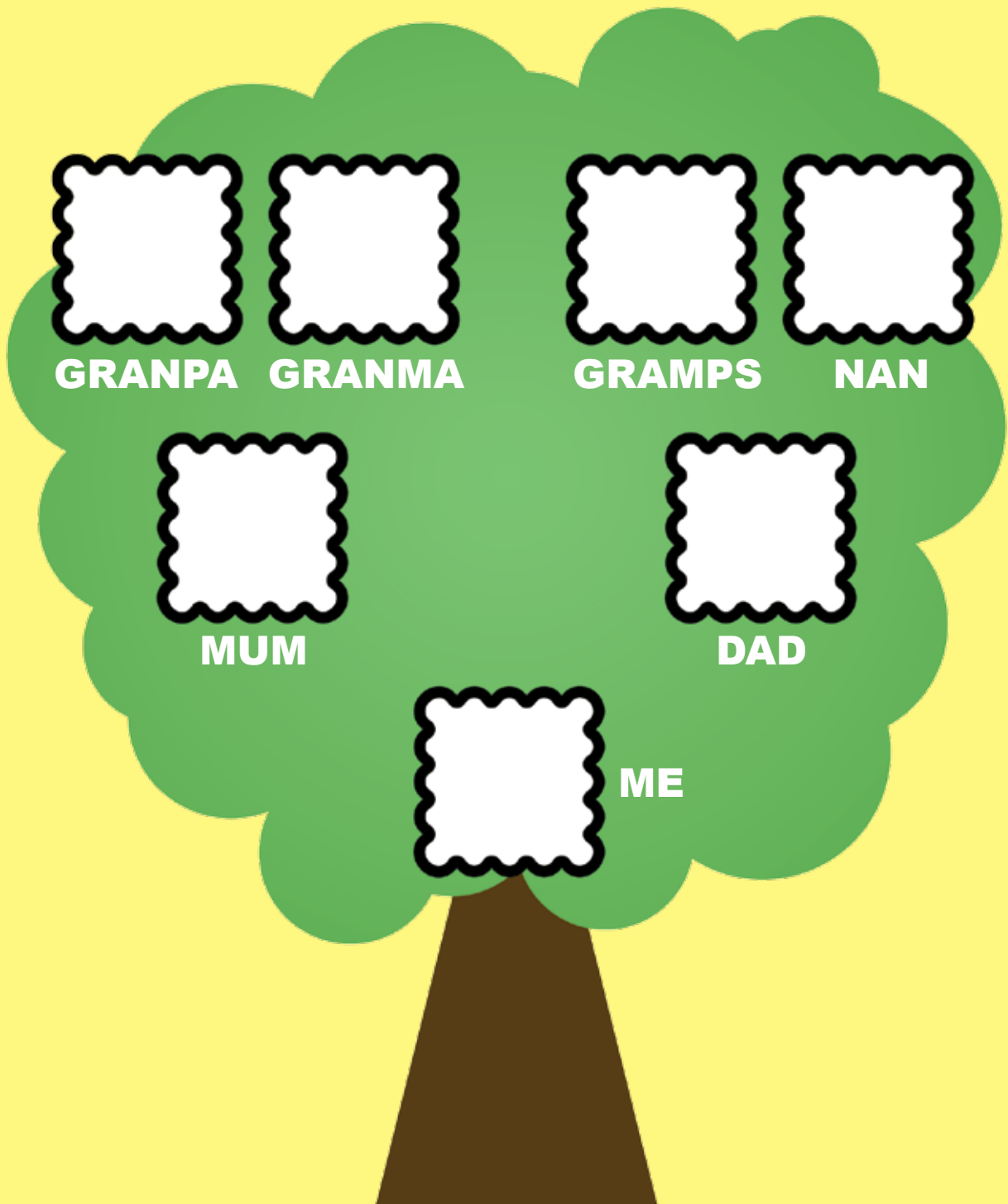
KS2 LESSON THREE

# RESOURCE SHEET THREE



# RESOURCE SHEET FOUR

## FAMILY TREE







# RESOURCE SHEET SIX

## FAMILY PHOTO TREE





# RESOURCE SHEET SEVEN

## ORAL HISTORY

### BACKGROUND INFORMATION

Oral history is the systematic collection of living peoples' testimony about their own experiences. Oral history is not folklore, gossip, hearsay, or rumour. In oral history projects, an interviewee recalls an event for an interviewer who records the recollections and creates an historical record. Oral history depends upon human memory and the spoken word. The means of collection can vary from taking notes by hand to elaborate electronic aural and video recordings. For this lesson we suggest pupils use a school video camera or mobile phone to record their interviews.

### PRE INTERVIEW PLANNING

- Decide who you want to interview and what period of history (the lifetime of a living person) the project will cover — childhood, early adulthood etc
- Get as much information about the topic and the person as you can (from family members, library sources on the community), in order to become familiar with the general timeline of events during the specified time period or place.
- Prepare a general list of specific questions and topics that you would like to cover in the interview. Use open-ended questions more than Yes/No questions to avoid getting very short answers. (The interviewee, in the course of the interview, may also introduce new topics that you will want to pursue, so this is not a rigid script of questions).
- Practice using recording equipment so the interview will go smoothly.
- Practice an interview with a friend in class.

### THE INTERVIEW

- Select a quiet place to use for the interview (no TV, radios, etc.)
- Ensure the interviewee is comfortable and not nervous about being recorded
- Ask one question at a time.
- Do not interrupt the interviewee.
- If the interviewee strays from the question, bring him/her back with a comment or question.

### AFTER THE INTERVIEW

- Create a written report, about the events and people on the tape in his/her own words.

# REVIEW SHEET

**WHAT HAVE I LEARNED?**

**WHAT DID I FIND EASY?**

**WHAT DID I FIND HARD?**

**WHAT MORE WOULD I LIKE TO KNOW?**

**WHAT IDEAS HAVE CHANGED?**

**HOW CAN I FIND OUT MORE MYSELF?**

# LESSON FOUR

## EDUCATION

This lesson will look at education and Gypsies' experiences of education in Lincolnshire.

We will use creative writing gathered during the programme to illustrate how their attitudes to education are gradually changing.

## LEARNING QUESTIONS

- How is Gypsy and Traveller experience of education different to your own?
- How important is education for the Gypsy and Traveller community?
- How has this changed over the past 50 years?
- Why may attitudes to education have changed?

## LEARNING OUTCOMES

Pupils should be able to:

- Have a greater understanding about how Gypsies are educated.
- Have greater empathy about some of the barriers to education faced by Lincolnshire Gypsies.
- Understand alternative educational routes available to Gypsies.
- Be able to construct a clear argument on the theme of education and present this to the class.

## ASSESSMENT OPPORTUNITIES

- Assessment of individual poems.
- Observation of the team work which takes place throughout the presentation task.
- Students to fill in the topic self review sheet which can be added to after each lesson.

### CURRICULUM LINKS

PHSE - 2a, 4b, 5g

### ENGLISH

#### EN1 SPEAKING AND LISTENING: GROUP DISCUSSION AND INTERACTION

3a and 3e

#### EN2 READING: READING FOR INFORMATION

3c and g

## **PRIOR LEARNING**

Not required

## **RESOURCES REQUIRED**

- Resource Sheet One - Linda's creative writing and bullet points of writing.
- Resource Sheet Two - Excerpts taken from the Guardian newspaper and bullet points of article.
- Resource Sheet Three - Data.
- Resource Sheet Four - Barriers to education.
- Resource Sheet Five - Possible interview questions.
- Resource Sheet Six - Acrostic poems about school written by Lincolnshire young Gypsies & Travellers.
- Resource Sheet Seven - Template for acrostic poems.

