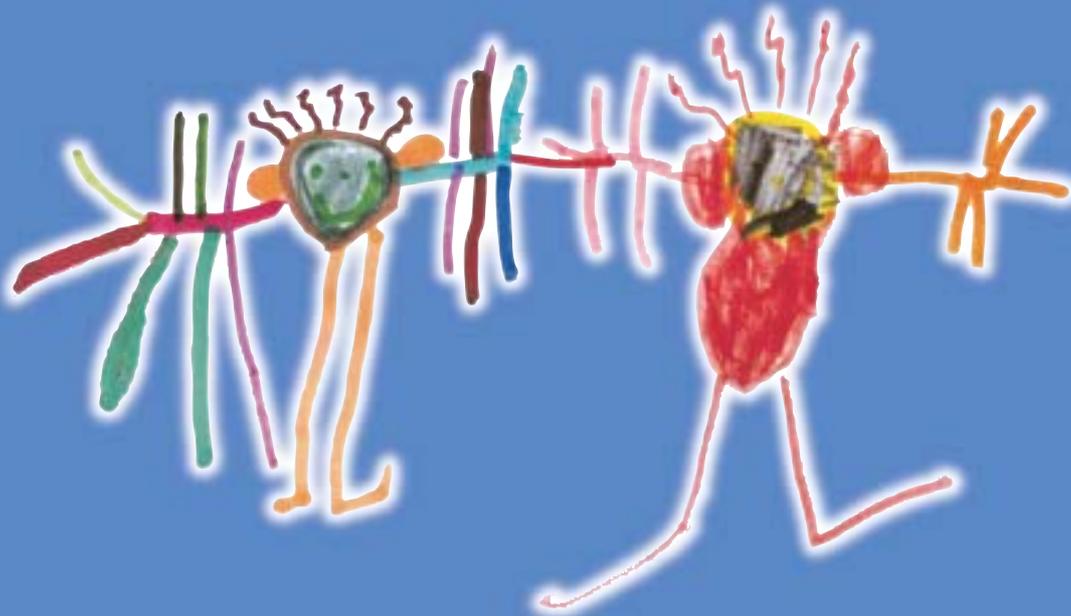


# Working Towards Inclusive Practice

## Play and Learning Activities



Play and Learning Activities for  
Early Years Settings that reflect  
Gypsy/Roma and Traveller Culture

Supported by

**SureStart**



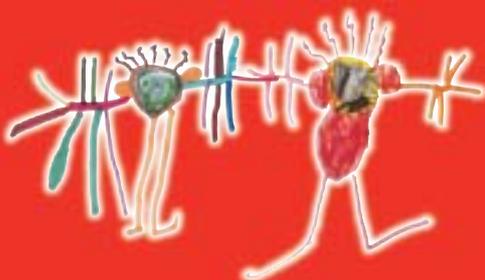
**Save the Children**

## How to use this document

This is an interactive resource containing play and learning activities to be used with early years children.

The document has been designed to be as easy to navigate as possible. Here are several ways to do this:

- You can click on the titles on the Contents pages which will take you to the desired page. Return to the Contents pages by clicking on the  (Last View) button in the Acrobat control bar
- You can view the thumbnails on the left hand side which show small images of the pages, clicking on these will also take you directly to that page
- Each activity that uses other handouts or resources contains links to the appropriate pages. Click on any handout or resource title in the text to go to it. Return to the exercise/activity by clicking on the  (Last View) button in the Acrobat control bar
- You can scroll through the whole document, as normal.



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Edited by Fiona McGee  
Designed by Grasshopper Design Company

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# Introduction

## Purpose of the Pack

This resource is intended as a practical toolkit for all those involved in early years settings, whether or not they are currently working with Gypsy/Roma and Traveller children.

The pack aims to provide play and learning activities that are inclusive of Gypsy/Roma and Travellers culture. A factsheet has also been included about Gypsy/Roma and Traveller culture. This should be regarded as background information, not as a definitive guide. There are cultural awareness training courses available: your local Traveller Education Service will be able to help you access one.

*“The most effective way to promote the achievement of Gypsy/Roma and Traveller children is to ensure they are able to gain early access to education during the Foundation stage.”<sup>1</sup>*

## Background

The importance of the foundation stage in children’s education has been well documented, yet historically there has been a very low uptake of early years services amongst Gypsy/Roma and Traveller communities.

Gypsy/Roma and Travellers are among the most disadvantaged groups in our society, and children from these communities are the group most at risk of failure in the education system. There are a number of reasons why many Gypsy/Roma Traveller children find it difficult to attend school. It can be due to their highly mobile way of life, schools lacking awareness and understanding of Gypsy/Roma and Traveller cultures, and the threat of bullying and racism.

## The Early Years Gypsy/Roma and Traveller Project

This resource pack has been produced as part of the work of Save the Children’s Early Years Gypsy/Roma and Traveller project, which has been funded by the Department for Education and Skills (DfES) since 2004 to:

- improve the way in which early years practitioners deliver their services to Gypsy/Roma and Traveller children
- increase knowledge and practice sharing between early years practitioners
- improve communication between education services working with Gypsy/Roma and Traveller children
- ensure that the views of Gypsy/Roma and Traveller children and their families are represented in the development of policy and practice in early years services
- reduce racial discrimination and promote inclusive educational practice in early years settings

## The Duty to Include

Gypsies and Travellers of Irish Heritage are recognised as distinct ethnic groups under the Race Relations (Amendment) Act 2000. This means early years settings have to include their culture, just as they would any other ethnic minority group.

The Race Relations (Amendment) Act 2000 gives public bodies, including early years settings, which are directly run or maintained by the local education authority, a statutory duty to promote race equality. Whilst voluntary, independent and private early years settings do not have the same statutory duty, the same principles of equity and justice should be applied as good practice.

This means that early years settings should be doing a number of things as part of their everyday practice. These include:<sup>2</sup>

- Examining all existing policies, procedures and practices and assessing whether they promote racial equality in all that they do
- Devising a strategy to evaluate the impact their work has on children and their families in the area; whether they might advantage or disadvantage families from particular racial groups, such as Gypsies and Travellers
- Taking advice and support from the local authority and attending training provided by it
- Ensuring that all members of staff understand the law

Settings have a duty to eliminate unlawful discrimination, by:

- Examining all policies, practices and procedures to ensure there is no discrimination on racial grounds
- Monitoring and reviewing – collecting information on ethnicity, analysing it and evaluating the effectiveness of policies, procedures and practices to help establish whether discrimination occurs
- Removing discrimination if identified

Settings also have a duty to promote equality of opportunity. This can be done by:

- Ensuring that everyone in the setting is equally valued, treated with equal respect and concern and that the needs of each are addressed
- Ensuring that each child and family has equal access and entitlement to all available opportunities for learning, experiences and resources

Children reflect the attitudes and values of those around them, including racial attitudes and values. As well as working to eliminate racial discrimination and promote equality of opportunity, early years settings also need to take specific action to promote positive perceptions of others.

This means that settings need to give specific consideration to Gypsy/Roma and Travellers, regardless of whether they are working with children from these communities, by raising their knowledge and understanding of Gypsy/Roma and Traveller cultures and lifestyle and ensuring that play and learning activities are inclusive and reflective of these.

Not only will this help settings to send out a strong message to Gypsy/Roma and Traveller children that they are welcomed and included, it will also help to develop positive attitudes and behaviour towards others. It can also help with the process of unlearning any negative attitudes and behaviour children may already have picked up regarding Gypsy/Roma and Travellers.

The need to reflect all cultural experiences is also reinforced by the key principles of the Foundation Stage Curriculum:

*“A high quality curriculum respects the different languages, cultural experiences and special needs of all children. All children need to develop an understanding of how other people live and learn. It is during the early years when children are naturally curious and receptive to new ideas.”*

# Gypsies and Travellers: Separating the Myths from the Facts

## 2

### The Myths

Many myths surround the culture and lives of Gypsies and Travellers. A few of the more commonly heard ones include:

- All Gypsies and Travellers are nomadic.
- Gypsies and Travellers are dirty.
- Gypsies and Travellers don't pay taxes.
- Gypsies and Travellers don't work.
- Gypsies and Travellers cannot read or write.

Myths like these are based on racist stereotypes, which are often perpetuated by the media, and only serve to reinforce public prejudice towards Gypsies and Travellers. For example, in a representative poll conducted by MORI in 2003, more than one third of adults who took part admitted to being personally prejudiced against Gypsies and Travellers – greater than the levels of prejudice reported towards any other ethnic minorities. The poll also found that the main sources of acknowledged prejudice were newspapers (33%) and television (34%).<sup>1</sup>

This level of prejudice, coupled with a general lack of knowledge about the experiences and needs of these communities, has only served to ensure their continued social isolation.

### The Facts

#### What do the terms “Gypsy” and “Traveller” mean?

The terms “Traveller” or “Travelling people” are umbrella terms, which encompass groups of traditionally nomadic peoples of various origins. They include:

- Gypsies (whether English, Welsh or Scottish)
- Travellers of Irish heritage
- “New” Travellers
- European Roma
- Fairground families or showmen
- Bargees and other boat dwelling people

These groups have all traditionally been associated with a nomadic lifestyle, but differ in language, traditions and ethnicity. For example, many Gypsies speak the inherited language of Romanes, whilst Irish Travellers may speak Cant or Gamon.

Some of these people will be living in housing, possibly due to restrictions placed on their movements and a lack of appropriate stopping places, but they are still Travelling people. Irish Travellers and Gypsies are an ethnic group not just a way of life.

Gypsies and Travellers of Irish Heritage are recognised minority ethnic groups protected under the Race Relations (Amendment) Act 2000. As proper nouns the words “Gypsy” and “Traveller” should therefore be capitalised like “Jewish” or “English”.

### **What are the key elements of Gypsy and Traveller cultures?**

Gypsies and Travellers will often have a strong sense of their cultural and ethnic identity, which is likely to have been maintained by those who have moved into housing. Strong family ties tend to be a key characteristic, with great value being placed on the care and socialisation of children and the care of the elderly and infirm. There is also a strict code of cleanliness with regard to interior living spaces. The communities tend to be very independent and self-sufficient. Men and women tend to adopt traditional gender roles with women undertaking the domestic duties and men finding paid employment.

