



William's friend Patrick
and family

WILLIAM'S STORIES LEARNING ACTIVITIES

WILLIAM AND PATRICK

William and Patrick introduces 4 stories with learning activities raising issues of identity and its expression; diversity and inclusion/exclusion; stereotypes; assumptions and racism for the Settled and Traveller communities.

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks
- It is important that parents are aware of the issues in this unit so you will need to send a letter home explaining the content of the resource you are using and why.

WILLIAM AND PATRICK

<p>WILLIAM AND PATRICK - exploring identity - settled and Traveller A programme for 5 sessions of 30 - 40 minutes LEARNING INTENTION: In sharing William and Patrick's stories, we will learn more about inclusion and exclusion and associated feelings, stereotypes and assumptions; diversity and interdependence CORE CONCEPT: To recognise and value the differences within and between us as well as the similarities; and to value interdependence</p>	<p>SUGGESTED SUCCESS CRITERIA WILLIAM AND PATRICK</p> <ul style="list-style-type: none"> • We will share the story of William's friend Patrick and Patrick's family • We will learn more about each other's/own families, talents and skills • We will learn more about the seasons and change • We will learn more about the Irish Traveller Community • We will have an opportunity to think about family and identity; settled and traveller • We will learn more about our connection with each other and the environment • We will encourage active listening; empathy • We will learn more about magic tricks and how they work; how they can inform us about bullying • We will share what we have learnt about identity; Settled/Traveller
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<p>WILLIAM AND PATRICK - exploring identity This column gives suggestions for a lesson outline SESSION 1 William and Patrick Opening activity Events Calendar - Share the events we recognise at different times of the year in the local and wider community and focus on going back to school and the Ballinasloe Fair. Community of Enquiry - Talk about homes - caravans and horses Introduce the puppets if you have them or the pictures of Jim; Margaret Rose; Patrick and Bidy. Story of William and Patrick - Patrick is missing the Ballinasloe Fair because his parents don't want him to miss school. Talk about the challenges of going to school for a Traveller - settling into different schools; making new friends every time the family moves on. Closure - All change - Try using specific statements along with the general e.g. whether they ever: - know any Travellers; visited a Traveller family in their home; ridden/owned a horse; visited a horse fair.</p>	<p>DETAIL OF WHAT TO DO This column lists resources needed and gives sources for background information for each lesson WILLIAM AND PATRICK - exploring identity SESSION 1 Opening and Closing activities - Choose appropriate activities for opening and closing each session from 'Games' in the Resources section. Events Calendar - print out your own copy from the Resources section William and Patrick - print out your own copy of these from this section. Puppets - Print out the 'Knitted Puppet' pattern in the 'Resources' section and the picture of Puppet Patrick's family on the cover sheet. As a 'whole school' activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Consider making a set of puppets to represent Patrick's family Irish Travellers - Find out more about them and their relationships with the settled community at www.itmtrav.com and www.paveepoint.ie Emotional literacy - This website is a good source for books on subjects from bullying and emotional literacy to circle time etc. www.luckyduck.co.uk Patrick's family - All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.</p>
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<p>SESSION 2 JIM'S STORY Community of Enquiry - remembering what we learnt last week. Flashcards - find out what the group knows about fairs and different types - funfair; fundraising fair; horse fair as opposed to market. Find out if anyone had ever been to a Fair - Old Lammas Fair perhaps? Jim's Story - The Ballinasloe Fair - Collect pictures</p>	<p>SESSION 2 JIM'S STORY Pictures of Traditional wagons - Collect these from http://community.webshots.com/album/51069382taHDRK Horses and Fairs - This is a good site for pictures of horses and fairs www.gypsyvanner.net Pictures of a Fair - Collect some from www.ballinasloe.com/content/view/67/87</p>
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<p>of Irish Horse Fairs; horses; wagons. Use the Jim puppet and/or pictures to talk about the fair. Show the picture of Jim looking at the horse's teeth. Talk about the various items we check before we buy them - clothes etc - talk about the bargaining process - deal (flashcard). Talk about 'museums' and old wagons, pulled by horses, a thing of the past - There is one in the Ulster Folk and Transport Museum (transport section).</p> <p>Family Tree - Introduce Patrick's family tree. Add the family members we have met so far.</p> <p>Closure</p>	<p>Story - Print out your own copy of Jim's Story and accompanying pictures from this section.</p> <p>Flashcards - would be useful for words like Fair; deal; museum; wagon. Display with some pictures of wagons and horses.</p> <p>Family tree - Make a family tree for Patrick's family. Add the family members as we meet them</p> <p>Ulster Folk and Transport Museum - see the photo in this section and consider a visit next time you are at the museum. Find out more from www.uftm.org.uk</p>
<p>SESSION 3 MARGARET ROSE'S STORY</p> <p>Circle activity - Clumps Game. Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of a clump. Acknowledge difference.</p> <p>Sharing session - Talk about Patrick and the members of his family we have met so far. Talk about wagons and horses and Fairs. What do we remember? What stories can Patrick tell about being 'in' and 'out'?</p> <p>Family Tree - Revisit Patrick's family tree. Talk about the ones we have met so far. Add the new family members.</p> <p>Margaret Rose's story - Use the Margaret Rose puppet and/or picture to tell her story. Show the picture of her 'hawking.' Have we ever met a Traveller woman like Margaret Rose? Have we ever talked to her or bought anything from her? Talk about change and how it has affected and affects Patrick's family. How has it affected our own families? Talk about the importance of stories and family history as part of our identity.</p> <p>Puppets - If you have them, try a puppet presentation with Jim and Margaret Rose exchanging information about horse trading and hawking.</p> <p>Closure</p>	<p>SESSION 3 MARGARET ROSE'S STORY</p> <p>Clumps game - read the instructions for playing this game in 'Games' in the Resources section. This game breaks people into clumps.</p> <p>Margaret Rose's story and picture - print out a copy of each of these from this section</p> <p>Family tree - you will need this every week with new names to add.</p> <p>Puppets - If you have managed to make some puppets you can use them in every session in this section to revise the ongoing story; learn the names of Patrick's family and how they are related etc.</p> <p>Flashcards - Add Hawking</p>
<p>SESSION 4 PATRICK'S STORY</p> <p>Circle activity - Gate game</p> <p>Sharing session - Share feelings about being in a minority; experiences of discrimination, etc. during the gate game. How might Patrick and his family feel sometimes as a minority? What do we remember about Jim, and Margaret Rose; fairs and storytelling. How are settled and traveller people similar and different?</p> <p>Family Tree - Revisit Patrick's family tree. Talk about the ones we have met so far. Add the new family members.</p> <p>Patrick's Story - Read Patrick's Story. Talk about nature. Does your school/group have access to a nature trail? Do you have a WATCH club or a Young Ornithologists' club? Can you go on a nature trail like Patrick and his Granny did? Keep a notebook to record all that you see and maybe send some of your findings to Spring watch or autumn watch depending on the time of year - see:</p>	<p>SESSION 4 PATRICK'S STORY</p> <p>Gate Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. It will raise the issues of minority/majority; discrimination, and possibly sectarianism; racism.</p> <p>Save the Children have produced a booklet, 'Think of me, Think of you' and another with Barnardo's entitled, 'Fair Play' either of which you will find very useful for this session</p> <p>The definition of sectarianism - is available in this section. More information on the research and packs from www.tcd.ie/ise/projects/seed.php#mbspacks . The hardening of boundaries that Settled/Traveller communities experience is racism which can be defined as a system very similar to sectarianism - only it is about ethnicity rather than religion.</p>

