

# OUT OF SITE



**Challenging racism  
towards Gypsy, Roma  
and Travellers**

**EDUCATION PACK**

**Show Racism the  Red Card**

# INTRODUCTION

*It was only recently that I was comfortable exposing the fact that I was Roma, I kept my family heritage hidden as I was afraid of persecution and people's attitudes and behaviour towards me.*

*The work Show Racism the Red Card is doing, in particular this education pack, is fantastic and so important as it is challenging people's misinformed ideas and unacceptable behaviour towards Gypsy, Roma and Travellers.*

*I am pleased that positive contributions Gypsy, Roma and Travellers have made to society are being highlighted here as people seem to think that just because you are Roma, you are bad and not capable of achieving anything!*

*I shouldn't have felt I had to keep part of who I am a secret, I should have been free to share it and be proud without the fear of what might happen.*

**Ilona Marjanska, Leyton Orient Ladies**



# OUT OF SITE

Show Racism the  Card

## Challenging racism towards Gypsy, Roma and Travellers

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**Thanks to:** Sarah Soyei; Laura Fleck; Professor Thomas Acton, University of Greenwich; Ilona Marjanska; Michelle Lloyd, Save the Children Scotland; Dr. Colin Clark, Senior Lecturer in Sociology, University of Strathclyde; Dr. Kevin Adamson, Lecturer in Politics, University of the West of Scotland. Paul Burgess; John Cole and the Cheshire Emtas team.

**Useful organisations and websites can be found at the 'links' page of [www.theredcard.org](http://www.theredcard.org)**

### PRIOR TO USING THIS RESOURCE

Due to the potentially sensitive and difficult nature of discussing issues of racism with students, it is advisable to do some preparatory work before using our resources. This should include the setting of ground rules before the session(s). Whilst 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 personal, racist or offensive remarks.

**Students need to be aware that racism, bullying and name calling should never be tolerated.**

# HOW TO USE THE PACK

This pack has been designed to tackle racism towards Gypsy, Roma and Travellers; it contains a variety of visual, auditory and kinaesthetic activities suitable for students from Key stage 2 to adult. Each activity has been marked with estimated timings, but durations will obviously vary according to the pupil's ability.

At the end of each section we have provided Learning Outcomes, indicating what the participants should know, understand or be able to do on completion of the activities.

All activities can be tailored to meet the needs of the group and some extension activities have been suggested if topics need to be explored further.

Throughout the pack, Gypsy, Roma and Travellers will be referred to as GRT, this is for convenience and to ensure we are inclusive of all of the different Traveller groups.

# AIMS OF THE PACK

- To familiarise young people with a range of information and skills that will enable them to challenge negative stereotypes and racism towards Gypsy, Roma and Travellers.
- To increase young people's understanding of issues of diversity and identity.
- To promote young people's involvement as active and responsible citizens in a growing multi-cultural society.
- To encourage young people to develop greater empathy with Gypsy, Roma and Travellers.
- To provide teachers with an easy-to-use teaching resource to enable them to educate for the above.

# CURRICULUM LINKS

The activities in this pack tie very closely to the Citizenship and PHSE curriculum in Key Stages 2, 3 and 4. The specific areas are highlighted below. Some activities could also be incorporated into the English, History, and ICT curriculums.

## KS2 Citizenship and PHSE

- Developing confidence and responsibility and making the most of their abilities 1a, 1b, 1c
- Preparing to plan an active role as citizens 2a, 2c, 2e, 2f, 2i, 2k
- Developing good relationships and respecting the differences between people 4a, 4b, 4d, 4e, 4f

## 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



**FACT:** There is no evidence of higher crime rates among GRT. Media reports and images are often inaccurate and discriminatory.

# SCOTTISH CURRICULUM

## Curriculum for Excellence

This pack aims to address the core competencies of the Curriculum for Excellence standards as set out by the Scottish Executive in 2004. The pack has been designed to engage learners in all four capacities such as:

- **Successful learners:** Through learning to access and use information from various sources, learners are encouraged to think critically about evidence and arguments to determine their own opinions and ideas. Further to this learners gain knowledge of justifying these in discussion and debate.
- **Confident individuals:** Enabling learners to understand their environment and community will help them to develop an understanding of the political and social issues. The activities aim to develop learner confidence to debate social, political and historical issues.
- **Responsible citizens:** Through learning about values, beliefs and cultures of societies, learners will become more willing to question intolerance and prejudice and develop respect for other people. The pack aims to encourage learners to participate responsibly in political, social and cultural life.
- **Effective contributors:** Learners are challenged to think of ways to contribute positively as active participants in civic society. Learners are empowered to channel their knowledge into positive action, which will benefit others in the local, national and global communities.

The activities within this education pack allow the teacher/ facilitator to encourage discussion, challenge opinions and develop knowledge of societal issues. The pack can also be used to inform users of moral and cultural issues in a challenging and engaging manner. The pack aims to allow learners to develop these capacities through a structured and supported learning environment.

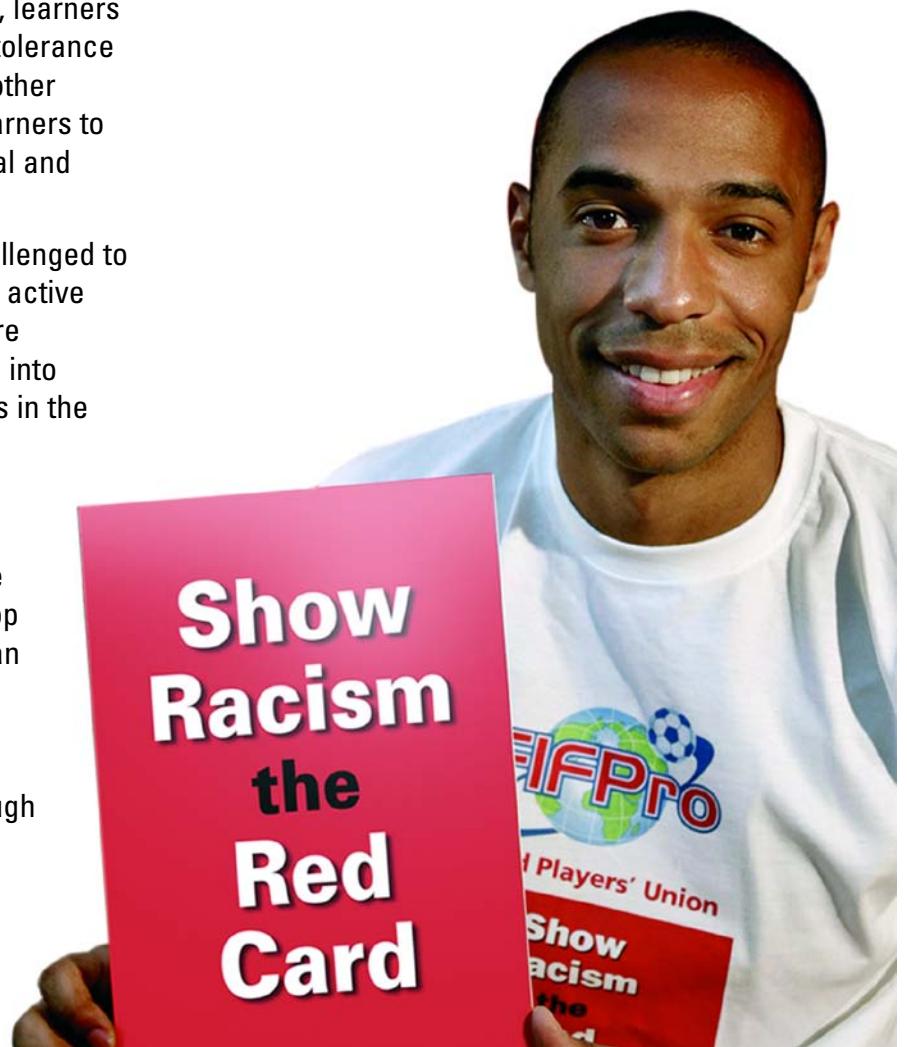
## THE RACE RELATIONS ACT

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, gives schools a statutory general duty to promote race equality.

The aim of the duty is to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

The Act also gives specific duties to help schools meet the general duty. This includes a statutory duty to prepare and maintain a Race Equality Policy with supporting action plan.



**FACT:** GRT take great pride in cleanliness inside their homes, and have strict rules about different bowls for washing hands, food and different items of clothing.

# ACTIVITY 1: (10 minutes)

# EXISTING IDEAS

**This activity is very useful in identifying the existing prejudices and pre-conceived ideas a group has about Travellers. Allowing the group the opportunity to voice their opinions freely and anonymously is extremely important as it will inform the facilitator, and identify which myths and misconceptions need addressing during the work that follows.**

Hand out a slip of paper to each student. Explain that you are going to write a word on the board and they must simply respond to this by writing one word or phrase that they associate with your word down on their slip of paper.