## **Gypsies and Travellers in the UK**

### **Population**

#### **How many Gypsies and Travellers are there?**

It is estimated that there are between 200,000 and 300,000 Gypsies and Travellers living in the UK.<sup>2</sup> However, no exact figures are known, due to the difficulties in counting a transient population and the fact that many people may keep their identity hidden. There is no count of numbers of people, The Gypsy Caravan Count (conducted twice yearly by the Department for Communities and Local Government) records numbers of caravans not people or those Gypsies and Travellers living in housing.

### **Employment**

#### **Do Gypsies and Travellers work?**

Traditionally male Gypsies and Travellers had responsibility for work, finding employment as horse dealers, seasonal agricultural labourers, licensed hawkers and basket makers. Nowadays, Gypsies and Travellers work in a wide range of trades, for example as landscape gardeners, tarmacers, motor trade workers and scrap metal dealers. Some Gypsies and Travellers are employed as teachers, academics and health workers, whilst others work in the financial sector and in the sport, leisure and entertainment industries.

### **Do Gypsies and Travellers pay tax?**

All Gypsies and Irish Travellers living on local authority or privately owned sites pay council tax, rent, gas, electricity and all other associated charges. These are measured and charged in the same way as neighbouring houses, this can be twice as much as a local authority. Those living on unauthorised encampments do not pay council tax, but do not receive public services either. There are no mechanisms in place for homeless people to pay council tax, so those living on unauthorised sites cannot choose to pay tax.

## **Education**

### **Do Gypsy and Traveller children go to school?**

Gypsy and Traveller pupils in England are the group most at risk of failure in the education system,<sup>3</sup> with access to schooling a serious problem, particularly for the most mobile children and those living on unauthorised encampments. Lack of support for outside-school learning, including home education, also particularly affects Gypsies and Travellers. Evidence collected by Traveller Education Services suggests that some schools are unwilling to register Gypsy and Traveller pupils, due to fears about the possible impact on league tables.

More Gypsy and Traveller children are now attending primary school, but the rate is still low when compared with that of settled children. According to Ofsted estimates from 2003,<sup>4</sup> there are around 12,000 secondary school-aged Gypsy and Traveller children who are not registered at school. Generally, parents acknowledge the benefits of their children being able to read and write but they do not always value secondary education. This can be due to concerns they have over the curriculum, such as receiving sex education. Gypsy and Traveller girls are expected to be 'pure' prior to marriage and sex education is believed to go against this.

OFSTED statistics also indicate that exclusion rates are significantly higher for Gypsy and Traveller children. It has also been acknowledged that children are often bullied, or parents fear that they will be bullied, because of their ethnicity. This can result in them not attending school.

Access to early years education is also an area for concern. The same Ofsted report states that only 29% of pre-school age Gypsy and Traveller children in one LEA had received some form of pre-school education during the year. The shortage of places in nurseries, which often have long waiting lists, tends to have a disproportionate effect on highly mobile pre-school children.

### **The Duty to Include**

Teachers and early years practitioners play a crucial role in promoting race equality and anti-bias through their curriculum, irrespective of whether Gypsy and Traveller children are currently attending their setting.

The Race Relations (Amendment) Act 2000 gives public bodies, including early years settings, which are directly run or maintained by the local education authority, a statutory duty to promote race equality. In practice it means that settings have to eliminate unlawful discrimination, by making sure all of their policies, practices and procedures do not discriminate on racial grounds; and they have to promote equality of opportunity by ensuring that everyone in the setting is equally valued and that each child and family has equal access and entitlement to all available opportunities for learning, experiences and resources.

Whilst voluntary, independent and private early years settings do not have the same statutory duty, the same principles of equity and justice should be applied as good practice.

## Health

Gypsies and Travellers have a higher infant mortality rate and lower life expectancy rate than the settled population in Great Britain, due in part to the difficulty of accessing health services. This is also true of Travellers in Northern Ireland and the Republic of Ireland. Studies show on average, Gypsy and Traveller women live 12 years less than women in the general population and Gypsy and Traveller men ten years less than men in the general population.<sup>5</sup>

According to the CRE, both mobile and settled Gypsies and Travellers report difficulties in registering with a GP or for health care. Reasons cited included bureaucracy (lack of a “recognised” address) and indifference stemming from prejudice. The lack of a system of transferable health records for mobile groups also makes the problem worse and can mean that symptoms of serious conditions are not picked up and treated early.

## Land and Planning Issues

### Lack of Sites

Many of the traditional stopping places have been blocked off to Gypsies and Travellers in the last 60 years. The 1968 Caravan Sites Act placed a duty on Local Authorities in England and Wales to provide static sites for Gypsies and Travellers. Despite this, many authorities did not meet this duty, often due to strong local anti-Gypsy sentiment.

In the early 1990's there was a moral panic over “raves” and “New” Traveller encampments, following which the government issued a consultation document which proposed the removal of the duty to provide sites and the giving of greater powers of eviction to local authorities and the police. Despite an overwhelmingly negative response from bodies such as the Association of Chief Police Officers and the Country Landowners' Association, the government made these policies into law through the Criminal Justice and Public Order Act 1994.

Around two thirds of Gypsies and Travellers reside on public or privately provided permanent sites. The shortfall in such sites, however, means that one third of Gypsies and Travellers are forced to camp on unauthorised sites. These Travellers are evicted and moved from place to place, authority area to authority area. Research<sup>6</sup> suggests that the resulting costs to the taxpayer (including other, settled, Travellers) may be twice as much as it would cost to build or enable more sites.

### Planning Permissions

Many Travellers are attempting to buy their own land as part of the “privatisation” of site provision aimed at by both the current and last government. However, while 80% of all planning permissions are granted, 90% of Gypsy and Traveller applications are refused. The reasons for this are many, but have much to do with the outcry from the local population whenever a Traveller site is proposed, regardless of the suitability or otherwise of the location. It is also because, since the publication of the Department of Environment circular “Gypsy Sites and Planning” in 1994, almost all local authorities have chosen to assess applications for Gypsy and Traveller sites against criteria laid out in their local plans, and the local planning authority has decided that most applications fail these criteria.

The introduction of the Housing Act and Planning and Compulsory Purchase Act in 2004 means that local authorities now have a duty to carry out an assessment of the accommodation needs of Gypsies and Travellers in their area. They must then identify suitable land for Gypsy and Traveller sites in their local plans. These acts also allow those applying for planning permission for a Gypsy Traveller site to make submissions on the educational and health needs of children living on the site.

### Notes

<sup>1</sup> Poll conducted for Stonewall and cited in “Gypsies and Travellers: A Strategy for the CRE, 2004–07”

<sup>2</sup> Figures taken from the Commission for Racial Equality website

<sup>3</sup> “Aiming High: Raising the Achievement of Gypsy and Traveller Pupils – A Guide to Good Practice”, Department for Education and Skills, 2003

<sup>4</sup> Ofsted “Provision and Support for Traveller Pupils”

<sup>5</sup> “Moving Forward: The Provision of Accommodation for Travellers and Gypsies”, Crawley 2003

<sup>6</sup> “At What Cost? The Economics of Gypsy and Traveller Encampments”, Morris / Clements 2002

# How to Use the Play and Learning Activities

3

## Play and Learning Activities

The Play and Learning Activities reflect Gypsy/Roma and Traveller cultures and lifestyle. They can be used by workers who are working with Gypsy/Roma and Traveller children, but also in any early years setting as a way of encouraging respect for all cultures.

The play and learning activities have been designed around the six areas of learning in the foundation stage curriculum:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

## Introduction

This section contains a selection of inclusive play and learning activities, which can be used in early years settings and / or in play provision on Traveller sites. Activities have been grouped around the six areas of learning, which form the basis of the foundation stage curriculum.

To support these activities we have included some images in the Play Resources section of this pack. Often Gypsy/Roma and Traveller children cannot relate to many of the resources that are in play settings, as they do not reflect their life. The images we have included are all ones that Gypsy/Roma and Traveller children can relate to – like trailers, trucks and horses. By providing material that children can understand they are more likely to engage with the images. They are not solely for the use of Gypsy/Roma and Traveller children, but should be available to all children regardless of their culture as a way of teaching children about different ways of life.

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# Activity 1

## Forming Ground Rules With Children<sup>3</sup>

<b>Learning area</b>	<b>Personal, Social and Emotional Development</b>
<b>Aim</b>	To introduce children to the concept of ground rules and work with them to form ground rules for your setting.
<b>What you need</b>	Coloured pens and pencils, different coloured sheets of paper, display space
<b>Plan</b>	<p>It is important that there are rules within every setting and children are aware of these. Rules can state the importance of the inclusion of others and encourage all children to play together. If the children have helped to come up with the ground rules they are more likely to adhere to them, as they have ownership of them.</p> <p><b>Session One</b></p> <p>Ask the children to list all of the activities in which they take part in the play setting, where they go and what they do. Children can either draw them or they can make a list.</p> <p>Cut out the activity titles, put them into groups, such as inside games, outside games etc. Put all the work on a display board.</p> <p>Discuss with the children why it is important to have rules for the activities that they take part in.</p> <p><b>Session Two</b></p> <p>Work with the children to list all of the guidelines and rules that they can think of, which are connected with their play areas and the activities they do. Pin these up on the display board next to the list of activities.</p> <p>Have a chat space session to review the display during a quiet time.</p> <p><b>Session Three</b></p> <p>Put a large poster with your setting's name written at the top. Ask the children to think of a rule that they would like to put up there.</p> <p>Contribute rules that you feel are important and encourage the children to add positive comments, such as "We are free to choose what we play with" or "we like to have our say".</p> <p>Once you have finished, show the rules to the children and talk about them. Seek agreement from the children on the rules and change them if needed. The rules can be animated with photographs of the setting and drawings.</p>

