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# Travelling together

Resources to promote the integration of Gypsy and Traveller culture into the national curriculum



## Guidance

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# Travelling together

<b>Audience</b>	Local authority education services and schools.
<b>Overview</b>	This new online resource provides curriculum material about Gypsy and Traveller culture and heritage aimed at learners of secondary school age or about to make the transition to secondary school. It is not just for those schools that have Gypsy and Traveller learners on roll, but will support teachers across Wales to deliver their subjects. The intention is that, through celebrating Gypsy and Traveller culture, many myths and stereotypes will be debunked, leading to greater cohesion and a reduction in racial bullying. The aim is also to promote greater engagement of Gypsy and Traveller learners by making the curriculum more relevant to them.
<b>Action required</b>	None – for information only.
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<b>Additional copies</b>	This document can be accessed from the Learning Wales website at <a href="http://learning.wales.gov.uk">learning.wales.gov.uk</a>
<b>Related documents</b>	<i>Moving Forward – Gypsy Traveller Education</i> (2008)

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**Cover image** shows young Gypsy learners from Pembroke School working on a bench commissioned by Withybush Hospital to celebrate Gypsy and Traveller culture.

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# 1. Introduction

## 1.1 Background and context

One of the core aims of the Welsh Government is to ‘create a fair society free from discrimination, harassment and victimization with cohesive and inclusive communities’<sup>1</sup>. This aim is reflected in the Programme for Government actions to advance equality of opportunity and promote community cohesion, including meeting the needs of the Gypsy and Traveller community.

The Welsh Government is committed to ensuring that Gypsy and Traveller children who want to stay at school to progress further, or move on to training, have all the support they need. Recognition, understanding and acceptance of cultural differences are key to effective educational support for Gypsy and Traveller learners.

*‘Travelling to a Better Future’ – Gypsy and Traveller Framework for Action and Delivery Plan* (Welsh Government, 2011)<sup>2</sup> aims to realise this commitment to the Gypsy and Traveller community. This is the first strategic national Gypsy and Traveller policy document developed in the UK, and focuses on several key policy areas, including education. Objective 10 of the Framework states that ‘where appropriate, the school curriculum should reflect Gypsy and Traveller culture and history’.

The document also noted that:

‘The revised National Curriculum provides opportunities within, and across, curriculum subjects and frameworks to increase curriculum relevance for different groups of learners, such as Gypsy and Traveller children, and to address race equality and diversity, preparing learners for life in a multicultural Wales and for global citizenship.’

All learners need to develop their knowledge, understanding and respect for the diversity of our communities in Wales. Similarly it is also very important for children from Gypsy and Traveller backgrounds to see their culture, history, language and values reflected positively in their school experience. Welsh Government curriculum guidance *Unity and diversity* (2010)<sup>3</sup> encourages schools to take advantage of the opportunities offered by the revised national curriculum for schools to promote equality, diversity and inclusive learning:

‘The curriculum, resources and ‘learning climate’ all play a vital role in helping learners to feel included and accepted in school – to feel a sense of belonging. Learners from all

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<sup>1</sup> Programme for Government (Welsh Government, 2011)

<sup>2</sup> *‘Travelling to a Better Future’ – Gypsy and Traveller Framework for Action and Delivery Plan* (Welsh Government, 2011)

<sup>3</sup> *Unity and diversity* (Welsh Government, 2010)

sections of the community need to see their ethnicity, culture, religion, histories, experiences, sexuality and languages positively reflected and valued in the curriculum. Good teaching and learning will promote common values and optimise the achievement of all learners, helping them to recognise similarities rather than differences between ethnic, cultural, religious and socio-economic backgrounds.'

A mobile lifestyle means that many Gypsy and Traveller children often have interrupted learning and have poor attendance rates. Consequently, they do not have the opportunity to settle down at school. They often feel different and misunderstood in a school setting and some do not progress to secondary school. Of all learners they have the poorest attainment rates. This needs to be addressed and is one of the reasons for the development of this resource.

## **1.2 Aims**

The core aim of this guidance is to support the teaching and learning of Gypsy and Traveller children. It is hoped that the guidance and linked resources will be used within education settings across Wales and will help to:

- raise standards of achievement among Gypsy and Traveller children and young people
- encourage more Gypsy and Traveller young people to make the transition to secondary school and to participate fully in mainstream education
- reduce marginalisation and bullying of Gypsy and Traveller children and young people by increasing awareness of, and celebrating, their culture, heritage and lifestyle.

New resources have not been specifically developed for this project as a range of teaching resources have already been produced by Traveller education services and other organisations in Wales and England. Following consultation<sup>4</sup> with a range of Gypsy and Traveller children and young people, as well as practitioners who work with them, the most appropriate resources have been identified and, where necessary, amendments have been made to reflect the curriculum in Wales. Consideration has also been given to the need for ease of access through Learning Wales, the Welsh Government education website. The teacher guidance provides advice and suggestions as to how the existing resources can be used within the Welsh national curriculum and is targeted primarily at those learners in Key Stages 3 and 4.

