

# LESSON THREE

## HOME

### ABOUT THIS LESSON

This lesson will look at the home life of Gypsy and Travellers. We will use the photography created through the programme to illustrate the different environments and homes that Gypsy and Travellers live in. We will look at the writing collated to show how Lincolnshire Gypsies feel about their homes and families.

### LEARNING QUESTIONS

- How are Gypsy and Travellers homes different to your own?
- How does the traditional lifestyle differ to the way many Gypsy and Travellers live today?
- Are there different family values between Gypsy and Travellers and us?

### LEARNING OUTCOMES

Pupils should be able to:

- Understand better the home life of a young Gypsy.
- Understand the differences between the different sites Gypsy and Travellers can live on.
- Understand more about the lifestyle of Gypsy and Travellers and a travelling/ outdoor life.
- Compare their own home life and that of a Gypsy and Travellers.
- Understand more about young Lincolnshire Gypsies lives.

### ASSESSMENT OPPORTUNITIES

- Assessment of creative writing which is done individually.
- Observation of the debate surrounding the pros and cons of living in a Trailer.
- 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 prior to the session.
- Pupils will be asked to bring in pictures of their own homes for this session.

### **RESOURCES REQUIRED**

- Gypsy and Travellers style of homes PowerPoint.
- Photography from Lincolnshire.
- Resource Sheet 1- Creative Writing.
- Resource Sheet 2- Image of home
- Resource Sheet 3- Image of caravan.
- Resource Sheet 4- Art Lesson, Family tree.
- Resource Sheet 5- Example photo tree.
- Resource Sheet 6 – Literacy Lesson, Oral History.

## LESSON PLAN THREE

### KS2 HOME

0-10 minutes

Ask the children where they think Gypsy and Travellers live.

Look at the different types of Gypsy and Travellers homes such as bender tents, Vardos (traditional Gypsy Wagons), Caravans and Trailers using the Powerpoint supplied.

This will explain the variety of sites which Gypsy and Travellers live on.

10-20 minutes

Show a series of photographs taken through the project which shows some of the sites in Lincolnshire. Encourage pupils to note down the differences to their own homes when looking at the pictures and share with the class.

20-35 minutes

Using the creative writing from the project, (Resource Sheet 1) pupils will write their own piece about the importance of their homes and what the word "home" means to the pupils, use the template provided (Resource Sheet 2).

40-50 minutes

Working in groups, ask the pupils to make a list of pros and cons of living in a trailer like many of the Lincolnshire Gypsy and Travellers.

Plenary 50-60 minutes

To consolidate learning ask the pupils to complete the following statements:

Gypsy and Travellers live in....

Traditional Gypsy housing was.....

In Lincolnshire most Gypsy and Travellers live.....

Finally read the following Creative Writing Extract from the project.

Where we live.  
The fields are whispering,  
The hedges are struggling,  
The gate is banging against the pole.  
The grass is murmuring,  
The shed lock is catching,  
And baby Dick is screaming.  
The horse is snorting,  
The washing on the line is billowing,  
While the wind is whistling,  
The chickens are clucking,  
The pigeons are flapping,  
The go-kart is roaring,  
The van is rumbling,  
The telly is talking  
But the lamppost is lighting silently  
And really it's quiet up and down here.

By Ethan and Shane.

## **ADDITIONAL ACTIVITIES**

### **ART**

#### **FAMILY TREE**

Pupils will create a family tree of their family using the template provided (Resource Sheet 4).

Once the main information has been gathered pupils will be encouraged to populate their own tree with images and names to create a photo tree.

Use Resource Sheet 5 as an example this is a family tree from one of the Lincolnshire Gypsy families.

### **LITERACY**

#### **ORAL HISTORY**

Create a report of how life used to be in the past for someone in your family. Pupils will interview their parents or grandparents about their home life when they were younger, to see how life has changed. In order for this to be successful we suggest pupils work through the sections on Resource Sheet 7.

# LESSON PLAN THREE

## KS3 HOME

0-10 minutes

Ask the group what some of the differences are between 'accommodation' and 'home'

Look at the different types of Gypsy and Traveller homes such as bender tents, Vardos (traditional Gypsy Wagons), Caravans using the Power point supplied.