# Activity 2

## Looking at Other Cultures

<b>Learning area</b>	<b>Personal, Social and Emotional Development</b>
<b>Aim</b>	To introduce children to images of Gypsy/Roma and Traveller lifestyle.
<b>What you need</b>	Play Resources 1, 2, 3
<b>Plan</b>	<p>Show Resource 1 to the children. Ask them to look at the trailer. Where do they think it is going? What is it pulling? What colour is the lorry?</p> <p>Show the children Resource 2. Where are the children sitting? What are they doing?</p> <p>Show the children Resource 3. Where do you think this trailer is? Who is inside?</p> <p>These images can be used to introduce children to different ways of living and to stimulate discussion about them.</p>

## Activity 3

# The Tiny People and the Talking Sticks<sup>4</sup>

<b>Learning area</b>	<b>Personal, Social and Emotional Development</b>
<b>Aim</b>	To provide children with a safe way of expressing any worries and concerns.
<b>What you need</b>	Modelling clay, felt, threaded needle
<b>Preparation</b>	<p>This exercise can be used with children who are starting nursery or playgroup and who might be scared and feel alone. The models can be made in advance of them starting at the setting, at home during on-site provision or during early contact with the family.</p> <p>Children can take the models with them to the setting, to tell them their worries and concerns. The models will also be something familiar to the child in an otherwise unfamiliar environment. As they fit into a small bag they will not take up lots of space in the trailer and are easy for young children to carry.</p>
<b>Plan</b>	<p>Give the children a small amount of modelling clay and help them to make six small people.</p> <p>Help the children to fold the felt in half and stitch round to make a small bag that the people can live in (very comfortably).</p> <p>The bag can be carried at all times, taken to nursery and taken home. The tiny people travel well...</p>

## Activity 4

# Persona Dolls<sup>5</sup>

<b>Learning area</b>	<b>Personal, Social and Emotional Development</b>
<b>Aim</b>	To tell stories, discuss feelings, answer questions and introduce difference in terms of culture.
<b>What you need</b>	Persona dolls
<b>Plan</b>	<p>Persona dolls are dolls with individual personal histories made up by the Early Years providers. They can be used to introduce many concepts, such as valuing difference and diversity.</p> <p>Introduce the dolls to the children. Start by introducing a doll whose life history is similar to the children in your setting, but introduce one difference – for example, the child is from a Gypsy/Roma or Traveller family. Explain to the children that you are going to tell them all about the doll, so that they can make friends with it.</p> <p>Let the children know that the doll is special, so is not for use in ordinary play. The doll could be given a place to sit in the setting so that they are seen as a member of the group.</p> <p>The doll's life story needs to remain constant. Introduce the doll slowly, giving details of his / her age (the same as the children in the group), family, likes, dislikes, ethnic background and so on. This can be done as a story about an everyday event. The doll's life will gradually unfold, as you tell more stories or use it to introduce activities, answer questions or start discussions.</p> <p>For example, you could explain that the doll, Alice, is being bullied in the playground because she is a Gypsy /Roma or Traveller. Ask the children how they think it makes Alice feel. Alice can respond to their suggestions with some feelings of her own. Ask the children what they think can be done to stop the bullying. The children will require support from workers to come up with solutions.</p>

# Activity 5

## Dog Lotto<sup>6</sup>

**Learning area****Personal, Social and Emotional Development****Aim**

To use images children can relate to as part of a lotto game.

**What you need**

Some pictures of different breeds of dogs, 4 cards with up to 6 images of dogs on each card, corresponding individual dog cards

**Plan**

Many Gypsy/Roma and Travellers keep dogs, so these are images that Gypsy/Roma and Traveller children will be able to relate to.

Give each child one of the game cards with 6 images of dogs on it.

Lay the individual dog cards out, with the images facing down. The children then take turns to turn over a card. If it matches a picture on their game card, they can keep it. If they haven't got it they return it with the rest.

The game finishes when the first person has found all their images and their board is covered.

# Activity 6

## Crown Derby Lotto<sup>7</sup>

<b>Learning area</b>	<b>Personal, Social and Emotional Development</b>
<b>Aim</b>	To use images children can relate to as part of a lotto game.
<b>What you need</b>	Crown Derby pottery images (Play Resources 15 and 16), 4 game cards with 6 different images on them, corresponding individual ornament cards
<b>Plan</b>	<p>Crown Derby is a pottery make that is very popular with the Gypsy/Roma and Traveller community. As a result it is something that most Gypsy/Roma and Traveller children are familiar with.</p> <p>Colour photocopy images from Play Resources 15 and 16.</p> <p>Make lotto game cards using the photocopied images. Put six different images on a card and make four different cards. Then make an individual image of each picture.</p> <p>Give each child their own card and place all the individual images face down.</p> <p>Each child takes it in turn to turn over a card. If it matches a picture on their board then they place it on the corresponding image on their card. If they haven't got it they return it with the rest.</p> <p>The game finishes when the first person has found all their images and their board is covered.</p>

# Activity 7

## Kim's Game<sup>8</sup>

<b>Learning area</b>	<b>Personal, Social and Emotional Development</b>
<b>Aim</b>	To familiarise children with objects from Gypsy/Roma and Traveller culture.
<b>What you need</b>	Small resources from Travellers' fairs (or borrowed from the local Traveller Education Service), a tray and a cloth
<b>Plan</b>	<p>Collect small resources from Traveller Fairs, for example lace hair bands, simple horse tack, pegs, items painted with barge art designs etc. These are images that Gypsy/Roma and Traveller children can recognise and identify with.</p> <p>Arrange the objects on a tray and let the children look at the objects for a few minutes.</p> <p>Cover over the objects with a cloth and ask the children to try and remember all the objects that were on the tray.</p> <p>When they cannot guess any more uncover the tray and see how many they got right.</p>

# Activity 8

## Fascinating Fact Sheet

<b>Learning area</b>	<b>Personal, Social and Emotional Development</b>
<b>Aim</b>	To discuss difference and show similarities between children and cultures.
<b>What you need</b>	A copy of the fascinating fact sheet (Play Resource 13), pens and pencils
<b>Plan</b>	<p>When children first start a new setting, they should each complete this sheet. Then they can compare it with the other children's in the group. This will be a good way to build up friendships and allow them to learn a bit about their peers.</p> <p>This activity is best done in small groups, as young children will need help to fill in their boxes.</p> <p>Encourage children to think of things about themselves, for example if they have any siblings, pets, where they live, the games that they like to play and programmes they like to watch on television. Children should write these things down in the boxes.</p> <p>This can then be compared with others in the group. It will encourage the children to understand that other children live differently to them, but will also show them that they have things in common with other children in the group.</p>

# Activity 9

## Book Making Exercise<sup>9</sup>

<b>Learning area</b>	<b>Communication, Language and Literacy Development</b>
<b>Aim</b>	To produce a 'narrative book' using photographs of children carrying out activities at school/nursery.
<b>What you need</b>	Photographs, cards, glue
<b>Plan</b>	<p>Use photographs of children in early years settings, which show them carrying out various activities. Don't forget that you will need to check you have permission from the parents.</p> <p>Stick the photographs onto cards, which have been made into a book. Underneath each photograph write down a description of what is happening in the photograph.</p> <p>These can then be used with children to show them the setting, which they will be attending.</p> <p>The books also serve many other purposes, including:</p> <ul style="list-style-type: none"><li>• Familiarity with books, page turning etc.</li><li>• Familiarity with repeated words</li><li>• Reinforcement that text has meaning and is always the same</li><li>• Following instructions.</li></ul>

# Activity 10

## Counting Pictures<sup>10</sup>

**Learning area****Mathematical Development****Aim**

To help children develop their counting skills using inclusive images.

**What you need**

Selection of images from Play Resources section (Resources 3–12 / clipart)

**Plan**

Use a selection of images, like horses, trailers and trucks. Create worksheets by copying a particular image a number of times and setting it out in a row. Put varying numbers of each image on different rows. Put an empty box at the end of each row.

Work with the children to count the number of times each image appears and get them to put the number in the box at the end of each row.

# Activity 11

## All Living Things Need Food<sup>11</sup>

**Learning area****Knowledge and Understanding of the World****Aim**

For children to learn about the types of food different animals eat.

**What you need**

Pictures of animals, like horses and dogs, pictures of food they would eat, like straw, card, coloured thread

**Plan**

Put pictures of the animals on the right hand side of the card and pictures of food along the left hand side of the card. Punch holes at the side of each picture and thread coloured cord through the right hand side of the card.

Encourage children to match the pictures of the animals to the food they eat by threading the cord through the corresponding image.

N.B. Lacing cards are also a good way of aiding physical development by teaching children how to thread. An example of a lacing card is included in the Play Resources section.

# Activity 12

## Fair Food<sup>12</sup>

**Learning area****Knowledge and Understanding of the World****Aim**

To use inclusive images to extend children's knowledge of the world.

**What you need**

Pictures of food stalls at Traveller fairs (burger stalls, sweet stalls, fish and chip stands, ice cream stands etc), which have been enlarged and laminated, laminated pictures of related food (ketchup bottles, fish, ice creams, burgers etc)

**Plan**

Discuss the pictures with the children and ask them to match the food pictures to the stall that would have it. Encourage the children to look for clues in the pictures, talk about their favourite treats. Ask them about the different places they might see food stalls, e.g. Traveller fairs, fun fairs, seaside, roadside, agricultural shows etc.

# Activity 13

## Fair Food Role Play<sup>13</sup>

<b>Learning area</b>	<b>Knowledge and Understanding of the World</b>
<b>Aim</b>	To allow children to make up games and act out role-play situations based on their time at fairs.
<b>What you need</b>	Play food, money (100 real pennies are cheaper to use than 100 plastic ones!)
<b>Plan</b>	Divide the children into small groups and give them some money. Encourage them to make up games and act out situations, imagining that they are at a fair.

# Activity 14

## Travel<sup>14</sup>

**Learning area****Knowledge and Understanding of the World****Aim**

To demonstrate to children that there are different ways people travel about and to encourage tolerance and understanding.

**What you need**

Paints, pens, pencils, paper

**Plan**

Give children the drawing materials and ask them to draw or paint pictures of the different ways in which people move about.