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<sup>4</sup> See the acknowledgements in section 5 for a list of those who were involved.

## 2. Introduction to the teaching resource

### 2.1 Approach

This guidance is aimed at teachers who work within secondary schools. The resources are suitable for use in all schools irrespective of whether or not there are Gypsy and Traveller learners in the school.

This guidance identifies opportunities for the inclusion and integration of information about Gypsy and Traveller culture, history and values within the curriculum and a range of subject and cross-curricular contexts have been identified, including literacy and numeracy, personal and social education and the Cwricwlwm Cymreig.

The aim is not to have separate lessons that are specifically about Gypsies and Travellers, but rather to integrate the resources identified into the general context of the learning that takes place. For example, teachers can:

- use Gypsies and Travellers as one example of a population who were affected by the holocaust
- use texts about Gypsies and Travellers to encourage learners to read a range of texts, to understand the information in them and to respond to what they have read.

Teachers need to identify opportunities in the curriculum to engage young people in discussions about equality and diversity and to explore and celebrate the similarities and differences in lifestyle and traditions both within and between the cultures of the people of Wales and beyond. Small groups and communities of people at a local and regional level form part of the wider community of Wales which in turn forms the part of the wider community of Great Britain, Europe and the world. Gypsy and Traveller learners are part of the Gypsy and Traveller community, but are also members of a wider community as well as being citizens of Wales.

This guidance, and the resources it supports, provides a starting point for teachers to help integrate Gypsy and Traveller culture and history into the school curriculum. As with all resources, it will be for teachers within their own individual settings to decide how they can make most effective use of the resources.

### 2.2 Definitions and ethnic background categories

*'Travelling to a Better Future'* provides this definition of a Gypsy and Traveller: 'Person of nomadic lifestyle regardless of their race or origin, the term is used to include all groups of Gypsies and Travellers, including both traditional ethnic groups and New Travellers.'

*Collecting and Recording Data on Pupils' Ethnic Background* Welsh Assembly Government Guidance Circular No: 006/2009 (2009) offers the following

ethnic background categories under the Pupil Level Annual School Census (PLASC).

<ul style="list-style-type: none"><li>• Traveller:<ul style="list-style-type: none"><li>– Traveller of Irish Heritage</li><li>– New Traveller</li><li>– Occupational Traveller</li><li>– Other Traveller.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Gypsy/Gypsy Roma:<ul style="list-style-type: none"><li>– British Gypsy/Gypsy Roma</li><li>– Gypsy/Gypsy Roma from other countries</li><li>– Other Gypsy/Gypsy Roma.</li></ul></li></ul>
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**It is important to note that not all Gypsies and Travellers would define themselves in the same way.** Many do not recognise the definitions provided by Government as being relevant to them and do not see some of the categories as being appropriate. As a starting point the best approach may well be to ask Gypsy and Traveller learners and families how they would define themselves.

## 2.3 Preparation for teachers, support staff and learners

To use the resources effectively, sensitively and without stereotyping, it is important that all teachers and support staff have a good basic awareness and understanding of the issues and cultural considerations relating to the Gypsy and Traveller community. A number of the resources contain information that will help staff inform themselves about Gypsy and Traveller history, culture and way of life, before they begin to use the resources with learners. In addition, useful introductory information can be accessed from the website of the Cardiff Traveller Education Service at [www.cardiff.gov.uk/content.asp?nav=2869,3047,3049,3073,3932&parent\\_directory\\_id=2865](http://www.cardiff.gov.uk/content.asp?nav=2869,3047,3049,3073,3932&parent_directory_id=2865)

This site has information under the following topic headings:

- a brief history
- parental attitudes
- education
- gender roles
- the Romani language
- cleanliness
- death
- timeline for British Gypsy/Travellers.

It is important to be aware that the context of Gypsy and Traveller lives continues to change, just as all cultures change over time. It is very different now compared to 10 or 15 years ago.

Many of the resources will easily integrate into the general curriculum and classroom activities. However, some of the resources and suggested activities

could bring up potentially sensitive issues, so it may be advisable to undertake preparatory work with learners. This could include the setting of ground rules before the session(s). While every participant should be encouraged to express their opinions and feelings freely, it is important to ensure discussions are objective and that no sessions become a platform for offensive remarks or the reinforcement of negative stereotypes.

## 3. Using the resources

### 3.1 Structure of the guidance

This guidance provides a starting point for teachers considering how to integrate awareness and celebration of Gypsy and Traveller culture, heritage and lifestyle into the national curriculum.