Write the word **'Traveller'** or **'Gypsy'** down on the board.

If the group need prompting, ask, what does the word make you think of? What do you connect with the word? What does the word mean?

Encourage the students to be honest and explain that the activity is anonymous so they can write what they really feel. Fold the slips of paper and collect them in.

Read the words out one at a time and write them up on the board creating a spider diagram or list, don't censor the words, it is important that everyone's contribution is included.

If possible keep the words visible during the rest of your session.

At the end of your sessions and as a very effective way of evaluating the participants' learning, you could return to the words and facilitate a discussion that aims to challenge and disregard any untruths and misconceptions. We would suggest that you go through the words one by one and question whether they are based on fact and if they apply to every single Traveller: only if they do can remain on the board. If a word is based on stereotypes, misinformed ideas, generalisations or falsehoods it must be crossed out or erased. This visual demonstration really emphasises the message that not all of our ideas and opinions are accurate and correct, and that as responsible citizens it is imperative that we question our views and become more aware of where we get our information from.

**FACT: A quarter of all GRT are homeless, having no legal site, no rubbish collection or other facilities provided.**

## ACTIVITY 2: (45 minutes)

# EXPLORING STEREOTYPES

**For this activity you need the set of pictures labelled 1-6 and the accompanying facts, which can be downloaded from [www.theredcard.org](http://www.theredcard.org) and either printed, or displayed on an interactive whiteboard.**

This activity would work well in small groups of three or four but could also be done in pairs.

Show the students the three close up pictures, (Pictures 1-3), tell the students that each group are going to be introducing all three people in the pictures to the rest of the group and therefore need to create profiles and a character for each of them, it usually works best giving the students one picture at a time.

Students need to look at the pictures and try to imagine what these people might be like, considering the following questions:

- What is their name?
- Where do they come from?
- What do they do?
- What are their hobbies / interests?
- What are they like? Are they kind/nice/mean/selfish/funny?
- Would you have anything in common with them?
- Do you think you would be friends?

Invite one group to start by introducing one of the people, then each of the other groups to share what they came up with about the same picture. Do this for all 3 pictures; some notes could be made on the board to help with discussion.

### DISCUSSION POINTS:

- Are there any similarities or differences between each group's profiles?
- Why did the pupils decide on those things?
- Where did they get their information from?
- Was it difficult / easy?
- Did they use people that they knew who look similar?
- Did they use something they have seen or heard in the media?

**FACT: There were GRT who fought and died for this country in both world wars.**

## ACTIVITY 2: EXPLORING STEREOTYPES

As a quick extension to this you could ask students to decide things like, who is the richest? Who is the most likely to be religious/from another country/able to speak another language/commit a crime/be a victim of racism? Who would you most like to meet? Who would you invite to your party? Who would you trust? Who looks the most honest?


Explain to the group that you are going to reveal the real information about the people in the pictures. Show the next three pictures (Pictures 4-6) and talk through the facts about their life one at a time. Question the students: does this information change your opinions about the people? Do you feel differently about anything now?

### DISCUSS AND DEFINE 'STEREOTYPE':

*A preconceived or oversimplified generalisation about an entire group of people without regard for individual differences*

[www.adl.org](http://www.adl.org)

Ask the young people if they can think of any other groups of people who might be stereotyped. Ask them if they have ever seen this written in a shop window:



ONLY 2 SCHOOL  
PUPILS ALLOWED  
IN AT A TIME

### DISCUSS:

- How does that make them feel?
- Why has the shopkeeper put that sign in the window?
- Is it fair on them?

- Are school pupils all shoplifters and thieves?

### DISCUSSION POINTS:

- What are the links between stereotyping and racism?
- Can stereotyping or pre-conceived ideas that we have about people have an impact on racism?
- What are the dangers of thinking that everybody from a particular country, religion, colour or culture is the same?
- Are the young people surprised by anything they found out?
- Why did the students make the choices they did?
- Why should we not judge people by their appearance?

After these two activities, it may be useful to facilitate a discussion around 'What is racism?' especially if the class have not done any previous work on the topic.

It will be beneficial to define 'racism' and ensure the group has a good basic understanding before proceeding with any further activities. It is also important to illustrate to the group that discriminatory behaviour or prejudice towards GRT is racist, because it is discrimination and prejudice on the grounds of culture.

Refer to the Frequently Asked Questions in this pack and our website for extensive resources and information to support you with this discussion. [www.theredcard.org](http://www.theredcard.org)

### LEARNING OUTCOMES:

The participants should have:

- A clear understanding of racism and why it is wrong.
- Gained an understanding of stereotyping and how it can impact on racism.
- Increased self awareness and a knowledge that our ideas and opinions are not always based on fact.
- Practised skills of empathy and understanding.

# TYPES OF TRAVELLER

GRT are not a homogenous group, it's impossible to find one word which would successfully include them all, but they do have linked histories and experiences of racism. Between the groups there are cultural differences which are as extensive as those of different groups in the settled community.

Defining people as GRT does not exclude those who are presently living in houses: the Traveller culture, identity and way of life will remain with a family or person regardless of their living arrangements.

UK case law has now recognised '**Gypsy**', '**Romany/Romani**', '**Irish Travellers**' and most recently '**Scottish Travellers**' as ethnic minority groups which means they are protected against racism and discrimination under the Race Relations Act 1976. Also under recent UK and European Human Rights legislation, all discrimination is illegal.

## ACTIVITY 3: (1 hour)

# TRAVELLER PROFILES

**This activity is designed to illustrate the diversity between the different Traveller groups who all have their own cultural practices, traditions, beliefs and history.**

Divide the class into 8 groups and allocate one of the Traveller types to each group.

Explain that they are to create a 'Profile' or 'Group' for their Traveller type for an internet social networking site.

Using the facts provided in the information boxes below, ask students to create a piece of work on large sheets of paper that could be used as a display to educate other students about GRT issues. Encourage participants to make their profiles welcoming and to highlight positive aspects of GRT life. Students could also use the internet to find appropriate images, pictures or further information to support their work.

### SHOWPEOPLE / FAIRGROUND

- There are around 21,000 – 25,000 Showpeople in Britain.
- Showpeople are of many ethnicities including Romani from several countries.
- The travelling season is long although most families have a winter base where they maintain their rides for the following year. This is often a yard or site.
- Children often go to school in lots of different places when travelling but return to 'their' school in the winter.
- Every member of the family must work hard, though old age and youth are respected.
- The trailers and wagons are often very big and beautiful.
- Showpeople, by law, are not a minority ethnic group.



**FACT: In 1994 new legislation 'the Criminal Justice and Public Order Act' gave police more powers to move GRT, and also meant that local authorities no longer had a duty to provide sites for GRT.**

# ACTIVITY 3: TRAVELLER PROFILES

## NEW TRAVELLERS

- There are about 10,000 – 25,000 New Travellers in Britain.
- They sometimes still travel around in convoys of old buses or vans, but many have bought old Gypsy wagons or caravans.
- Some have taken to life on the road more recently and have developed from the free festivals movement of 1970. Some of those who joined them are from settled Gypsy families.
- Different types of work are carried out as they travel; some are mechanics, electricians or carpenters. Casual work may include working on farms, building sites, running cafes and setting up stages and sound systems for festivals and gigs.
- Many New Travellers also have professional occupations such as freelance writers and researchers or working in ICT.
- Gender divisions are usually deliberately rejected.
- There is often a high level of adult literacy.
- New Travellers, by law, are not a minority ethnic group.



## SCOTTISH TRAVELLERS

- Over 20,000 Scottish Travellers live in Scotland and England.
- They live on caravan sites or in houses.
- During the summer months many Scottish Travellers visit England.
- Scottish Travellers use two different dialects of English and one of Gaelic using many of their own words. It is called 'Scottish Traveller Cant'.
- Families and family life are very important. This includes extended family.
- They may call themselves 'Nawken' and 'Nachins' in the past they were called 'Tinkers' or 'Tinklers' however, these terms are no longer acceptable, as they are considered to be racist.
- Travellers were first recorded as living in Scotland in 1505.
- Scottish Travellers are recognised as a minority ethnic group and are protected under the Race Relations Act.



# ACTIVITY 3: TRAVELLER PROFILES

## IRISH TRAVELLERS

- There are between 20,000 – 25,000 Irish Travellers living in Britain, many are born here, many move frequently between England and Ireland.
- Many Irish Travellers in Britain live in houses, this is so they can pretend to be Irish people from the settled community to avoid discrimination and racism, but others still live in caravans.
- It is very difficult for Travellers to find work in Ireland because of prejudice, and their dialect marks them out as Travellers even when they live in houses.
- Most families are Roman Catholics.
- Within their families they may speak 'Gammon' or 'Cant' or 'Shelta' which are types of English. |Many of the words are similar to English Romani.
- Irish Travellers are recognised as a minority ethnic group and are protected under the Race Relations Act.



