



# 4.3 School Sample Weekly Plan



From 'Roma Stories' Roma Oral History Learning Resource	Weekly Literacy Plan KS2	Year: 6	Term: Autumn 2	Week: 5	Date:	By:
Text: Roma Oral History Project			Range: Roma Oral History Project			

	SPAG	LI	Direct Teaching	Main Activity	Plenary
Lesson 1	<p><b>SPAG</b></p> <p><u>LI:</u></p>	<p><b>LI: To understand racism and prejudice and the impact it has on individuals and communities</b></p> <p>SC: I can explain what racism is. I can explain what prejudice is. I can discuss examples or racism or prejudice with understanding and empathy. I can identify how these incidents impact the rights of others.</p>	<p>Ask the children 'When they see/hear stories about teenagers in the media what type of stories are they?</p> <p>Brainstorm the 'teenager' stereotype with the students; encourage them to consider 'what the papers say'</p> <p><b>Share with the students the Headline News 1:</b> Teenagers' activity sheet Media Myths from Out of Site, Show Racism the Red Card material (SRRRC)</p> <p>Ask the children to consider which headlines:</p> <ol style="list-style-type: none"> <li>1. Provide over-generalisations that do not represent all or perhaps even most individuals within that group?</li> <li>2. Might make someone feel frightened or unsure about that group?</li> <li>3. Might make someone reluctant to get to know a member of that group?</li> <li>4. Might make someone think that this group has nothing to offer our society?</li> </ol> <p>Ask children to identify 'loaded' or strong language that is used to add to the headline bias.</p> <p>Are there many positive stories about young people in the press? What positive contributions to society have you 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?</p> <p>Can anyone think of an example where they were judged or treated unfairly because of the teenager stereotype created by the media? What would you like to see written about yourselves and your peers in the media? How could we change this view of teenagers? Children to work in groups and record ideas on sugar paper. Share the study results with the children</p>		Share ideas from sugar paper, note taking and spider grams
Lesson 2	<p><b>SPAG</b></p> <p><u>LI:</u></p>	<p><b>LI: To understand racism and prejudice and the impact it has on individuals and communities</b></p> <p>SC: I can explain what racism is. I can explain what prejudice is. I can discuss examples or racism or prejudice with understanding and empathy. I can identify how these incidents impact the rights of others.</p>	<p>When you see or hear stories about Gypsy Roma Travellers (GRT) in the media, what type of stories are they?</p> <p>Brainstorm the 'Traveller' stereotype with the class; encourage children to consider 'what the papers say.'</p> <p><b>Share with the children the Headline News 2:</b> GRT Headlines from Out of Site, SRRRC material.</p> <p>Ask the class to consider which headlines:</p> <ol style="list-style-type: none"> <li>1. Provide over-generalisations that do not represent all or perhaps even most individuals within that group?</li> <li>2. Might make someone feel frightened or unsure about that group?</li> <li>3. Might make someone reluctant to get to know a member of that group?</li> <li>4. Might make someone think that this group has nothing to offer our society?</li> </ol> <p>Ask children to identify 'loaded' or strong language that is used to add to the headline bias.</p> <p><b>Discussion points as a class:</b> How does the media's portrayal affect people's attitudes towards GRT? Do the headlines apply to every single GRT? How would people from GRT community feel when they read these headlines? How powerful is the media? In what ways does it impact on racism? As with headlines about young people, many of the headlines about GRT are misleading, inaccurate and untrue. What media myths are being created about GRT? Record on sugar paper.</p> <p><b>Divide the class</b> into table groups, and give the children a copy of Johnny Delaney's picture (from Out of Site, SRRRC material). Explain to the class that he was involved in a racist incident but don't give them any further info. In their groups, children to decide a story about what happened, including where, who, why and what the police did. Share the newspaper article about the Johnny Delaney murder.</p> <p><b>Discuss as a class.</b> Refer to Rights Respecting, how the story affects the children, what they have to say. Were any of the children's stories close to what actually happened? Were you surprised by what happened</p>		<p>Share this with the children</p> <p>When young Gypsies, Roma and Travellers were asked to tell one thing about their culture, they said: "If you are curious then ask a questions, but try to think before you speak and be aware that 99% of what you think you know is probably wrong."</p>