<p>www.bbc.co.uk/nature/animals/wildbritain/autumnwatch</p> <p>Puppets - If you have them, try a puppet presentation with Jim and Margaret Rose exchanging information about horse trading and hawking.</p> <p>Recipes - try making some mint tea or nettle soup! Closure</p>	<p>Family tree - you will need this every week with new names to add.</p> <p>Patrick's Story - Print out a copy of the story and accompanying picture.</p> <p>Ulster Wildlife Trust WATCH Club - find out more at www.ulsterwildlifetrust.org/ulster_wildlife_trust/youth_and_education/?id=9</p> <p>YOC - Young Ornithologists Club - more information at www.rspb.org.uk/youth/index.asp You can download lots of nature activities here - why not try some with your class/group?</p> <p>Recipes - that Granny Rose might have used - a good source is Doreen McBride's book, <i>What they did with Plants</i> (Banbridge: Adare Press), 1991. Here is a good recipe from the internet www.nettles.org.uk/nettles/activities/nettlesoup.asp</p>
<p>SESSION 5 BIDDY'S STORY</p> <p>Opening Activity</p> <p>Family Tree - Revisit Patrick's family tree. Talk about the ones we have met so far. Add the new family members.</p> <p>Biddy's Story - Read the first part of Biddy's story about her love of story telling and arts and crafts. Use some folded paper from Biddy's basket. Introduce the word 'origami' and make a few origami things - Good for maths!</p> <p>Biddy's boyfriend Joe - share stories about the summer; outdoor life; weddings and Fairs. Bring out each of the puppets in turn asking the name and anything the children remember about their story. Finally introduce Joe, Biddy's fiancé and talk about summer fun fairs and magic tricks.</p> <p>Magic Tricks - Perform the trick/s and learn about how they work; what they can teach us about our relationships with others. Talk about bullying - name calling and allowing other people to persuade/manipulate you to do something you know isn't right. What can we do to be mindful of it and address it?</p> <p>Wool Web Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences</p>	<p>SESSION 5 BIDDY'S STORY - JOE</p> <p>Opening Activity</p> <p>Biddy's Story - Print out this story and the two accompanying pictures</p> <p>Family tree - you will need this every week with new names to add.</p> <p>Origami - You can get some free designs at http://dev.origami.com/diagram.cfm The Hiroshima Day resources in the events section also feature a story about origami cranes.</p> <p>The Magic Tricks - You will need to assess which one/s your group will be able to understand. The mind reader is the easiest. The others are at a more advanced stage in both literacy and numeracy. Collect the resources to perform the various tricks described in this section</p> <p>Wool Web - read the instructions for playing this game in 'Games' in the Resources section. We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence. An evaluation can be made of the learning from this and the baseline after the first session.</p>

TRAVELLER STORIES

William introduces his friend Patrick in this first story.

It is followed by four others following the seasons and starting with autumn like the school year. You will find Patrick's own story in the spring because all of these stories are about particular members of Patrick's family who are all members of the Irish Traveller community.