This will explain the variety of places which Gypsy and Travellers live.

10-20 minutes

Show a series of photographs taken through the project which shows some of the sites in Lincolnshire. Give small groups a different copy of a photograph to focus on and ask them to note what features suggest 'home' (rather than just 'shelter from the weather'). Share each of these back with the whole class and write a collective list of the features that make a place 'home'.

20-35mins

Read the 'Writing about Home' Resource Sheet 1 (this could be partly done by the teacher, partly by volunteers or readers chosen by the teacher).

The task in small groups is to edit the writing into a series of voiceovers, no more than 60 seconds running time in total. Students should choose what they think are lines which will create a powerful and sympathetic impression of the Travellers and their homes.

They should rehearse their voiceover with different students speaking different lines so there is the feeling of a variety of speakers.

They should choose an image which they wish to be projected whilst they perform their voiceovers...

40mins – 50mins

Each group is to perform their (no longer than 60 seconds in total) voiceover, preferably from the back of the room, whilst the rest of the class focus on looking at the projected image. This is important as it should help direct attention away from the actual student speakers and help the audience focus on the image and the spoken words as if it were a documentary presentation with a voiceover.

## **Plenary 50 -60 minutes**

Discussion around which group gave the most powerful and sympathetic version? What qualities made it powerful and sympathetic and how did the choices of text and image effect the impact?

What has this work made you think/feel about the homes where Gypsies and Travellers live?

What greater knowledge do you now have about Gypsy and Traveller homes?

## **ADDITIONAL ACTIVITIES**

### **ART & DESIGN**

Using the Lincolnshire Travellers' Initiative materials as inspiration and taking account of all sorts of different kinds of accommodation: take a shoebox and create a miniature version of a home under the title: 'home is where the heart is'.



# RESOURCE SHEET ONE

## CREATIVE WRITING

Home is where your trailer is and your family live. Wherever you are, that's your home but if your family isn't there it ain't. I hate home, it's boring but its alright if you've got people to talk to. I don't live in the chalet with my family, I've got my own trailer what me and my little brother sleep in and I like a trailer better than a chalet or a house 'coz you can always shift out instead of being in the same place for so long but when I do go I miss my granny and grandad and my cousins and I always want to come back.

By Demi Lea

For me, where me family move to, that's where me new home is and home is where the heart is.

By Charlie

There's no place like home,  
I sleep on the bunk next to the phone,  
Only thing is, there's no light,  
It's not great but it's alright!

By Fred

Home is home. It's with your family. It is warm and its bigger and better, it's the best. Home is like a phone because it is mobile.

By Martin

My home is warm and it is where I live. My home is a chalet but I sleep in my trailer. My home is very important to me. My chalet is homely with a white and brown inside with a laminate flooring. The bedroom of my sister's is pink and white and my mam and dad's is brown and white.