			<p>to Johnny? Have you ever witnessed any racist incidents involving GRT? Is murdering someone because of their culture any different than because of their skin colour? How do you feel about the sentences given to Johnny's attackers? Do you think it was a racially motivated crime? How would you feel if this happened in your area? Or to someone you know?</p> <p>Share sister Nellie Delaney's letter. Divide your paper into 2 columns: positive and negative. In pairs, using the letter record positive things Nellie says about being a Traveller, and negative things in that column. Could you (the settled community) do anything that could make either list shorter or longer?</p> <p>What were Nellie's happy memories of her brother? What memories do you have of your families? Using the evidence found in the letter, what do you think led to Johnny's death? Do you think that the boys intended to kill him? Why? 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?</p>	Do you agree or disagree with this statement? Why?
Lesson 3	<p><b>SPAG</b> <u>LI:</u></p> <p><b>LI: To show a deeper understanding of Gypsy Roma Travellers.</b></p> <p>SC: I can consider people's negative attitudes. I can rectify any misconceptions that I held before this lesson. I can make links to history. I can use my knowledge of geography to track GRT journeys.</p>	<p><b>Sugar Paper Activity</b> <b>When you hear the words: Gypsy, Roma, Traveller, what do you think?</b></p> <p>Brainstorm ideas as a class on flipchart. Discuss what caravans look like and the stereotypical image.</p> <p><b>Why do you think they are stereotypical images? And where do these ideas come from?</b></p> <p><b>Comprehension (look at Maps in 'Roma Stories' Roma Oral History Learning Resource)</b> In pairs, ask children to read 'Roma People Roam' by Benjamin Zaphania (from 'Wicked World' Puffin 2000, see Additional resources in 'Roma Stories' Roma Oral History Learning Resource). Ask the following questions on sugar paper.</p> <ul style="list-style-type: none"> <li>• <b>Where do Roma people originate from?</b></li> <li>• Ask children to list all the negative words in the poem (hated, separated, blamed, shamed)</li> <li>• <b>What does this tell you about how Roma people are perceived?</b> (not liked, judged)</li> <li>• <b>What does nomadic mean?</b></li> <li>• <b>What special skills do the Roma people have?</b> (arts and craft, it is thought they can read your future)</li> <li>• <b>What is a no-go zone and why do you think Roma people go through them?</b></li> <li>• <b>Why does the poem repeat the line 'The Roma People Roam'.</b></li> </ul> <p><b>Mapping and Timeline ((look at Maps and Timeline in 'Roma Stories' Roma Oral History Learning Resource)</b> Hand out children the world map and ask them to track the journey in the poem. Look at the Timeline of Romani History - what did the Roma people go through? What is shocking? Discuss.</p>	<p>All children: Create an information poster on Roma people based on what you have learnt today.</p> <p>LA: provide copies of timeline, poem and map.</p> <p>LLA: provide pictures.</p>	<p>Post-it Note Activity</p> <p>Write three new things you have learnt today about Roma people and add to the working wall or flipchart.</p>
Lesson 4 and 5	<p><b>SPAG</b> <u>LI:</u></p> <p><b>LI: To show a deeper understanding of Roma people.</b></p> <p>SC: I can talk about Roma people and their history. I can recount a Roma person's story. I can make links to history. I can use my knowledge of geography to track the Roma person's journey.</p>	<p><b>Roma Oral History Project Workshop</b> Follow Workshop Outline and Suggested Activities in 'Roma Stories' Roma Oral History Learning Resource</p>	<p>Case studies (fact file) created by children based on the person they studied</p>	<p>On a post it note, record one fact you learned today and why you find that fact interesting</p>
Lesson 6	<p><b>SPAG</b> <u>LI:</u></p> <p><b>LI: To show our understanding of Roma culture through art</b></p> <p>SC: to be decided as a class</p>	<p><b>Art and crafts activities</b> Explain to children that they will be retelling one person's story through art, pictures, symbols, maps, mark making</p> <p>Ideas: Fire, horses, flowers, musical instruments, symbol, flag, wheels</p>		<p>Exhibition of completed work from the week</p>