The links are focused upon the Key Stage 3 and Key Stage 4 curriculum (i.e. learners aged 11–16). Teachers will identify some concepts as more appropriate to one key stage than the other, or, in some cases, will approach the same concepts with increasing complexity for older learners. For some subjects, the same concepts will apply equally into Key Stage 4 and beyond.

**The guidance is structured as follows.**

- **An overview of all of the resources is given in section 3.3.** Each resource is given a reference number (in the left-hand column) and a colour to identify it in the curriculum links that follow (the whole row is that colour). The overview also indicates (in the right-hand column) the key stage for which the resource is most suitable.
- **Section 4 lists the curriculum areas.** Most are listed separately; however modern foreign languages, Welsh and English have been combined with English as the emphasis on the skills of oracy, reading and writing is common to them; thus the resources can be used similarly in each subject area.
- **The skills** within the programmes of study of each curriculum area are noted. The personal and social education curriculum is slightly different in that the themes to be taught are those identified.
- **Activity ideas** are outlined for each skills and curriculum area alongside the reference to the resource to which they relate. Wherever possible, and where relevant, the suggested activities reflect the wording used in the curriculum programme of study. For example, for the art and design area of the curriculum (section 4.2; page 15):
  - resource reference: 1
  - skills: Understanding; Investigating; Making
  - exemplar activity: make two-dimensional images based on the style of the animation used in the film.

## 3.2 Using the resources

1. Briefly familiarise yourself with the range of resources, using the overview of the resources in section 3.3.
2. Go to the curriculum area(s) (in section 4) for which you have responsibility and choose a skill that you need to focus on with your learners.
3. Select a suggested activity idea and look at the identified resource which is referenced.
4. The overview of the resources (in section 3.3) indicates where to find each referenced resource.
5. Use the resource and activity idea as a basis for planning and delivering a session that is focused on the key stage, needs, interests and abilities of your learners.

## 3.3 Overview of the resources

- This section gives a brief overview of the format and content of each resource item.
- The right-hand column indicates the key stage for which the resource is most suitable.
- Each resource item has a reference number and is colour-coded to help you identify its link to the curriculum (section 4).
- Section 4 provides activity ideas as to how the resource can be used.

Resource	Title	Overview	Key stage
1	<i>The Travelling Harpists</i>	<p>A 10-minute animated film about a Welsh Gypsy family, headed by Abram Wood, from 1799 to the present day. The film was made by Gypsy learners at two schools in Pembrokeshire and Carmarthenshire and is introduced by Teleri Jarman, who is a descendant of Abram Wood. The film is supported by a booklet, in English and Welsh, which adds detail about the family and about Gypsy customs. The booklet is not available electronically but can be purchased from <a href="http://www.grittyrealism.co.uk">www.grittyrealism.co.uk</a></p> <p>The film can be accessed at <a href="http://vimeo.com/couchmode/user2394476/videos/sort:date/15190808">http://vimeo.com/couchmode/user2394476/videos/sort:date/15190808</a> (some systems may require you to select 'view in couch mode').</p> <p>Directed by Gerald Conn and produced by Gritty Realism Productions (2009).</p>	3

Resource	Title	Overview	Key stage
2	<i>Out of site</i>	<p>Produced by the charity Show Racism the Red Card, this education pack focuses on challenging racism towards Gypsy, Roma and Travellers. It contains a variety of detailed activities and supporting resources suitable for students from Key Stage 2 upwards. Activities include:</p> <ul style="list-style-type: none"> <li>• exploring stereotypes</li> <li>• Traveller profiles</li> <li>• Traveller contributions</li> <li>• media myths</li> <li>• the holocaust</li> <li>• real-life scenarios.</li> </ul> <p>The teaching pack is available in English and Welsh and can be accessed at the charity's website <a href="http://www.srrtc.org">www.srrtc.org</a> (look under 'Publications').</p>	3/4
3	<i>Travelling Ahead – Giving young Gypsies and Travellers a Voice</i>	<p>A Save the Children film (running time about 30 minutes) of Gypsy and Traveller children and young people from Wales talking about their lives. They talk about the sites they live on, schools, culture, weddings, language, discrimination, justice, access to services, site planning and aspirations for the future. There are also contributions from politicians and those who work with the community. Each section ends with a statement of what Save the Children would like to see happen to support the Gypsy and Traveller community (the statements are given in English and Welsh).</p> <p><a href="http://www.travellingahead.org.uk/oursite/our-voice/profile/25">www.travellingahead.org.uk/oursite/our-voice/profile/25</a></p> <p>or <a href="http://vimeo.com/30080836">http://vimeo.com/30080836</a></p>	3
4	<i>Gypsies In Auschwitz</i>	<p>This is a seven-minute film made with young Gypsy and Traveller learners from Pembrokeshire and follows a trip they made to the concentration camp at Auschwitz. It contains interviews with the learners as well as archive photographs and an animated section produced by the learners.</p> <p>The film can be viewed online at <a href="http://vimeo.com/33715041">http://vimeo.com/33715041</a></p> <p>Directed by Gerald Conn and produced by Gritty Realism Productions (2011).</p>	3/4

