

Exploring home and tradition



Teaching for Creativity

Supporting teachers to develop young people's creativity through a broad and diverse curriculum

Key stage

2

Creative Thinking Habits – Inquisitive and Persistent

These learning sequences focus on the skills of exploring and investigating – creative habits at the very heart of what it means to be a creative learner. Pupils will focus on tricky questions where there aren't simple answers. They will challenge assumptions, stick with difficulty, and work together on a creative task to culminate in critical reflection.

**A NEW
DIRECTION**

We create **opportunity**

Foreword

As teachers, we instinctively focus on finding ways for our learners to thrive in the classroom, and fostering inclusion is a priority for us all. We teach respect, supporting children to gain a positive sense of self, and we aim to work together in a collective understanding of our rich and diverse history and culture that enables them to be responsible, proactive members of our communities.

For pupils to flourish, they need access to excellent resources, and for us as teachers, we need to feel fully equipped in our subject knowledge. The history and heritage of Romany Gypsy, Roma and Irish Traveller communities have all too often been absent in curriculum planning, yet learning about these cultures should be integral to how we respect and celebrate the diversity of the UK in the 21st Century.

There is a dearth of children's literature featuring Gypsy, Roma and Traveller children and they so rarely see their lives and cultures represented in their schools. The representation of these communities in the national media is appalling. We need to redress this.

This vital learning resource underpins teacher knowledge within a Teaching for Creativity approach and supports pupils to explore the richness of these communities. It draws together the lived experience and expertise of an arts practitioner writer, with leading national charity, Friends, Families and Travellers, and the many years of Traveller Education work that I have enjoyed in schools and communities in Brighton and Hove.

Just as this resource from A New Direction has done, in consultation with teachers and pupils from Carden Primary, Brighton, I encourage you to take your pupils on a journey to explore notions of home, ethnicity and culture. You could plan this learning into PSHE or Literacy schemes of work or focus activity during Gypsy, Roma and Traveller History Month which takes place every June.

There is no greater time to be celebrating our rich communities and the diversity of pupils that make up our schools.

Maxine Lambert

Teacher for Traveller Education

Ethnic Minority Achievement Service, Brighton and Hove

Introduction

A New Direction is a London-based not-for-profit organisation that generates opportunities for children and young people to develop their creativity.

Like many others, we believe that creativity is an essential skill that can be taught and for it to be nurtured, young people need to be explicitly given as many opportunities as possible to develop creative skills and habits. Through **Teaching for Creativity**, we want to support schools and teachers to develop the creativity of their students, whilst also helping to broaden and diversify the curriculum in response to the combined crises currently facing young people.

The pedagogies underpinning this work come from **the five Creative Habits of Mind** – a concept developed from decades of research that has now been widely adopted into learning policies across the globe. The Creative Habits of Mind offer a great tool for tracking the development of creativity in students of all ages.

We have consulted with teachers throughout the development of these resources, which are part of a longer-term commitment to generating relevant and accessible learning materials that help us to have braver conversations in the classroom and to articulate the power of creativity.

Writer Dr Jo Clement, writer and arts practitioner

In collaboration with Maxine Lambert, Teacher for Traveller Education and Dennis Parkes from Carden Primary, and Suzanna King of Friends, Families and Travellers

Edited by Erin Barnes

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Consultation from Karen Sweeney, SEND Specialist Teacher



**FRIENDS,
FAMILIES &
TRAVELLERS**

The five-dimensional model of creative thinking

For creativity to flourish, it needs nurturing and young people need access to excellent resources.

These learning sequences focus on curriculum-linked topics for exploration with creative learning at the heart.

They are underpinned by the Creative Habits of Mind drawn from the five-dimensional creative thinking model and decades of research from Professor Bill Lucas, Guy Claxton and Ellen Spencer.

Creativity is a multi-dimensional idea and education researchers are showing just how valuable Creative Thinking is in helping our pupils learn in an increasingly complex world. The model has been widely adopted into learning policies across the globe, based on years of field trials through the Centre for Real-World Learning at the University of Winchester that included schools participating in Creative Partnerships, the UK government's flagship creative learning programme (2002 – 2011).

