



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 Our Big Fat Gypsy Lives Heritage Lottery funded project. 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. To request a copy please get in touch.

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 - grand parents, 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 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 OUR BIG REAL GYPSY LIVES 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
- Cooperation 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 exists towards this group
- To inform local young people about the rich and diverse heritage of the local Traveller and Gypsy community
- To increase young peoples' 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 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 Travelers' 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 in formed 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

5TH CENTURY A group of nomadic Indians are mistaken for Egyptians, hence the name "Gypsies".

12TH CENTURY Travellers arrive in Ireland.

16TH 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.

18TH CENTURY English laws against Gypsies are repealed.

19TH 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.

20TH 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 practise.
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 and 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 G and T's 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 that 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.