Encourage them to think about wheelchairs and trailers, as well as cars and walking. Talk to the children about their pictures and ask them who might travel in the different ways they have drawn.

Alternatively use some of the images from Play Resources 3–12.

# Activity 15

## Lacing Cards

**Learning area****Physical Development****Aim**

To support children's physical development using culturally inclusive images.

**What you need**

Images, which Gypsy/Roma and Traveller children can relate to (see Play Resources 1–12), card, coloured cord

**Plan**

Make two copies of each of the images you are going to use and place one copy of each image along the right hand side of the card. Then place the same images on the left hand side, in a different order.

Punch a hole at the side of each image. On the right hand side thread a piece of coloured string through each hole. An example of a lacing card is included in the Play Resources section (Play Resource 14).

Ask the children to match up the two images by taking a length of cord from the right hand image and threading it through the same image on the left hand side.

You could also carry out this exercise using beads and encouraging the children to thread beads onto lengths of cord. Develop it further by getting them to make different patterns, for example two different coloured beads.

# Activity 16

## Play dough and salt dough

### Learning area

### Creative Development

### Aim

To encourage children to be creative.

### Plan

These recipes can be used to make modelling dough, which can be used in play settings on site, so that children can make models, which can then be baked and used for play activities.

Different skills (physical development) can also be developed using the dough, by encouraging the children to cut out different shapes.

#### Play Dough Recipe Method 1

**What you need:** 3 cups of plain flour, 3 cups of water with added colouring of your choice, 1 cup of salt, 3 tablespoons of cooking oil

Put all the ingredients into a saucepan, and stir while cooking over a medium heat until the desired consistency is obtained. The dough will keep well in an airtight container, but not in the fridge.

#### Play Dough Recipe Method 2

**What you need:** 6 teaspoons of cream of tartar, 2 cups of plain flour, 1 cup of salt, 1 cup of water (with added colouring of your choice), 1 tablespoon of cooking oil, 1 tablespoon of hand lotion

Mix the flour and salt together, then add hand lotion, oil and water. Mix well and knead until dough is smooth. This creates pliable pleasant-smelling dough, which keeps well.

#### Salt Dough Recipe

**What you need:** 16 tablespoons of plain white flour, 8 tablespoons of salt, 16 tablespoons of cold water

Mix the flour and the salt together and then stir in the water. Knead the dough together, adding small drops of extra water if necessary to make a smooth, but not sticky dough. Once the dough has come together, turn it out onto a flat surface and continue to knead it for about 10 minutes by which time the dough should be warm, soft and pliable.

**NB.** The dough can be made in different colours and glitter can be added to make it more interesting!

# Activity 17

## Colouring in Pages<sup>15</sup>

**Learning area****Creative Development****Aim**

To develop children's skills using culturally inclusive images.

**What you need**

Crayons, paints, paintbrushes, paper, pencils, plastic aprons, newspapers, colouring in images (see Play Resources 4–12)

**Plan**

Let the children choose their favourite image. Provide materials to draw with; these can be different materials in different colours.

Encourage the children to colour in the image. Alternatively let the children draw on paper and make up their own pictures.

You can develop this exercise by letting children paint plant pots or put designs on buckets.

# Activity 18

## Let's Pretend<sup>16</sup>

### Learning area

### Creative Development

### Aim

To create inclusive resources to support children's creative development.

### Small world dogs and horses play

Collect dog and horse toys of any size. Buy some small dog feeding bowls from pet shops and a bag of small dog biscuits.

Make hay bags using orange / lemon / satsuma net bags, filled with real dried grass. Use green fabric to represent a field, maybe some blue for a stream.

Include a ball of string in case children want to make reins or collars.

Put all the resources in a box for children to open, explore, lay out, create stories with etc.

This activity can be extended into racing, by drawing a racetrack on large sheets of paper.

Let the children use the small world dogs and horses to race around the track.

### Hairdressing box

Buy a variety of decorated lace hair bands available on dress stalls at Traveller Fairs.

Put in a box with hairbrushes and hand held mirrors ready for children to open and play with.

# Activity 19

## Creating printed patterns of animal skins

**Learning area****Creative Development****Aim**

To develop children's creative development by teaching them about colour, texture, shape and both 2 and 3 dimensional forms.

**What you need**

Wrapping paper, fabrics, toy animals with animal skin patterns, paper and pens

**Plan**

Show the children images of animal skins. Children may relate to this better if they can identify the animals – like horses, dogs and birds.

Let the children try and replicate the patterns using the materials provided. Alternatively, you could let the children use finger paints and sponges to make their design.

You can promote discussion while they are doing this. Ask children what they already know about the animal skins. Are they the same as our skin? How are they different? It might be colour, camouflage, pattern, 'show-off colours' or a different texture. Do they have a favourite animal?

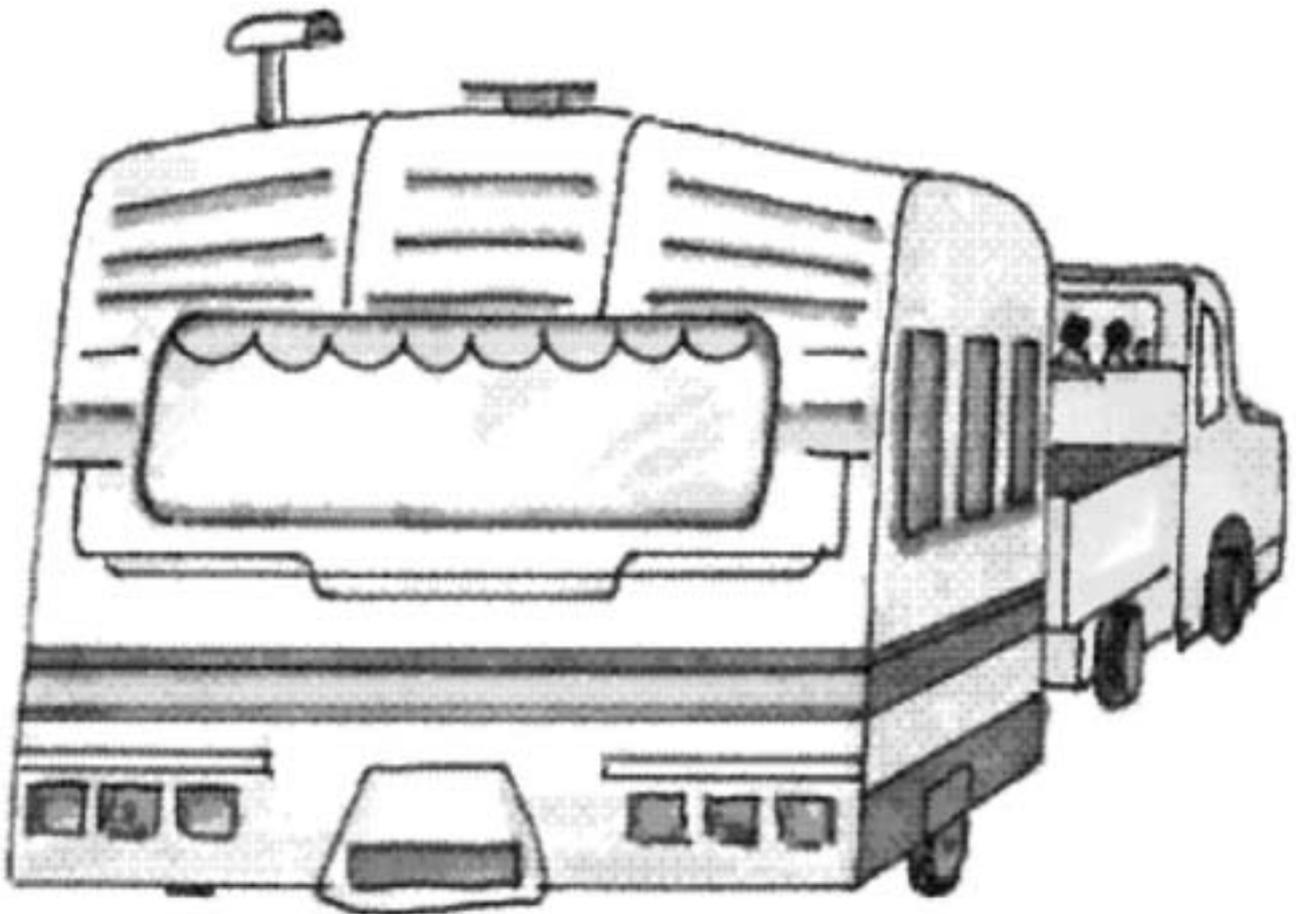
Use modelling clay to let the children make the animals and then decorate them.

This activity also has links with developing knowledge and understanding of the world.