His father Jim's is an autumn story; his granny, Margaret Rose's story is a winter one; Patrick's is a spring story and his older sister Biddy's is a summer one. Hence the seasons match the age/maturity of the characters and reflect the changes that have taken place in the Traveller, as in all of our communities.

These stories are fictitious and based on information from books (see bibliography) and a couple of websites referred to in the stories.

WILLIAM AND PATRICK

A new boy called Patrick joined William's class. His accent was different, he looked sad and he seemed to be avoiding mixing with the other boys during the break. While they were all playing football, William noticed that Patrick chose to sit on the log pile in the nature area where the school WATCH¹ club had done some tree planting, and wildlife gardening. The teacher had asked everyone in the class to make Patrick welcome when she had introduced him, so David had asked him if he wanted to join them in the game but Patrick said he didn't know how to play and wasn't really interested in football. William couldn't understand how a boy couldn't be interested in football.

During circle time, the teacher used some animal finger puppets. Everyone had to give the puppet a name and say how they were feeling and they could either speak as the puppet or speak for them. William chose a dog and introduced him as Patch, the dog he was hoping to persuade his mum to get him! Patrick chose a whale and said his name was Willy and that he wanted to be free, out in the open sea and away from the horrible 'tank' he was living in. Everyone thought his 'whale' voice was brilliant and the teacher, Miss Holmes said Patrick could tell a great story!

¹ WATCH is the junior branch of the Ulster Wildlife Trust.

William remembered seeing Patrick sitting on the log pile, looking sad - as if he didn't want to be there. He wondered if he had been speaking through the whale he had introduced to the class the way William sometimes did to let others know how he was feeling. He sat beside Patrick during the lunch break.

'Do you want to be free like Willy?' William asked.

'Yes. I'm a Traveller and I want to be with the rest of my family who have gone to the Ballinasloe fair, but Mam says I've missed too much school already and I have to stay behind with my oul mammy - that's my granny. She lives in a housing estate and I feel as if I'm in a box. I miss the trailer and the open road.'

William wanted to know about Ballinasloe Fair and asked Patrick to tell him more about Travelling. Patrick was so happy talking to William he forgot to be sad. William agreed with Miss Holmes - Patrick was a great storyteller.

William asked Patrick what his trailer looked like for in his mind he pictured a beautiful painted wagon pulled by horses. Patrick said he lived in a modern trailer for the old wagons were mostly gone now and told him about all the towns his family had visited and all the schools they had been to so far, for short stretches of time. Patrick didn't like school very much because he always seemed to be behind the others with reading and writing and found it hard always getting to know new people and make new friends - as soon as you got to know someone you were moving on again. Patrick knew a lot about horses and many of the wild animals and plants. He really liked the nature trail. He talked to William about all the plants and trees he'd seen there and about the ones he'd like to add.

'But our teacher runs the WATCH club after school on Wednesdays - why don't you talk to her about it?' William thought that might help him like school a bit better.

'Do you belong to the WATCH club?' Patrick asked him. William didn't but said he'd go along too if it helped.

STORY 1 - AUTUMN JIM'S STORY

Patrick's dad, Jim was smiling from ear to ear with his arm around a lovely Bay pony. Patrick's cousins, Charley and the twins, Mary and Martin ran to meet their uncle.

'Look what I've got for you to meet - a lovely new pony. Bess, meet Charley and Mary and Martin.'

The children loved all the horses and were really enjoying the fair. They looked forward to going to Ballinasloe every autumn. It lasted about 10 days and you could buy just about any kind of a horse from a racehorse to a carthorse. But that wasn't all - there were loads of other stalls too selling curtains and carpets, stoves and ironmongery, clothes, toys and firecrackers. The children looked forward to the big carnival, to family reunions and dressing up; to meeting old friends and making new ones.

Ballinasloe is in County Galway in the west of Ireland. Patrick's parents, Jim and Kathleen are staying in a caravan with Jim's mother, Margaret Rose enjoying the holiday. They miss Patrick but they also want him to do well at the new school he has just started. He is staying in Belfast with his sister Bidy and their Granny Nora who lives in a housing estate.

'He'll be missing all the fun,' reflected Margaret Rose.

'Sure, didn't he have a great long holiday in the summer and won't he be back to stay with you in the spring?' Kathleen reminded her. 'And my Mam loves him to bits and he'll have chance to meet new friends at school. His sister Bidy is doing very well and he will too.'

What Jim did not know about horses was not worth knowing. He had a few of his own for breeding and selling.

'No wagons to pull now.' His mother still had her parent's old wagon behind the caravan in which she slept when the weather was warm enough, but its axles were rusted and it had been off the road many years now. Bidy liked painting it. Jim did a number of odd jobs as well as his work with the horses - gardening and tree services; conservation and recycling. He liked to think he was providing a good service to the community and he and Kathleen still enjoyed Travelling.

STORY 2 - WINTER MARGARET ROSE'S STORY

Margaret Rose was pleased with her work. She had two baskets filled with lovely handmade Christmas wreaths, table decorations and a few charms and was preparing to go around the doors and do a bit of hawking.

'I still enjoy hawking although I'm getting a bit old for it now. In my youth I did a lot of it but life has changed a lot since then,' she reflected. Margaret Rose thought that people had too much nowadays.

