

5 Read the text about Davie. As you read, make notes on what home means to Davie.

My name is Davie, I'm a Scottish Traveller. I've lived in houses my whole life and I live in a house now, but seasonally my family have always gone on the road and 'moving' into a trailer each year. Sometimes a home can be a piece of land, a layby or a side of the road where your family has called home for thousands of years. Our house is where we keep our things, but on the road, it feels more natural.

For me, it was more about the place where the trailer was parked, rather than the trailer itself. When we camped in cities, we stopped on industrial estates and the like - because there was nowhere else to go. My dad and cousins would work, and we would move on after a couple of weeks.

I didn't get that feeling of being at home, you felt scared; unsure if people in cars were planning to report us or start a fight. But on camps, being told stories of people who had lived there for hundreds of years, people you haven't met, but you'd met through stories. That's when I **felt truly at home**, when you're in those places. When you **boil it down**, people feel at home when they're in places that have belonging and meaning to them, and when they're surrounded by their own people. For me, cooking on the fire feels like home. Getting bought or inheriting your first cast iron pan is a rite of passage. Cooking on the fire is a link to life on the road. It gives a sense of peace and safety.

My grandad and granny would have lived in similar ways to me, but they would have lived in a bow-tent. My granny's people owned wagons periodically, but mostly would have lived in a tent. Most Travellers then would have lived on the road. Home for my grandparents would have been anywhere they were surrounded by their family. Although, in her day, there still will have been ancestral camps that will have been used for a long time. We have camps here, that some say were stopping places during the Roman times. I can only assume she would have the same feeling that I did, camping in places like that. There's a big sense of pride when you're shifting with family and loved ones on the road. You're free to be you.

6 Work with a partner. Discuss the notes you made about Davie. Did you write the same things?

7 Complete the sentences with one word from the text.

a According to Davie, a house is where _____ are stored.

b Sometimes, the family would move on after a few _____.

c It was difficult to know if people would _____ the family for being in a certain place.

d If a place has meaning, or a sense of _____ - that's home.

e Davie thinks that his grandparents probably lived in a _____.

8 Look at the two highlighted phrases in the text:

to feel (truly) at home

to boil (it) down

Check in a dictionary about the meaning of these idioms.

When was the last time you had to boil something down?

What do you need to feel at home?

9 Look at these idioms in the box. Match them with their definition.

on the home stretch

nothing to write home about

a home truth

to be home and dry

home away from home

to hit home

a an unpleasant fact about oneself; usually pointed out by someone else

b a place where one is as happy or relaxed as in one's own home

c to be nothing special or unexceptional

d to fully realise the significance or true nature of a situation

e the last part of something being done

f to have successfully finished something or be in no danger of failing

Discuss

10 Work in pairs. Discuss the questions.

- a Have you ever been anywhere that was nothing to write home about?
- b What would happen if someone told you a home truth?
- c Do you have a home away from home? Describe it.

Create

11 'Home is where the heart is.' is another idiom. Using your notes from Exercise 1, create three more sentences or three new idioms with the sentence starter:

Home is where _____.

Home is where _____.

Home is where _____.

Focus



12 Watch this short film called Roads from the Past. As you watch and listen, write down:

- one thing you already knew about the topic
- two things you didn't know about the topic
- one thing you want to learn more about

After watching, discuss your notes with a partner.

Discuss

13 Work in small groups. Discuss the questions.

- Why is it important to understand and celebrate each others' difference?
- How can we as a society make sure that everyone feels welcome?
- What can we do as individuals to make sure that everyone feels welcome in our spaces, like school or work?

Write

14 Use your creativity for the theme 'What makes a home?'

You could:

- write a poem
- write an essay
- write a short story
- make a podcast
- make a video
- make a piece of art

Don't forget to share your creation with your class.

WHAT

MAKES

A HOME ?

JUNE 20-22 GYPSY, ROMA and TRAVELLER HISTORY MONTH

Acknowledgements

Thank you for downloading this resource.

Thank you to Lucy at [Friends, Families & Travellers](#) for all the help, advice and use of the text. Thank you also to [Richard O'Neill](#) for looking through the resource.

Images:

Word cloud - created by Peter J Fullagar on [worditout.com](#)

Roads from the Past image - screenshot from [video](#)

What makes a home? from [Friends, Families & Travellers](#)

For other resources, head here to my [resources page](#).

For my blog, head [here](#).

Useful resources for Gypsy, Roma and Traveller history and culture

[Friends, Families & Travellers](#) is a super site - check out the Heritage section. They also have packs to download for GRTHM month.

[The Traveller Movement](#) has a great page on history and culture.

[STEP](#) seems to be an excellent resource for all learners, but especially young learners. See their [Travellers' ABC](#), for example.

[LGBT Traveller Pride](#) is for those in the LGBTQIA* community - their blog section gives great information and shares incredible stories.



Teacher notes & answers

1 Get students working individually on this. Accept any and all plausible ideas. They then share ideas for Ex 2.

3 The words come from the text - don't explain any as yet, there are some in the glossary if students have difficulty.

4 Accept any plausible ideas. Note: students may have guessed the topic / theme of the text. Listen out for any negative statements. If needed, state that the class is a safe space and no racism or discrimination is tolerated.

5 Allow students to read the text. If time, you may want to split the text up and have students read different parts, like a jigsaw reading.

6 Monitor student ideas - none are wrong. Watch out for any discrimination.

7 Students can do this alone, and check in pairs.
a things; b weeks; c report; d belonging; e tent

8 Be careful with boil something down - concept check questions may help understanding here.

9 Let students work in pairs.
a a home truth; b a home away from home; c nothing to write home about; d to hit home; e on the home stretch; f to be home and dry

10 This could be replaced by students writing questions themselves. Decide if the group is strong enough for this.

11 Allow students to get creative - they can write anything they like, as long as it's not rude or discriminatory. Maybe get students to read their new idioms out, or create posters (paper or digital) to share.

12 This video is here to dispel negative stereotypes about the theme. The video is just over 5 minutes long and is an opportunity for students to learn more.

13 This follow on discussion could serve as the start of a manifesto for the class - to be inclusive of everyone.

14 A writing to finish off - could be done for homework. Allow any kind of creativity.

If students want to learn more, have a look at the useful resources on the previous page.