The Centre for Real-World Learning's model below features five Creative Habits of Mind and offers a means of tracking the development of creativity in pupils.

A New Direction, like many others, believes creativity can be taught and learned, and we want to support schools and teachers to feel equipped to do just this. The five Creative Habits of Mind are drawn out in the resources, each resource making explicit one particular habit with learning strategies and class discussion for pupils to understand the definitions for their own learning and articulate their own skills development.

Professor Bill Lucas

Director of the Centre for Real-World Learning, University of Winchester. Co-chair of the PISA 2021/2022 Test of Creative Thinking. Academic advisor on creativity to Arts Council England. Co-author of more than forty books including the internationally acclaimed, *Teaching Creative Thinking: Developing learners who generate ideas and can think critically*. Curator of Creativity Exchange platform: <https://www.creativityexchange.org.uk/>

Lucas, Bill and Spencer, Ellen (2017) *Teaching Creative Thinking: Developing learners who generate ideas and can think critically*, Carmarthen: Crown House Publishing Ltd

The five-dimensional model of creative thinking



'Creativity in the classroom does not happen by accident – we need to be deliberate and proactive in developing our pupils' creative skills and habits. Now more than ever, creative thinking is the key to their future. These resources breathe life into new areas of the curriculum and make explicit the vital and life-giving creative habits which will enable students to thrive in complex times.'

– Bill Lucas

How To Use This Resource

These resources are designed to put the learner in the driving seat, with open-ended engaging activities, learning strategies and questions to prompt dialogue and debate, critical thinking, and creative response.

They take a 'split-screen' approach covering both a curriculum area and focusing on one or more of the creative habits.

There are two lessons in this topic, designed to be taught in progression. You'll find printable images, differentiation tips for students with Special Educational Needs and/or Disability (SEND), and extension activities at the end of this resource.

You are the experts, and these sequences just build on what you already do – pick from some or all to suit your needs. We would love to hear from you about how you get on, any questions you have, and what you'd like to see more of!

schools@anewdirection.org.uk

Artsmark

If using these resources helps you to develop your curriculum, build skills and knowledge across a range of art forms, and support student voice and wellbeing, you could gain recognition and accreditation with an [Arts Council England Artsmark Award](#).

You can find out more, including a map of how this resource fits the Self Assessment Framework and Quality Principles, at the end of this resource.

www.artsmark.org.uk



About this resource

This resource explores the homes and heritages of Romany Gypsy, Roma and Irish Traveller communities, steered by lived experience and specialist contributors. Through class discussion and creative response, pupils engage with conversations about home and belonging, explore the distinct living situations of three families from Romany Gypsy, Roma and Irish Traveller backgrounds, and investigate some of the centuries-old cultural practices of these marginalised ethnic groups who are integral to 21st century UK society.

In these two lessons, pupils' explore and develop their understanding of home, culture, and tradition, learning to accept and respect differences. The resource draws upon pupils' ability to be inquisitive and to challenge assumptions, and the necessity for everyone to live in a safe place.



Teacher Background

The umbrella term, Romany Gypsy, Roma and Irish Traveller people, joins together minority ethnic groups to identify shared experiences across a range of religious, racial, cultural, and geographic backgrounds. Each ethnic group has a diverse outlook on life but shares, amongst other cultural practices, a deep connection to extended family and nomadic living.

Within this ethnic grouping there is a myriad of people, explained well in this 5-minute film from *Travellers' Times*: <https://www.youtube.com/watch?v=1bhBbMrF8Z0> (suggested for Lesson 1). The ethnic term, 'Romany Gypsy', was coined due to a misunderstanding – when Roma people first travelled to Europe from India, they were assumed wrongly to have Egyptian origins. In the UK alone, alongside the English Romanichal and Roma, we find Irish, Scottish and Welsh Travellers. Many Gypsy, Roma and Traveller people are multiracial. 'Showmen' and 'Boaters' are also distinct nomadic communities.