## CIRCUS

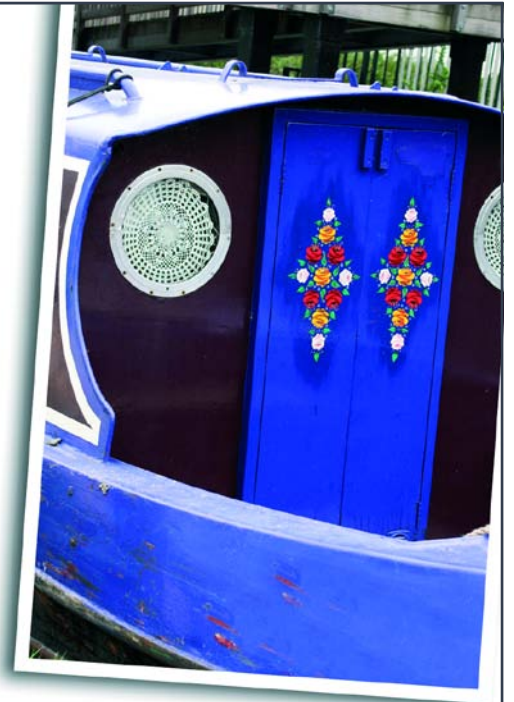
- A circus is often owned by one family who may hire a range of acts from around the world.
- The trailers they live in while travelling are usually large.
- Modern circus families travel with the circus for most of the year. The children may go to many different schools.
- English is often not the language spoken at home as circus families may come from different countries.
- Most circuses today don't use any animals; they have acrobats, gymnasts, tight rope walkers, jugglers, stunt acts and clowns.
- The first modern circus in London was in 1770.
- The Cirque du Soleil, which showcases dramatic gymnastic performers, is a modern circus.
- Circus people are not by law a minority ethnic group, but of course the many different ethnic groups in circuses are protected by law.



## ACTIVITY 3: TRAVELLER PROFILES

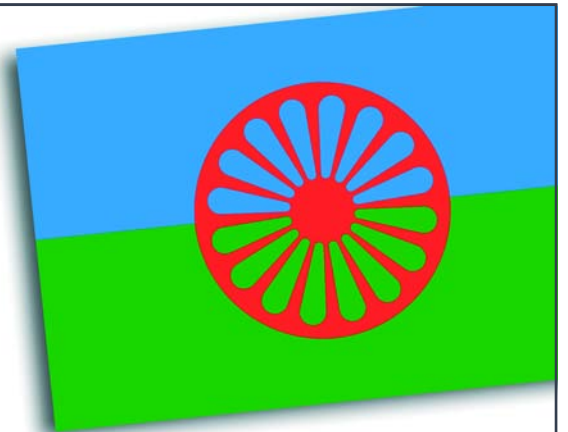
### BOAT PEOPLE

- Boat People are a group of Travellers who live and work on Barges (Boats) on canals.
- They may operate a range of business, scrap dealing, performing, coal merchandising.
- They may moor permanently or travel constantly.
- The Barges are kept immaculate.
- The beautiful paintwork on the narrow boats is called 'Roses and Castles'.
- The exact number of traditional working Boat People is not known, however the numbers are very small.
- Boat People, by law, are not a minority ethnic group.



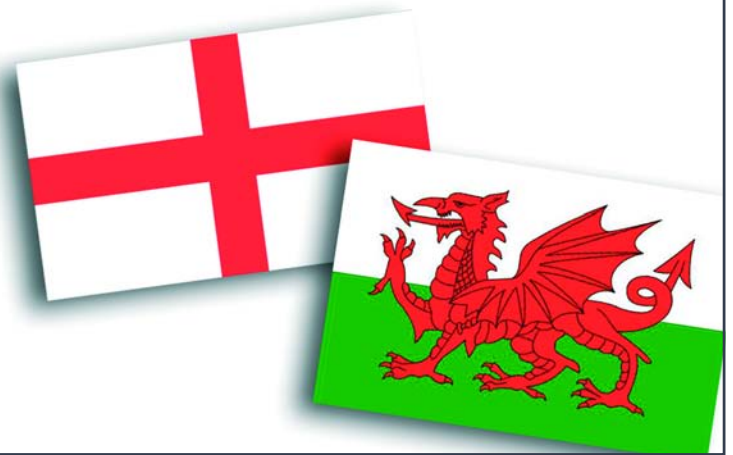
### ROMA

- There are between 8 - 12 million Roma living in Europe. There are many different ethnic groups.
- Many Roma have no 'Homeland' though the idea of a territory called 'Romanistan' has been debated for years but never realised.
- During the Second World War an estimated 500,000 Roma were murdered in concentration camps.
- There are now around 20-30,000 Roma living in Britain. Most came as refugees after 1989, but there are small groups who arrived before 1914 and in 1956.
- Many Roma still wear traditional long dresses and ornamental gold jewellery.
- Many families speak Romani.
- Most Roma are settled in houses.
- Romany people left Northern India about 1,000 years ago.
- The Roma people have strict hygiene routines.
- Roma are recognised as a minority ethnic group and are protected under the Race Relations Act.



## GYPSIES OF ENGLAND AND WALES

- There are about 150,000 Gypsies of England and South Wales living in Britain.
- Families often speak Romani or Welsh Romani. Romani language was first recorded in England in 1542. English Romani is mixed with English and uses mostly English grammar.
- The name Gypsy comes from the word Egyptian because when the Romani people arrived in the Balkans in the 11th century, the Greeks had been calling fortune-tellers and entertainers 'Egyptians' for a couple of centuries. The 'Gypsy' stereotype is therefore very old.
- Some of their trades include trading horses, tree felling, landscape gardening and laying tarmac, building, property speculation and demolition.
- Like all the Travelling groups they prize cleanliness and have strong views on what this is.
- The beautiful horse drawn wagons are called 'Vardos'. However, most Gypsies and Travellers travel in trailers (Caravans) pulled by lorries or cars.
- Some families prefer to be called Travellers because the word Gypsy can be used in a negative way.
- Some Romani words are used as English slang, such as 'Holler' (shout), 'Brazen' (impolite), 'Kushti' (nice/lovely)
- Many Welsh Gypsies are Christian.
- Gypsies of England and Wales are recognised as a minority ethnic group and are protected under the Race Relations Act.



### DISCUSSION POINTS:

- Were the young people surprised by how many different types of Traveller there are?
- Did the young people notice any similarities or common characteristics between the groups?
- What are the dangers of stereotyping all GRT? Is assuming that everybody who belongs to one of these Traveller groups are the same?
- How might it feel to be a GRT and be judged for something that another ethnic minority group have done?
- Do the students think that all the Traveller groups receive the same amount of racism?
- What could the young people do to educate and inform others about what they have learnt?

### LEARNING OUTCOMES:

The participants should have:

- Employed skills of team work, creativity, research.
- Gained a greater understanding of the culture, beliefs, traditions and lifestyle of the different Traveller groups.
- Recognised the diversity between Traveller groups.
- Identified the dangers of Stereotyping, and its impact on racism.
- Increased awareness of the multicultural nature of the UK.

# ACTIVITY 4:

(30 minutes)

# TRAVELLER CONTRIBUTIONS

**Many Travellers have made huge contributions to British culture as we know it today.**

Travellers or people with GRT heritage have had a massive influence on sport, film, theatre, literature, science, art and music.

This activity is designed to highlight some of those positive contributions and would work well in small groups or pairs.

Photocopy the worksheet and separate the sections, giving each group a full set of **'Gypsy, Roma and Travellers'** and **'Their Contributions'**

Ask the students:

Can you match the following famous Gypsy, Roma and Travellers with their contributions?

After an allowed amount of time, encourage answers and feedback from the group, correct any mistakes.

## DISCUSSION POINTS:

- Were the students surprised by anything?
- Has this challenged any preconceived ideas about GRT?
- Can the students name any other famous GRT?
- How could this information be used to challenge racism towards GRT?

## LEARNING OUTCOMES:

The participants should have:

- A greater understanding of the positive contributions made by GRT.
- Employed skills of decision making, team work and comprehension.



**FACT: Where proper well-designed sites are provided research shows that neighbourly relationships between GRT and the settled community develop.**

# ACTIVITY 4: TRAVELLER CONTRIBUTIONS

## GYPSY, ROMA, TRAVELLER

## THEIR CONTRIBUTION

**CHARLIE CHAPLIN,**  
born in London in 1889.  
His grandmother was  
Roma.

An English comedic actor, director, filmmaker and composer who gave their first musical performance at the age of 5. Best Known for the 'Tramp' character that has a small moustache, baggy trousers, a wobbly cane and a bowler hat. Knighted in 1975 for their amazing contribution to TV and film, this person also has a statue in their honour in Leicester Square.