# LESSON PLAN FOUR

## KS2 EDUCATION

### **Content 0-10 minutes**

How does the education of a young Gypsy or Traveller differ from yours?  
The project film.

This DVD clearly demonstrates the differing attitudes to education and how this has changed over time, as the lives of Gypsies & Travellers has changed. This is a great introduction which shares the stories of many families in Lincolnshire.

### **10mins -20mins**

Split the class into groups of three; in those groups read together the following:

- Resource Sheet One - Recall piece of creative writing from Linda
- Resource Sheet Two - The Guardian
- Resource Sheet Three - Statistics
- Resource Sheet Four - Barriers to education information

### **20-35mins**

Using the information in the Resource Sheets create a TV studio style presentation with a presenter and interviewees (Newsnight style).

One child will present and ask the questions, the other two pupils will offer two opposing views.

One pupil will play the role of a traditional Gypsy mother/father who advocates that the children should be educated at home and adhere to the 'traditional ways'. The other is someone who wants their children to be educated and experience the wider world, but not necessarily turn their back on the Gypsy life.

Resource Sheet Four offers some ideas for interview questions which will support this work.

### **35mins-50mins**

Finally, pupils should present their arguments to the rest of the class.

### **50mins-1 hour - Plenary**

Working in small groups ask pupils to write bullet points of the main arguments for and against having an education.



## ADDITIONAL ACTIVITIES

### ART

Using the images below as inspiration, create the starting letters for your acrostic poems, see Resource Sheet Five in the style of Gypsy & Traveller Fairground lettering. Think about making it interesting and possibly using 3D lettering. If you find it tricky to draw the 3D lettering, try drawing the letter in a single line first, then drawing around that with a gap. Make it as bright and colourful as you can.

**A B C D E F G H I J K L**  
**M N O P Q R S T U V W**  
**X Y Z À Á Ê Ë Ì Ö Ü & 12**  
**3 4 5 6 7 8 9 0 (\$ £ . , ! ?)**

**A B C D E**  
**F G H I J**  
**K L M N**  
**O P Q R S**  
**T U V W**  
**X Y Z**



## **LITERACY**

Create your own acrostic poem based on the theme 'My School'

Acrostic poems are poems in which the first letter of each line forms a word or phrase (vertically). An acrostic poem can describe the subject or even tell a brief story about it.

Look at some of the poems created by Lincolnshire Gypsies & Travellers in Resource Sheet Four and use the template in Resource Sheet Five

## LESSON PLAN FOUR

### KS3 EDUCATION

#### 0-5 Minutes

Teacher asks the question: 'what is education?' Explains that the session will be about exploring different ideas and views on education (discuss for example how some young people are 'home educated' and do not go to school).

#### 5-10 minutes

Split the class into 4 groups. Each group is to create a still image (freeze frame) of a formal lesson in a school.

Each group will be given one of the pieces of text to use as a narration, (to avoid confusion, if necessary, the teacher explains that it is deliberate that their still image will show an image of formal education, whilst the 'voiceover' is talking about different kinds of learning).

Students should not try and make their image match what the text says: the contrast between what is spoken and the image of 'formal lessons' which the audience will look at is the effect to aim for, (as it is the CONTRAST between them that makes people think and enter into discussion.)

This approach also asks the students (quite deliberately) to voice the documented words of Lincolnshire Travellers, without initially pointing out who is speaking. For some learners/young people, hearing the words spoken by their peers may enable them to engage with an exploration without filtering their views through pre-existing prejudices.

Give one of the following extracts to each of the groups:

'It's getting hard for people. Even maintenance on a house, you can do it now, you've just been learned to do it, always done it but there'll be a law to say you've got to go to college to do it, it won't be a choice'.

'Instead of going to school, my siblings and I like many children from Travelling families were taught about the arts, music and dance. Our education was learning about wildlife and nature, how to cook and how to survive... I could milk a goat and ride a horse. I could identify ink caps, puff balls and field mushrooms and knew where to find wild watercress and sorrel. By the age of 8 or 9 I could light a fire, cook dinner for a family of 10 and knew how to bake bread on an open fire'.

## **10-25 minutes**

Each group to share their image and voiceover – everyone gets a chance this way to both experience each other's work and comment on what it is making them think about.

The teacher may wish to prompt the students for their comments in response to the following key questions:

- What are the differences between the image we see and the voice we hear?
- What kinds of learning are described by the voices?
- How valuable are the different kinds of learning?

Teacher can explain that the words are those of Gypsies & Travellers from Spalding and may want to read all the whole of resource sheets with the group.

## **25-35 minutes**

In pairs, try and identify the different kinds of learning that have been expressed both in the images created and the commentary spoken. (For example, formal/informal; practical/theoretical)

In small groups consider what the differences might be between schooling, education and learning.

Feedback and discussion as a whole class and introduction of statistics from Resource Sheet Three

## **35mins – 50mins**

Watch the Traveller Lincs DVD

This film clearly demonstrates the differing attitudes to education and how this has changed over time, as the lives of Gypsies and Travellers has changed. This is a great introduction which shares the stories of many families in Lincolnshire.

In small groups prepare the arguments for and against conventional school-based learning. Consider different points of view from both a parent and a young person's perspective.

## **50 -60 minutes - Plenary**

What are some of the different views about going to school amongst the Gypsy and Traveller communities and why?

## **ADDITIONAL ACTIVITIES**

### **ART & DESIGN**

Using the idea of a map or journey as a template, create a visual, cartoon-style map of your 'learning journey' so far. You could start as young as you like and include all of what you consider to be 'key moments' (some of which may be in school, some of which may be out of school). For example, if you learnt to ride a bike, when did you first ride/balance without support?



# RESOURCE SHEET ONE

## SCHOOL

The first school I went to was Cowbit and it was a really small school, unbelievably small. Half of the kids that was in it were Travellers. There were only two classes, about 15 in each class. I didn't have no problems there whatsoever; all my friends, me cousins whatever was in that school, teachers were lovely, there were really nice teachers in that school.

The last primary school I went to was Weston St Mary's just up the road. I was in the second highest group in everything and it was perfect; there was just one problem. This school was miniature there were 16 kids in each class. My sister was in this school and my brother Donny was in it. He was not a bright child, he couldn't read or write. He's training to be a personal trainer now, if you see him you can see he lives and dies in that gym. But he was one of them kids; he used to fall asleep in school. The teachers were nice to him, they never used to shout at him and he had friends in school, he was just lazy. He says he can't read and write but when it comes to PlayStation or sending messages he can do that, just not big words.

My Isabella, there is no way I'd take her out of school at nine because the way things are going now for men and women, they will all have to go to school, college or whatever because in the next twenty years they'll need an education. It's getting hard for people, especially people who can't read or write. When me dad was little it wasn't so hard, he could go out calling an that. But my kids- every one of them will learn how to do something, they'll have to. Even maintenance on a house, you can do it now, you've just been learned to do it, always done it but they'll be a law to say you've got to go to college to do it, it won't be a choice.

So then I went up to secondary. The council came down and said do you want to try it and I was optimistic, I said I'd try it, I'll always try something. I started half way through the first year. It was alright but I was lonely, I'd always been in little schools up 'til then. Having to change classes, I found that hard.

I wish I'd stayed in school. In September I was going to go back to college but then we moved. I'm glad I'm a Gypsy. A lot of people have very strong views on them from where they've been through a rough time. The way I've been brought up is to speak me mind, stand up for whatever you believe in, when people call you a dirty Gypsy and things like that, you can ask them: "you calling me dirty?" they don't realise what they're saying, what does that mean? We're probably cleaner than a lot of people

Am I proud of being a Gypsy? Yes and no. you know by people's attitudes if you bring it up, sometimes you feel awkward and you don't want people to know. Sometimes you keep it to yourself- I don't care what anyone says- it's not that you're not proud; you just don't know what people's reactions will be. You walk into some places, fancy shops and people get talking and they're buying designer shoes and so are you. They think because you live in a caravan you've got no money but it's not like that, it's your choice.