This resource presents three Romany Gypsy, Roma and Irish Traveller children and their settings; one lives in a traditional 'waggon', one lives in a trailer, and another in a house. It's important to note that not all Romany Gypsy, Roma and Irish Traveller families live on the road, and to underline with pupils that the term describes ethnicities and cultures, not where they live. Many families also switch between these modes of living because there are not enough stopping places provided by councils and the tradition of travel is being suppressed.

Further reading is offered in links on page 18, including the '*Common Ground*' report, from the Equality and Human Rights Commission (EHRC). It helps contextualise the discrimination Gypsy, Roma and Traveller people face and to understand the challenges of some of the most disadvantaged groups who have lived in the socio-economic margins for centuries.

Duration 2 x 60-minute lessons (or split into short activities across multiple lessons).

KS2 Curriculum Links

- PSHE Respecting Difference – to understand a different culture and respond respectfully to those whose traditions, beliefs and lifestyles may be different to my own.
- English – Participate in role play and presentations, use organisational and presentational devices to structure text, consider and evaluate different viewpoints, attending to and building on the contributions of others.

Learning Outcomes

- I have been inquisitive about the cultures and traditions of people from marginalised ethnicities such as Gypsy, Roma and Traveller people.
- I understand the importance of accepting and respecting differences.
- I have shown empathy in my exploration of Gypsy, Roma and Traveller home lives and traditions.
- I have developed my critical thinking by asking questions, and giving and receiving feedback.

Resources

- 3 illustrations of Gypsy, Roma and Traveller homelife by artist Elijah Vardo (page 19 – 21)
- 3 pen-portraits of Gypsy, Roma and Traveller children (page 22 – 24)
- [Exploring Culture and Tradition slides](#)
- Internet access for YouTube film
- Large paper and pens for group presentations

Creative Thinking Habits – Inquisitive and Persistent

These learning sequences focus on the skills of exploring and investigating – creative habits at the very heart of what it means to be a creative learner. Pupils will focus on tricky questions where there aren't simple answers. They will challenge assumptions, stick with difficulty, and work together on a creative task to culminate in critical reflection.

Creative habits prompts, questions and class discussion marked throughout in teal.

The resource is signposted with the following icons for ease of use



Questioning:
Self-Reflective



Questioning:
Group
Discussion



Movement



Video



Image



Research /
investigation

Lesson 1**Exploring Home and Homelife
(60 minutes)****Introduction (10 minutes)**

Prompt a class discussion together by introducing the theme of 'home and homelife, and that we all live in different types of homes.

'Some of us live in houses or flats, some live in more than one home, some of us move home frequently, live in mobile homes, and some of us live in homes with wheels that can move around.'



- **What do we understand together about the word 'home'?**
- **What examples of home can we list together?**
- **How do our homes feel inside?**
- **Who else lives with us in our homes?**
- **What makes a home special to you?**

'We are all so different in how we live our lives – we are all different – from different backgrounds, cultures, and ways of living, and we all need to belong and celebrate our uniqueness. Sometimes people have conflicts with people from other cultures because they are unfamiliar to them, and if we ask questions and use the difference in culture as a learning experience, it brings us closer together. We are going to be exploring the rich cultures and traditions of the Gypsy, Roma and Traveller peoples.'

Activity 1 (20 minutes) – What Makes A Home?

*'In these next activities we're going to think more about what it is that makes a home. We'll be **inquisitive with some tricky questions** to ask ourselves, and we're going to **challenge some assumptions**.'*

Without introducing them in any detail, display each of the three illustrations provided in this resource, and ask pupils to pair up and have a conversation about each of these homes, giving them a few minutes to look at and respond to each image.



- **Talk together about what you both see.**
- **Look closely for similarities and differences.**
- **What do you think life could be like in the homes and families that you see in the images?**
- **What further questions do these images make you want to ask?**

Invite a few volunteers to share and allow for answers or for individual reflection as you wish.

Explain that these are the homes and families of Gypsy, Roma, and Traveller people.