**JOHANN WILHELM  
TROLLMAN,**  
born in Hanover,  
Germany in 1907 of Sinti/  
Roma heritage.

This charismatic champion boxer was a special favourite of female fans. In 1933 they became German Light-Heavyweight Champion, however was stripped of the title by the Nazi Regime. In June 1942 this person was sent to a concentration camp where they were humiliated and eventually killed. In 2003, seventy years after the title fight and 60 years after their death, they were finally recognised as a German boxing champion.

**BOB HOSKINS,**  
born in 1942 in Bury St.  
Edmunds in England.  
His Grandmother was  
Romani.

This award winning actor made their stage debut in 1962 and has starred in films including 'Hook', 'The Long Good Friday', 'Who Framed Roger Rabbit' and 'Super Mario Brothers'. This person was first standby for the role of Al Capone which was played by Robert DeNiro in 'The Untouchables', and has more recently done voice-overs for Tesco and Argos adverts.

**FREDDIE EASTWOOD,**  
an active member of the  
Traveller community,  
born in Basildon, Essex  
in 1983.

Beginning their football career at West Ham United this Welsh International player trained alongside Jermain Defoe and Anton Ferdinand. They scored 37 goals in their first season with Grays Athletic then moved to Southend in 2004, scoring a hat trick on their debut. In November 2007 they scored a spectacular winning goal against Manchester United in the fourth round of the Carling Cup. Currently playing for Coventry City this person explains "I am proud of my Gypsy / Traveller heritage, it has helped me in my career, and my family are at every game".

**JOSÉ ANTONIO REYES,**  
born in 1983 in Ultera,  
Spain. He has Spanish  
Roma heritage also  
known as Gitano.

This Spanish Footballer signed for Arsenal during the 2003-2004 season for a reported transfer fee of £17.5 million. In 2006 this support striker/left winger joined Real Madrid, then Atletico Madrid and is currently on loan at SL Benfica. They also have 20 national caps for Spain.

# ACTIVITY 4: TRAVELLER CONTRIBUTIONS

## GYPSY, ROMA, TRAVELLER

## THEIR CONTRIBUTION

**DAVID ESSEX,**  
born in London in 1947  
and is the grandson of  
Irish travellers.

This English actor and singer was one of England's top performers in the 1970s. Starring in the original cast of 'Godspell' in 1977 this person went on to have big hits with 'Rock on' and 'Gonna make you a star' and their own TV series in 1977. They appeared in a major box office success 'That'll be the Day' with Ringo Starr. Openly proud of their Traveller roots, whilst living in Britain this person was a patron and an active member of Britain's National Gypsy Council and was awarded an OBE for their charity and arts work in 1999.

**RABY HOWELL,**  
Romany, born in a  
caravan in Wincobank,  
Sheffield in 1869.

This Romany professional footballer was highly skilled despite being small in size. They played for Sheffield United and won a Championship medal then joined Liverpool FC in 1898 for £200. During their career they won 2 international caps for England and are believed to be the only true Romany to have played for England. This person's footballing career was ended by a broken leg whilst playing for Preston North End in 1903.

**RONNIE WOOD,**  
born into a family of Boat  
People, in 1947 in  
London.

This person was the first in their family to be born on dry land; their parents were born on barges in the Paddington basin of West London. This person started their career as a musician in 1964 as a guitarist with 'The Byrds'. They joined 'The Rolling Stones' as a guitarist in 1974, along with band members Mick Jagger and Keith Richards. 'The Rolling Stones' made 22 studio albums and have sold more than 200 million albums worldwide. This person is still playing with 'The Rolling Stones' along with their own band.

**LOUISE DOUGHTY,**  
born in Melton Mowbray  
in 1963 with Romany  
ancestry.

This English novelist, playwright, critic and broadcaster has written five novels, one work of non-fiction and five radio plays. The novel 'Stone Cradle' is a moving love story which portrays life as a Traveller and 'Fires in the dark', set in central Europe during the second world war, explores Romany life and the author's own Romany family history.

**ILONA MARJANSKA,**  
Roma, born in Poland in  
1988

This Polish footballer started playing in secondary school before captaining the Roma United boy's team in 2002, despite being female! After leading the team to second place in a league organised and funded by Leyton Orient, she was scouted into the Leyton Orient Ladies team and has had many sporting successes there.

# JOHNNY DELANEY -

## THE FACTS



- Johnny Delaney was an Irish traveller; he was 15 years old when he was killed by a group of teenagers in Ellesmere Port, Cheshire.
- Johnny was attacked in a playing field and was stamped on and kicked to death, while witnesses heard the attackers saying "He deserved it, he was only a f\*\*\*ing gyppo"
- His attackers were found guilty of manslaughter and cleared of murder. They were given 4.5 years. Judges are required to impose higher sentences if the incident is considered as racist, but in this case the judge ruled that it was not a racially motivated attack.
- Cheshire Police recorded this as a racially motivated incident using the MacPherson Definition: Any incident perceived to be racist by the victim or any other person.
- Patrick Delaney, Johnny's father, fought to overturn the verdict and for the case to be investigated. He said "There is no justice here. As far as we are concerned it was a racist attack. I have lost my son for life. He didn't deserve this." Unfortunately Patrick died in January 2006.
- Irish Travellers are recognised as an ethnic minority group and are therefore protected under the Race Relations Act 1976.

## ACTIVITY 5: (15 minutes)

# WHAT'S THE STORY?

**For this activity you will need a picture of Johnny Delaney which can be found in this pack or at [www.theredcard.org](http://www.theredcard.org)**

The picture can either be downloaded and printed or shown on an interactive whiteboard which has internet access.

Divide the class into small groups of three or four and give each group a copy of Johnny's picture (or display it on the whiteboard.)

Explain to the class that this person was involved in a racist incident; don't give them any further information at this stage, it is important not to reveal whether Johnny was the victim or perpetrator. In their groups the students are to invent a story about what happened: encourage them to consider details such as, where did it happen? Who else was involved? Why did it happen? What did the police do?

Invite each group to share their stories. Discuss any similarities and differences and question why the students made the choices they did.

Use the information in the text box to explain the facts about what actually happened to Johnny: allow students time to react to this, and then facilitate a discussion around the discussion points listed below.

### DISCUSSION POINTS:

- Were any of the stories close to what actually happened?
- Were the group surprised by what happened to Johnny?
- Have they ever witnessed any racism towards GRT?
- For what other reasons are people racially abused?
- Is murdering somebody because of their culture any different than because of their skin colour?
- How do the group feel about the sentences given to Johnny's attackers?
- Do the group think it was a racially motivated incident?
- How would they feel if this happened in the area where they live or to somebody they knew?

### EXTENSION ACTIVITY:

Get students to carry out a research project into '**Racism and the Law**'. They could look at the murders of Stephen Lawrence and Anthony Walker and draw comparisons with what happened to Johnny Delaney.

**FACT: Some GRT want to engage with the wider community and promote mutual understanding.**

## NELLIE'S LETTER

Dear Friends,

I would like to tell you about the awful thing that happened to my brother Johnny.

My name is Nellie Delaney and I am now 15 years old. I live with my mother and my two sisters, and my younger brother Patrick. We are Irish Traveller family and we live in the City of Liverpool in England.

It's really good being from a Traveller family because we get to travel all over England and we get to see interesting places and meet lots of different people. Best of all though, is always being together as a family and growing up with cousins, uncles, aunts and grandparents always nearby. Whenever there is a family birthday or celebration, we are all there to enjoy it together. It's also good being a Traveller child because we always have lots of fun and laughter.

My older brother Johnny was my favourite brother: he was always making us laugh. When we were little we always had lots of pillow fights. He taught us how to play Blind Man's Bluff and other games, and it was really funny when he taught my little brother Patrick how to Break Dance, we laughed so much that day! He also taught my little sister Eileen how to read. Another time, our cousin Ann-Marie was staying with us and she decided to make us all some toast, but as fast as she made the toast, the pile kept on getting smaller and smaller...she couldn't understand why? Then she saw that Johnny was feeding the toast to us from the window! We all had breadcrumbs and warm butter around our mouths. That was the best toast ever, and it was good seeing Johnny's smile.

In school I have lots of friends too, but sometimes when we are travelling we meet people who are nasty to us. Most people we meet are okay with us and are good mannered to us. We help make their homes and communities nice by tidying up their trees and improving their houses and driveways, and selling them pretty flowers at the market. But some people we meet are not nice at all and are prejudiced against us. They say nasty things to us and say they don't like Travellers. I don't know why.

