

TEACHER'S NOTES

ETHNIC MINORITIES

VIDEO VAULT

VIDEO 2 "TRAVELLERS"

LEARNING OUTCOMES:

- Pupils will improve their understanding of what racism is
- Pupils will explore some of the reasons why people are racist against travellers
- Pupils will think about the consequences of these racist actions
- Pupils will begin to realise that people can be treated differently just because of the way they choose to live

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Video clip - Travellers (2 mins 21 secs) Located in Video vault, Ethnic minorities section.
YES and NO labels

Application form (Appendix 1)

Role play advice (Appendix 2)

SUGGESTED TIMING: 1 hour (depending on size, receptivity and ability of class)

LESSON SEQUENCE:

Preparation

- Explain to pupils that we are going to watch a short video clip and then look at the issue of racism against the Travelling community
- Brainstorm the words Traveller and Gypsy on the whiteboard
(Useful weblinks:
An Munia Tober (Belfast Travellers) www.anmuniatober.org and BBC Action Network
<http://www.bbc.co.uk/dna/actionnetwork/A2908262>)
Also brainstorm pupils' experience/perceptions of this community
- Before pupils watch the video they should be told that Gypsies / Travellers have traditionally lived in caravans and moved around the UK and Ireland for hundreds of years. Being nomadic is central to their way of life and culture.
- Write the following questions up on the whiteboard:

- What were the gypsies told by the local council?
- Why were they told this?
- Do you think this is fair bearing in mind the fact that the Gypsies had bought the land?
- Describe how Mark (the Romany Gypsy) lives. List similarities and differences to the way you live.
- How many Romany gypsies are there in Britain?
- Where do you think they should live?
- Do you believe the councillor when he said that the decision was nothing to do with them being gypsies, it was because they had no permission?
- When the Traveller at the end said that he cannot change being a Traveller, he is one by birth not choice, did it help you understand why they live the way they do?

- Students watch video clip
- Consideration of questions asked
(including help with lesson glossary if required)

Task

This will take the form of a role play where the question being asked is 'Should the local council allow Travellers to stay on a site in their area?'

- Pupils are all given an application form (Appendix 1) submitted by a Travelling community to a local council (Ballyanywhere council)
- Pupils are told that they are to imagine that they are members of Ballyanywhere council and they have to decide whether to offer all, some or none of these requests (If needed use the lesson glossary to discuss the term local councils)
- Pupils divide up into three equal-sized groups.
 - (1) Opponents
 - (2) Supporters
 - (3) Undecided
- Groups are given role play advice (Appendix 2)

OPPONENTS

Get together and list all the objections you think local people will have to this application form. Write a statement for the council meeting outlining your concerns.

SUPPORTERS

Get together and list all the arguments you can think of to help this application form get accepted. Write a statement for the council meeting outlining your case.

UNDECIDED

Get together and debate the issue from your own perspective. Let everyone have their say and write down each other's arguments. You are like a jury whose vote at the council meeting will be crucial in deciding whether the Travelling community get what they have applied for.

- The statements of the Opponents and Supporters groups should be read out. After both statements have been heard pupils should be given an opportunity to add

any arguments they have thought of. Then let the Undecided group read out the arguments they have written down.

- The whole class (in role as Ballyanywhere council) should go through each point in the statements and arguments read out by the three groups and vote YES or NO.

(This can be done by labelling one end of the room YES and the other NO. The middle of the room can be for Abstentions / Don't Knows.

OR

You could use voting slips then count the votes.)

CONCLUSION:

- Ask pupils (particularly the Undecided group) why they voted the way they did
- Pupils then vote from their own personal view-point
(NOT from the perspective of their allocated council roles)
Ask who changed their position and why?

HOMEWORK:

Pupils write into pupil journal their thoughts on the lesson in general and ask themselves how they would feel if a Travelling community wanted to live at the end of their street. They should also write about whether they think someone is a Traveller by birth or by choice.

EXTENSION ACTIVITIES:

- **Web search:** pupils could search the web to find out how councils across the UK and Ireland have dealt with this issue in the past (BBC News Online might be a useful starting point - <http://news.bbc.co.uk/>)
- **Guest speaker:** make contact with local Travelling community to arrange a visiting speaker (Useful contact details in the Act Now! section of this site)
- **Guest speaker:** contact your local council to arrange a visiting speaker (<http://www.nics.gov.uk/councils.htm> - gives links to local councils' websites)
- **Research:** visit the BBC website Action Network for ideas on how to get involved with Traveller issues <http://www.bbc.co.uk/dna/actionnetwork/A2908262>

(The BBC is not responsible for the content of external websites)

LESSON GLOSSARY:

Local councils: People vote to elect representatives to look after things on their behalf in their local area, e.g. emptying bins, cleaning streets, providing sites for Travellers. These elected representatives are known as councillors and when they meet together to make decisions they are known as the local council.

Prejudice: When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

Racism: The belief that one group of people is inferior to another because of the race they belong to.

Romany gypsies: An ethnic group whose cultural heritage involves moving from place to place (nomadic). They left north-west India in the first millennium AD and spread to most parts of Europe by 16th century. Gypsies often refer to themselves as Roma or Romani, particularly in eastern and central Europe. They have their own Romany language and are recognised as an ethnic minority.

For more information - http://news.bbc.co.uk/1/hi/uk_politics/4368791.stm

Travellers: A community who have lived in caravans (or equivalent) for hundreds of years all over Europe. They see it as part of their culture to move around the country living in different places.

APPENDIX 1

| APPLICATION FORM Residential request (Ballyanywhere council) | |
|---|--|
| Request for permission to: | We are seeking permission to put seven caravans at Nowhere corner on the Somewhere Road, Ballyanywhere. |
| Facilities required: | Sewage facilities are essential. Fresh water supply is required. Refuse collection would be necessary. |
| Other requirements: | We would be keen for our children to attend the local schools. Can our children use the nearby play park? Will we be able to use the local community centre? |
| Requested by: | Travelling community |

APPENDIX 2**ROLE PLAY ADVICE****OPPONENTS**

Your council have received an application form:

asking for permission to put Travellers' caravans on a named site
with sewage facilities supplied
fresh water supplied
access to local schools
community centre
play park for children
refuse collection supplied

Get together and list all the kind of objections you think local people will have to this application form. Write a statement for the council meeting outlining your concerns.

SUPPORTERS

Your council have received an application form:

asking for permission to put Travellers' caravans on a named site
with sewage facilities supplied
fresh water supplied
access to local schools
community centre
play park for children
refuse collection supplied

Get together and list all the arguments you can think of to help this application form get accepted. Write a statement for the council meeting outlining your case.

UNDECIDED

Your council have received an application form:

asking for permission to put Travellers' caravans on a named site
with sewage facilities supplied
fresh water supplied
access to local schools
community centre
play park for children
refuse collection supplied

Get together and debate the issue from your own perspective. Let everyone have their say and write down each other's arguments. You are like a jury whose vote at the council meeting will be crucial in deciding whether the Travelling community get what they have applied for.