- *What do we know about these minority ethnic groups?*

Play this 5-minute film from *Travellers' Times*: <https://www.youtube.com/watch?v=1bhBbMrF8ZO>

Activity 2 (20 minutes) – Hot Seating in Character

Working with the same partner, pupils read the short pen-portrait handouts, provided in this resource, of three Gypsy, Roma, and Traveller children from primary schools in Sussex.

'Without sharing with your partner, choose one portrait each, and take a moment to imagine that you are this person. You're going to take it in turns to 'hot seat' each other in character – one of you becomes a child in the pen-portrait, and the other asks questions about your life and your home.

Use question prompts displayed on the board and get creative with some of your own. Also have in mind the images you talked about to help you create your characters and be ready to share your hot seating with the class!'

Prepare some open questions, prompts or sentence starters to have on display to help pupils with this activity.

Give pupils 5 minutes to hot seat before swapping over.

Ask 2 – 3 pairs to share one of their hot seat interviews with the class.

Plenary and Self-Reflection (10 minutes)

'So much to think about in our exploration of the different types of homes of Gypsy, Roma and Traveller children and their families. How did it feel to be in someone else's shoes for a short while?'

- ***What has it made you reflect on about the way children and families live?***
- ***What assumptions do you think you might have challenged in this session?***
- ***How does it make you think about accepting and respecting our differences?***
- ***What does it make you want to find out more about?***

*'You have worked hard as a group to be **curious**, and to ask **tricky questions** of what makes a home, and how this can be so many things to so many people, traditions, and cultures. As a class, a school, and a community it's so important to challenge ourselves to think outside of our own lives so we are accepting of different ways of making a home and different ways of living. Well done today in working together, listening, and asking thoughtful questions together.'*



Go Further

- Pupils imagine they are in touch with one of the children described and write them a letter. What three questions would they like to ask about their home life? What would they say about their own home life? How might they get this letter to a child that lives on the road?
- Make an invitation for a celebration that is happening at one of the homes in the illustrations. What celebration will take place? Perhaps a birthday, religious celebration, or holiday?
- Pupils use their class reflection and discussion to co-write an email to their local MP or newspaper explaining what they have learned, how they feel about Gypsy, Roma and Traveller homes and families, and how their cultures and heritages should be celebrated in the community.

Lesson 2

Exploring Gypsy, Roma and Traveller Cultures and Traditions (60 minutes)

'In this lesson, we're going to take our understanding of Gypsy, Roma, and Traveller families a little deeper and explore some of the rich cultures and traditions – like woodcraft, and the ornate wooden 'waggon' that are often associated with these heritages.

It's also important to keep on thinking about how we respect and value the many cultures and traditions that make up our community – something we'll continue to talk about.'

Introduction (10 minutes) – What does tradition mean?

Ask the class to brainstorm together what we mean when we talk about traditions.

Create a quick-fire mind-map on the board as ideas are shared in response to:

- **What is a tradition? What helpful descriptions can we find together? (e.g. custom, ritual, belief, way of acting, handing down of information.)**
- **What examples of tradition can we think of? (e.g. birthday cake, Christmas tree, holiday to a special place, harvest festival, lighting candles on religious festivals.)**
- **Why do you think traditions are significant or important? (e.g. connecting generations, passing on family rituals, keeping something going that is special.)**
- **Who passes on traditions? Think about this in your home or community.**



'Great thinking! We're going to look at the very special traditions of Gypsy, Roma, and Traveller people that are thankfully alive and well due to how they have been passed down from generation to generation.'

Activity 1 (20 minutes) – Group Investigation

Share with the class the [Exploring Culture and Tradition Slides](#), to show the range of cultural traditions and ways of living - in houses, caravan sites, or on the road in a traditional vardo or 'waggon'. Throughout the year, a family might live in more than one of these homes.

In groups of 4 – 5, pupils decide on what they want to find out more about and **take on an investigation** into traditional nomadic living. They will need to show **persistence in their research** and push themselves to take it as far as they can, ready to develop



their most interesting findings.

