

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 G & T 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 G & T discriminated against?

LEARNING OUTCOMES

Pupils will:

- Gain a clear overview of the different G & T 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 G and T 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 - History Timeline
- Resource sheet Two - Gypsies and Travellers in the UK
- Resource sheet Three - Thought Tracking
- Resource Sheet Four - Plenary - True or False
- Resource Sheet Five - Literacy Lesson

LESSON PLAN ONE

KS2 HISTORY AND DISCRIMINATION

0-10minutes

An overview of the different types of Gypsies & Travellers 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.

10-25minutes

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, 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 (see below) we will get an idea of some of the emotions and feelings of the characters involved.

50-1hour- Plenary

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

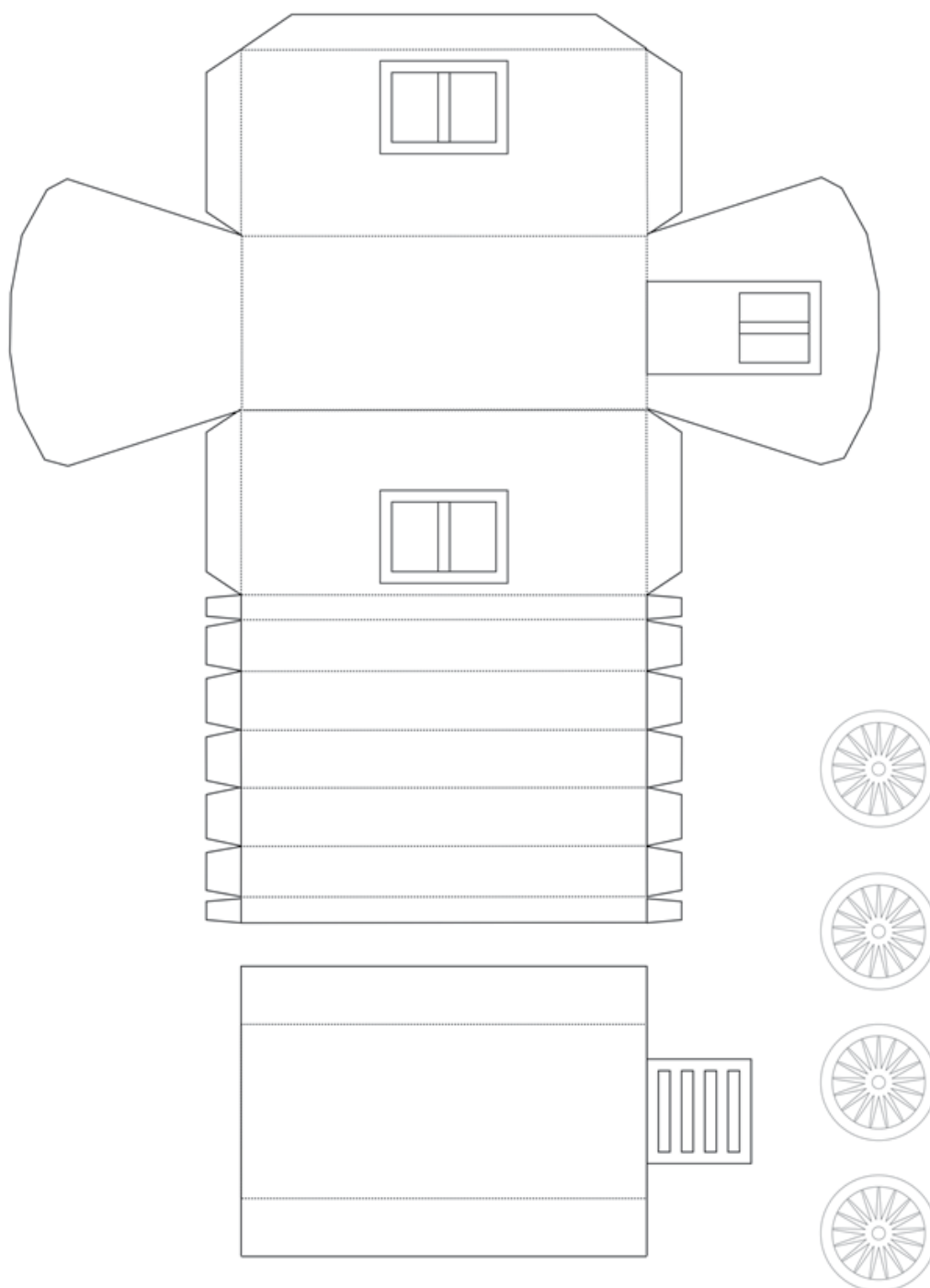
Stand up (true), sit down (false).