I would like to tell you the very sad story about what happened to my 15 year old brother Johnny in 2003. It was my Aunt Margaret's 50th birthday and she had arranged to have a special birthday party for everyone to attend. My brother Johnny went over to Ellesmere Port to invite two of his friends over to join the family party. It was a hot summer's day. So on the way home they went into a shop to buy some potato crisps and lemonade, but there were some nasty boys inside the shop and they started to threaten Johnny and his friends and call them horrible names. When the boys left the shop, Johnny asked the shopkeeper if he could look to see if it was safe for them to go outside. "Yes", the man said, "It looks like they have gone now".

When they got outside, Johnny and his friends decided to take the short cut home across the park. But the eight boys appeared from nowhere, and started to chase Johnny and his friends across the field. Johnny's friend got caught, so Johnny went back to help him. He managed to get him free but Johnny got caught. The nasty boys then started kicking Johnny in the head and chest until finally Johnny died. A man was passing by walking his dog: he shouted at the boys "Why did you do that?" One of the nasty boys shouted back to him "He deserved it, he was only a \*\*\*\*\* Gypsy".

It really hurt all our family to lose Johnny this way. My mother and father were very upset and would cry all the time. Two years later my father, Patrick, died too. Mummy said that he died of a broken heart. My little brother Paddy is now aged 7 but he doesn't seem to understand. He thinks his Dad and brother have gone away travelling and will soon be back. This was the awful thing I wanted to tell you about. So please, when you are thinking about all the people who have suffered from other people's hatred and prejudice...please remember our Johnny.

Finally, my special message to you is keep yourself safe. Say no to bullying and name calling. Think of what happened to our Johnny

Your friend

Nellie Delaney

Age 15

Share Nellie's letter with the class, if necessary it can be downloaded from [www.theredcard.org](http://www.theredcard.org)

Ask students to divide a sheet of paper into two columns. In one ask them to identify all the positive things Nellie writes about life as a Traveller: in the other, the negative things. Ask the group to consider if the actions and attitudes of the settled community could make either list longer or shorter?

### DISCUSSION POINTS:

- What were Nellie's happy memories of her brother? What memories do the students have of their families?
- Using evidence found in the letter, what do they think led to Johnny's death? Do they think that the boys intended to kill him?
- Nellie's letter was read out on Holocaust Memorial day, an annual occasion to remember people who died in the Holocaust, more recent genocides and because of hatred and prejudice. What makes Nellie believe that Johnny died because of prejudice and hate?

# I AM A TRAVELLER

*I bring up my children the best way I know how.  
They are all I own, they are all I have now.  
They have manners, they are kind, they are my delight.  
But that's not what you shout as you drive by at night.*

**BERNADETTE RILEY**

Written in response to hate mail sent to Brentwood Planning office, in opposition to Bernadette and her family being granted permission to live on land they own.

**FACT:** Despite barriers to health and education services, increasing numbers of GRT children are enrolled in school and college.

# ACTIVITY 6:

(30 minutes)

# ACTION PLANS

**Ask students to write 'Action Plans' that detail what they and other young people could do to try and combat prejudice and discrimination against GRT in their school/ football club/youth group/ wider community.**

Encourage them to think about small changes they could implement, along with larger scale events they could organise to try and promote racial harmony and cohesion in the community that they are living in.



**FACT:** GRT have to comply with the same laws as the rest of society. Vehicles are regularly checked by the police to ensure that they are road-worthy. In reality Travellers from unauthorised encampments tend to be policed more than members of the settled community simply because they are more visible.

# ACTIVITY 7:

(25 minutes)

# LETTERS TO NELLIE

**Ask the students to write a response to Nellie's letter, which could include some memories they have of their families, along with some words of support for Nellie and her family. They could also tell Nellie about what they plan to do to prevent this kind of racist incident happening again.**

Since Johnny's death Nellie has won an Anne Frank award for all of her work in schools campaigning against racism and bullying and she has been nominated for a Princess Diana award.

## LEARNING OUTCOMES:

The participants should have:

- Practised skills of empathy, understanding, creative thinking and team work.
- Gained a better understanding of racism and how it affects people because of culture as well as religion, nationality and skin colour.
- Increased knowledge of GRT culture.
- Considered how racism towards GRT can be tackled and ways in which communities could be encouraged to become more cohesive.



**FACT: Local authority caravan sites in England: 26% are next to motorways; 13% are next to railways; 12% are next to rubbish tips; 8% are next to Industrial or Commercial activity; 3% are next to sewage works.**

# ACTIVITY 8: (45 minutes)

# MEDIA MYTHS

**This activity is divided into two parts and explores the way in which public perceptions of GRT and Traveller communities have been affected by media representations.**

In order to do this, students will initially explore the 'teenager' stereotype and the media's portrayal of teenagers and are asked to consider how this portrayal directly affects them.

Begin by introducing the concept of a media myth:

**MEDIA MYTH:** A 'media myth' is created when groups are misrepresented because of the extreme action of a few in that group. This extreme action dominates the media.

Ask students if they can think of any groups of people who may be misrepresented in the media, examples: celebrities, young people, Muslims, Asylum Seekers and Refugees.

## PART ONE: TEENAGERS

Ask the students: when they see / hear stories about teenagers in the media what type of stories are they?

Brainstorm the 'teenager' stereotype with the students; encourage them to consider 'what the papers say'

Share with students the '**Headline News 1: Teenagers**' activity sheet (available from [www.theredcard.org](http://www.theredcard.org))

Ask students to consider which headlines:

- Provide over-generalisations that do not represent all or perhaps even most individuals within that group?
- Might make someone feel frightened or unsure about that group?
- Might make someone reluctant to get to know a member of that group?
- Might make someone think that this group has nothing to offer our society?

Ask students to identify 'loaded' or strong language that is used to add to the headline bias.

**HEADLINE NEWS 1: TEENAGERS**

What impression do these headlines give of teenagers?

**LOCKED UP, A HELLCAT OF 12:**

*THUG GIRL ARRESTED 40 TIMES* Daily Mail 21/01/03

**INHUMAN:**

*THUGS 16, MURDERED FRIEND THEY THOUGHT WAS A SHOPLIFTING 'GRASS'*

Daily Mirror 17/01/03

**THESE KIDS WILL NICK ANYTHING FOR DRUGS**

Daily Telegraph 02/11/02

**HELL'S CHILDREN GET LIFETIME BAN** The Times 27/11/02

**POLICE PUT 9PM CURFEW ON TOWN'S UNDER-16'S IN YOB WAR** Daily Mail 09/07/08

**BINGE DRINKING TEENAGE YOBS TO BE GIVEN RANDOM BREATHALYSER CHECK IN NEW POLICE CRACKDOWN** Daily Mail 19/05/08

**40 TEENAGE GIRLS CONVICTED OF VIOLENT CRIMES EVERY DAY AS LADETTE CULTURE SOARS**

Daily Mail 16/05/2008

**INSIDE FERAL BRITAIN:**

*A BLOOD-CHILLING JOURNEY INTO THE HEART OF OUR TEENAGE GANG CULTURE*

Daily Mail 21/09/07

**HOODIES BANNED – YOBS CAN'T WEAR HOODIES IN PUBLIC PLACES**

Daily Star 16/10/08

# ACTIVITY 8: MEDIA MYTHS

## DISCUSSION POINTS:

- Are there many positive stories about young people in the press?
- What positive contributions to society have the young people in the room made? Have any of them been represented in the press?
- Why do newspapers sensationalise stories?
- Does everybody who is a similar age behave in the same way?
- How many people in their class don't conform to the stereotype of a teenager?
- How does the media's portrayal affect people's attitudes towards teenagers?

Can anyone think of an example where they were judged or treated unfairly because of the teenager stereotype created by the media?

What would they like to see written about themselves and their peers in the media?

Ask the participants to make suggestions to rectify this situation and make a record of their ideas for positive action.

The following information from a recent media survey could be shared with the students:

- **9 out of 10 stories on young people do not report what young people say.**
- **Only 22.7% of coverage in national media is positive / favourable.**
- **87.5% of broadcast media clips are unfavourable towards young people.**
- **3 out of 4 stories about young people in media were negative.**

*SOURCE: TNS MEDIA INTELLIGENCE SURVEY 2007*

## PART TWO: GYPSY / ROMA / TRAVELLER

Ask the students: when they see / hear stories about GRT in the media what type of stories are they?

Brainstorm the '**Traveller**' stereotype with the students; encourage them to consider 'what the papers say' Teacher could refer to the thoughts and ideas that were identified in the 'Existing Ideas' activity.

Share with students the '**Headline News 2: GRT**' activity sheet (available from [www.theredcard.org](http://www.theredcard.org))

**FACT:** GRT families who try to buy land and set up sites have great difficulties getting the necessary planning permission.