'It's a throwaway world - what call have the folk now for hand made tin buckets when they can buy plastic at the supermarket, and what call have they for pegs when they have tumble driers. They're not at home anyway to hang their washing out - too busy out working. No time now to exchange some kindly words and pass the time of day with an old Traveller.'

Margaret Rose had plenty of time to talk to folk who cared to stop and listen to her stories, and she had tons of them. Her granddaughter Bidy was trying to write them all down.

'Is the story telling dying out too that everything has to be written down?' she asked Bidy.

'Well,' said Bidy, 'better to do that than to lose the stores altogether.'

'We used to have great sessions around the fire in the evening exchanging tales. Settled people didn't travel so much then and appreciated hearing about friends and relations in other parts of the country from the Travelling folk. They looked forward to seeing us when we returned, anxious for news, needing farm implements mending and outhouses thatched or extra labour for the harvest. It was nice to be needed.'

'People have computers and mobile phones now Granny and fast cheap travel,' Bidy reminded her, 'and more time on their hands to do it!'

'Ah, what's going to become of us?' thought Granny Rose.

'We have to adapt, Granny, like the birds - remember that family of kestrels setting up home in the ledge of a motorway bridge?'

'Well, you're young. Maybe you and Joe will be able to make a go of it. Adapt like you say. I'm off to sell me wreaths. People still need those.'

'Of course they do Granny. And you know what they say- the home-made ones are the best.'

STORY 3 - SPRING PATRICK'S STORY

Patrick was watching the birds. It was a lovely spring morning during the Easter holidays and he was with his Granny Rose in County Galway. She lived in a caravan on a site with other members of the family, but sometimes slept in her old wagon even though it was no longer able to travel. The old wagon was parked by a wall behind her caravan and Patrick was sitting on its steps waiting for Oul Mammy² to wake up. He was thinking about his friend William from his school in Belfast and the fun they had had in the WATCH³ club. Patrick knew a lot about nature - the birds and wild flowers and had been organising some tree planting in their nature trail with help from his Dad. He and William had also enjoyed making some bird boxes and a bird table with their teacher, Miss Holmes. Patrick could hear some movement inside the wagon.

'Is that you, Oul Mammy... are you getting' up?'

Patrick was excited. Granny Rose was going to tell him about all the different wild plants and herbs waking up from their winter sleep in the ditches and hedgerows - the ones you could eat and the ones you couldn't for they were poisonous - and what they were used for. The trees and grasses and flowers of the field; indeed all living things, were Rose and Patrick's friends and companions so they always had plenty near at hand.

'Your love of nature gives you a sympathetic heart,' Rose often said.

'Hello there, young Patrick. Are we doing a bit of wild herb collecting today?' There was plenty to see - Chickweed and Celandine, Dog Violet and Primrose, Coltsfoot and Gorse. She had all sorts of baths, cures and recipes - salads and soups; vinegars and teas - for them⁴.

'I'll have to write all these down or I'll forget,' thought Patrick. He wrote down all that his oul mammy did as she worked and they had nettle soup and primrose tea for lunch.

² Oul Mammy - a Traveller term for Granny

³ WATCH - the junior branch of the Ulster Wildlife Trust

⁴ For more background information and recipes see McBride, Doreen, *What they did with Plants* (Banbridge: Adare Press), 1991.

STORY 4 - SUMMER BIDDY'S STORY

Biddy was standing beside Joe outside the fairground deciding where they would have their lunch. Patrick's big sister Biddy is a great storyteller. Everyone says she takes after her Granny Rose. Biddy is nearly 17 and already engaged to be married to Joe. He is another Traveller and they met at the Ballinasloe fair when they were children. Both Biddy and Joe enjoy the fairs in the summer. Biddy has just finished GCSE's at school and enjoys minding the children, telling and reading them stories and sometimes using her puppets. She would like to be a writer. She is writing down some of her Granny's stories at present, 'to preserve them for posterity,' she tells her.

Joe is doing a training course in horticulture and garden maintenance. He enjoys performing too and is a great magician. The children all enjoy his magic tricks. He thinks the tricks can help children understand how bullying operates. Lots of the Traveller children have experienced name-calling and exclusion and often feel misunderstood. Joe knows only too well what it feels like to be bullied and has also experienced being the bully himself to someone else.

'Everyone can experience bullying - not just Travellers. People everywhere will try to cheat or boss other people about if they can get away with it. They might not even know they're doing it. Magic tricks work in much the same way. The trick is a secret. Only the magician knows the rules or the secret knowledge. The magician may require the use of a secret partner. The magician is in charge of the outcome no matter what choices a volunteer from the audience may make. The volunteer from the audience never wins. You can learn a lot about human behaviour from a magic trick.'

Biddy and Joe are involved in Pavee Point⁵, a partnership of Irish Travellers and settled people working together to improve life for all, for whilst their Traveller identity is very important for them, they are also keen to integrate with the settled community. Joe has lots of friends in the Garden centre where he works on a placement with college just as Biddy has friends in her creative writing class. They hope some of them will make it to the big wedding they are saving up for next year. They love bringing people together and the wedding will provide a great opportunity for that.