By Linda

Bullet points from Linda's recall

- Half of the children in Linda's class were Travellers
- All Linda's friends and cousins went to the same school
- The teachers were lovely when Linda was at school
- Linda sends her children to school now as she feels it is important
- It is hard when you cannot read or write
- You need an education for all jobs now
- Linda didn't continue in Secondary School and she wished she had

# RESOURCE SHEET TWO

## EXCERPTS TAKEN FROM A GUARDIAN INTERVIEW WITH ROXY FREEMAN 7 SEPTEMBER 2009

“My upbringing was unusual, but not unique. Until I was eight my family lived on the road, travelling around Ireland by horse-drawn wagon. I was one of six children, with three more half-sisters, and our family was considered small. Having 12 or 13 children was common among Travellers in Ireland.

Marrying first cousins is also common among Gypsies (and a potential genetic time bomb), my parents come from very different backgrounds. My mother was born into an upper-class American family. On her gap year she literally ran away with a Gypsy – my father, who bred horses. Both are extremely intelligent and open-minded people who wanted to bring us up in a stimulating, free and fulfilling environment.

Instead of going to school, my siblings and I, like many children from travelling families, were taught about the arts, music and dance. Our education was learning about wildlife and nature, how to cook and how to survive. I didn't know my times tables but I could milk a goat and ride a horse. I could identify ink caps, puff balls and field mushrooms and knew where to find wild watercress and sorrel. By the age of eight or nine I could light a fire, cook dinner for a family of 10 and knew how to bake bread on an open fire.

Not that it was always idyllic: life on the road could be harsh. As a child with younger siblings I had to work hard: my daily routine included fetching water, cooking and changing nappies. We also struggled financially; my dad's passion has always been breeding Gypsy cobs. Sometimes he would get a good sale, but a lot of the time we were penniless. Then we worked as a family, fruit picking. One summer, I remember practically living off mushrooms as we worked on a mushroom farm. We also picked daffodils; after about five seasons I developed an allergy to the liquid in the stems and my skin would blister on contact with it. Any money we earned went straight to my mother and father.

Our life was always lived outside; working, playing and socialising was all done around the fire or in the woods and fields. Wet weather was a curse and we would huddle up around a wood burner in one of the caravans. For many years we had

no electricity, no television, no radio; nothing electrical. We had china dolls but no other toys. And we played cards – thank God for playing cards! If it wasn't for them, I would have no mathematical ability whatsoever.

Unlike some of my siblings, I learned to read when I was quite young. My mother and grandparents bought me books and, with mum's help, I could read by the time I was about nine. By the age of 12 or 13 I had devoured all of F Scott Fitzgerald, EM Forster, Louisa May Alcott and Emily Brontë. I bought them in charity shops or asked for them as birthday presents; together, books and cards gave me an understanding of words and numbers in the absence of any formal education.

Although I didn't go to school, some of my siblings did. And like so many other Gypsy children, they faced bullying. Often I would turn up at the high-school gates to find them in floods of tears because children had been picking on them.

It can be hard to reach your full potential without schooling, but compared with traditional illiterate Gypsy or Traveller families, we had good opportunities and were not expected to marry young, have lots of children and follow in our parents' footsteps. As a child, my passion had been flamenco (the music of the Gypsy community in Spain). My mother took me to a dance class after we settled in Norfolk when I was about nine, and I was hooked.

Finding peace and quiet had always been impossible. When I was a little girl I dreamed of living in a terraced house on a cobbled street, because in wagons and caravans you never get any peace. You live on top of each other, privacy is non-existent and the only place you find solitude is by hiding under a tree or walking across a field. As a child I would wander off alone whenever I got the chance, to find a patch of moss to sit on and spend the afternoon watching ladybirds and picking flowers to press.

My siblings and I were born into this lifestyle, but we weren't taught to carve clothes pegs and sell lucky heather. We were brought up with strict morals, values and guidelines. We don't look or act particularly different to anybody else. We just had a different path, and weren't brought up living in a house.

After completing my access course (thanks to a wonderful tutor, I got distinctions in all the units), I did a degree with the Open University, and that meant completely changing my way of life. Last November, at the age of 30, I moved to Brighton to study at Brighton Journalist Works. I live here with my boyfriend in a flat, which is bizarre and alien to me. My family are, admittedly, no longer truly nomadic, and my parents support my decision to transform my life, but I have never lived within bricks and mortar before, and I feel completely out of touch with nature now."

# BULLET POINTS FROM THE GUARDIAN ARTICLE

- Until I was eight my family lived on the road, travelling around Ireland by horse-drawn wagon.
- Instead of going to school I was taught about the arts, music and dance.
- My education was learning about wildlife and nature; how to cook and how to survive. I could identify ink caps, puff balls and field mushrooms and knew where to find wild watercress and sorrel. By the age of eight or nine I could light a fire, cook dinner for a family of 10 and knew how to bake bread on an open fire.
- My daily routine included fetching water, cooking and changing nappies
- I learned to read when I was quite young. My mother and grandparents bought me books and, with mum's help, I could read by the time I was about nine.
- Although I didn't go to school, some of my siblings did. And like so many other Gypsy children, they faced bullying. Often I would turn up at the high-school gates to find them in floods of tears because children had been picking on them.
- As a child, my passion had been flamenco (the music of the Gypsy community in Spain). My mother took me to a dance class after we settled in Norfolk when I was about nine, and I was hooked.
- After completing my access course (thanks to a wonderful tutor, I got distinctions in all the units), I did a degree with the Open University, and that meant completely changing my way of life. Last November, at the age of 30, I moved to Brighton to study at Brighton Journalist Works



# RESOURCE SHEET THREE

## DATA

According to Government Data, in 2005 it was found that at the end of Key Stage 2 roughly 30% of Gypsy and Traveller children gained the expected levels at English, compared to 75% of all other children.

It was also found that 27% of Gypsy and Traveller children gained the expected levels at Maths, compared to 72% of other children.

The reasons for this are complicated and could include:-

- The Gypsy children don't attend school as regularly as other children.
- Their own parents may not be as highly educated as other children's, as they also may not have attended school much themselves.
- Negative experiences of school life – (prejudice & bullying).
- Cultural barriers to education
- Lack of proper access to health care.

## SOURCES

Ethnicity and Education: The Evidence on Minority Ethnic Pupils  
(Department for Education and Skills – January 2005)

Improving the outcomes for Gypsy, Roma and Traveller pupils: final report  
(Research Report DFE-RR043)

National Foundation for Educational Research 2010

# RESOURCE SHEET FOUR

## BARRIERS TO EDUCATION

### RACISM

Many Gypsies and Travellers experience racism in schools. Bullying by pupils and staff, under achievement and a traditional lack of literacy skills have often placed Gypsy and Traveller pupils at a disadvantage in schools.

### CULTURAL REASONS

There are also cultural reasons why Gypsies and Travellers do not value formalised education as highly as the settled population. Gypsies and Travellers expect to be discriminated against in the labour market and so value forms of self-employment much more highly than formal education and employment.

Education remains a double-edged sword for many Gypsies and Travellers. It is valued as a way of learning to read and write, but distrusted because of the “cultural pollution” that comes with it.

The parents of today’s young Gypsies and Travellers (many of whom received little or no schooling) are suspicious of what comes with education. They see school as a source of what can only be described as “gorgification” ( becoming like a non-Gypsy): a process that weakens Gypsy and Traveller identity and values.