ADDITIONAL ACTIVITIES

ART

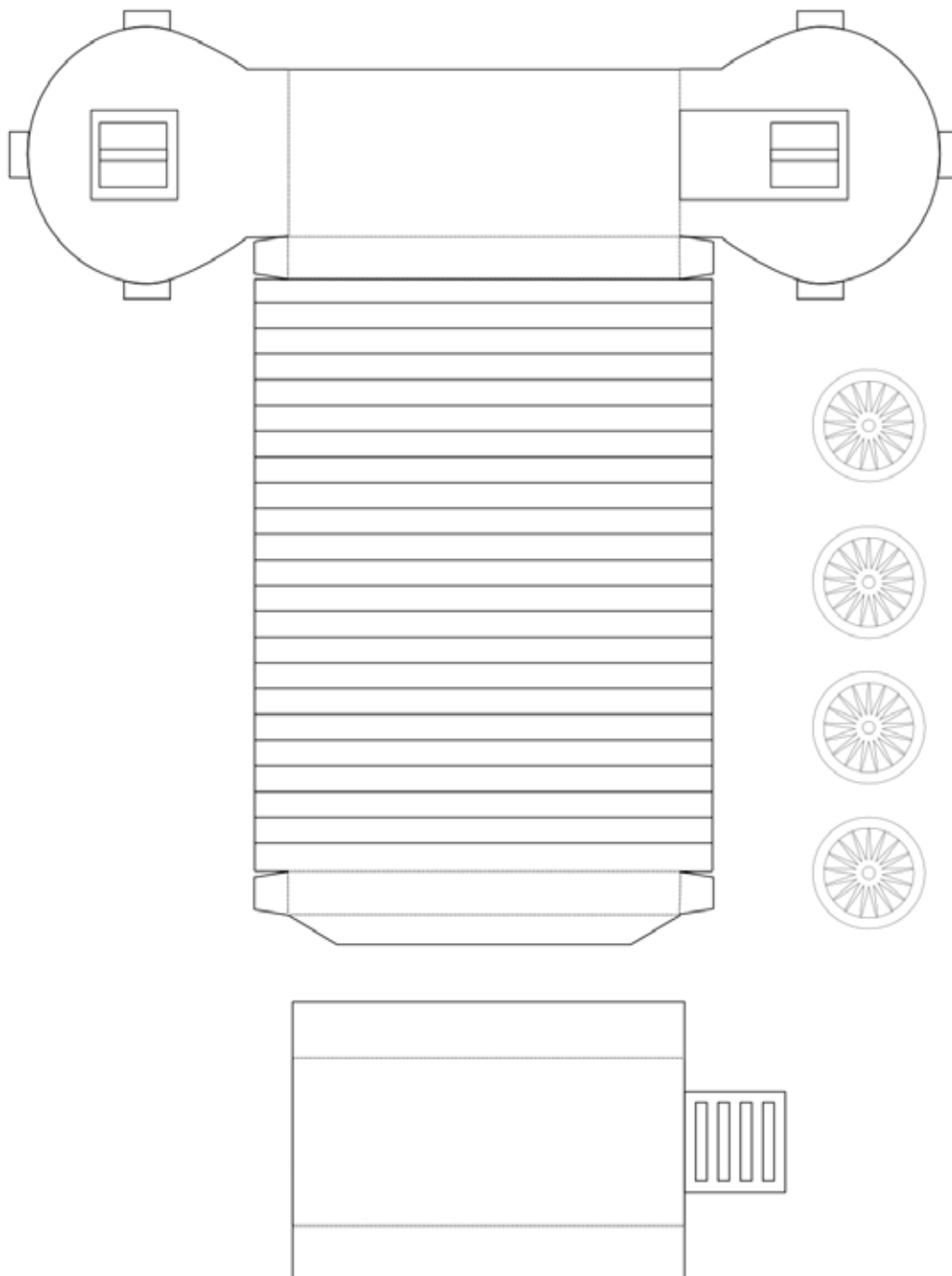
Using a net of a Model Vardo (Resource Sheet Five) create your own caravan and decorate it.

READING WAGON



The best way to make this model 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 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 and Travellers timeline, together with the Gorden 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.E -Fairs are being held in Britain after the Roman invasion.

c.1000 C.E Groups of Roma, originating in Northern India, reach modern Greece and Turkey
1100s C.E -Travellers first recorded in Ireland. Travelling smiths mentioned in Scottish records.

1200s C.E 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-late 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 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. Mass evictions and public harassment of Gypsies and 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 lifestyle 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 20-30,000 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 Gypsies of England and South Wales 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 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

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 FIVE

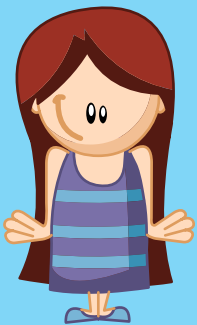
LITERACY LESSON ONE

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 two 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?