Resource	Title	Overview	Key stage
5	<i>Myths &amp; Facts: Gypsies and Travellers</i>	<p>A briefing paper by Flintshire County Council covering key myths and facts about Gypsies and Travellers, presented in English and Welsh. Not a resource to use directly with learners, but it contains information that could form part of a teacher-led discussion in PSE.</p> <p>The Welsh version of this briefing paper will be uploaded to the Learning Wales website in 2014.</p> <p>The English version can be viewed online at <a href="http://www.flintshire.gov.uk/en/PDFFiles/Policy-and-Performance/MythsandFactsGypsiesand-travellers.pdf">www.flintshire.gov.uk/en/PDFFiles/Policy-and-Performance/MythsandFactsGypsiesand-travellers.pdf</a></p> <p>Produced by Flintshire County Council <a href="http://www.flintshire.gov.uk">www.flintshire.gov.uk</a></p> <p>(You may also like to look at Young Flintshire at <a href="http://www.youngflintshire.co.uk/">www.youngflintshire.co.uk/</a> which is an interactive website that aims to educate all young people about the things they are entitled to as young people in Wales.)</p>	N/A
6	<i>Tân ar y Comin/ Gypsy Fires</i>	<p>Extracts, in Welsh and English, from a popular novel for young people by the author T Llew Jones (English translation by T Llew Jones and Carol Byrne Jones). The extracts are an extended reading resource which highlight a number of Gypsy traditions and can be used to encourage reading and writing as well as providing a valuable resource for discussions about the Gypsy and Traveller lifestyle. The extracts can also be used alongside other resources as sources of evidence and to compare fact and fiction. Young people should also be encouraged to read the novel in its entirety.</p> <p>This resource will be uploaded to the Learning Wales website in 2014.</p> <p>The novel is in print and published by Gwasg Gomer <a href="http://www.gomer.co.uk">www.gomer.co.uk</a> (Welsh version) and Pont Books (English version) and is reproduced by their kind permission.</p> <p><i>Tân ar y Comin</i>: ISBN 1 85902 039 9 <i>Gypsy Fires</i>: ISBN 1 85902 099 2</p>	3/4

Resource	Title	Overview	Key stage
7	Magazine article – <i>Memories of Gypsies</i>	<p>A magazine article about memories of Gypsies. This article is an additional resource which can be used to further explore issues or as a source of information in its own right. This resource will be uploaded to the Learning Wales website in 2014.</p> <p>Reproduced by kind permission of <i>Nene</i>.</p>	3/4
8	<p>1. <i>The Travelling People</i></p> <p>2. <i>Moving Pasts</i></p>	<p>These booklets were produced by Newham Traveller Education Service and are high-quality resources which can be made relevant to the national curriculum. They include:</p> <ul style="list-style-type: none"> <li>• <i>The Travelling People</i> – An information book written about ‘the Travelling people’ of Great Britain and Northern Ireland. It covers timelines, definitions and identity, language, customs and traditions, where Travellers live and occupations. It is supported by a separate activity pack.</li> <li>• <i>Moving Pasts</i> – An information book containing two autobiographical accounts, one by an English Romany and the other by a Polish Roma girl who moves to London with her family.</li> </ul> <p>This resource will be uploaded to the Learning Wales website in 2014.</p> <p>Produced by Newham Traveller Education Service.</p>	3
9	Gypsies and Travellers: Their lifestyle, history and culture	<p>Taken from the website of <i>Travellers’ Times</i> these FAQ briefing papers challenge the stereotyping of Gypsies, Roma and Travellers as perceived by them and show the effects discrimination has on their lives. It includes:</p> <ul style="list-style-type: none"> <li>• who are Travellers?</li> <li>• Gypsy and Traveller culture, lifestyle and history</li> <li>• problems faced by the community such as: <ul style="list-style-type: none"> <li>– accommodation</li> <li>– access to health care</li> <li>– education</li> <li>– racial discrimination.</li> </ul> </li> </ul> <p>This resource will be uploaded to the Learning Wales website in 2014.</p>	3/4

Resource	Title	Overview	Key stage
		Reproduced courtesy of the author Jake Bowers, Director, The Gypsy Media Company Ltd.	
10	<i>Travellers' Tales: The real lives of young Gypsies and Travellers</i>	<p>A short film (six minutes) made for Save the Children by Gritty Realism Productions with young people involved in the Travelling Ahead project talking about the negative stereotypes that they face in their day-to-day lives. The relevance of the United Nations Convention on the Rights of the Child (UNCRC) to these children's rights in society is stressed with the children reading out those Articles which are particularly pertinent.</p> <p>The film can be viewed online at <a href="http://www.travellingahead.org.uk/oursite">www.travellingahead.org.uk/oursite</a></p>	