Parents feel that school introduces their children to drugs and courting with non-Travellers and can even affect the way they speak and see themselves. They also see schools as places where children will be bullied for being Gypsies and Travellers. For these and other reasons, Gypsies and Traveller parents keep their children away from school. There are economic reasons too, teenage Traveller girls are often expected to help at home or with caring for their younger siblings and teenage Traveller boys are often expected to be working with their fathers receiving in effect a de facto apprenticeship in how to earn a living. There are also Gypsy and Traveller children who do not want to go to school for their own reasons. Chief among these are they see it as being irrelevant, they view the teachers and children as being racist and don’t like the bullying they encounter there.

Source Jake Bowers, Travelling Times  
[www.travellerstimes.org.uk/downloads/lifestyle\\_history\\_and\\_culture\\_24052010111520.pdf](http://www.travellerstimes.org.uk/downloads/lifestyle_history_and_culture_24052010111520.pdf)

## **ELECTIVE HOME EDUCATION**

Every child has the right to education that is suitable to their age, ability and any special educational needs they may have.

Lincolnshire County Council actively seeks to work with parents and carers to ensure that children get the best possible opportunities to achieve their potential wherever they may be educated.

Parents/carers have the right to home educate their children, but they also have a responsibility to ensure that their child receives a suitable education within the community of which he/she is a part and one which prepares them for life in today's society and enables them to achieve their full potential.

An increasing concern with regard to the education of Traveller children is, that whilst recognising the cultural reasons for the low take-up of secondary education, there are questions concerning Traveller parents' ability to provide an adequate academic component to their child's education which best equips them for adult life. Problems can arise when Traveller children that are being home educated do not reach a satisfactory standard of education and are therefore expected to return to school. In such cases the provision of a flexible alternative education such as that offered by Lincolnshire Traveller Initiative can be a solution.

# RESOURCE SHEET FIVE

## POSSIBLE INTERVIEW QUESTIONS

- Why do you think it would be better for your child to be in full time education?
- Why do you want your child to stay at home?
- Do you think that your child would lose your traditional values?
- Is there any pressure from others to have your child educated at school?
- How do you think the other children or parents would react to having a Gypsy or Traveller child in their class?
- What skills at home does your child learn that those in mainstream schools do not?
- Do you think that your child would eventually earn more money if they have been educated at school?

# RESOURCE SHEET SIX

## ACROSTIC POEMS ABOUT SCHOOL WRITTEN BY LINCOLNSHIRE YOUNG GYPSIES AND TRAVELLERS

My school was educational and high in expectations,  
Your food in school was healthy and nice,  
School I found very hard coz I had a friend for six years and high school split us up,  
Cousins of mine were there as well,  
High school was the only way to get into the wrong crowd,  
Only art and gymnastics were my favourite.  
Only a couple of gypsies were there apart from my cousins,  
Life at school was very strict, but I did like it a little bit!

By Naomi.

T is for trailer  
R is for Romany  
A is for the animals we keep,  
V is for vardo  
E is for earning money at fairs,  
L is for living our own way and  
L is also for learning.  
E is for eating bacon pudin cooked in a pot on the fire  
R is for respect for family.

by Amira, Liam and Sean

G is for Gorjas being different to us,  
Y is for the yellabelly Prices,  
P is for when we pull out and go different places,  
S is for Sham which is Irish for "hello mate",  
I is for I am the best!  
E is for everyone hates us because we're Gypsies  
(apart from the wido's who want to be us) and  
S is for snobs who think they are better than us (but they're not!)

By Thomas, Demi Lea, Naomi, Shady, Fred, Martin and Charlie.



# RESOURCE SHEET FIVE

## ACROSTIC POEM TEMPLATE

M

Y

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L

# REVIEW SHEET

**WHAT HAVE I LEARNED?**

**WHAT DID I FIND EASY?**

**WHAT DID I FIND HARD?**

**WHAT MORE WOULD I LIKE TO KNOW?**

**WHAT IDEAS HAVE CHANGED?**

**HOW CAN I FIND OUT MORE MY SELF?**

# LESSON FIVE

## CULTURE AND TRADITIONS

This lesson will provide an overview of many of the different traditions which are maintained by Gypsy & Travellers. This lesson shows that whilst there are many traditional aspects to a Gypsy's & Traveller's life, they are like everyone else in many other ways.

## LEARNING QUESTIONS

- What is a tradition?
- What different traditions do the pupils follow with their families?
- What traditions do Gypsies & Travellers follow?
- How are traditions formed?
- Where do our culture and Gypsies & Traveller culture merge?

## LEARNING OUTCOMES

Pupils should be able to:

- Have a broad understanding of some of the traditions of Gypsies & Travellers.
- Understand what culture and tradition mean.
- Understand that Gypsies & Travellers have similar ways of living to other's in the UK, but that their traditions are important to them and are celebrated.

## ASSESSMENT OPPORTUNITIES

- Assess the pupils' understanding of traditions through Activity 1, the feedback about their own traditions, and through the plenary activity.
- The research activity will provide an opportunity to assess pupils understanding of each specific topic area.
- Students to fill in the topic self review sheet which can be added to after each lesson during this topic.

## CURRICULUM LINKS

2i, 4b, 4e, 4f

## PRIOR LEARNING

Lesson Plan 1

## RESOURCES REQUIRED

You will require access to the internet for a whole class for this Lesson Plan.

- Resource Sheet One - Traditions Fact Sheet.
- Resource Sheet Two - Gypsy and Traveller Information Sheet.
- Resource Sheet Three - Agree or disagree statements.
- Resource Sheet Four - Art Lesson - How to make a wreath.

## LESSON PLAN FIVE

### KS2 CULTURE & TRADITIONS

#### 0-5 minutes

What is a tradition? What traditions do you have in your family? Do you have traditions around Christmas, weddings, particular food and pastimes?

Use Resource Sheet One – Traditions Fact Sheet

#### 5-15 minutes

Show a short film about some of the traditions of Gypsy & Travellers filmed in Lincolnshire.

#### 15-40 minutes

Split the class into small groups of four and give them a topic each to research using computers from the following list:

- Horses and Horse Fairs
- Births and Weddings
- Death and funerals
- Family
- Religion
- Hygiene
- Circuses and Fairs
- Famous Gypsies and Travellers

In addition hand out copies of Resource Sheet Two as a starting point.

#### 40-50 minutes

From the research gathered from the small groups' feedback to the teacher who collates it on the board to review with the class.

#### 50mins-1 hour - Plenary

'Move to the answer'

Taking turns, pupils pick a statement from a box or hat using Resource Sheet Three and the class must move according to what they think of the statement to agree or disagree.

Dedicate an area of the classroom for an "Agree" group and one for a "Disagree" group.

This should be done as a quick exercise to ensure multiple facts can be pulled out of the hat.

## **ADDITIONAL ACTIVITIES**

### **ART**

#### **WREATHS**

The Holly tree and moss have long provided a source of income during the winter months for many Gypsies through the creation of wreaths. Holly and moss is collected and wreaths are made and taken to sell at various markets.

Make your own wreath for your classroom or for home using recycled materials using the instructions on Resource Sheet Four.

#### **ADDITIONAL ART TASK**

From the researched material in Lesson Plan Five, each group could create a collage on a large piece of card with images, key words, photos and information about the topic they have researched.

### **LITERACY**

Traditionally Gypsies and Travellers have foraged on the land to collect food and ingredients.

Our hedgerows contain a bounty of fresh fruits and berries which can be used. This is a simple jam recipe which uses strawberries but which can be adapted to use any fruit available.