'Using the internet links provided, the film watched in the first lesson, (or printouts), you're going to work together to create your own collaborative mind-map of all the 'juicy facts' you find out.'

The links on page 18 will help with this activity.

Activity 2 (25 minutes) – Bringing Research to Life

'Great research! How will you share what you have found with the rest of the class? Your challenge is now to agree your main findings between you, and to work out together on how you'll present your research. This might look like:

- A poem, song or chant
- You hosting a brand new Podcast or YouTube channel
- Breaking news! An exciting TV report
- A big drawing where you describe elements of your artwork
- A short day-in-the-life performance, scene or set of freeze-frames.

Dare to be different in how you choose to share your work with the class. You haven't got long to prepare and be ready to share back!

Choose tasks to fit the time you have available - if you have 10-15 minutes, then perhaps choose to focus on sketches or short scenes that allow the pupils to share one or two of the most important points from their research, if you have an extra lesson you could use, then this would be a good opportunity for writing or a longer performance.

Plenary and Self-Reflection (5 minutes)

- **What did it mean to collaborate and to work collaboratively on that task? (e.g. to work together; to share ideas, challenges and questions; to produce something as a team)**
- **What did you think about each other's presentations?**
- **What have you enjoyed discovering about Gypsy, Roma Traveller cultures and traditions?**

'Collaborative research was a great way today of exploring some complex things together. In these two sessions you have demonstrated empathy and have shown critical thinking about Gypsy, Roma and Traveller families, their cultures, and traditions. This is something you can keep on thinking about well beyond today's lesson in how we value, respect, and accept each other and the differences in how we all live our lives.'



Go Further

- Pupils extend their pieces into full performances for assembly or a sharing to other year groups.
- Pupils design their own family vardo, complete with wood carvings and furniture.

Special Educational Needs and/or Disability (SEND)

You will know best how to adapt these activities for your pupils, but we hope the suggestions below from a specialist teacher in an SEND setting will help you to scaffold the lesson for children who are D/deaf, disabled, and neurodivergent.

General

- Consider the content of each lesson. It may be appropriate to break the learning down into smaller steps and teach over more than two lessons.
- When introducing new vocabulary, use image resources to help give context.
- When asking children to answer questions or engage in discussions, provide sentence starters and model example answers to support those who struggle with open thinking and generating ideas.
- Used mixed ability pairs/groups where possible.

Lesson 1

- When completing the 'What makes a home?' activity, consider putting children into small groups/pairs and ask them to look at one image each before feeding back their ideas. This will keep the activity focused and support those with short attention spans who struggle to concentrate for longer periods.
- Activity 1: After watching the film clip from 'Travellers' Times', consider completing a short comparison activity between Gypsy, Roma and Traveller homes, to reinforce the differences and ensure pupils have taken onboard the information in the video.
- Activity 2: Hot seating in character should be heavily modelled by adults to ensure pupils understand the activity. To aid pupils with generating questions, consider providing example questions, sentence starters and question words to prompt thinking. Consider using ICT to record the hot-seating interviews. These could be watched back if the children are uncomfortable with performing live in front of their peers. If some pupils are unwilling to participate in the hot-seating activity, perhaps they could be the camera operative to ensure inclusion for all.

Lesson 2

- During the introduction, use picture prompts to scaffold ideas.
- Activity 1: for smaller class sizes, this could be a whole class activity. Be mindful that some pupils may not have the reading skills to be able to research independently. Access to pre-prepared visual information sources such as videos and images would help with this, as well as word banks/ sentences starters/

question prompts to support pupils in knowing what to look for.

- When creating the mind-map of facts, consider using the teacher or a pupil confident in writing to scribe for all.
- Activity 2: Reduce the number of presentation options based on the preferences of your class. Be mindful that this activity will likely take longer than 10-15 minutes so consider spreading the lesson out over multiple lessons/days.