## List of Play Resources

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PLAY RESOURCE 1



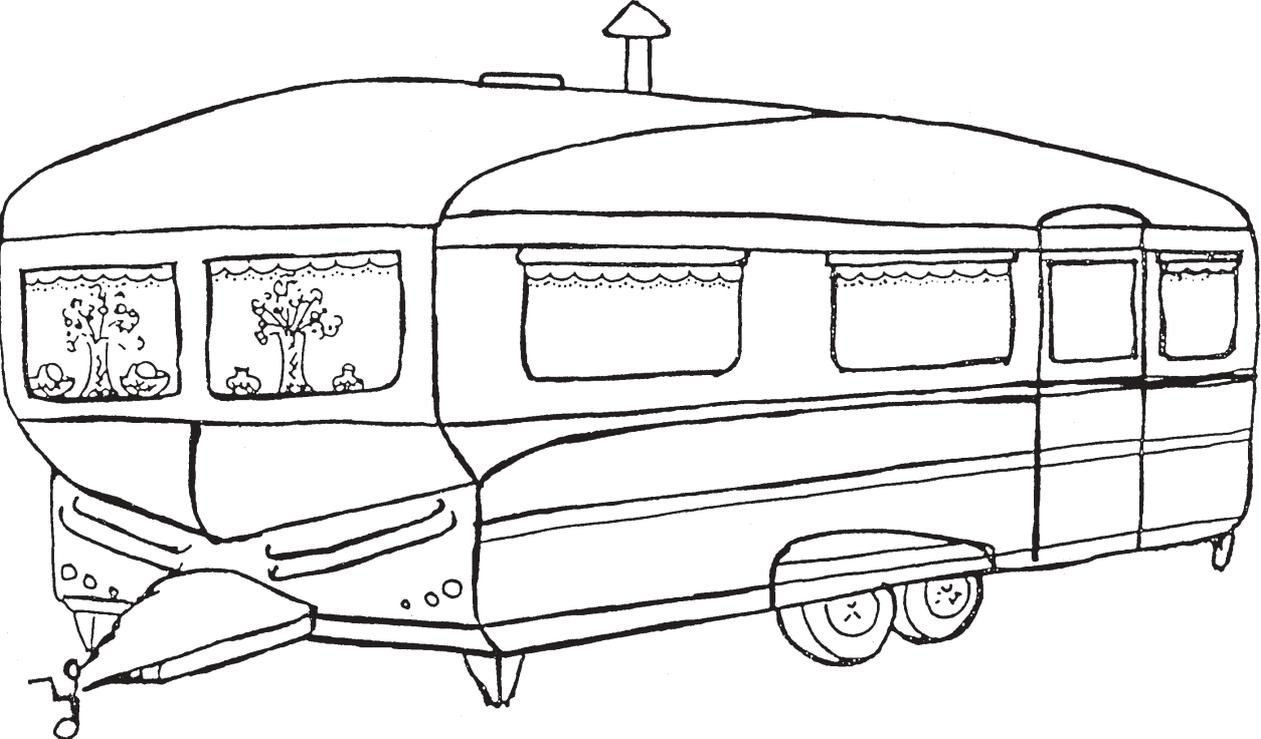
PLAY RESOURCE 2



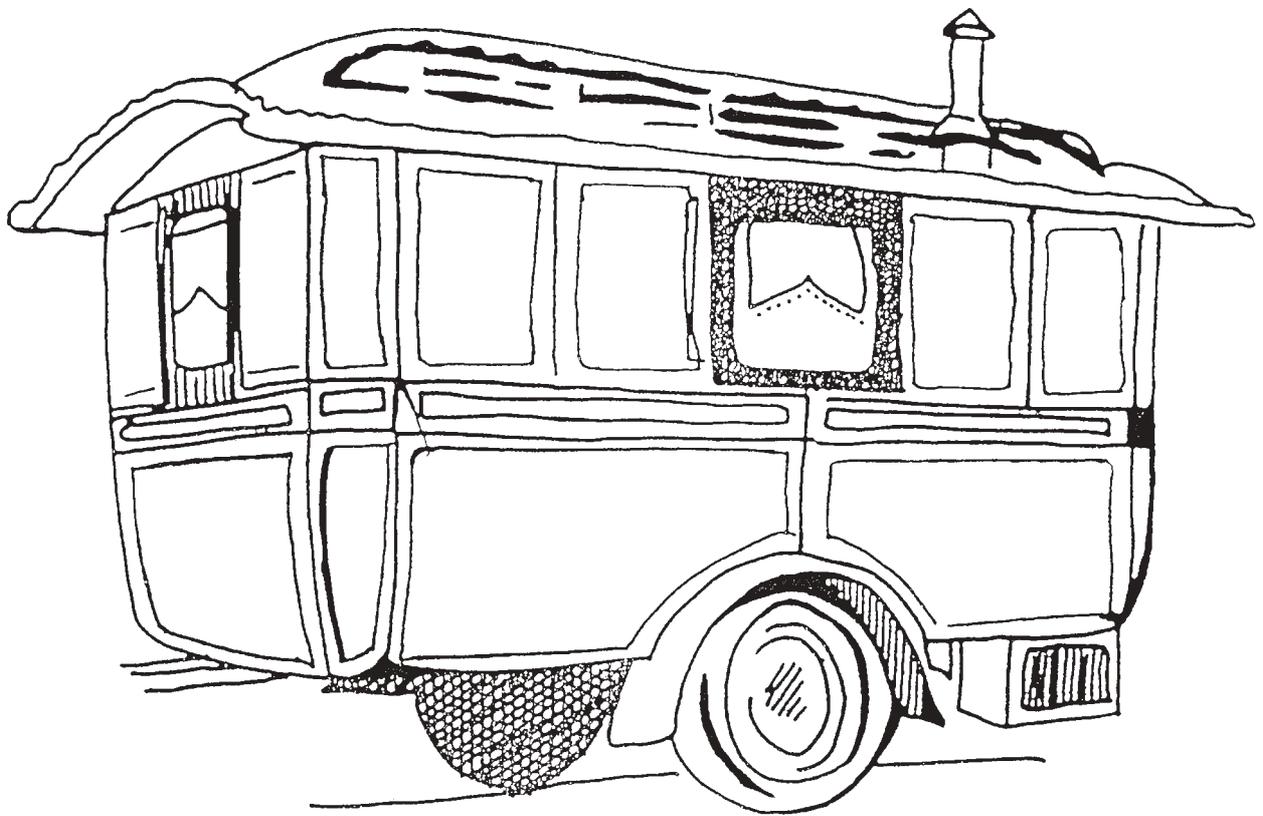
### PLAY RESOURCE 3



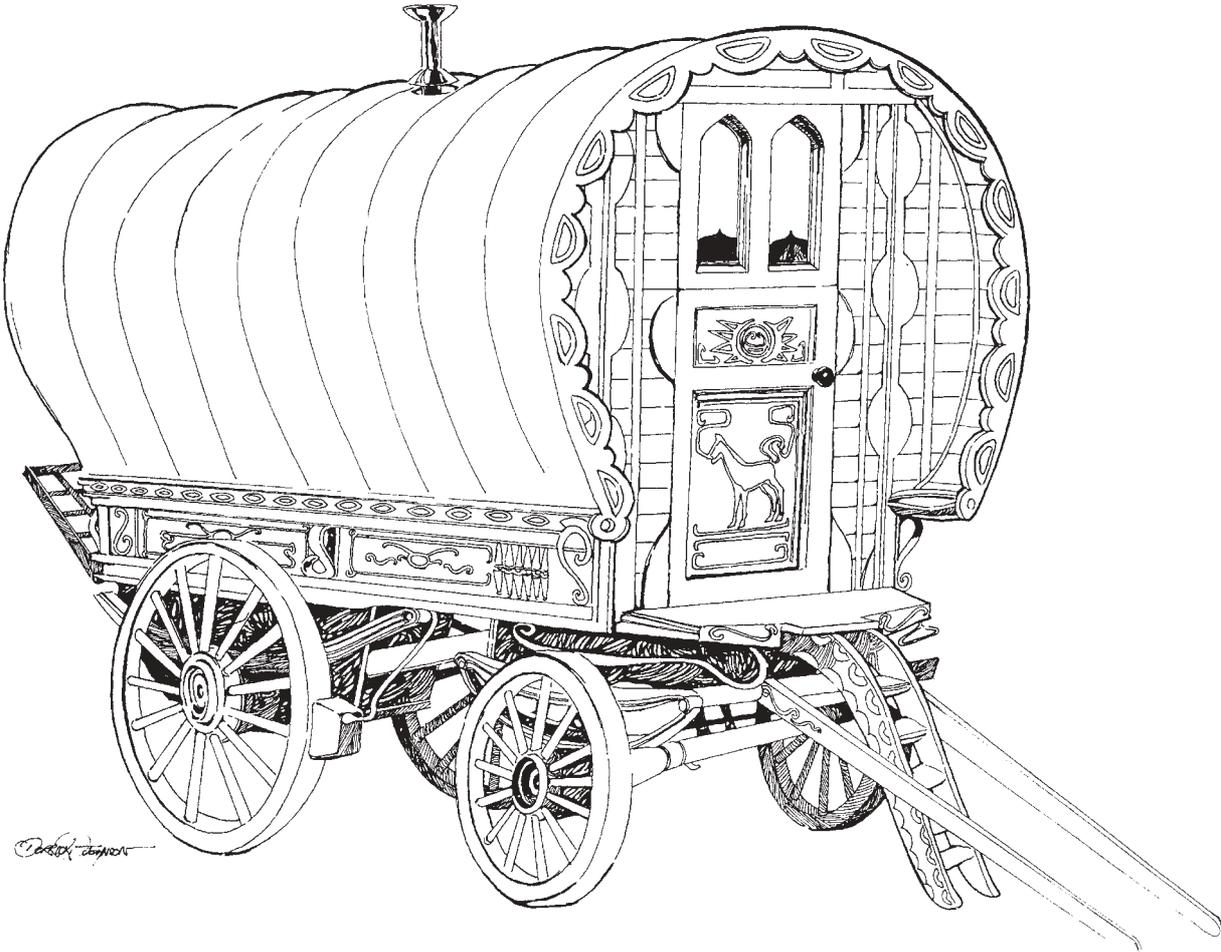
PLAY RESOURCE 4



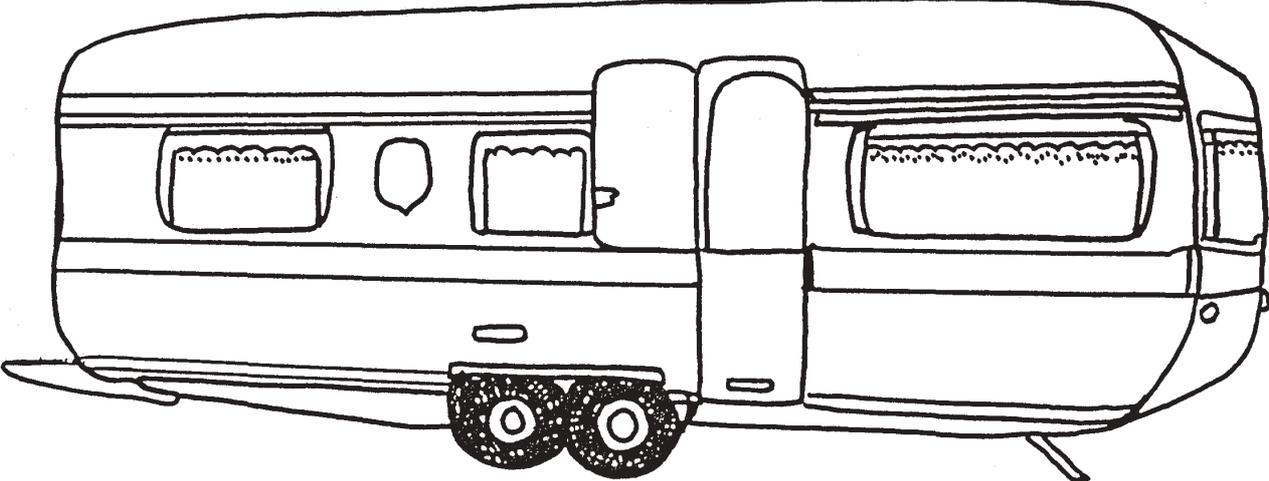
PLAY RESOURCE 5



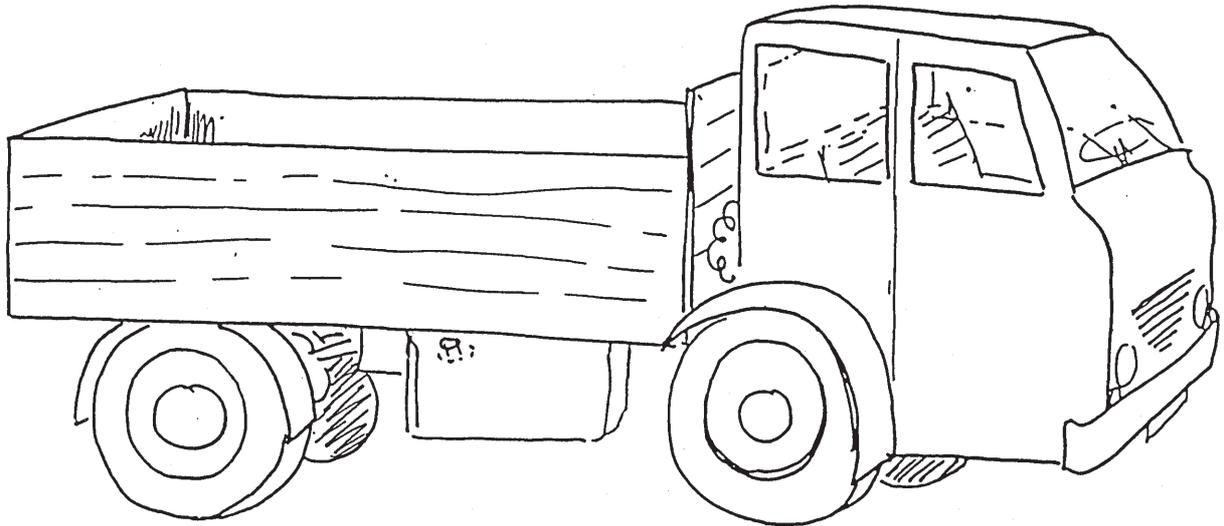
PLAY RESOURCE 6



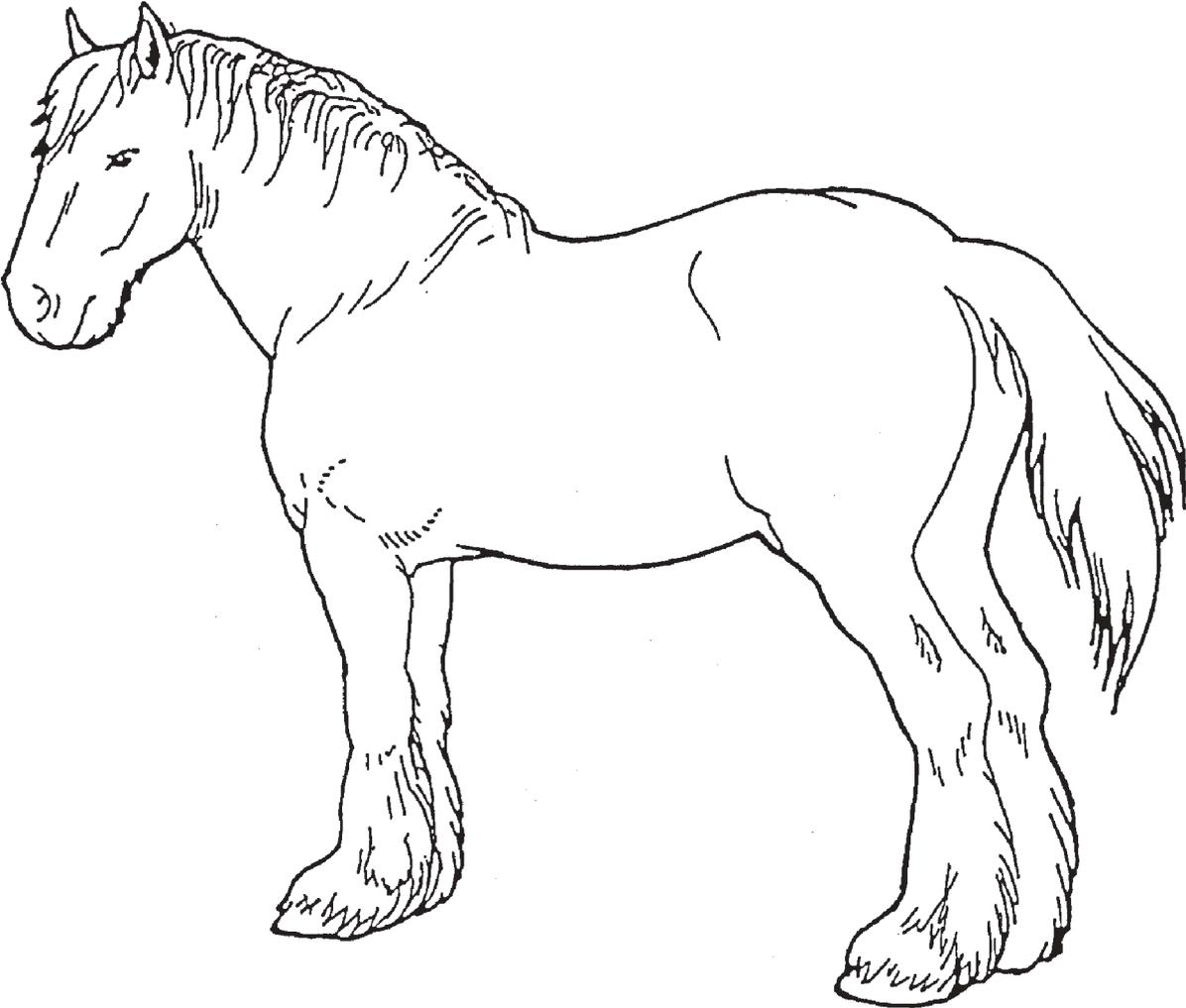
PLAY RESOURCE 7



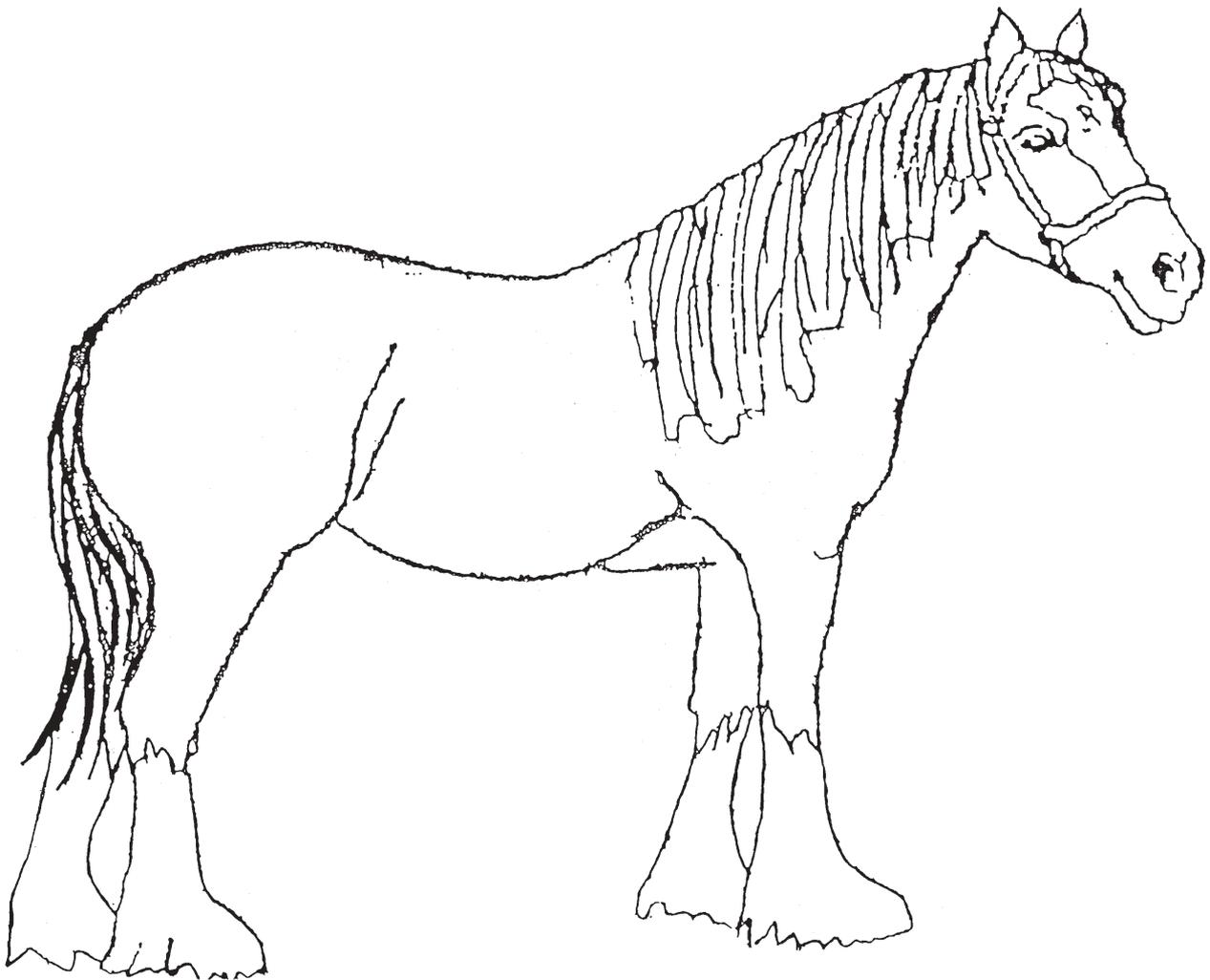
PLAY RESOURCE 8



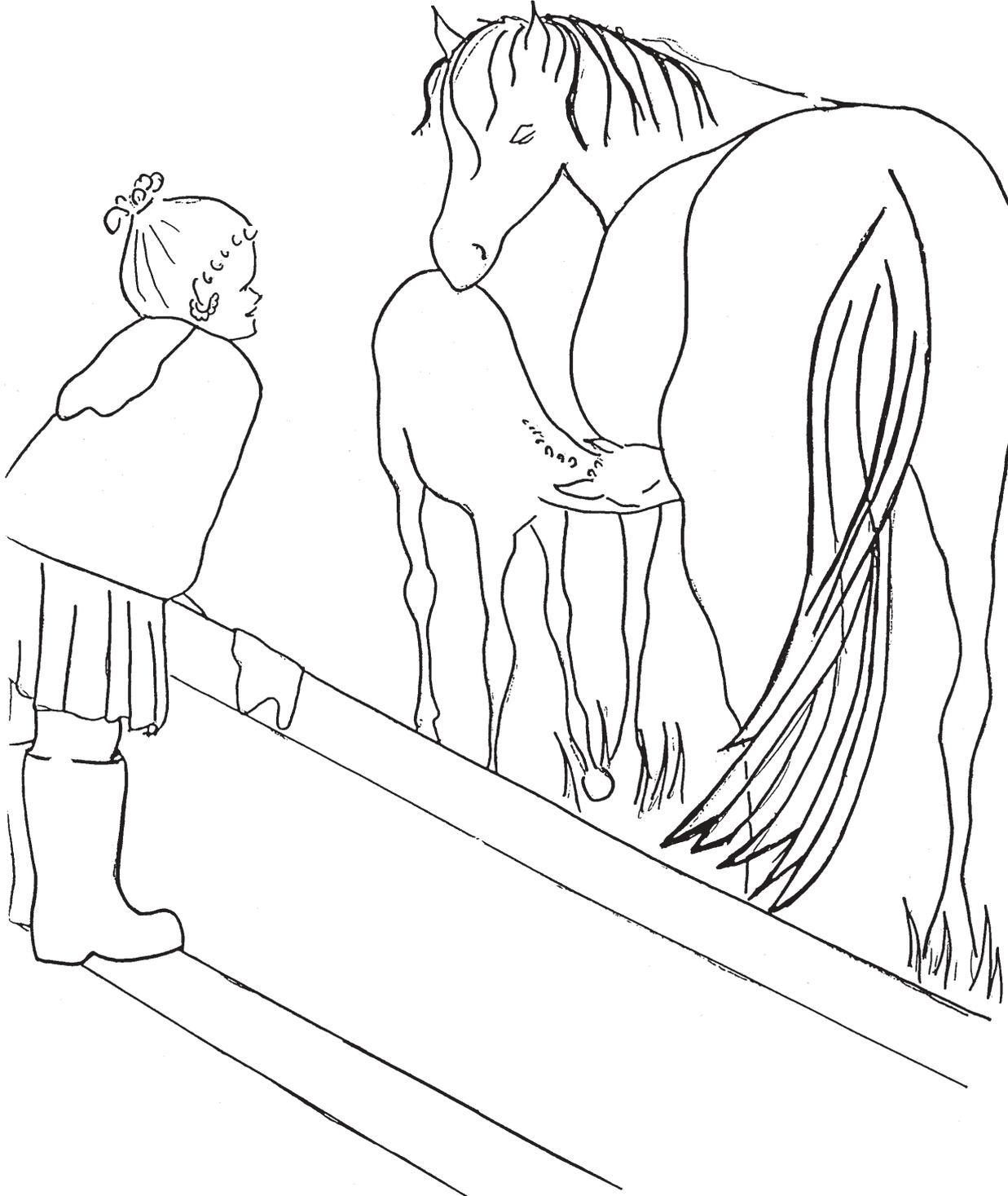
PLAY RESOURCE 9



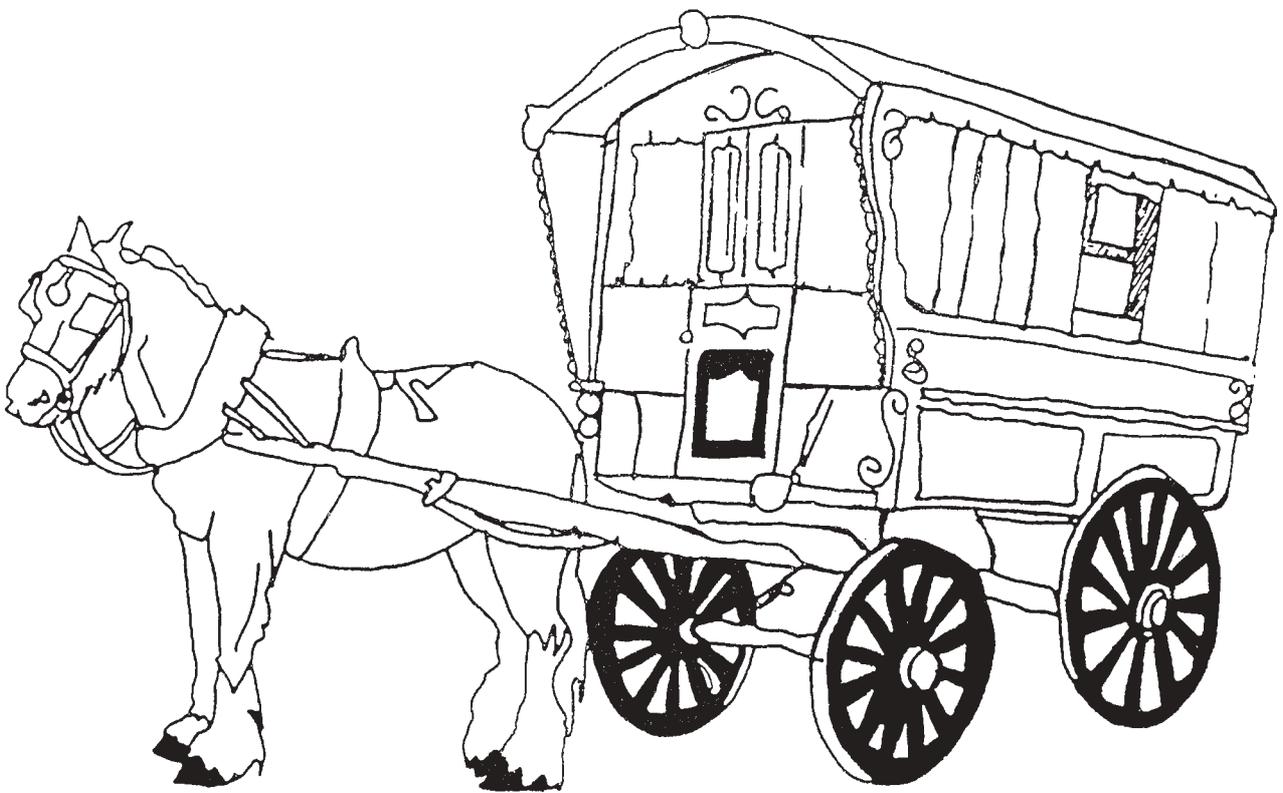
PLAY RESOURCE 10



PLAY RESOURCE 11



PLAY RESOURCE 12



## PLAY RESOURCE 13

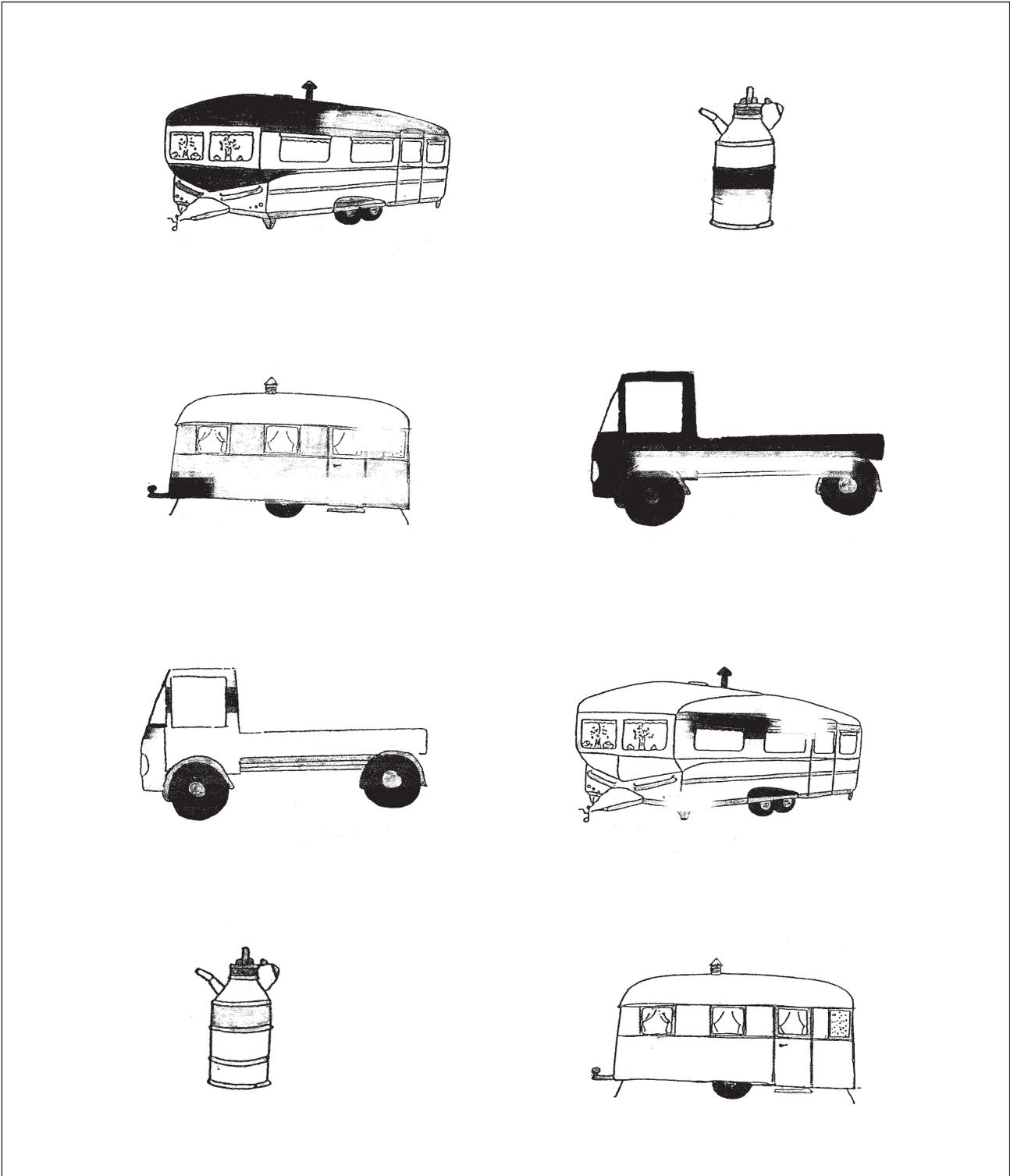
# 10 Fascinating Facts About Me

**Did you know?**

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

PLAY RESOURCE 14

# Lacing Card



PLAY RESOURCE 15

# Crown Derby Pottery (I)



PLAY RESOURCE 16

# Crown Derby Pottery (2)



# Further Resources

## Books

### Children's Books

Taylor, K, *Colletta goes to School*. Handsome Prints, Durrows Quarry Lane, Kelsall, Cheshire CW6 0PD

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*Little Box of Books*. Available from Durham Traveller Education, c/o Broom Cottages Primary Sch, Broom Cottage, Ferryhill, DL17 8A

*Mikela at Home* and *Mikela's Black Beauty Goes to School*. Available from Avon Consortium TES, Charborough Road, Filton, Bristol. BS34 7RA

*Off We Go To Play School*. Available from West Midlands Consortium Education Service for Travelling Children, The Graisleys Centre, Pool Street, Wolverhampton, WV2 4NE

Scarlett, S, *Tiny's Big Surprise*. Available from Haringey TES, Haringey Prof. Dev. Centre, Downhills, Park Road, London N17 6AR

*Where's my Teddy?* Available from Durham and Darlington Traveller Education, c/o Broom Cottages Primary Sch, Broom Cottage, Ferryhill, DL17 8AN

Cunningham, K, *Jel Akai Chavies*. Available from Cambridgeshire Race Equality and Diversity Service, Traveller Education, CPDC, Foster Road, Trumpington, Cambridge CB2 2NL

Ketley Brook Traveller Site, Telford (2004), *A First Gypsy Alphabet*. Available from West Midlands Consortium Education Service for Travelling Children, The Graisleys Centre, Pool Street, Wolverhampton, WV2 4NE