By Naomi

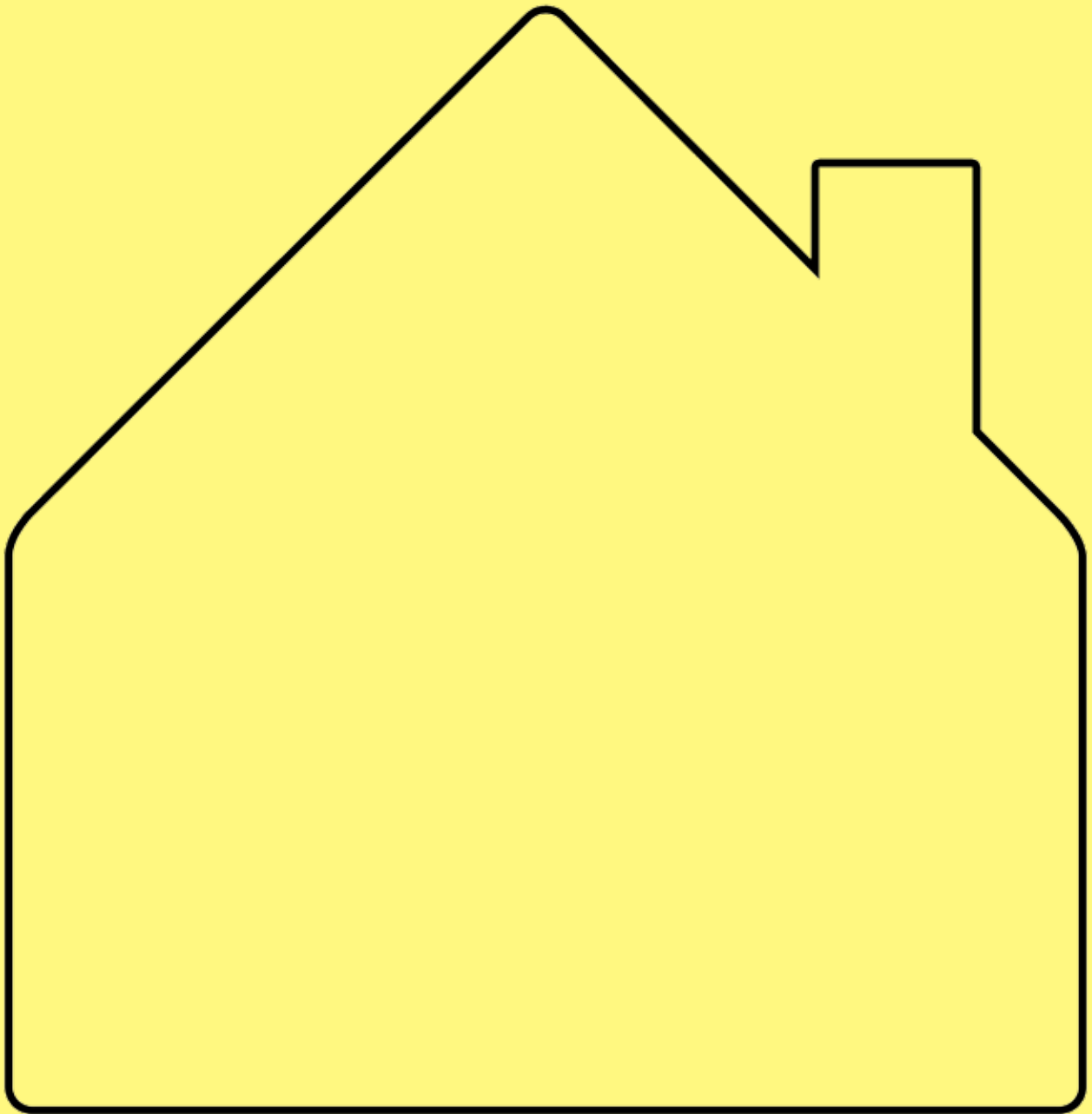


Home is where my Mam and Dad is, home is where your family is. There's always a home with your family: they love you and they will always protect you. My home is where my little brother is and my big sister is and my mam and dad is. Your home is with the ones you love. Home is where your TV is and the hot chalet for in winter. Family is the ones who will kill for you and you would kill for them. Home is like a phone- family to tell information to, like the internet talking. Home is where we sleep when we're tired. Home is where my mam's cream and white bedroom is and my brother's blue and white bedroom is and when you are hungry you can go to the fridge.