## 4. Curriculum links

### 4.1 Personal and social education (PSE)

Theme	Resource	Activity ideas for PSE
Active citizenship	1	<ul style="list-style-type: none"> <li>In what ways were the Wood family and their customs similar, and dissimilar, to other communities in Wales? Gather more information about the Wood family and the ways in which Gypsies and Travellers come together when it is necessary to take decisions about important matters.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Use any/all of the activities in the pack to discuss issues related to respect, values, diversity, bullying, cultural heritage and injustice and how to recognise and effectively challenge expressions of prejudice, racism and stereotyping.</li> </ul>
	3 and 10	<ul style="list-style-type: none"> <li>Use the films' content as the starting point for discussions about diversity, rights, equal opportunities, school participation, cultural heritage, justice.</li> <li>Discuss site location and access as a local issue.</li> <li>Debate the statements made by Save the Children, which are at the end of each section (in 3) and the references to the UNCRC Articles (in 10).</li> </ul>
	5	<ul style="list-style-type: none"> <li>Use the text on myths and facts relating to Gypsies and Travellers to inform a teacher-led discussion about distinguishing between myth and fact. Also discuss diversity, way of life and injustice.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Use the booklet <i>The Travelling People</i> as a basis for discussion of customs and traditions (mourning, cleanliness, fairs) in a range of societies and the reasons that lie behind them.</li> <li>Use the booklet <i>Moving Pasts</i> to discuss issues of traditions, migration and living in a new country.</li> </ul>
	9	<ul style="list-style-type: none"> <li>Use the information sheets as the basis for discussion about Gypsy, Roma and Traveller experiences within society. Where might the myths have come from? Why do they still exist today? What can be done to challenge the myths in everyday life?</li> </ul>
Health and emotional well-being	3	<ul style="list-style-type: none"> <li>Use the film section on 'services' to discuss issues relating to access to health care for Gypsy and Traveller communities.</li> </ul>
Moral and spiritual development	1	<ul style="list-style-type: none"> <li>Explore the funeral customs and wedding traditions covered in the film and booklet. How might these have changed over time?</li> </ul>
	2	<ul style="list-style-type: none"> <li>Use Activities 2, 3, 4, 8 and 9 in the pack to discuss personal and cultural values.</li> </ul>

Theme	Resource	Activity ideas for PSE
	3	<ul style="list-style-type: none"> <li>Use the film as the basis for a discussion on cultural values and how they shape the way people live.</li> </ul>
	6	<ul style="list-style-type: none"> <li>Read the extract from the novel <i>Gypsy Fires</i> which describes the Gypsy funeral and discuss similarities and differences in funeral customs and the choices that are open to people.</li> </ul>
Preparing for lifelong learning	3	<ul style="list-style-type: none"> <li>Use the film 'introduction' and the section on 'travelling further ahead' as the basis for a discussion on the jobs undertaken by the Gypsy and Traveller community.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Use the sections on circuses, showmen and occupations in <i>The Travelling People</i> as the basis for a discussion about the way people make a living and how this has changed over time and is still changing today.</li> </ul>
Sustainable development and global citizenship	2	<ul style="list-style-type: none"> <li>Use Activities 2, 5, 6 and 8 in the pack to explore issues of fairness.</li> </ul>

## 4.2 Art and design

Skills	Resources	Activity ideas for art and design
Understanding	1 and 10	<ul style="list-style-type: none"> <li>Discuss how the young people made the animated sections of the films.</li> </ul>
Investigating	1	<ul style="list-style-type: none"> <li>Read the booklet page on 'King of the Gypsies'. Make your own notes and then draw Abram Wood from your notes.</li> </ul>
Making	1	<ul style="list-style-type: none"> <li>Make two-dimensional images based on the style of the animation used in the film.</li> <li>Storyboard your own short animation.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Produce illustrations to complement the photographs in <i>Moving Pasts</i> to enrich the stories. An alternative approach would be to present one of the stories in the form of a cartoon strip.</li> </ul>

### 4.3 Design and technology

Skills	Resources	Activity ideas for design and technology
Designing	1	<ul style="list-style-type: none"> <li>Design a character in the style of the animation used in the film.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Young people in the film say their site feels like 'a prison', the road is dangerous and there is nothing to do. Based on the view of the young people, design an outline for an ideal site for a Gypsy community. Consider issues of access, safety, hygiene and recreation.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Using the activity pack that supports <i>The Travelling People</i>, design the suggested board game.</li> </ul>
Making (food; materials; systems and control)	1	<ul style="list-style-type: none"> <li>Select and use suitable materials to make a character that can be animated in the style of the film ensuring that it can be moved.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Using the activity pack that supports <i>The Travelling People</i>, make the suggested board game.</li> </ul>