This lesson needs to take place in the school kitchen. This activity focuses on following instructions:-

Working in small groups, follow the instructions below to create

#### **FAST JAM RECIPE**

- 2 cups strawberries, hulled
  - 1/4 cup sugar
  - 1 Tbsp. lemon juice
1. Place the strawberries in a food processor or blender and process until smooth or chunky, whichever way you like.
  2. Put strawberries, sugar and lemon juice into a non-stick skillet and bring to a boil over medium-high heat.
  3. Let boil rapidly until reduced and thickened, approximately 10 minutes (you'll know once it's thickened, so if you're doubtful keep on cooking).
  4. Pour into a jar and allow cooling to room temperature before covering and storing in the fridge.
  5. Refrigerate for up to 10 days or freeze for longer storage.



## LESSON PLAN FIVE

### KS3 CULTURE & TRADITIONS

#### 0-5 minutes

What is a tradition? What traditions do you have in your family? Do you have traditions around Christmas, weddings, particular food and pastimes?

Use Resource Sheet One – Traditions Fact Sheet

#### 5-15 minutes

Show a short film which shows some of the traditions of Gypsy and Travellers filmed in Lincolnshire.

#### 15 – 40 minutes

Split the class into small groups of four and give them a topic each to research using computers from the following list:

Hand out copies of Resource Sheet Two as a starting point and with a caution to those working on Births and Weddings to not rely on BFGW as many will already be familiar with this type of media representation.

- Horses and Horse Fairs
- Births and Weddings
- Deaths and Funerals
- Family
- Religion
- Hygiene
- Circus and Fairs
- Famous Gypsies and Travellers

Based on their research the students should create some statements which can be put into a hat and read out. They should make an equal number of true / false statements. For examples and guidance look at Resource Sheet Three

#### 40-55 minutes

Students pick statements out of the hat and read them out. If it is one they have worked on they observe (without influencing) – if they didn't write it they participate in forming an opinion line between (at one end) agree, 'it's true' and the other end disagree 'it's false'...they should be prepared to state their reasons for where they stand, including if they choose to stand in the middle: this could be because they genuinely 'don't know' or because they think a statement is partly true, partly not.

This is a very useful, non-judgemental way for students to have to commit to a point of view, without fear of ridicule in front of their peers (or the teacher) for 'getting it wrong'. The teacher can question the source material for the information/statements if they wish to – questions such as: 'what website/source did you find that out from?' and 'how certain can we be that we can trust this source of information?'

55-60 minutes Plenary

Which statements most interested you and why?

Which sources (or voices) should we most listen to when learning about Gypsy and Traveller traditions and culture?

## **ADDITIONAL ACTIVITIES**

### **ART & DESIGN**

Produce a series of images based on the true statements about Gypsy and Traveller culture and traditions. This could be in the form of a digital presentation such as Powerpoint or a poster.

# RESOURCE SHEET ONE

## TRADITIONS

Traditions are practices and beliefs that are passed down between generations of a certain family, culture or community. Lots of holidays are associated with traditions, such as watching fireworks on the 5th of November or eating turkey at Christmas. Unlike laws and rules which we have to observe for our safety and well-being, traditions are usually things we do through personal choice because they are customary and meaningful to us. Most traditions are enjoyable things that help people to observe an occasion or feel unified with a certain group, such as their religion, group or fellow citizens.

The word tradition also means that a certain practice has been around for some time and is observed regularly. The tradition for a culture to eat specific foods, for example, usually goes back to parents, grandparents, great-grandparents, and beyond! However, new traditions are made all the time and sometimes even replace old traditions. For something to become a tradition, it just has to be done once, and then done again and again after that!

# RESOURCE SHEET TWO

## GYPSY AND TRAVELLER TRADITIONS INFORMATION SHEET

Gypsies & Travellers have their own languages, traditions and customs that guide their way of life. These are passed down through the generations, but are also adapted as time and life changes. Cultural values are very strong, though like other groups, each family and individual may have their own special ways of putting them into practice.

### HORSES AND HORSE FAIRS

Horses are a key part of Gypsy Traveller cultural heritage. Some are still used to pull carts and wagons, though obviously this is not now as common as in previous eras. Many people keep horses, breed them and sell them at traditional fairs (e.g. Stow, Appleby). Harness racing is also very popular activity.

At one time every town in the Country had a horse fair as horses were the main transport. As horse fairs died out they became specialist and a Gypsy tradition.

### BIRTHS AND WEDDINGS

These are very special events within the community. During the woman's pregnancy it is not generally appropriate to refer to her condition, especially by and in front of men. Once the baby is born however, there is much celebration of the new addition to the community.

Most women prefer to go into hospital in order to give birth as a trailer birth would be seen as polluting the caravan.

Many Gypsies and Travellers marry at a relatively early age. It is extremely rare for women to marry outside the community. It is more common, though still not widespread, for men to do so. Much of the information relating to weddings on the internet is from 'My Big Fat Gypsy Wedding' TV show, try to also look for wedding traditions which are not from this source.

### DEATH

If a person is dying, many relatives will travel in order to visit their bedside. After death a fire is lit outside the trailer, which will continue burning until the deceased has been buried. The deceased will usually remain 'lying in state' inside the trailer until the funeral.

Many relatives will travel to the funeral, and the funeral procession will often stop at certain places that held meaning for the deceased.

Following the funeral, all possessions not transferred to another in the deceased's lifetime will be burned or ceremonially broken. Even trailers may be burned, although they are more likely to be sold now.

### **FAMILY**

The family is extremely important to Gypsies and Travellers. Extended families support and look after one another. Older members of the community are respected and cared for within the family and Gypsies and Travellers would not contemplate putting elderly relatives into care homes. Children are at the centre of the lives of Gypsy and Traveller families.

Children are expected to help out with daily chores from a very early age, and to help out with the family business. There is usually a strict division of labour between the sexes, with women remaining on site to look after the children and trailer, while men go out to work during the day.

### **COLLECTING CHINA, GLASS AND GOLD**

Collecting glass and china and gold, particularly Crown Derby and Waterford, is another Traveller tradition. This can be a way of storing money without using a bank and in hard times the treasured belongings can be sold. White gold is now preferred over yellow gold.

### **RELIGION**

Religion is of great importance to many Gypsies and Travellers. Irish Travellers are often devout Roman Catholics and their children attend Catholic schools. Many go on pilgrimages to Lourdes or Ireland. Large numbers of Romany Gypsies are now born-again Christians. They find love and solidarity in the Church and in meeting up with others from across Europe at large Christian conventions.

### **FORTUNE TELLING**

Fortune telling or Dukkering is one of the many traditions of Gypsies and for some, it forms a part of their daily working life. The fortune teller is always a woman, called a Drabardi.

It remains part of the British seaside and fairground culture and history.

### **HYGIENE**

Gypsies and Travellers have special hygiene rules, which are in some ways stricter than those of settled people but are not well understood by people outside their community.

They take great pride in cleaning their trailers daily, even when getting moved on, and have gleaming displays of china and glass. Gypsies and Travellers are often assumed to be dirty and called names which is opposite to the truth.

To have a toilet in the same place where food is prepared is considered distasteful and unhealthy so Gypsy trailers do not have a chemical toilet like a holiday caravan would.



There are cleanliness rituals that many Gypsies and Travellers still observe (in some form) which are practices rooted in Hindu laws of cleanliness. 'Mochadi' refers to anything considered spiritually unclean.

Examples of this include:

- Trailers do not have showers in them to keep them free from spiritual uncleanliness
- A range of bowls are used for different washing such as food, clothes, dishes or personal use
- Toilets in a trailer are seen as mochadi
- Nothing that has been on the floor can be put on a table
- Most animals are seen as mochadi apart from the horse

Although Irish Travellers have no history of mochadi regulations, many have adopted practices similar to Gypsies in order to preserve the health of the family.