⁵ See their website www.paveepoint.ie

MAGIC TRICKS

Bullying persists when wrong relationships that have developed between people or children/young people continue unchecked:

- Power games are played in which the bully is trying to dominate the victim so they feel they can't win
- Manipulation occurs when the victim feels the dice is loaded, the rules are fixed and they are unable to change them. Resignation to the situation and the wrong relationship results in secretive behaviour
- Fear of the bully results in the victim's silence, depression and collusion

Bullying and wrong relationship do not like to be named. They like silence and collusion. The manipulation doesn't work if it is exposed. It needs to be secret. All games have rules and domination only works when these rules are not shared

Magic tricks work in much the same way. The trick is a secret. Only the magician knows the rules or the secret knowledge. The magician may require the use of an accomplice or secret partner. The magician is in charge of the outcome no matter what choices a volunteer from the audience may make. The volunteer from the audience never wins.

The following three activities are fun to play and may result in some very useful class discussion about our relationships with one another.

- THE MIND READER may help us understand more about collusion
- GUESS THE NUMBER may help us understand more about the use/abuse of knowledge
- YOU WILL CHOOSE may help us understand more about manipulation

THE MIND READER

AIM:

To understand how collusion works in our relationships. The effect of this trick is that the audience will think the performer can see what someone has written inside a closed envelope without opening it.

ACT:

- Before the act the performer agrees with a SECRET partner the word they will put down on the paper e.g. Dublin
- The performer explains to the audience their powers of mind reading. To test this s/he needs 10 volunteers to write down the name of a city and place it in a sealed envelope. Among the volunteers s/he chooses of course is the secret partner
- The performer collects the sealed envelopes, making sure that their partner's envelope goes to the bottom. The performer's first guess is 'Dublin' the pre-agreed word
- The performer reads the name of the city written on the piece of paper in the first envelope - this will be his/her 'prediction' of what is written in the second envelope. The second will provide the answer for the third and so on
- The performer is right every time

FOLLOW UP

- Ask the performer how s/he felt
- Ask the secret partner how s/he felt
- Ask the volunteers from the class/group how they felt
- Collect opinions from the class/group. What was learnt about collusion? Secrets? Power in relationships?
- Are there any stories about relationships where collusion has led to destructive patterns of relating?

GUESS THE NUMBER

AIM:

To understand how both knowledge and the lack of it can be used/abused to dominate others in our relationships. The effect of this trick is that the audience will think that the performer can read minds.

FACT:

The numbers on opposite faces of a dice add up to 7. Therefore the total for three dice is 21.

ACT:

- The performer asks a volunteer from the class/group to roll and stack three dice
- Without looking the performer asks the volunteer to add up and remember the numbers on the 5 hidden faces of the dice
- The performer asks the volunteer if they have the number in their head at the same time glancing at the number on the top dice and subtracting it from 21.
- The performer gives the volunteer the same number as the one in his/her head - magic!

FOLLOW UP

- Ask the volunteer from the class/group how s/he felt
- Ask the performer how s/he felt
- Collect opinions from the class/group. Did they learn anything about winning/losing? Secrets? Power in relationships?
- Are there any stories about relationships where knowledge known to one and unknown to another has led to domination and other destructive patterns of relating?

YOU WILL CHOOSE

AIM:

To understand how manipulation can operate in our relationships with one another. The effect of this trick is that the performer makes the volunteer from the audience choose the object s/he wants him/her to by limiting his/her options

ACT:

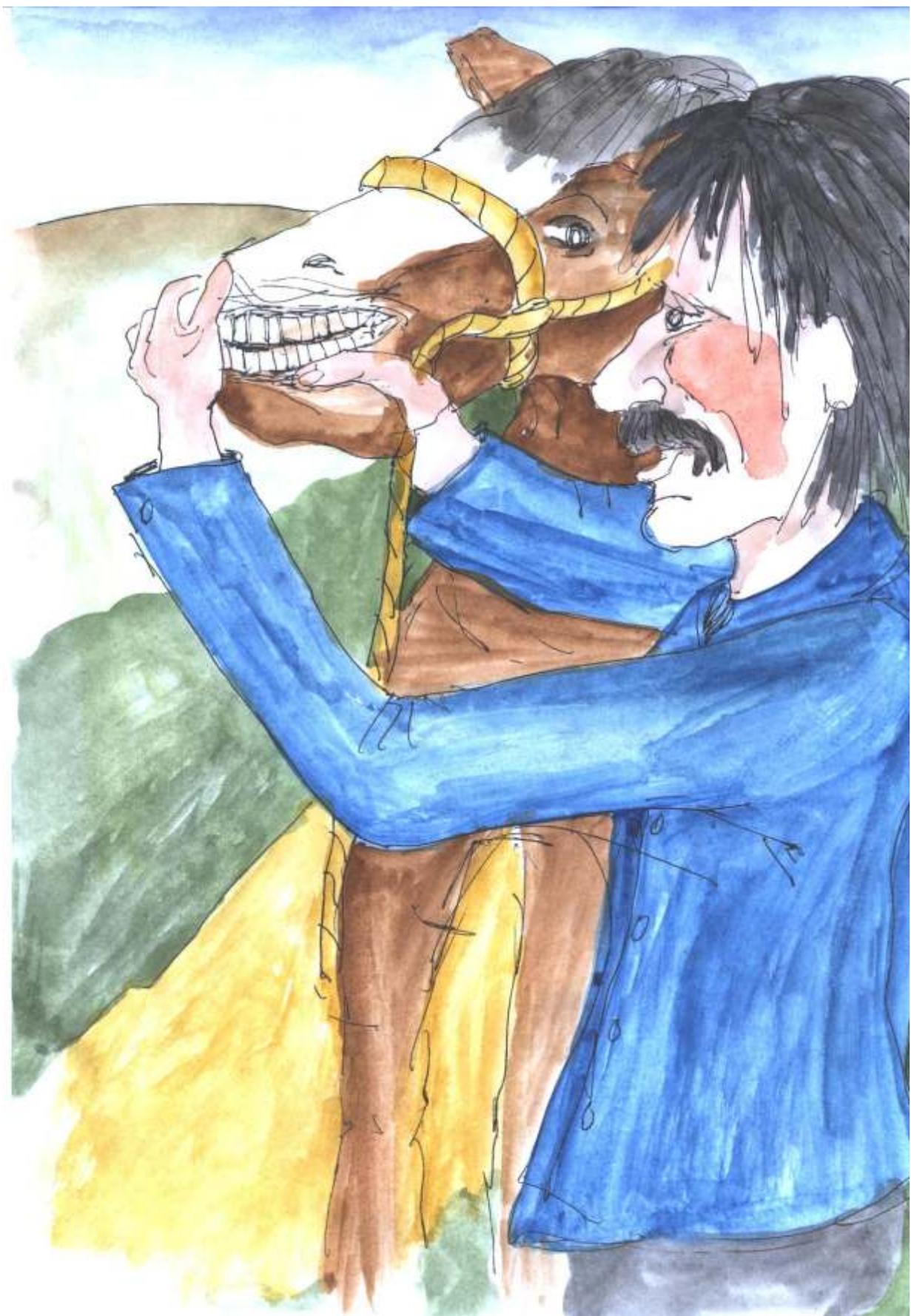
- The performer arranges three objects on a table e.g. a pencil; a book and a coin, deciding beforehand which object s/he wants the volunteer from the class/group to choose e.g. the coin
- The performer asks the volunteer to look at the three objects very carefully. After a moment the performer writes down on some paper 'You will choose the coin' and places the paper in an envelope, which is sealed, informing the class/group that this is his/her prediction of the volunteer's choice.
- The performer asks the volunteer to pick up any two of the objects. If s/he picks up the pencil and book, the performer can say, 'the object you've chosen to leave on the table is the coin.' The volunteer can then open the envelope and read out the prediction. If the volunteer picks up the pen and coin, the performer can ask her/him to hand him/her one. If s/he hands over the pen the performer can say, 'The object you've chosen to keep is the coin,' and have her/him open the envelope. If s/he hands over the coin the performer can say, 'So, the object you choose to give me is the coin,' and direct her/him to the envelope
- Whichever way. The performer always has the right answer

FOLLOW UP

- Ask the volunteer from the class/group how s/he felt
- Ask the performer how s/he felt
- Collect opinions from the class/group. What was learnt about manipulation? Power in relationships?
- Are there any stories about relationships where manipulation has led to destructive patterns of relating?