Further Links and Reading

- Equality and Human Rights Commission – Simple Solutions for Living Together
<https://www.equalityhumanrights.com/en/gypsies-and-travellers-simple-solutions-living-together>
- Inclusion of Gypsy, Roma and Traveller histories in the curriculum
<https://www.youtube.com/watch?v=iHhqc2pQeVE>
- <https://www.gypsy-traveller.org/campaigns/>

Friends, Families & Travellers have a range of learning resources and materials for exploration:

- <https://www.gypsy-traveller.org/teaching-resources/>
- <https://www.gypsy-traveller.org/our-flagship-projects/theatre-for-change/>
- Crystal's Vardo Trailer
<https://www.youtube.com/watch?v=qwZcTcPwSPY>
- Introducing Crystal: An animation
<https://youtu.be/bh6DRR5IC4Q>
- Schools Pledge – clear steps for improving access, retention and outcomes in education for Gypsies, Roma, Travellers, Showmen and Boaters
https://www.gypsy-traveller.org/wp-content/uploads/2022/05/GTRSB-Pledge-for-Schools-Report_FINAL.pdf

Useful links for images, pupil research and understanding:

- Gypsies, Roma, Travellers: An Animation
<https://www.youtube.com/watch?v=Q6wSLfGBVGY>
- Traveller Movement: Gypsy, Roma and Traveller History and Culture – includes helpful definitions
<https://travellermovement.org.uk/gypsy-roma-and-traveller-history-and-culture>
- Travellers Times: high quality media about Gypsy, Roma and Traveller communities
<https://www.travellerstimes.org.uk/>

Illustrations for Lesson



Illustrations for Lesson



Gypsy, Roma and Traveller Pen Portraits

Charmaine

Hi there!

My name's Charmaine and I'm 8 years old.

Well, what about my family? It's pretty special. I live on what is called a permanent Travellers' site on the edge of Brighton, with three sisters, my mum and dad, all my cousins, aunts, and uncles. There's twenty-three of us now, we're a big, close family and I see everyone every day. My cousins are my best friends and we always look out for each other.

Our neighbours on the site live in trailers or chalets and we all use the day room. I call it 'the shed'.

Our trailer is on a site next to lots of fields for our horses – we have two and Diamond is my cob. He's gentle as anything and as big a black and white horse as you've ever seen. Uncle Tommy says black and white's a lucky colour.

I ride my bike all up the lane by the hedge right by Diamond who comes and says hello. I love all the birds and the rabbits and there's so much space to scoot or ride my bike. As long as it's not raining, I never ever get bored!

I love my home. We can move our trailer and have the freedom to move whenever we want to, and there's always the possibility for us to visit others and make more friends.

Gypsy, Roma and Traveller Pen Portraits

Billy

Hi, I'm Billy! Nice to meet you!

I love being a Traveller – I'm 11 and already been to so many beautiful places and met so many people. We look after each other on the road like. My ma and pa look after me, and everyone who travels with us helps each other out.

My heritage is called Irish Traveller and we are well known for our massive celebrations. I like it best when there's a wedding or a baptism or a Holy Communion – honestly, they are the best. Seeing all my family together makes me smile for weeks afterwards!

We're travelling North tomorrow because my cousin's getting married, and I can't wait. At one of our weddings, I was given a special little statue of Our Mary – I keep it very safe.

Travelling with our waggon, we have two horses that have been with me since I was born – they are totally members of the family – and two dogs that I'm sometimes allowed to go hunting with.

Gypsy, Roma and Traveller Pen Portraits

Nic

This is exciting, getting to chat to you!

My name is Nic and I'm 9 years old. I'm a Romanichal and I live in a house most of the year with my nan, my mam, dad, and sister. Dad goes where work is, so we move house and travel a lot. When I grow up, I'm going to do the same but I'm going to build my own trailer where I can cook all my favourite things.

Sometimes we visit our family in the South. I've just been away from school for six weeks! My mam has been teaching me how she looks after us all. I spend lots of time with my little sister. We play outside all the time or watch TV.

My most treasured things are my Gypsy bracelets that my nan gave me – they are really old and precious, and I keep them in a special box under my bed.

More From A New Direction

LookUp

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lookup.anewdirection.org.uk

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