By Tommy

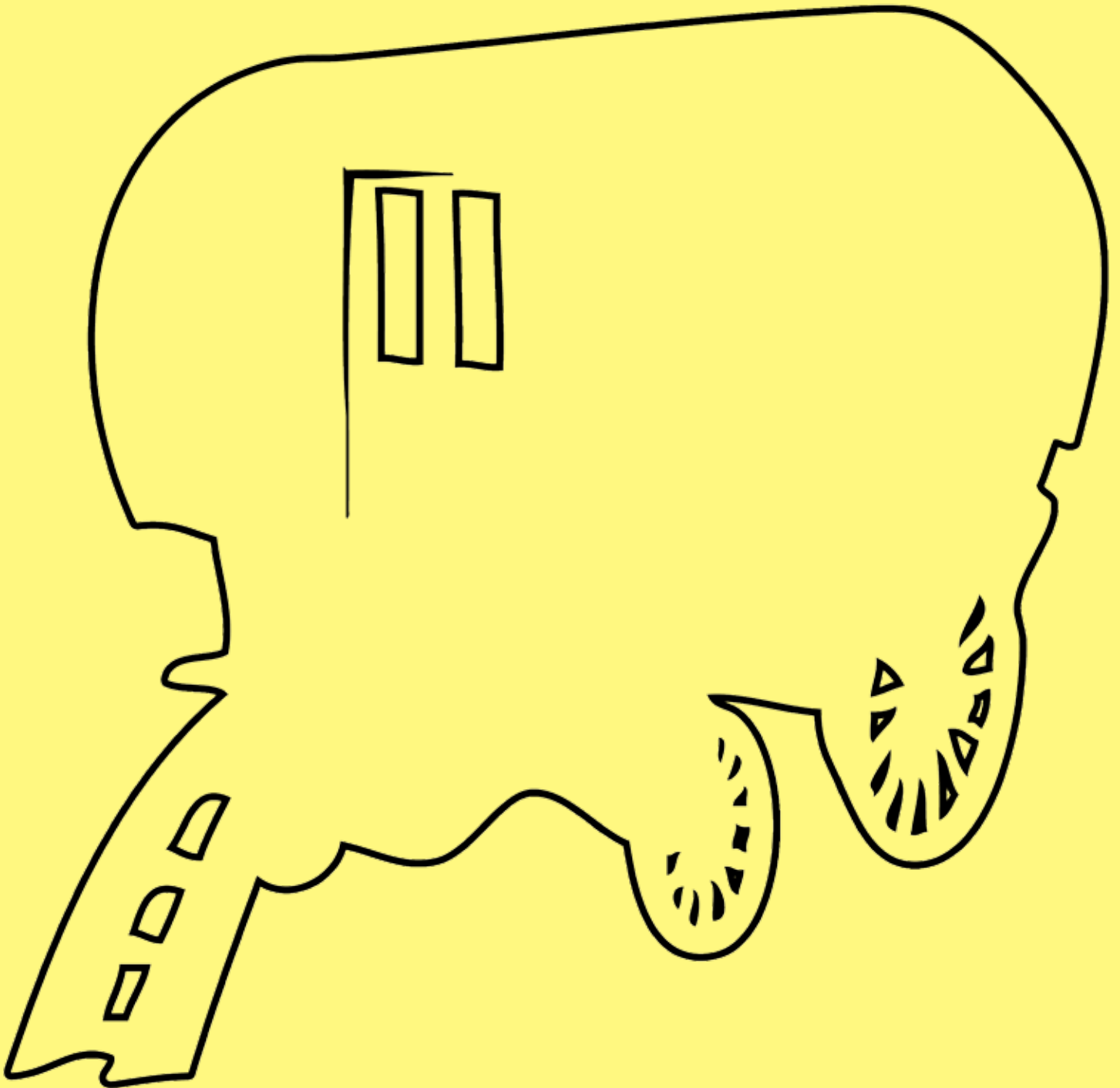
# RESOURCE SHEET TWO

**MY HOME**



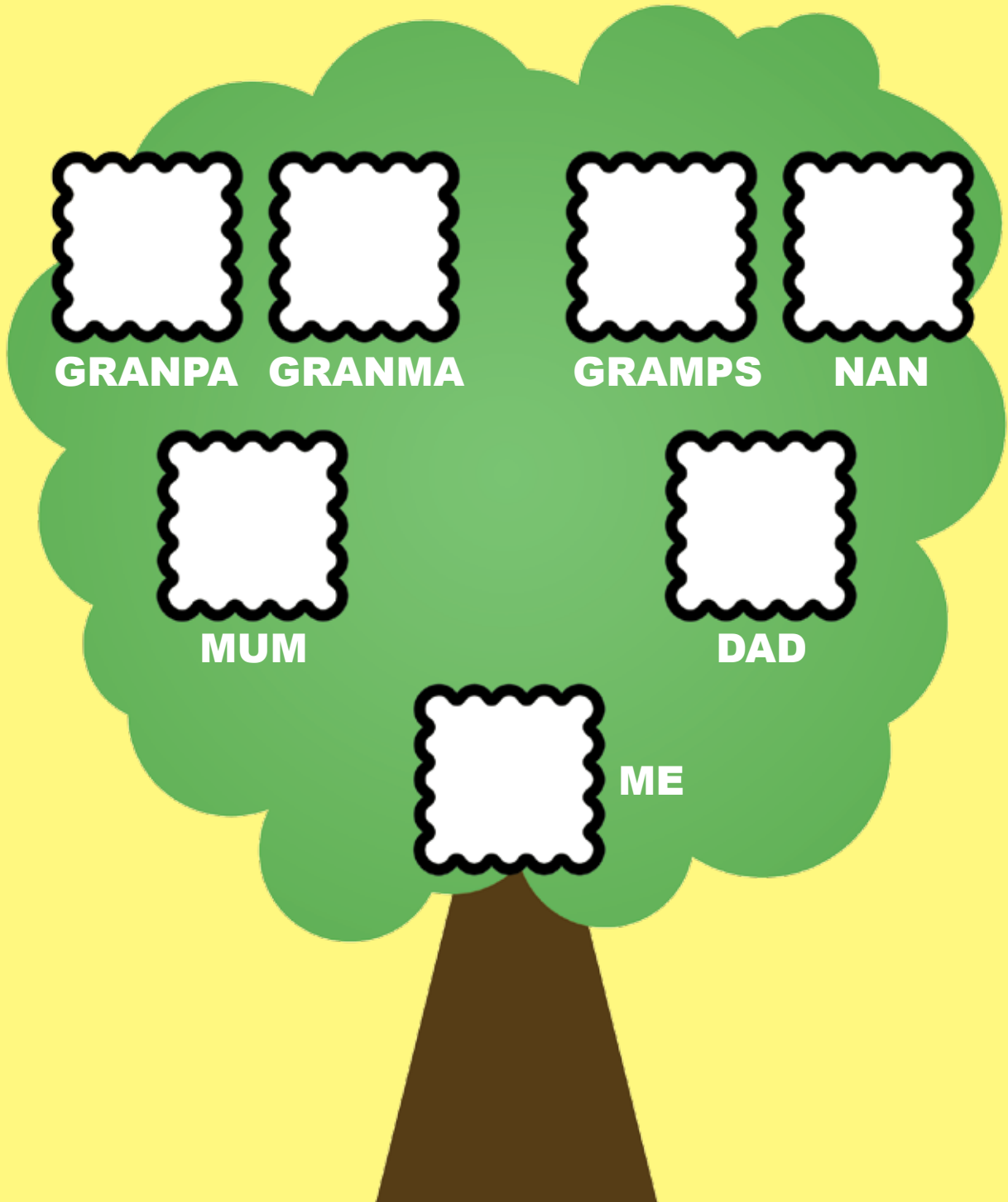
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# RESOURCE SHEET THREE



# RESOURCE SHEET FOUR

## FAMILY TREE



# RESOURCE SHEET FIVE

## FAMILY PHOTO TREE





# RESOURCE SHEET SIX

## ORAL HISTORY

### BACKGROUND INFORMATION

Oral history is the systematic collection of living peoples' testimony about their own experiences. Oral history is not folklore, gossip, hearsay, or rumour. In oral history projects, an interviewee recalls an event for an interviewer who records the recollections and creates an historical record. Oral history depends upon human memory and the spoken word. The means of collection can vary from taking notes by hand to elaborate electronic aural and video recordings. For this lesson we suggest pupils use a school video camera or mobile phone to record their interviews.

### PRE INTERVIEW PLANNING

- Decide who you want to interview and what period of history (the lifetime of a living person) the project will cover — childhood, early adulthood etc
- Get as much information about the topic and the person as you can (from family members, library sources on the community), in order to become familiar with the general timeline of events during the specified time period or place.
- Prepare a general list of specific questions and topics that you would like to cover in the interview. Use open-ended questions more than Yes/No questions to avoid getting very short answers. (The interviewee, in the course of the interview, may also introduce new topics that you will want to pursue, so this is not a rigid script of questions).
- Practice using recording equipment so the interview will go smoothly.
- Practice an interview with a friend in class.

### THE INTERVIEW

- Select a quiet place to use for the interview (no TV, radios, etc.)
- Ensure the interviewee is comfortable and not nervous about being recorded
- Ask one question at a time.
- Do not interrupt the interviewee.
- If the interviewee strays from the question, bring him/her back with a comment or question.

### AFTER THE INTERVIEW

- Create a written report, about the events and people on the tape in his/her own words.

# 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?**