Cave, K and Riddell C. (1995), *Something Else*. Puffin Books

### Further reading

Acton, Thomas and Gallant, David (2000), *Threatened Cultures: Romanichal Gypsies*. Wayland Publishers Limited

Bhopal, K (2004), *Gypsy Travellers and Education: Changing Needs and Changing Perceptions*. British Journal of Educational Studies

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Kiddle, C (1999), *Traveller Children: A Voice for Themselves*. Jessica Kingsley publications

Liégeois, Jean-Pierre (1998), *School Provision for Ethnic Minorities: The Gypsy Paradigm*. Gypsy Research Centre, University of Herefordshire Press

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Siraj-Blatchford I. (1994), *The Early Years. Laying the Foundations for the Racial Equality*. Trentham Books

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Tyler, C (2005), *Traveller Education: Accounts of Good Practice*. Trentham Books Ltd

### Publications

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www.cre.gov.uk

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Derbyshire Gypsy Liaison Group/Derbyshire Traveller Issues Working Group (2004), *A Better Road: An Information Booklet for Health Care and Other Professionals*. Available from Derbyshire Gypsy Liaison Group, 01629 583300

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Dickins, M (2002), *All about... Anti-discriminatory practice* [http://www.surestart.gov.uk/\\_doc/0-DA574D.pdf](http://www.surestart.gov.uk/_doc/0-DA574D.pdf)

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Liverpool Traveller Education Service (2005), *Learning is Fun*. Available from john.cole@liverpool.gov.uk

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Save the Children (2000), *Anti-Bias Approaches in the Early Years*. Available from Save the Children Fund, 1 St. John's Lane, London, EC1M 4AR www.earlyyearequality.org

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Save the Children et al (2003), *All About Us*. Available from Save the Children Midlands Development Team, Hawthorns House, Halfords Lane, Smethwick, West Midlands B66 1BB