### **FAMOUS GYPSIES AND TRAVELLERS**

There have been many of Gypsy heritage over the years who have been famous for their contribution to society. These include the actors Sir Charlie Chaplin, Sir Michael Caine and Bob Hoskins, Nobel Prize winner Mother Theresa, footballer Eric Cantona, and singer David Essex.

# RESOURCE SHEET THREE

## DISAGREE

**Gypsy and Travellers traditionally make and sell cakes**

**You can only attend a horse fair if you have a horse**

**Gypsy and Travellers have poor hygiene**

**Gypsies and Travellers who run fairgrounds do not live in trailers**

**Gypsy and Travellers who tour with circuses are not from Britain**

**Gypsies and Travellers wash their clothes in the same bowl as their pots and pans**

**Dogs live in a Gypsy and Traveller trailer**

**Gypsies and Travellers do not shop at the local supermarket**

# AGREE

**Stow Horse Fair dates back to 1427**

**The traditional food of Gypsies and Travellers reflects their nomadic way of life and includes wild plants, fish and game**

**Gypsies and Travellers always cook outside**

**Gypsies and Travellers have developed their own traditions in music, story-telling, poetry, art and design, and dance.**

**Horse Fairs are an opportunity for a collective celebration of what it means to be a Gypsy**

**Gypsies and Travellers eat hedgehog**

**Gypsy and Travellers value their families**

**Peg-making, flower carving, wagon building and painting, blacksmith and leather work and fortune telling are all traditional crafts**

**In the winter traditionally Gypsies and Travellers make wreaths**

# RESOURCE SHEET FOUR

## MAKING A WREATH

1. Cut a large shopping bag full of holly from your garden in 6-inch-long trimmings. If it is not winter use other green foliage for the base.
2. Create a frame from a wire coat hanger. (Simply unbend it and twist into a circle)
3. Attach floral wire anywhere along the wire wreath frame.
4. Select several stems of the 6-inch holly pieces and place them together in a bunch with the stems at one end.
5. Place a stem that has some berries on top of the bundle of holly.
6. Place the bundle on top of the frame where the floral wire is connected.
7. Hold the bundle in place and wrap the floral wire around the bundle and frame.
8. Wrap the floral wire around the bundle a second time and then pull it tight. Make sure to leave the wire attached to the frame.
9. Gather another bundle of holly and place it so that the leaves overlap the first bunch and cover the stems, making sure that the stems on both bunches face the same direction.
10. Continue overlapping the bunches of foliage and wiring them to the frame until you complete the circle.
11. Lift the first bundle that you wired onto the frame and tuck the last one under it.
12. Twist the wire tightly around the last bundle. Knot the wire onto the frame, leaving one inch of wire to hang the finished wreath.
13. You can add ribbon and other items to brighten your design at the end.

# **REVIEW SHEET**

**WHAT HAVE I LEARNED?**

**WHAT DID I FIND EASY?**

**WHAT DID I FIND HARD?**

**WHAT MORE WOULD I LIKE TO KNOW?**

**WHAT IDEAS HAVE CHANGED?**

**HOW CAN I FIND OUT MORE MY SELF?**



# LESSON SIX

## WORK

This lesson will look at the types of work that Gypsies & Travellers do and compare them to other jobs from the settled community. We hope to show the variety of work which is undertaken by Gypsies & Travellers and dispel some of the myths surrounding this community not 'working for a living'.

## LEARNING QUESTIONS

- What type of work do Gypsies & Travellers do?
- What are the differences between the jobs that adults in the settled community do and Gypsy and Traveller patterns of employment?
- In what ways do Gypsies/Travellers contribute to society?

## LEARNING OUTCOMES

Pupils should be able to:

- Understand the types of work Gypsies & Travellers do.
- Compare and contrast the styles of work.
- Make a link with the types of work Gypsies & Travellers do with the information they know already about culture and education. (Lesson Four & Five).
- Understand a little about how different kinds of work bring different rates of pay.

## ASSESSMENT OPPORTUNITIES

- Assess how well pupils have understood the variety of work opportunities through the information within the Resource Three template on styles of work and their feedback about the types of work undertaken by Gypsies & Travellers.
- Assessment of the pupils understanding through the Taboo plenary activity.
- Students to fill in the topic self review sheet which can be added to after each lesson during this topic.

## CURRICULUM LINKS

PHSE 2a, 5g

## LITERACY

2d, 3a, b,c d,e and f

## PRIOR LEARNING

It would be useful for pupils to have looked at Lesson Four Education and Lesson Five Traditions to support their understanding for this section.

## **RESOURCES REQUIRED**

- Resource Sheet One - Traditional jobs.
- Resource Sheet Two - Information about Employment.
- Resource Sheet Three - Income Template.
- Resource Sheet Four - Taboo Plenary cards.
- Resource Sheet Five - Lincolnshire Gypsies Creative Writing.

## LESSON PLAN SIX

### KS2 WORK

#### **0 – 10 minutes**

Provide the class with a list of some of the work which Gypsies & Travellers traditionally do, using Resource Sheet One.

Discuss as a class each job and what it may mean.

Teacher to share Resource Sheet Two which will give the pupils information about employment.

#### **10 -15 minutes**

To gain an insight into Gypsies & Travellers work watch clip from the project film of Gordon Boswell from the Boswell Romany Museum talking about scrap dealing and read two short written pieces from Lincolnshire young Gypsy girls.

‘Well I clean up and mind the children but when I’m older I would like to get a job in a hairdresser or somewhere so I would be independent and don’t have to rely on no one else. Usually with Gypsies the women prepare to stay at home and the men go out working; doing roofing and paving’.

By Demi Lea

‘I would like to work in a beauty salon when I’m older so I can depend on myself to get money. Most Travellers do scrap or trees or roofing or paving; that’s what most travelling men do and some travelling women do, working with their husbands if they’ve got a babysitter’.

By Nicole

#### **15 -40 minutes**

Split the class into 4 groups.

Using the template in Resource Sheet Three create a list of jobs carried out by pupils’ parents and jobs traditionally done by Gypsy & Travellers. Each group will detail 5 jobs; group 1 and group 2 will look at their parent’s jobs and group 3 and group 4 will look at Gypsy & Traveller jobs using the first 5 jobs on Resource Sheet One.

The template asks for information about where the work takes place, when and how and the children will map the details into the form. Once they have completed the details group 1 and group 3 will swap and group 2 and group 4.

Ensure the children understand the vocabulary in the table such as employed, seasonal and service.

Each group will then look at the differences.

What have you found out?

- About the types of jobs that Gypsies & Travellers do?
- Have you noticed any differences between the jobs that adults in the settled community do and Gypsy & Traveller patterns of employment?
- In what ways do Gypsy/Travellers contribute to society?

### **40 – 50 minutes**

Using the internet in groups find out roughly how much you would be paid for one of the following jobs:

Scrap metal dealer  
Hairdresser  
Teacher  
Doctor  
Sales assistant  
Cleaner  
Fruit picker

Example websites:

[www.mysalary.co.uk](http://www.mysalary.co.uk)

If the information you find is an hourly rate you will need to base the annual salary on 37 hours per week for 52 weeks of the year.

Each group to feedback to the teacher so a full list is created which can then be compared.

Brief discussion about how many Gypsy & Traveller jobs are self employed and therefore wages are based on demand which can change year on year. Note: the price of scrap varies hugely and when it is high Travellers can make a good living. However, when it is low they struggle. The weather affects tree and gardening work – a wet summer can be disastrous.

### **50 minutes - 1hour - Plenary**

What did you learn through this exercise?

Taboo.