## HEADLINE NEWS 2: GYPSY / ROMA / TRAVELLER

What impression do these headlines give of GRT?

**1.6 MILLION GYPSIES READY TO FLOOD IN: BRITAIN  
HERE WE COME** Daily Express 20/1/04

**TO STOP THE FLOOD OF GYPSIES:  
STAMP ON THE CAMPS** The Sun 9/3/05

**GYPSIES' £30 MILLION HANDOUT:  
TAXPAYERS ARE FUNDING CAMPS** The Sun 21/3/05

**VILLAGERS TELL OF LIVING HELL AFTER INVASION BY  
GYPSIES** Daily Express 11/6/05

**GYPSIES: WHY IS IT ONE LAW FOR THEM AND ONE  
FOR US?** Daily Express 21/10/05

**GYPSY INVASION CLOSES A TOWN** Daily Express 21/10/05

**FAMILIES MUST SELL LAND FOR GYPSY CAMPSITES**  
Daily Express 17/11/08

**IT'S NOT RACIST TO STATE THAT GYPSY CAMPS  
FREQUENTLY CAUSE AN INCREASE IN CRIME AND  
MESS – IT IS A STATEMENT OF FACT** Daily Mail 05/01/09

**NOW EVEN POLICE CAN'T OBJECT TO GYPSY CAMP IN  
PICTURESQUE VILLAGE...BECAUSE IT'S RACIST**

Daily Mail 20/03/09

## ACTIVITY 8: MEDIA MYTHS

Ask students to consider which headlines:

- Provide over-generalisations that do not represent all or perhaps even most individuals within that group?
- Might make someone feel frightened or unsure about that group?
- Might make someone reluctant to get to know a member of that group?
- Might make someone think that this group has nothing to offer our society?

Ask students to identify 'loaded' or strong language that is used to add to the headline bias.

### DISCUSSION POINTS:

- How does the media's portrayal affect people's attitudes towards GRT?
- Do the headlines apply to every single GRT?
- How would people from the GRT community feel when they read these headlines?
- Can the students think of any more headlines or negative media coverage they have seen about GRT?
- Do the young people think that GRT can make positive contributions to society? Can they identify any positive aspects of GRT culture? Are they represented in the media?
- Are there any GRT in the group? If not, what do the students think GRT would like to see written about them in the media?
- How powerful is the media? In what ways does it impact on racism?

Ask the participants to make suggestions to rectify this situation and make a record of their ideas for positive action, this can be compared with earlier ideas the students suggested to combat negative media portrayal of teenagers. Are there any similarities?

As with headlines about young people, many of the headlines about Gypsy / Roma / Travellers are misleading, inaccurate and untrue. What media myths are being created about GRT?

Once the myths have been listed, this could be an opportunity to explore them and, using information in this pack and other sources, dispel negative stereotypes and provide accurate information about GRT.

Re-visit the list of suggestions students made for positive action. Can they implement any of their ideas? Can the students do anything to combat this negative portrayal and its effects?

**FACT: Homeless GRT have to stop in unsuitable, often dangerous, locations and are constantly moved on by the police.**

## COMBATING MEDIA MYTHS

1. Know your myth busting facts
2. Be prepared to challenge the media myths you hear
3. Remember you can't over-generalise about groups of people: people are individuals
4. Challenge the media – write to your local paper
5. Find an alternative news source

### EXTENSION ACTIVITY

Students could write a positive newspaper article about GRT.

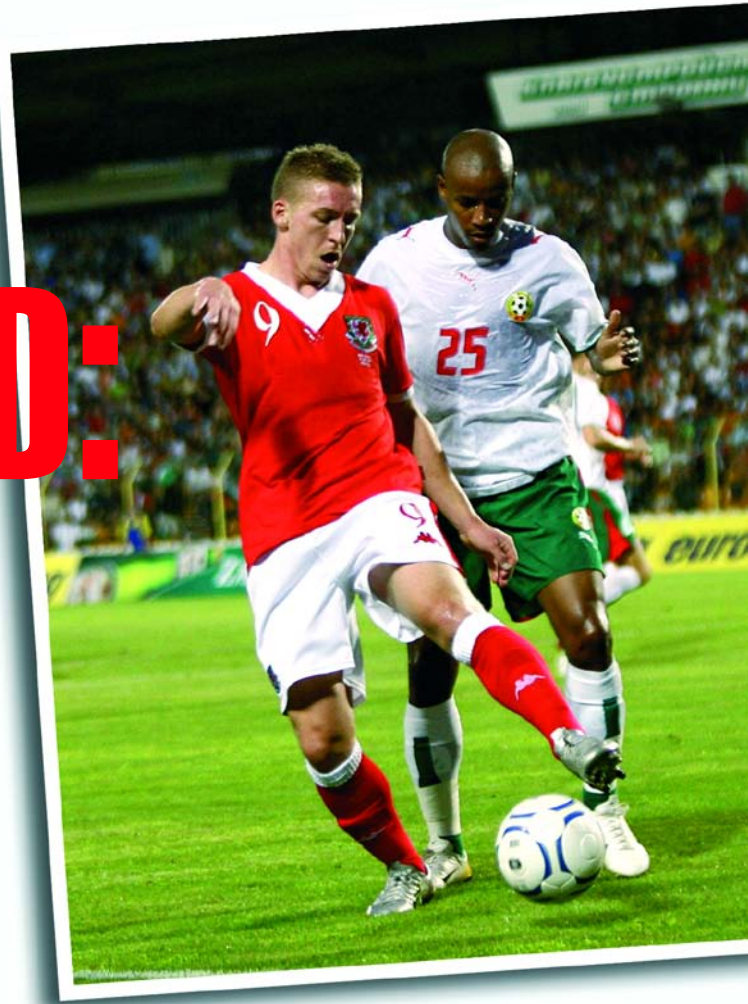
### LEARNING OUTCOMES:

The participants should have:

- Participants should have:
- Considered how the media can misrepresent GRT communities / Young people, and how this can influence society's perceptions of these groups.
- Practised skills of critical thinking, empathy and cultural awareness.
- Identified some benefits and positive contributions that GRT / Young people can bring to the communities they belong to.
- Identified the power of the media and how this can be exploited.
- Increased awareness of the untruths, inaccuracies, and sensationalised information that can appear in the press.
- Explored the relationship between the media and racism.

**FACT:** At least 4500 additional pitches are needed nationally to accommodate the GRT population.

# FREDDIE EASTWOOD: MY STORY



*I'm a Travelling lad, so growing up I got a bit of racism about my caravan and bits and pieces. Obviously you don't want to hear any racism at all in the game so it is disappointing when you hear it. I'm a proud lad about my background - I've grown up in a Travelling family and I'm proud of that. I think campaigns like SRtRC are well good: it's good that people are following it up and trying to get racism out of the game.*

*As my career's gone up the ladder, with bigger fans and bigger stadiums, you get a bit more of it because if you're doing well the away fans don't tend to like it so I've got quite a bit of racism. I've never reacted in a bad way to be honest, but I think that if you kick racism out of the game at all levels it'll make it a better game for everybody.*

*All Travellers get racism because a lot of people don't like them for the stuff they do but I'm sure there's probably good and bad in everybody and obviously we are not all bad. So I have experienced quite a bit more racism growing up than I have in football so it would be nice to cut it out completely, definitely.*

## DISCUSSION POINTS:

- Why was Freddie Eastwood a victim of racism?
- Is being racist towards someone because of their culture more acceptable than because of skin colour or religion?
- In 2004, Shaun Wright-Phillips received racist monkey chanting from thousands of Spanish supporters during the England Vs Spain game in Madrid. Do the young people think that this example of racism at a football game would be dealt with in the same way as the racist incidents Freddie describes?
- Do the young people know of any other footballers or sports stars who are GRT?
- How does Freddie deal with the racism?
- Why does Freddie think that GRT receive racism?
- What things could be done to prevent racism towards GRT? Particularly at football games?

# THE HOLOCAUST AND A BRIEF HISTORY OF PERSECUTION

Gypsy, Roma and other Traveller groups have a very strong heritage and it is at least 600 years since Romany Gypsies arrived in England (1514 first authenticated records in England, and 1505 in Scotland) and at least 200 years since Irish Travellers first arrived. Generations of Gypsy, Roma and Travellers are born in the UK and consider the UK to be their home.

Despite this, Gypsy, Roma and Travellers have been vilified and persecuted throughout history. The Egyptian Act of 1530 aimed at executing or deporting all Gypsies. In 1554 there was a law which made being an immigrant Gypsy in England a crime punishable by death. In 1596, 106 men and women were condemned to death for being Gypsies.