### 4.4 English/Welsh/modern foreign languages

Skills	Resources	Activity ideas for English/Welsh/modern foreign languages
Oracy	1	<ul style="list-style-type: none"> <li>Listen attentively to the film and undertake a group discussion afterwards.</li> <li>Discuss the Romani words used in the film.</li> <li>Discuss the stories told in the film and in the booklet.</li> <li>Tell a short story to someone else. It could be about the learner's own family, or from their imagination. How would they check people are still awake? See how Ellen Wood does it from the booklet.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Use Activities 1, 2, 3, 6 and 8 in the pack to develop the skills of listening to views, identifying key points and communicating clearly.</li> </ul>
	3 and 10	<ul style="list-style-type: none"> <li>Listen and view the films attentively and identify key points.</li> <li>Discuss the use of words and terms specific to Gypsy and Traveller culture (e.g. 'slab'; 'trailer' and 'gorgio' to refer to non-Gypsy people).</li> <li>Undertake a debate based around the statements made by Save the Children, which are at the end of each section (in 3) and the UNCRC Articles (in 10).</li> </ul>
	6	<ul style="list-style-type: none"> <li>Use the extracts from <i>Gypsy Fires</i> to develop the ability to read with fluency, accuracy, understanding and enjoyment including skimming, scanning, detailed reading and predicting.</li> </ul>

Skills	Resources	Activity ideas for English/Welsh/modern foreign languages
		<ul style="list-style-type: none"> <li>Analyse one of the extracts which present an aspect of the Gypsy way of life in Wales to understand the substance, style and quality of the text.</li> <li>Use strategies such as skimming, scanning, detailed reading and predicting to suggest what the information tells us about the Gypsy lifestyle as it is represented in the extracts from the novel.</li> <li>Use different strategies to gather information, summarise and recognise the difference between that which is explicit and implicit in texts.</li> </ul>
Reading	1	<ul style="list-style-type: none"> <li>Use the booklet as a reading text to help develop fluency, accuracy, understanding, etc., in both English and Welsh.</li> <li>Use the booklet to discuss the difference between sections that are factual text and sections that tell stories that have been passed down.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Use resources in the pack that accompany Activities 3, 4, 5 and 8 to develop the skills of reading fluently.</li> </ul>
Writing	1	<ul style="list-style-type: none"> <li>Write a story about a member of their own family using the style from the film and booklet.</li> <li>List and explain some of the words or sayings they use in their own family that may not be a part of Standard English.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Use Activities 5, 6, 7 and 8 in the pack to develop the skills of presenting writing appropriately.</li> </ul>
	3 and 10	<ul style="list-style-type: none"> <li>Write a summary of the main views expressed by the young people in the films.</li> <li>Write a summary of the main views expressed by the politicians in film 3.</li> </ul>
	9	<ul style="list-style-type: none"> <li>Using the information sheets as source material, write an article that aims to present the 'truth about Gypsies, Roma and Travellers, and their way of life'.</li> </ul>

## 4.5 Geography

Skills	Resources	Activity ideas for geography
	8	<ul style="list-style-type: none"> <li>Undertake the activity 'Who am I' in the activity pack for <i>The Travelling People</i>. It involves sorting statements and then locating them on a map of the UK.</li> </ul>
Communicating	3	<ul style="list-style-type: none"> <li>Using the views expressed in the film as a starting point, discuss possible locations and layouts for a new Gypsy and Traveller site in the local community. Use evidence to consider different viewpoints, weigh arguments, solve problems and make a decision on the best location. Communicate the decision using geographical terminology, maps and visual images.</li> </ul>

## 4.6 History

Skills	Resources	Activity ideas for history
Chronological awareness	1	<ul style="list-style-type: none"> <li>Locate members of the Wood family along a timeline.</li> <li>Draw your own family tree like that of the Wood family.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Complete the activity 'Using a timeline' in the activity pack for <i>The Travelling People</i>. It involves answering questions based on a timeline and then creating their own.</li> </ul>
	9	<ul style="list-style-type: none"> <li>Use the history timeline in the activity pack information sheets to explore a very visual way of presenting chronological historical data.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Use the holocaust resource with Activity 8 to discuss the history of persecution of Gypsy and Roma people and the representation of this in mainstream history texts.</li> </ul>
	4	<ul style="list-style-type: none"> <li>As part of any study of the Second World War and the holocaust, include the experiences of the Gypsies. Use the film about a visit to Auschwitz by young Gypsies from Pembroke as the basis for discussion about Gypsy persecution during the Second World War.</li> </ul>
Interpretations of history	1	<ul style="list-style-type: none"> <li>Discuss which elements of the Wood family stories (as told in the film and in the booklet) are 'fact' and which might be 'opinion' and family legend.</li> </ul>
Organisation and communication	1	<ul style="list-style-type: none"> <li>Discuss the way the Wood family lived at different times in their history. How different is this to how they might live now?</li> </ul>