### Resource Catalogues

Dawson, Robert (2004), *Joint Catalogue: Traveller Publications, School Learning Activities, Games, Kits and Cards and Other Material*. Available from Robert Dawson, 188 Alfreton Road, Blackwell, Alfreton, Derbyshire, DE55 5JH

# Useful Websites

- DfES Gypsy and Traveller Achievement site** [http://www.standards.dfes.gov.uk/ethnicminorities/raising\\_achievement/gypsy\\_travellerachievement/](http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/gypsy_travellerachievement/)
- Commission for Racial Equality Gypsies and Travellers strategy** [http://www.cre.gov.uk/policy/gypsies\\_and\\_travellers.html](http://www.cre.gov.uk/policy/gypsies_and_travellers.html)
- BECTA Traveller Education** <http://lists.becta.org.uk/mailman/listinfo/trave-ed>
- BECTA Inclusion Pages** <http://inclusion.ngfl.gov.uk>
- National Association of Travelling Teachers (NATT)** [www.natt.org.uk](http://www.natt.org.uk)
- Department for Communities and Local Government** <http://www.communities.gov.uk>
- Friends, Families and Travellers (FFT)** [www.gypsy-traveller.org](http://www.gypsy-traveller.org)
- Gypsy and Traveller Law Reform Coalition** [www.travellerslaw.org.uk](http://www.travellerslaw.org.uk)
- Irish Traveller Movement in British** [www.irish.org.uk](http://www.irish.org.uk)
- Leeds Traveller Education Service** [www.travellersinleeds.co.uk](http://www.travellersinleeds.co.uk)
- National Playbus Association** [www.playbus.org.uk](http://www.playbus.org.uk)
- Cyber-pilots** <http://www.gypsy-traveller.org/cyberpilots/index.htm>
- Pavee Point Web Pages** <http://www.paveepoint.ie/index.html>
- SureStart** <http://www.surestart.gov.uk/>
- Devon Traveller Education** [http://www.devon.gov.uk/travellers\\_education](http://www.devon.gov.uk/travellers_education)
- Social Exclusion unit within the Office of the Deputy Prime Minister**  
<http://consultations.socialexclusion.gov.uk/inovem/consult.ti>
- Scottish Traveller Education Programme** <http://www.scottishtravellered.net/>
- Oxfordshire Travellers Education Project** <http://www.a-s-e-t.demon.co.uk/>
- Newham Traveller Education Service** [http://www.newham.gov.uk/content/Education/inc\\_edu\\_support\\_services.jsp?sectionNumber=8](http://www.newham.gov.uk/content/Education/inc_edu_support_services.jsp?sectionNumber=8)