The last known execution in England for being a Gypsy was in the 1650's. It wasn't until 1743 that a Gypsy could no longer be imprisoned, deported or executed for simply being a Gypsy.

During World War Two an estimated 500,000 Gypsies were killed in Europe by the Nazi regime. Gypsies were labelled as 'Asocial' and 'Racially impure' and were deported to concentration and death camps. Many were subjected to medical research and horrific treatment before being murdered, solely on the basis of their ethnicity, heritage and culture.

A Gypsy was defined by the Nazis as a person with at least two Gypsy great-great grandparents. Bernard Stembach, a survivor of Nazi concentration camp Auschwitz, said:

**“WHAT WE PUT UP WITH, YOU KNOW, IT'S IMPOSSIBLE TO DESCRIBE. IT IS TOO AWFUL...WHAT WE EXPERIENCED AND SUFFERED AT AUSCHWITZ, THAT CAN'T BE PUT INTO WORDS.”**

In more recent years Roma in Europe have continued to be persecuted. In Eastern Europe during Communism many were forcibly housed and placed into wage labour: their children were educated inappropriately in special schools and their language and culture disparaged. Since then although some governments in Eastern Europe are developing more progressive educational policies, there has been a sharp rise in public hostility and violence towards Roma.

In 1988, Gypsies were given protection under the Race Relations Act 1976 (as amended 2000) and in the same year Travellers of Irish Heritage were given protection against unlawful discrimination and prejudice via the Race Relations Act. Most recently Scottish Travellers have also been included in this Act (in 2008) and it should be noted that the Human Rights Act (1998) offers protection to any person who feels their rights have been infringed.

# TESTIMONY OF A HOLOCAUST SURVIVOR

**Anna W was born in Frankfurt, Germany, and spent her early childhood travelling with her parents and five siblings as part of a Gypsy theatre group. In 1938, they were forced to settle in Leipzig, and were prevented from travelling or attending school; here she recounts the experience that had an irreversible impact on her life.**

*"In early 1942, we were taken to a camp near Leipzig and told we would be resettled in Poland... We were lucky we were put on a passenger car instead of a cattle car... The children were excited about the train ride... We had heard nothing of Auschwitz before. We were the first transport to arrive at the gypsy camp in Auschwitz-Birkenau... All the barracks were empty, there was no fence yet. It was muddy. We sank into the dirt to our knees... but each day more and more arrived, they had barracks for 500 people and forced 1000 inside. All my relatives, they all died there. Not one of them survived except for my cousin's family, we had to give up our clothes and shower. Then they shaved us... the parents were with us. That was terrible, father, mother had to undress too. That was the most terrible. The humiliation. There was a children's nursery. What could that mean, at Auschwitz-Birkenau, a nursery?"*

*In March of 1944 I was put on a transport to Ravensbrück. My siblings all died. Within six months nothing was left. From Ravensbrück we were taken to ammunition factories at Schlieben near Buchenwald. ... We worked the nightshift... That was terrible for us adolescents because those who fell asleep and didn't meet the production quota were sent back to Auschwitz. ... They didn't go to the camp but immediately to the gas chambers. I was transferred to Buna works near Leipzig but didn't meet the production rate. ... I was to be sent to Auschwitz but I traded places with a woman who wanted to be with relatives at Auschwitz. ... I would have gone to Auschwitz. ... Nobody knew that they were to be gassed when they returned to Auschwitz, that the Gypsy camp was gone [those living in the Gypsy Lager at Auschwitz were all gassed on August 2 and 3, 1944] so we traded places. ... She was taken directly to the crematorium. ... I got on the other transport, went to Bergen Belsen. (Which was basically worse than Auschwitz.)... There people died like flies. I got sick with pleurisy and pneumonia but was put not in an infirmary but in prison barracks. ... Nobody cared for me... until the British came and liberated the camp... and took me to a hospital where I stayed for eight months. I returned to Bergen Belsen and lived in the liberated camp for two more years since I had nobody left..*

*I was sterilised myself when I was sixteen... I didn't know what they were doing, ... they said they were just examining, but the pain afterwards, so I realised, there were several young girls, of, how old were they? Twelve years, fifteen... this is something very terrible for a woman, for now I have to suffer from it. Since I could have had a family, could have had grandchildren who would be twenty years by now"*

# ACTIVITY 9:

(30 minutes - 1 hour)

# REAL LIFE SCENARIOS

The following quotes from young GRT and examples of racism that have happened to GRT could be used as starting points for drama work, tableaux, or if the group are willing, role plays:

*"I have been in a lot of trouble with the police but not on my behalf, I have been blamed for a lot of things that I have not done, that's why I don't go out anymore."*

*"I didn't go to High School as they were really bad to Travellers, there was lots of verbal and physical violence...my brother was beaten up."*

*"I am not a Traveller but the police told me I was scraping the bottom of the barrel hanging around with Travellers."*

*"Every time when I am walking down the street people are saying, 'ahh look at the Gypos' and keep on calling us names."*

*"A lot of people, whether they own the land or not, will come and complain all the time, they just try and force you to move on, just simply because they don't want you there."*

*"Going to school well it's alright sometimes if you are not getting bullied, but if you are getting bullied you just wish you were not going to school, you just wish you were not a Traveller."*

*"I was working in a hotel and they were talking about Gypsy Travellers in quite a derogatory way and I said well, I am a Gypsy Traveller, I was sacked about two days later, I was only 14, it made me feel really really bad, it was my first job."*

*"If there is a fight in class between a Traveller and a non Traveller, the Traveller gets the blame every time and the teacher doesn't even listen to our side of the story, they automatically think that it must be the Traveller's fault."*

# ACTIVITY 9: REAL LIFE SCENARIOS

## Some hints and Tips:

- A 'tableau' (Sometimes called a 'freeze frame') is a still image where the participants invent body shapes or postures and position themselves in relation to each other. They show a 'photograph' where there is no movement or dialogue.
- Get students to create two or three tableaux telling the person's story. This could be a stepping stone towards creating short scenes, or bringing the tableau 'to life'.
- A 'role play' is where participants put themselves in someone else's shoes in order to try and understand the emotions associated with a particular issue or situation. Role play is usually short improvised scenes.
- Use a technique called 'thought tracking' where, with a tap on the shoulder, the actors in the tableau say a word or sentence to describe how they are feeling.
- Try giving each group a scenario and get the other participants to guess who is involved and what is happening in the tableau or role play.

If any students are confident enough you could try a technique called 'hot seating' where a character is questioned by the other members about his or her background, behaviour, motivation and feelings. This would work well with the perpetrators as well as the victims.

## DISCUSSION POINTS:

- Have the young people ever seen or experienced similar things themselves?
- Are the students surprised by the way the GRT were treated?
- Do the students think the treatment of GRT is fair/ acceptable/ justified?
- During the role plays / tableaux how did it feel to be a GRT suffering from discrimination and racism?
- Is there anything the GRT do to try and resolve the problems they are experiencing?
- Is there anything the young people in the class do to try and resolve the problems the GRT are experiencing?
- What benefits would there be for the schools and local communities if there was less division between GRT and the settled population?

## LEARNING OUTCOMES:

The participants should have:

- Practised skills of empathy, understanding and creativity.
- Increased awareness that GRT are sometimes treated unfairly.
- Explored how it feels to be a victim of racism / prejudice / discrimination.
- Thought about positive action to improve community cohesion.
- Build confidence and self esteem.

**FACT:** Like everyone else most GRT pay their taxes. They pay council tax and licence fees on settled sites.

# FREQUENTLY ASKED QUESTIONS

## WHAT IS RACISM?

Racism is the belief that people who have a particular skin colour, nationality, religion or culture are inferior.

Racism can take many forms, ranging from verbal abuse, name calling and jokes to physical attacks on a person or property. It can also be discrimination, denying a person opportunities or services because of their ethnicity and/or religion.

Institutional racism is where an organisation's procedures and policies disadvantage people from minority ethnic backgrounds: it is often unconscious. Laws have been put into place to try and combat this type of racism.

## WHY IS RACISM WRONG?

Racism is wrong because it judges a person based on a very small part of their character, and it doesn't allow for an individual's capabilities or potential. It leads to stereotyping and a lack of understanding which results in segregation and hostility within communities. Racism teaches hate because of skin colour, nationality, religion or culture even though we are all of one race – the human race.

Britain is very multi-cultural. If we lived in a racist society, many things that enrich and benefit our lives would be removed, for example certain foods and fashions, types of music and technologies.

Racism and discrimination seriously affect many people's lives; in addition to verbal or physical abuse they may experience limited access to education, employment, health services and affordable housing. As we are all equal, we all deserve to be treated equally and given equal opportunities in life.