## 4.7 Music

Skills	Resources	Activity ideas for music
Composing	1 and 4	<ul style="list-style-type: none"> <li>• Discuss the emotions conveyed by the music in the films.</li> <li>• Compose a short piece of music to accompany a short story about the learner's own family.</li> </ul>
Appraising	1	<ul style="list-style-type: none"> <li>• Appraise the fiddle and harp music used in the film.</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Appraise the fiddle music used in the film.</li> </ul>

## 4.8 Information and communication technology (ICT)

Skills	Resources	Activity ideas for ICT
Find and analyse information	1	<ul style="list-style-type: none"> <li>• After watching the film, use online research to find out about the history of your own family.</li> </ul>
	2	<ul style="list-style-type: none"> <li>• See Activity 3 in the pack which requires internet use to find images and further information to support learners' work.</li> <li>• Use internet research into media myths to support pack Activity 8.</li> </ul>
Create and communicate information	1	<ul style="list-style-type: none"> <li>• Use ICT to create and edit a short animation in the style used in the film.</li> <li>• Create a short presentation on your own family tree, like that of the Wood family, using text, graphics and multimedia.</li> </ul>

## 4.9 Religious education

Skills	Resources	Activity ideas for religious education
Engaging with fundamental questions	2	<ul style="list-style-type: none"> <li>• Use Activities 1 and 2 in the pack to discuss and respond to fundamental questions relating to prejudice and stereotypes and their own experiences of these issues.</li> <li>• Use Activity 2 to gather evidence and develop appropriate arguments to counter stereotypes.</li> <li>• Use any of the activities in the pack to practice the skills of formulating arguments and justifying points of view while recognising that the conclusions are open to different interpretations.</li> </ul>
Exploring religious beliefs, teachings and practice(s)	8	<ul style="list-style-type: none"> <li>• The section on 'Customs and Traditions' in <i>The Travelling People</i> discusses religious beliefs of Gypsies and Travellers; use it as the basis for a discussion. What do they know/can they find out about Roman Catholics and about 'born again' Christians and the Gypsy Pentecostal church? How do their religious beliefs impact on the lives of Gypsies?</li> </ul>

Skills	Resources	Activity ideas for religious education
	6	<ul style="list-style-type: none"> <li>Engage learners in a discussion about religious rituals and beliefs and compare these to the funeral ritual described in <i>Gypsy Fires</i>.</li> </ul>
Expressing personal responses	2	<ul style="list-style-type: none"> <li>Use any of the activities in the pack to practice the skills of appreciating, respecting and empathising with and evaluating the viewpoints of others.</li> </ul>

## 5. Further information and acknowledgements

### 5.1 Useful websites

- National Association of Teachers of Travellers [www.natt.org.uk/](http://www.natt.org.uk/)  
Offer lists of resources and an e-shop.
- Travellers' Times [www.travellerstimes.org.uk](http://www.travellerstimes.org.uk)  
Stories and reports on Gypsy life and links to resources, some of which relate to culture and education.
- Travelling Ahead [www.travellingahead.org.uk](http://www.travellingahead.org.uk)  
A pioneering new website designed by Save the Children in Wales for young Gypsies and Travellers.
- Friends, Family and Travellers [www.gypsy-traveller.org/](http://www.gypsy-traveller.org/)  
Website seeking to end racism and discrimination against Gypsies and Travellers.
- Savvy Chavvy [www.savvychavvy.com](http://www.savvychavvy.com)  
A social network for young Gypsies and Travellers in the UK.
- A selection of English local authority sites relating to Gypsy, Roma and Traveller achievement offer information and some resource ideas for purchase:
  - Leeds [www.grtleeds.co.uk](http://www.grtleeds.co.uk)
  - Buckinghamshire  
[www.buckscyp.org.uk/Bender\\_tents\\_and\\_bumper\\_cars\\_flier.pdf](http://www.buckscyp.org.uk/Bender_tents_and_bumper_cars_flier.pdf)  
*Offer Bender Tents and Bumper Cars – Celebrating Gypsy, Roma and Traveller Cultures in the Early Years*
  - Suffolk County Council  
You can order 'Charles Smith: Challenging Myth and Prejudice' a cross-curricular resource pack ,that includes an audio account of a visit to Auschwitz, and uses the writing of Charles Smith, a prominent English Gypsy, as a starting point for learning and debate around the issues of stereotyping; prejudice; racism and discrimination from Suffolk Equalities and Minority Ethnic Attainment Team  
[Lis.Emea@suffolk.gov.uk](mailto:Lis.Emea@suffolk.gov.uk)  
Tel: 01473 163971  
[www.suffolklearning.co.uk/do\\_download.asp?did=6233](http://www.suffolklearning.co.uk/do_download.asp?did=6233)
- Holocaust memorial day [www.hmd.org.uk](http://www.hmd.org.uk)  
A range of downloadable resources are available.
- Teachers TV [www.teachersmedia.co.uk](http://www.teachersmedia.co.uk)
- Mantra Lingua <http://uk.mantralingua.com/sofia-z-4515>