Jim's Story 1



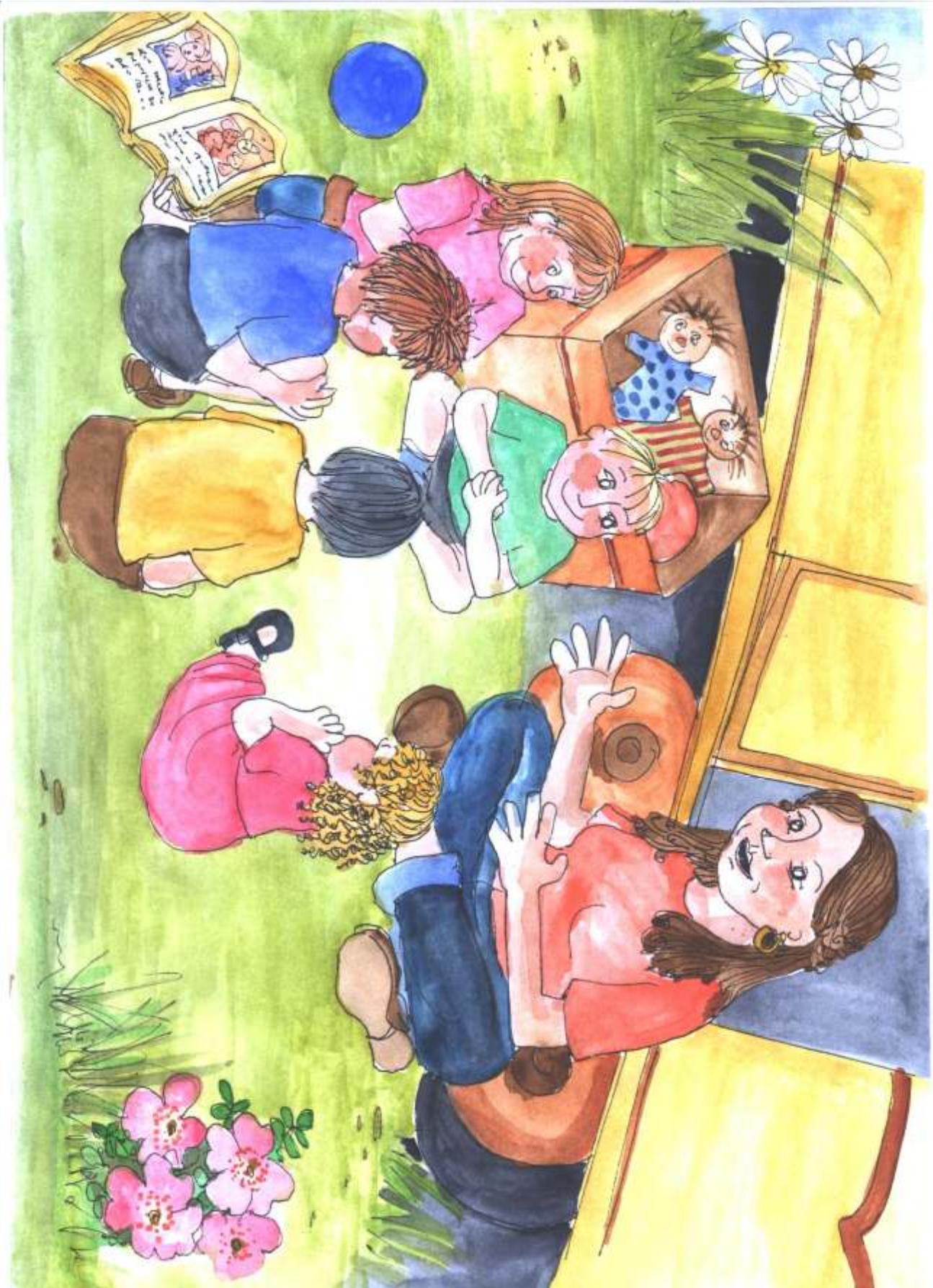
Jim's Story 2



Margaret Rose's Story



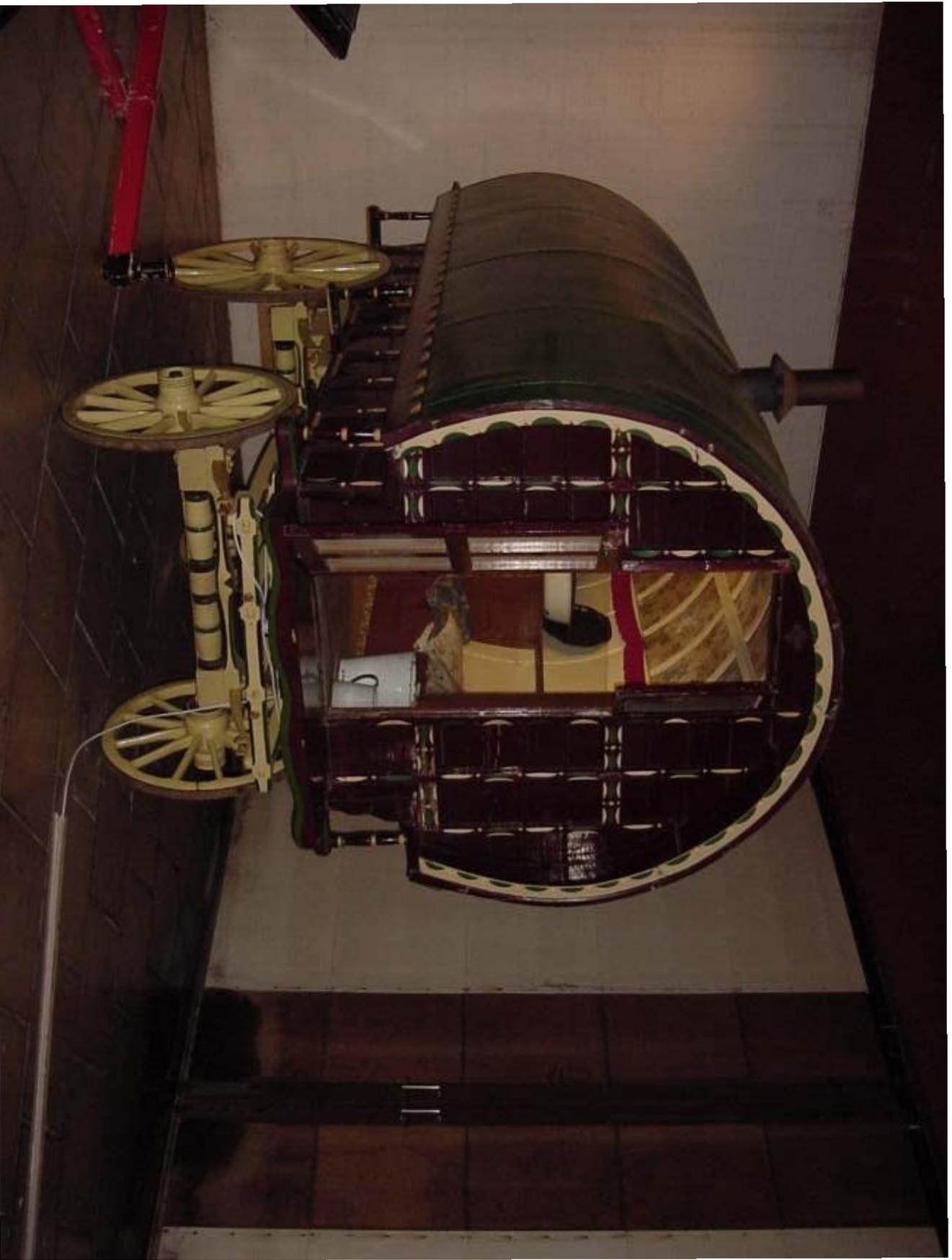
Patrick's Story



Biddy's Story



Biddy and Joe



Irish Traveller Wagon - Ulster Folk and Transport Museum

TRAVELLERS BACKGROUND INFORMATION AND CLASS LIBRARY

STORIES

Conlon-McKenna Marita, *The Blue Horse* (Dublin: O'Brien Press), 1993.