## WHO ARE GYPSIES, ROMA AND TRAVELLERS?

Gypsies and Travellers are some of Britain's oldest and longest established ethnic and cultural groups. Gypsies first arrived here more than 500 years ago. That means that they have been a part of British life well before even William Shakespeare and Queen Elizabeth I were born.

There are several different groups of Travellers in Britain, these include:

- Gypsies of England and Wales
- Scottish Travellers
- Irish Travellers (Travellers of Irish Heritage)
- Occupational Travellers – Showmen / Fairground, Circus
- New Travellers
- Boat People
- Roma

Many of these, such as Scottish Gypsies/Travellers and Gypsies of England and Wales, have been Travellers here for centuries. Others, for example European Roma/Gypsies, may have come in the 20th Century as a result of persecution in their countries. The differences between these groups of Traveller are explored further in the 'Types of Traveller' activity.

Romany Gypsies and Irish Travellers are recognised by law as ethnic minority groups under the Race Relations Act 1976; this means they are protected from prejudice and discrimination.

# FREQUENTLY ASKED QUESTIONS

## WHAT IS THE DIFFERENCE BETWEEN A GYPSY AND A TRAVELLER?

Travellers in Britain use different names to describe themselves.

Gypsies and Travellers are not a homogenous community. The terms refer to different communities distinguished by their different histories, cultures and lifestyles.

Traveller is a generic 'umbrella' term that can be used to describe and include all of the above mentioned groups.

The term 'Traveller' refers to a social/cultural identity, part of which may involve a family's mobility or travelling as an employment/ cultural/lifestyle choice.

## ARE SOME PEOPLE 'REAL' GYPSIES?

There is no difference between groups of Gypsy / Roma / Traveller that make some more 'real' or authentic than others.

## ARE YOU STILL A TRAVELLER IF YOU LIVE IN A HOUSE?

Many Gypsies, Roma and Travellers live all or most of the year in houses but still consider themselves as Travellers. Many Travellers found that they could no longer sustain their livelihood on the road as patterns of countryside employment changed. Others live in houses because of access to health services or education.

Defining people as Gypsies, Roma, Travellers does not exclude those who live in houses: the Traveller culture, identity and way of life will remain with a family or person regardless of their living arrangements.

## WHY DO GYPSY, ROMA AND TRAVELLERS HAVE A DIFFERENT WAY OF LIFE FROM THAT OF THE SETTLED POPULATION?

Everybody has a culture, and it can vary massively even within a specific 'group' of people, for example the 'British culture' depends on your family history, religion and geographical location. So even though people may belong to the same group their cultural practices and way of life may vary.

Each group of Travellers have their own way of life and cultural practices and this is explored at length in the 'Types of Traveller' activity.

Despite their differences most groups of Gypsy, Roma and Travellers do share some common ideals and behaviours.

Many Gypsies and Travellers are born into a Travelling culture; originally they were nomadic, regularly travelling to earn a living, as some still do. Others travel part of the time, while some settle on sites or in houses but are still Travellers and retain their cultural beliefs.

The Romany language is spoken by Romany Gypsies in different forms throughout the world. Irish Travellers have their own language called Cant, Gammon or Shelta. It is important for families and children to keep their language alive and for it to be valued and supported.

An important aspect of Gypsy, Roma and Traveller culture is the ability to earn a living in many different ways. Many are self-employed with small businesses and fill gaps in the British economy by providing a wide variety of goods and services and adapting to new economic needs.

Although opportunities for travelling are now more restricted, nomadism today is as much about the possibility of travelling as about travelling itself, often more a state of mind than an actual situation. For many the tradition of nomadism remains key to their cultural identity, and many still hope that they or their children or grandchildren will be able to travel in the future.

# FREQUENTLY ASKED QUESTIONS

## DO TRAVELLERS WORK AND PAY TAXES?

Most Gypsy, Roma and Travellers of working age do work. There are traditional lines of work such as scrap metal or seasonal agricultural labour. However many now work as tarmacers, tree fellers and in an increasing range of business activities, for example carpets, cars and bridal shops. Some may also be employed in public services. Gypsy, Roma and Travellers who are employed will pay tax and are required to adhere to exactly the same taxation laws as members of the settled community.

Gypsies, Roma and Travellers are also required to pay income and car tax etc. like anyone else, and this is far easier to collect where there is an official serviced address on a permanent site granted planning permission.

Council Tax demands must be served on a proper postal address so all Gypsy, Roma and Travellers living on public sites pay rent and council tax.

## WHAT MAKES ATTENDING SCHOOL, ESPECIALLY SECONDARY SCHOOL, SO DIFFICULT FOR MANY GRT YOUNG PEOPLE?

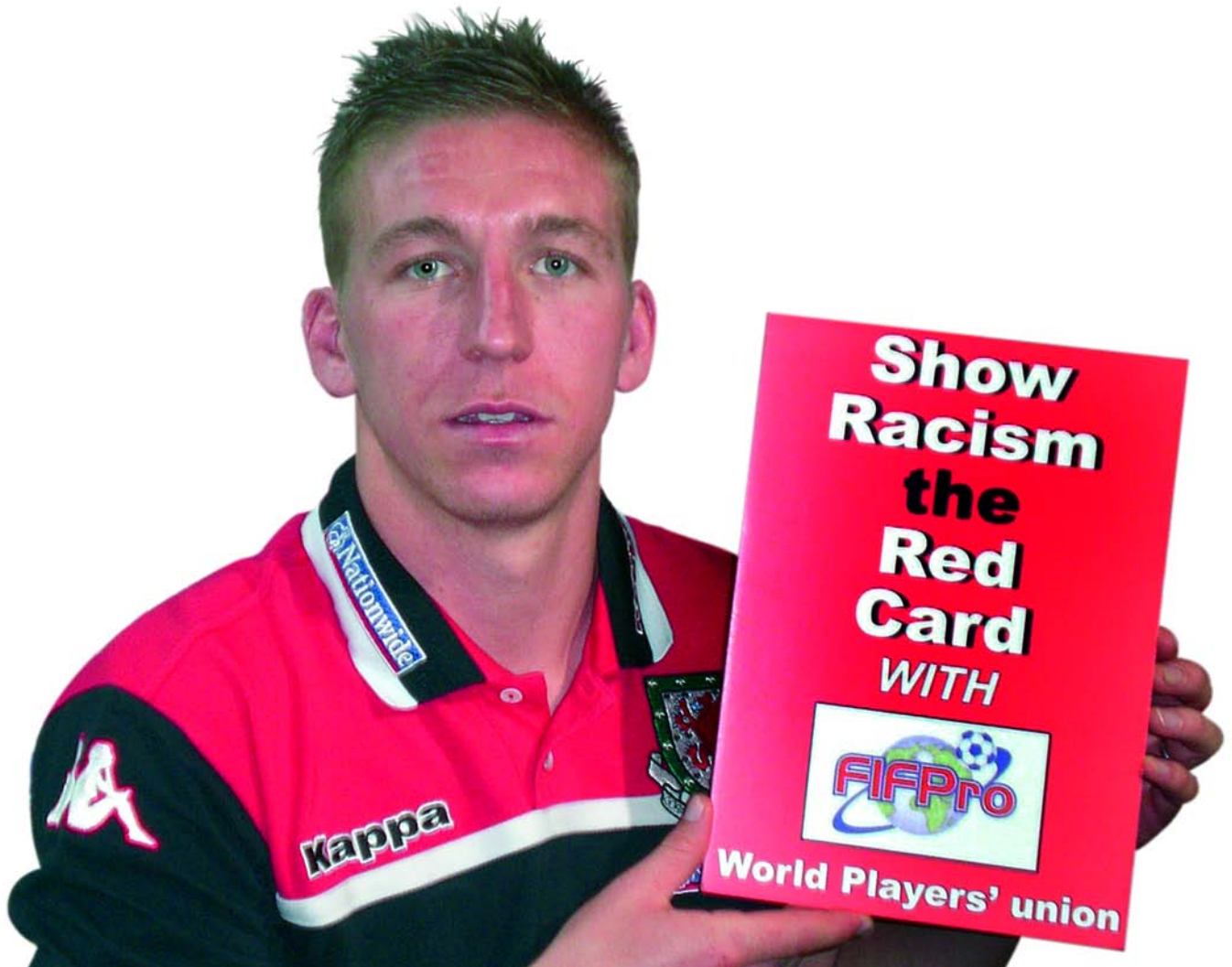
GRT children are required to attend school and the same rules apply to them as to any other students.

Until 1981, schools could legally deny access to Travellers children.

Approximately 80% of primary school age Traveller children are at school.

Approximately 20% of secondary school age Traveller children are at school.

Racism and cultural dissonance impact on attendance, also parents often have very negative school experiences.



**FACT: Prejudice and overt discrimination are the daily experience of Gypsy and Travellers. (CRE 2005)**

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