A publishing house specialising in educational literature, including *Sofia Z-4515* which is a graphic account of a 12-year-old Romany girl who is deported to Auschwitz.

- The Traveller Movement <http://irishtraveller.org.uk/>  
Resource centre offering a range of information including a DVD called *Pavee Ceilidh*.
- Pavee Point Traveller and Roma Centre [www.paveepoint.ie/](http://www.paveepoint.ie/)  
Pavee Point is a non-governmental organisation committed to the promotion and realisation of Travellers' human rights.
- The Patrin Web Journal <http://reocities.com/Paris/5121/>  
Patrin is a learning resource and information centre about Romani culture, social issues, and current events.
- The Holocaust Memorial Day Trust (HMDT) <http://hmd.org.uk>  
A charity which works to raise awareness of HMD.

**Note:** We are not responsible for the content or reliability of the websites or organisations presented here and listing should not be taken as endorsement of any kind.

## 5.2 Background reading

The following documents provide useful background reading on issues, context, policy and guidance, in Wales and England.

- *Unity and Diversity* (Welsh Assembly Government, 2010)  
[www.wales.gov.uk/docs/dcells/publications/100914unityanddiversityen.pdf](http://www.wales.gov.uk/docs/dcells/publications/100914unityanddiversityen.pdf)  
A guide on promoting race equality and diversity in the revised school curriculum. It reminds schools of the statutory requirement to regularly review their curriculum policies to assess their impact on race equality and offer practical means of embedding the promotion of race equality and diversity within the ethos, philosophy and day-to-day life of the school. It provides useful background, context and good practice examples and considers issues in the promotion of positive images of the range of cultures in contemporary Wales. This has relevance for the education of Gypsy and Traveller children and young people.
- *Moving Forward – Gypsy Traveller Education* (Welsh Assembly Government, 2008)  
[www.wales.gov.uk/topics/educationandskills/publications/gypsytravellerchildren/?jsessionid=GqjcMYHdcNSqylxb1pzn4FGXx1nPDtLk2kTqLfMpYC1Lk4kgVVQh!318297629?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/gypsytravellerchildren/?jsessionid=GqjcMYHdcNSqylxb1pzn4FGXx1nPDtLk2kTqLfMpYC1Lk4kgVVQh!318297629?lang=en)  
A circular issued to all schools in Wales. It provides comprehensive guidance on all aspects of Gypsy and Traveller education.

- *Travelling to a Better Future – Gypsy and Traveller Framework for Action and Delivery Plan* (Welsh Government, 2010)  
[www.wales.gov.uk/topics/people-and-communities/communitycohesion/publications/travellingtoabetterfuture/?lang=en](http://www.wales.gov.uk/topics/people-and-communities/communitycohesion/publications/travellingtoabetterfuture/?lang=en)  
This Welsh Government framework for action is the first document of its kind to be produced in the UK. It sets out policy direction for the Welsh Government and its partners in respect of Gypsy and Traveller issues. It focuses on several key policy areas which affect the way Gypsies and Travellers access services including accommodation, health, education, participation and planning.
- *Respect and resilience: Developing community cohesion – a common understanding for schools and their communities* (Welsh Assembly Government, 2011)  
[www.wales.gov.uk/topics/educationandskills/publications/guidance/respectresilience](http://www.wales.gov.uk/topics/educationandskills/publications/guidance/respectresilience)  
This guidance sets out the role that schools have in developing and supporting strategic approaches to promoting and maintaining community cohesion and preventing violent extremism. The guidance builds on current policy and practice.
- *Travellers and Gypsies: Generations for the Future* (Save the Children)  
[www.wlga.gov.uk/english/equalities-publications/travellers-and-gypsies-generations-for-the-future-young-persons-version/](http://www.wlga.gov.uk/english/equalities-publications/travellers-and-gypsies-generations-for-the-future-young-persons-version/)  
This was the precursor to *Travelling to a Better Future*. It notes that ‘some Gypsy and Traveller children are having positive experiences of education but there is room for improvement with regard to bullying and discrimination; supporting attainment and attendance; attitudes towards school; understanding of Gypsy and Traveller Cultures and being listened to’.

### 5.3 Acknowledgements

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