A courageous story about a young girl who learns a lot about herself in her need for acceptance and highlighting the conflict between settled and travelling communities - key stage 2.

Godden, Rumer, *The Diddakoi* (London: Puffin Books), 1975.

A moving and action-packed story of a little girl - a Diddakoi (half gypsy) - who struggles to maintain her identity in both settled and traveller worlds. Set in Sussex, England - issues of acceptance/rejection; bullying; loss; racism - key stage 2.

Hickey, Tony, *Joe in the Middle* (Dublin: Poolbeg), 1988 and the sequel, *Where is Joe* (Dublin: Poolbeg), 1989.

These thrilling stories, set in Dublin, highlight relationships within and between settled and Irish traveller communities and tell of a young boy's adventures, learning to trust as he learns more about his identity - key stage 2.

Jacob, *My Life* (Cheshire: Halton, Warrington & Stockport Traveller Education Service),

This is a true story about a young traveller boy - key stage 1.

Madden, Sandy, *Melissa to the Rescue* (Bristol: ACTES), 1999.

Melissa, a traveller comes to the rescue of a young foal in this true adventure story - with flaps and moving parts - key stage 1.

McDonagh, Winnie, *Clotty Malotty and all her Friends*, (Dublin: Kid's Own Publishing Partnership) 2003.

This is a collection of rhymes and artwork by children from Finglass, Co Dublin - key stage 1.

Norfolk Travellers Education Service, *One to Ten Counting Book*

This is a counting book with pictures from traveller life - key stage 1.

Orchard, Louise, *Looking back on my Gypsy Childhood*, Devon Traveller Education Service,

The life of a Romany family travelling in Devon and Cornwall from before the Second World War recording changes - in family life, employment and distances travelled - key stage 3.

Orchard, Dorothy, *The Life and Story of May Orchard*, Devon Traveller Education Service

This book was written by Dorothy Orchard to remember the life of her mother May, born in Wiltshire in 1935 and died in 1990, again tracing the changes that Travellers have had to adapt to - key stage 3 up.

Taylor, Karen, *My Trailer* (Cheshire: County Council), 2000.

This is a story about a traveller child looking for her home - key stage 1.

Turnbull (illustrations), *Shaun's Wellies* (Norfolk: Traveller Education Service). 1995.

A story about Shaun, a young Traveller child, looking everywhere in the campsite for his wellies - with flaps - key stage 1.

Various, *Fishing for Food and Mushrooms* (Sligo: Kid's Own Publishing Partnership) 2005.

This is a lovely collection of stories, poems and pen pictures written and illustrated by Traveller children in Belfast. This book is intended to make Traveller culture available to schools and to provide fun reading for any child. Key stages 1/2.

Webster, Charlotte, *Time to Go Travelling* (Bolton: Traveller's Education Service), 2003.

A story of a traveller family getting ready to travel over the summer holiday - key stage 1/2

Wood, John, *Finnegan's Wind* (Dublin: Wolfhound Press), 2000.

This story about two children in a Traveller family highlights the tensions for the children of preserving relationships whilst also wanting to change their way of life - key stage 2.

BACKGROUND INFORMATION FOR TEACHERS/LEADERS

Derbyshire Gipsy Liaison Group, *A Gipsy's Work A traveller's Trade*, Calendar 2005.

Useful pictures for story telling.

Devon Traveller Education Service, *The Story of Sukey and Lucy*, 1996.

The stories of an Irish Traveller and Old Welsh Romany Traveller families, one Catholic and one Protestant; their marriage, children and various stories from their lives - from key stage 3.

Leicestershire Traveller Education Service, *A Visit to Stow on the Wold Fair*,

A picture book with some good colour photos of a horse fair.

McBride, Doreen, *What they did with Plants* (Banbridge: Adare Press), 1991.

*This is a good book to have in connection with the spring story of Patrick and his Granny Rose and what she teaches him about the plants. There are recipes to use with wild plants/herbs - from **key stage 2**.*

Various, Travellers, Nomads of Ireland, Pavee Point Publications, 1997.

More up-to-date stories of Irish Travellers today

WEBSITES

www.itmtrav.com

This is the website of the Irish Traveller Movement (ITM) a national network of organisations and individuals working within the Traveller community. Good for background information - issues; publications etc.

www.paveepoint.ie

Pavee Point is a partnership of Irish Travellers and settled people working together to improve the lives of Irish Travellers through social justice, solidarity, socio-economic development and human rights. There are plenty of references in this site for further reading.

www.gypsyvanner.net

Good for pictures of horses

<http://community.webshots.com/album/124654295FWMTug>

This is a great site for pictures of fairs; wagons and horses