



Gypsy, Roma and Traveller month has been celebrated since 2008 with the aim of using education to tackle prejudice, change the narrative and amplify voices of GRT heritages in wider society.

The national theme of 2024 is *What does family mean to you?*

Schools can explore this theme with their pupils via 2 central acts of worship with additional resources for learning available for use within other lessons across the month.

The first act of worship focuses on ‘*What does Family mean to you?*’ with a central theme of embracing difference as we are part of one unified family in God.

The second act of worship focuses on ‘*Family and culture - freedom in your identity*’ with a central theme of respecting the multiple identities that make up a heritage group as they add to the fullness that makes God’s family.

Act of Worship 1

Slide	Dialogue	Areas to be mindful of
1	<p>Introduce students to the idea of celebration months. <i>Why would the history of some groups need special focus?</i></p> <ul style="list-style-type: none"> - Not every group in our society gets an opportunity to have their legacy heard. - Learning about others helps us to live in better harmony - Learning about others helps us to encounter others with confidence 	<p>Stereotypes around GRT heritage communities that students may have heard, seen on television etc.</p>
2	<p>Think >> Pair >> Share <i>What makes a group of people a family?</i></p> <p>Discuss diverse structures of families – birth, adopted, extended, grandfamilies, step etc</p> <p>Families are varied in structure and made of people who love, value and are committed to each other each other. Families offer a healthy environment for the members, especially young people, within them.</p>	<p>There may be bias around family structures.</p>

3	<p><i>What binds a family together?</i></p> <p>Think around the shared values of family structures in different contexts.</p> <p>Link to the family-oriented structure that GRT communities hold.</p> <p>Introduce the idea that it is not always a happy experience within some families when other people make their family, history and culture seem less welcome.</p> <p>Remind students that discrimination comes from a lack of love and understanding of our neighbour and causes exclusion and harm.</p>	Vocabulary check – tragedy, bonded (family that have a strong connection to each other)
4	<p>Explain to students what heritage is. Detail that heritage groups will have similarities in customs and traditions but also are unique. GRT represents a range of ethnic heritages with unique/distinct differences.</p> <p>They are not homogenous.</p> <p>Emphasise acceptance of individual difference in family collectives.</p>	Vocabulary check - heritage Basic information around ethnic heritage differences across the GRT group .
5	<p>Use the images and statements to discuss elements of GRT customs.</p> <p>Discuss extended families, the need for a suitable home, positive experiences of nomadic lifestyle, gatherings and events.</p> <p><i>Can you imagine living a nomadic lifestyle with your family?</i></p> <p><i>What makes a caravan a good home?</i></p> <p><i>What do you think children of GRT heritage experience when out in our community?</i></p>	Vocabulary check – extended, nomadic, discrimination Can link to study of the variety of homes that GRT heritages live in.
6	<p>GRT children have reported that the lack of acknowledgement of their ethnicities, cultures and histories within school makes them feel different and excluded.</p> <p>Applying the UNICEF Rights respecting Schools ideas, <i>what should a child of GRT heritage experience at our school?</i></p> <ul style="list-style-type: none"> - How do we welcome different identities to our school? - How could we show value to their culture? 	Unicef Rights respecting schools has applicable resources Article 2 – no discrimination Article 8 – Protection and preservation of identity Article 30 – Children from minority or indigenous groups
7	<p>Link to scripture where God has welcomed people with different identities into his family.</p> <p>Discuss how God builds inclusion by encouraging His people to share their lives with and understand those from different backgrounds, making them feel part of one unified family.</p>	Vocabulary check – citizens, household
8	<p>Story of Ruth</p> <p>Point out the difference in Ruth and Orpah in how they responded to Naomi as family. Explain that sometimes we need to consider who our family bond lies with and sometimes it may be with a person who is in our lives later.</p> <p><i>What does Ruth teach us about family?</i></p>	Longer animated clip (2min) Saddleback Kids

9	Prayer reflective on being a part of family.	
10	<p>Discussion about the words Ruth used when showing acceptance and respect for her extended family “Your people will be my people, and your God my God.”</p> <p><i>How can we show similar acceptance and respect for GRT families?</i></p>	
11	<p>Final thought: We are all a part of God’s unified family who are loved for our difference.</p> <p>Link the scripture calling to the action students can make to ensure their school creates one unified family. How do we show people they are welcome? How do families treat one another?</p>	
12-14	Additional activities and resources for further learning around GRT History and Heritage.	