- Multi-verse exploring diversity and achievement** <http://www.multiverse.ac.uk/>
- Kent Traveller resources for the literacy hour** <http://www.kented.org.uk/ngfl/subjects/literacy/traveller/>
- Early Years Equality** [http://www.earlyyearequality.org/pagesearlyyearequality/I\\_1.html](http://www.earlyyearequality.org/pagesearlyyearequality/I_1.html)
- Qualifications and Curriculum Authority – challenging racism through the curriculum**  
<http://www.qca.org.uk/index.html>
- BBC Learning Pages** <http://www.bbc.co.uk/learning/>

# Endnotes

<sup>1</sup> *Aiming High: Partnerships between schools and Traveller Education Support Services in raising the achievement of Gypsy Traveller pupils*, DfES 2005

<sup>2</sup> Taken from the “Promoting race equality in early years” document endorsed by Sure Start

<sup>3</sup> From an exercise in *Children’s Participation Pack: a Practical Guide for Play Workers*, Save the Children

<sup>4</sup> Adapted from an exercise on [www.primaryresources.co.uk](http://www.primaryresources.co.uk), which was contributed by Ceri Shahrokhshahi.

<sup>5</sup> Further information for Persona Dolls can be found at <http://www.persona-doll-training.org/>

<sup>6</sup> From an exercise used by Norfolk Traveller Education Service

<sup>7</sup> From an exercise used by Norfolk Traveller Education Service.

<sup>8</sup> From an exercise used by Norfolk Traveller Education Service.

<sup>9</sup> From an exercise used by Bedfordshire Traveller Education Service

<sup>10</sup> From an exercise used by Buckinghamshire METAS

<sup>11</sup> From an exercise used by Buckinghamshire METAS

<sup>12</sup> From an exercise used by Norfolk Traveller Education Service.

<sup>13</sup> From an exercise used by Norfolk Traveller Education Service.

<sup>14</sup> From an exercise in “All Our Children – A guide for those who care” produced by the Early Years Trainers Anti-Racist Network.

<sup>15</sup> Adapted from an exercise used by both Buckinghamshire and Avon Consortium Traveller Education Services.

<sup>16</sup> From an exercise used by Norfolk Traveller Education Service.