Using Resource Sheet Four pupils choose, from a bag, a Gypsy & Traveller job they have learnt about during the lesson.

Children should attempt to describe the term to the other pupils without using the word itself. Children can then jot down word they think it is or put hand up as soon as they know. Set a time limit to prevent too much pondering.

This will help secure an understanding of the types of work introduced in the lesson and ensure all the class have retained the knowledge.

## ADDITIONAL ACTIVITIES

### ART

Pupils should create an A5 leaflet to advertise their own business of their choice. Make sure they include bright, eye catching design as well as the information which is required such as a contact number, price and what they offer. Think about how the business can stand out from the crowd. This task can be completed by hand or on a computer. If this task is completed on a computer use Publisher or Draw Plus software as they have templates already loaded.





## **LITERACY**

Using Resource Sheet Five as an example, create your own creative writing piece about what you would like to do when you grow up. Tell your audience why you aspire to the particular job and how you may go about achieving your goal.

## LESSON PLAN SIX WORK

### **0-10 minutes**

Provide the class with a list of some of the work which Gypsies & Travellers traditionally do, using Resource Sheet One.

Which looks/sounds like the most profitable?

Teacher to share Resource Sheet Two which will give the pupils information about employment

Read two short written pieces from Lincolnshire young Gypsies girls.

‘Well I clean up and mind the children but when I’m older I would like to get a job in a hairdresser or somewhere so I would be independent and don’t have to rely on no one else. Usually with Gypsies the women prepare to stay at home and the men go out working; doing roofing and paving’.

By Demi Lea

‘I would like to work in a beauty salon when I’m older so I can depend on myself to get money. Most Travellers do scrap or trees or roofing or paving; that’s what most travelling men do and some travelling women do, working with their husbands if they’ve got a babysitter’.

By Nicole

### **10-40 minutes**

In a small group of four or five, devise a 12 month work plan / income forecast, using the jobs listed on the resource sheet. Bear in mind seasonal changes and demand for different kinds of jobs/labour (e.g. fruit picking in the summer etc). Use Resource Sheet Four

Remember that in your group, there might be one or two adults available for full time work; others might be dependants (e.g. young children or elderly relatives). How will you plan to make enough money when work is available to cover periods when there is less?)

### **40-50 minutes**

Share the plans as a class and discuss which group appears to have the most effective/profitable combination of jobs. Thinking about this exercise, what are the kinds of pressures that self-employed people need to account for?

## **50-60 minutes - Plenary**

What are the advantages / disadvantages of self-employed versus employed work? Thinking back to the statements written by Demi Lea and Nicole, discuss the importance of paid work (either self-employed or employed) – in terms of being an ‘independent person’ .

## **ADDITIONAL ACTIVITIES**

### **ART & DESIGN**

Create a collage of images – some of which could be photographic documentary type, some of which could be imagined, drawn or painted – to show the range of work undertaken by Gypsies and Travellers.

# RESOURCE SHEET ONE

## JOBS

### SCRAP DEALING/RECYCLING

The person collects, sometimes buys and sells metal articles from personal households and businesses. They sell it to a scrap dealer and gain a price for the metal they have collected.

### TREE FELLING

Tree felling is a forestry term which refers to the process of cutting down a tree. Tree felling is usually performed with a chainsaw. The use of such a machine is one of the reasons why felling a tree can be such a dangerous task.

This job is often done as a self employed business generating work from simple small jobs in a person's garden to bigger work for local councils and parks. Most tree work is in fact 'lopping' or pruning. Travellers also do a lot of general garden clearing and tidying.

### HORSE DEALING

Horses have always been part of Gypsy & Travellers lives, either trading or used to draw their wagons; many were experts in tending and curing sick horses. Some Gypsies & Travellers buy and sell horses for a living and are adept at pointing out advantages in their own horses, while pointing out the disadvantages of those horses they are interested in buying.

### FRUIT PICKING

Gypsy & Travellers were just one group out of many who undertook this work as many itinerant workers and even Irish would travel from Ireland to do the seasonal work, Local people also got involved at harvest time to supplement their incomes. They would move from farm to farm through the summer picking cherries, strawberries, blackcurrants, peas and beans, then September it was apple picking and lastly potato picking before winter months meant they then had to look for somewhere to settle.

Whilst this is less prevalent due to machinery some Lincolnshire Gypsies & Travellers still spend the summer fruit picking.

### FAIRGROUND AND CIRCUS

There are 2,000 Showmen in Britain who tour the country with fairs and circuses. Many families have winter quarters, usually yards, where they can over winter and

repair the rides and prepare for the next season. Their main work period is March to November travelling throughout the country.

Fairground families are constantly on the move, erecting and pulling down as they go from one site to another throughout the year. They travel in a travelling wagon. Most are comfortable and have well-equipped kitchens and bathrooms. Families stick together and follow their parents in the business.

### **CLEANING BUSINESS**

A cleaner could work for private homes or in offices and shops. They often work at the beginning and end of the day if it is for a business. If a cleaner works for private homes they are usually paid in cash and they can work as little or as often as they wish.

### **OTHER JOBS**

- Tarmac and paving
- UPVC and Fascias
- Working on the land
- General building and clearance work
- Landscaping
- Market stalls
- Carpets
- Antiques
- Gardening
- Child care



# RESOURCE SHEET TWO

## EMPLOYMENT INFORMATION

Historically Gypsy & Traveller labour formed the bedrock of the agricultural economy until mechanisation. Many Gypsies also fought in the First and Second World Wars.

There are some stereotypical views that Gypsies & Travellers do not work hard but research shows they are industrious and have good entrepreneurial skills.

Many families still follow traditional lines of employment but also respond to changes in society and adapt the services they offer to fit.

Self employment is popular as it allows Gypsies & Travellers to establish their own patterns of employment and mobility.

However Gypsies & Travellers can be found in all walks of life. They may be teachers, traders, gardeners, police officers, shop assistants, administrators, actors, sportsmen or musicians.

Often Gypsies & Travellers will hide their cultural identity to enable them to be accepted in non-traditional lines of work. Feedback from Lincolnshire Gypsies shows many feel there are negative assumptions made about them once an employer knows they are a Gypsy so many use addresses for correspondence which are not on a Traveller site.

“You can have as good a set of qualifications as the next man, but as soon as they see your address is on a Traveller site, they won’t even consider you for a job.”

As we discovered in the Traditions and Cultures lesson there are many well known Gypsies & Travellers:

<b>Charlie Chaplin</b>	Actor
<b>Adam Ant</b>	Musician of Romanichel descent
<b>Sergiu Celibidache</b>	Romanian born conductor and one of the greatest of the 20th Century
<b>Louise Doughty</b>	British playwright, critic and broadcaster from Rutland
<b>Freddy Eastwood</b>	English footballer, currently playing for Coventry City
<b>Billy Joe Saunders</b>	British boxer in Beijing Olympics

# RESOURCE SHEET THREE

Month	Type of paid work (eg. Seasonal fruit picking)	Who's doing this work? (Adult/ Teenager?)	Estimate of income (Hourly/Weekly rate)	Estimate of living costs (Weekly/ monthly)
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				
December				

# RESOURCE SHEET FOUR

**SCRAP DEALING**

**TARMAC**

**UPVC & FASCIAS**

**WORKING  
ON THE LAND**

**TREE FELLING**

**GENERAL  
BUILDING AND  
CLEARANCE  
WORK**

**LANDSCAPING**

**FRUIT  
PICKING**

**HORSE DEALING**

**FAIRGROUND**

**CIRCUS**

**MARKET  
STALLS**

**CARPETS**

**ANTIQUES**

**CLEANING**

**GARDENING**

**CHILD CARE**



# RESOURCE SHEET FIVE

## TWO SHORT WRITTEN EXAMPLES FROM LINCOLNSHIRE YOUNG GYPSIES GIRLS

### WORK

'Well I clean up and mind the children but when I'm older I would like to get a job in a hairdresser or somewhere so I would be independent and don't have to rely on no one else. Usually with Gypsies the women prepare to stay at home and the men go out working; doing roofing and paving'.

