

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 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 and Traveller life?
- Is this a true reflection of the average life of a Gypsy and Traveller?
- What do Gypsies and Travellers think of BFGW?
- What is a stereotype?
- What is the Gypsy and 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.
- HLF 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
- 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 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 the 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 Sheet1) 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 - HLF Film

Show HLF 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 2)

Encourage pupils to:

- Choose a headline
- Set the story in your local environment
- Use facts and opinions to tell their stories. Newspaper report often use the 5 W's, (who, what, why, where and when) 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 and 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, Diary Template 4

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 write 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 the 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 sheet1) 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 - HLF Film

Show HLF 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 HLF 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 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 HLF Lincolnshire Travellers' Initiative 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 the Gypsy and 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, Tommy, 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).

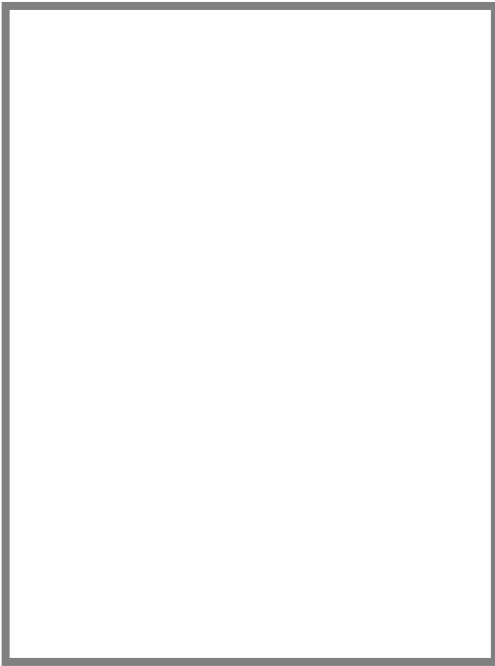
RESOURCE SHEET THREE

The Daily News

www.extrane newspapers.co.uk

Your Daily Favourite Newspaper

Since 1980



KS2 LESSON TWO

RESOURCE SHEET FOUR

LITERACY ACTIVITY

Dear Diary...

RESOURCE SHEET FIVE

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

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
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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, Tommy, Fred, Martin, Charlie and Naomi.

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?