By Demi Lea

'I would like to work in a beauty salon when I'm older so I can depend on myself to get money. Most Travellers do scrap or trees or roofing or paving; that's what most Travelling men do and some travelling women do working with their husbands if they've got a babysitter'.

By Nicole

# GLOSSARY

Borraca	-	Shop	Strides	-	Trousers
Canigras	-	Chickens	Taraties	-	Goodbye or ta-ra
Carnies	-	Pheasant	Teggees	-	Teeth
Chockers	-	Shoes	Tichner	-	Child
Chor	-	Steal	Todivers	-	Today/Morning
Chrocker	-	Doctor	Tud	-	Milk
Chuma	-	Kiss	Urrees	-	Eggs
Congrey	-	Church	Utchies or		
Cushty	-	Good	hotchy-witchy	-	Hedgehogs
Dickler	-	Scarf	Val	-	Hear
Didicoy	-	Derogatory word for someone half gypsy	Vardo	-	Trailer
		Road	Varta	-	Look
Drum	-	Sugar	Vastes	-	Hands
Googli	-	Non traveller	Widos	-	Wannabe gypsies!
Gorja	-	Dog	Woodres	-	Bed
Jukal	-	Shush	Yockes	-	Eyes
Keka	-	Going			
Lelling	-	Me			
Mandy	-	Meat			
Mas	-	Bread			
Moro	-	Kill			
Mor	-	Man			
Mush	-	Police			
Muskras	-	Nothing			
Nixies	-	Nose			
Noccer	-	Water			
Parne	-	Derogatory word for gypsies			
Pikies	-	Going on the road/travelling			
		Stopping the trailer somewhere ie a site			
Pulling out	-	Pocket			
		Field			
Pulling on	-	Posh woman			
		Talking			
Putsy	-	Flowers			
Puv	-	Hello mate (irish)			
Rawny	-	Rabbit			
Rocker	-				
Rushnies	-				
Sham	-				
Shushi	-				

NB these words were given by word of mouth.

# TEAM BIOGRAPHIES

## **PAUL BOUCHER**

Paul is a Lincoln based teacher but has experience of teaching in London & Birmingham. He has 25 years of teaching experience, 17 years working with Traveller communities, 14 years with Lincolnshire Traveller Initiative(formerly Gainsborough Traveller Initiative). He is a Trustee and the Chair of the Management Committee. For this project Paul has provided the link into the communities, as well as offering an advisory and commissioning role.

## **SAMANTHA TURNER**

Samantha has been a level 3 early years practitioner working in childrens centres with the focus on parental involvement, training and community development for 8 years. For the last 4 years she has been the manager of LTI (formally GTI) working towards their vision of delivering educational and community services in Lincolnshire to the Travelling community.

## **DAVID LAMBERT - EXECUTIVE PRODUCER**

David has been managing director of cultural solutions UK – [www.culturalsolutions.co.uk](http://www.culturalsolutions.co.uk)- since its inception in 2007. David has been involved in developing artistic and cultural events throughout the UK for more than 30 years.

## **LEANNE TAYLOR – PROJECT CO-ORDINATOR**

Leanne has worked in arts development for 14 years. She spent the first nine years in local authority settings before moving into consultancy and project management. She has wide experience of rural arts development and of working in Lincolnshire through a variety of participatory projects.

Leanne researched and authored the Education Pack and also led on the administration of the project's work.

## **CHARLOTTE BILL – FILM MAKER**

Charlotte began making experimental films and animation for music performances and theatre shows which toured UK, Europe, USA and Canada. She went on to make documentaries for West Country Television and the BBC. She enjoys making documentaries about all kinds of people and finding out how they live and how they cope with change. Charlotte trained to deliver arts projects in the community, received a Community Arts Leader Award and has been running film-making projects with various community groups. She aims to give people a voice and present their stories in a truthful way. Some of her documentary work can be seen at [www.claphamfilmunit.com](http://www.claphamfilmunit.com) and some experimental animation at [charlottebill1](https://www.youtube.com/channel/UC1m1m1m1m1m1m1m1m1m1m1m) on YouTube.

### **TWISTED BY DESIGN UK**

Andy Farenden specialises in print media, creating beautiful and unique design solutions. He has been working in the industry since the turn of the century. His wide range of clients ranges from theatres and festivals to recruitment agencies. Working with Lincolnshire Traveller Initiative on the Our Big Real Gypsy Lives project has been a tempest of ideas, colour and creation. The aim was to create a brand that was easily identifiable for the project and reflected the rich diversity and culture of modern day Gypsies & Travellers.

### **SUE NORTH**

Sue has worked in journalism for more than 30 years and in that time has done pretty much every job you can, from making the tea to sitting in the editor's chair. She now divides her time between teaching the subject at the University of Lincoln and using her extensive network of contacts to run a PR consultancy which specialises in publicity for arts-related projects. Her first love is always writing but there's a frustrated broadcaster in there too, which is why she's always happy to go on the radio and talk about the projects she's working with. She's been working to raise awareness of the Heritage Lottery Fund support which has made it possible to work with young Travellers and with pupils in Lincolnshire schools and has been busy organising coverage of what the Lincolnshire Traveller Initiative does in newspapers, magazines and on the radio.

### **KATIE SMITH**

Katie Smith is a social artist with a research-based approach to her creative practice. She works with a diverse range of partners including museums, galleries, schools, hospitals, day care centres and community organisations. She is currently Artist-in-Residence at the University of Lincoln within the department of contemporary lens-based media. Her aspiration for this project was to create an archive of unique photographic images to capture the essence of what it means to belong to the Gypsy & Traveller community in Lincolnshire, from everyday routines to special events. She took a two-pronged approach, firstly acting as an observer documenting the project through her own photographs as it evolved and secondly working with young people to develop their photographic skills, helping them to create images that formed a strong narrative about their interests.

### **CHARLOTTE ANSELL**

Charlotte Ansell is a performance poet and freelance creative writing tutor with a particular interest in working with hard to reach groups and encouraging people to find their own creative voice. Charlotte has had two poetry collections published by Waterways Publishing – you were for the poem (2003) and After Rain (2008) and is currently working on a third. She has been published in various magazines including Poetry Review, Mslexia, Now Then and Fire and in a number of anthologies including The Sheffield Anthology: Poems From the City Imagined (2012) and A Storm Between Fingers (2007).

### **AL MUIR**

Al is an applied theatre specialist – encompassing work as an actor, producer, director and facilitator – hence the umbrella term 'theatremaker' he uses to describe his professional practice. You can find out more about his work at [www.theatremaker.co.uk](http://www.theatremaker.co.uk)



# OUR BIG REAL GYPSY LIVES

**BIGGER. TRUER. HAPPIER**

This Education Pack has been written by Leanne Taylor with support for the KS3 element from Al Muir. Thanks also to Robin Taylor for support with the art lessons.

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Thanks to the Our Big Real Gypsy Lives Creative Team

David Lambert	-	Executive Producer
Paul Boucher	-	Director, Lincolnshire Traveller Initiative
Samantha Turner	-	Manager, Lincolnshire Traveller Initiative
Leanne Taylor	-	Project Coordinator
Katie Smith	-	Photographer
Charlotte Ansell	-	Creative Writer
Andy Farenden	-	Graphic Design
Sue North	-	Communications

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