

***Curriculum Framework for Romani  
Seminar for decision makers and practitioners***

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**Using the  
Curriculum Framework for Romani  
as a teaching/learning tool**

**Barbara Lazenby Simpson**

# ***The starting point: School and classroom***

The descriptors in the Common Framework for Romani:

- Should suggest concrete learning activities (supporting materials design and teaching)
- Would include short tasks as well as longer or on-going project-type activities
- Must describe activities which do not necessarily require a high level of resourcing (materials etc.)
- Include learning tasks and activities which contribute to general educational development
- Support the development of key transferable skills
- Promote the integrated development of the skills of language (receptive and productive skills)
- Encourage the integrated use of the different themes contained in the framework

# ***The starting point: Romani language, culture and people***

Using the CFR as the basis for a language curriculum would:

1. Develop learners' awareness of the broader Romani community (in other countries, areas etc.)
2. Promote respect for the historical and cultural aspects of the Roma way of life (*Romanipe* in particular)
3. Engage parents, other family members and the larger community as much as possible
4. Promote pride in, and a sense of belonging to, a historical and living heritage

## ***The starting point: Learners of Romani***

Learning the Romani language on the basis of the CFR would:

1. Promote and use the strong oral tradition of the Roma people
2. Build strong connections between past and present and inspire interest, questioning and pride in Roma heritage
3. Encourage learners to use technology in the course of their learning (recording, IT, internet, e-mail etc.)
4. Support engagement with all the skills of language - listening, speaking, reading and writing - through interesting and authentic learning activities
5. Show clearly the relationship between learning the language and daily life

# 1 *The descriptors suggest concrete activities*

The house/caravan and its activities

Level A1

**Can recognise labels on a picture of a typical house or room.**

Can recognise numbers and words on a street or in an address.

**Can recognise the words for parts of the home and its surroundings and items in the house/caravan.**

Can recognise numbers and words on a street or in an address.

## **Example:**

1 Pupils draw a picture of a house/caravan (or a particular area of their homes) on a large sheet of paper

2 Talk about colours, sizes and shapes as they make their drawing

3 Draw, or stick in, pictures of furniture and other objects found in the home

4 Categorise the vocabulary according to where it is used in the home

5 Write some sentences about their homes

Etc.

## 2 *Developing interest, awareness and skills*

Transport and travel

Level B1

Spoken Interaction

Can ask and answer questions about Roma travelling traditions.

Can ask questions of older family or community members about experiences of travelling in the past.

Can discuss information about Roma and travelling in the preparation of a project.

**Knowledge, respect and tradition**

- Oral tradition
- Past and present
- History
- Cultural information
- Specific vocabulary
- Involving others from the family or community
- Etc.

**Key learning skills**

- Working collaboratively
- Discussing and sharing information with others
- Preparing a project

### **3 Building on the oral tradition**

**A project over a longer period of time (1 term, 1 school year etc.)**

- **Age range: 8 -14** **Level: A2 – B2**
- Pupils get parents or other older family members to **tell them a story** or riddle or teach them a song.
- Older pupils may also carry out **research** to find stories, riddles or songs from other sources
- Pupils **re-tell** the stories or riddles, or teach the song to other pupils in the class.
- Pupils then **write down** their story, riddle or song.
- All work produced by pupils is put together into a 'book'.
- The book is copied and each pupil takes one home where he/she can read the stories etc. to parents.

## ***4 Understanding the past; thinking about the present; future possibilities***

**Roma crafts and occupations**

**Level B2**

**Spoken Production  
(older pupils)**

**Can give a talk comparing the lives of nomadic Roma craftsmen in the past with modern life.**

**Example: (over a period of weeks)**

- 1. Pupils learn the vocabulary for different Roma trades and professions that were practised in the region**
- 2. Read or listen to stories about Roma occupations and travelling in the past**
- 3. Research possible occupations for the future (using internet, leaflets etc.)**
- 4. In pairs, prepare and give presentations contrasting the past with the opportunities today**



# 5 Making learning relevant to daily life

## My community

### Level B1

Can use familiar vocabulary and concepts to understand the teacher's introductions to themes related to the local community.



















### Example:

1. Using a map of the local area, pupils label the areas, buildings and other places of importance in the community
2. Talk about and learn the vocabulary for the different people working in the community (doctor, shop assistant, pharmacist, farmer etc.)
3. Working in pairs, pupils write an imaginary text about 'A day in my life' based on one of the key occupations in the local area
4. Read texts to the class

# *The learners' tool: Checklists*

## **The purpose of checklists:**

- They make learning more transparent to learners
- Learners can record and monitor their own progress
- Learners take some responsibility for the progress and process of learning
- Seeing a visual record of achievement is motivating
- Any 'gaps' in learning are immediately obvious (to teacher as well as learner)

Festivals and celebrations				
Level	Skill	* Date	** Date	*** Date
A1	 I can understand the words for important festivals and celebrations in my local area.			
	 I can understand the words for festivals and celebrations in my family or community.			
	 I can recognise the words for important festivals or celebrations when I see them on a chart, calendar or poster.			
	 I can answer some questions about the main festivals in my local area.			
	 I can answer some questions about the important events in my family or community.			
	 I can name the main festivals that take place during the school year.			
A2	 I can name the main celebrations that are important in my family or community and say what time of year they occur.			
	 I can write the names for the important festivals or celebrations in my area.			
	 I can write some sentences about the important events in my area or in my family and community.			
	 I can recognise when an important festival or event is part of a story.			
	 I can recognise when the teacher talks about a particular festival, celebration or event.			
	 I can understand the instructions for preparation for an important event.			
B1	 I can read a simple story about an important festival or celebration.			
	 I can read about how a family prepares for an important celebration.			
	 I can ask and answer some questions about festivals that appear in stories.			
	 I can ask my friends about how they celebrate in their homes.			
	 I can ask about a festival that is very important to my family or community.			
	 I can talk about a festival or celebration in my home.			

Small steps in learning may be recorded using the 3 stages indicated by the stars

\* I can do this with **a lot of help**

\*\* I can do this with **a little help**

\*\*\* I can do this **without any help**

As a result of this approach, there is **no failure**.

# *How do we use the checklists?*

- Checklists are typically used **before and after** a cycle of learning
  - before learning, as a basis for setting learning targets
  - afterwards, for recording learning and self-assessment
- The teacher identifies the statements that have been covered in recent learning activities (these are closely related to the CFR which is the curriculum for learning)
- Teacher draws the pupils' attention to different statements
- Pupil proves that he/she can do whatever is described in the statement – by showing work done, talking about it, answering questions etc.
- Pupil then enters the date in the appropriate column \* \*\* \*\*\*
- Checklists should be kept by pupils with the work that they produce, as part of their learning portfolio

# WORKSHOP SESSION

1. Return to the list of themes and skills that you identified in the earlier workshop session
2. Suggest a generic classroom activity which is based on the theme(s) that you have identified
3. Note:
  1. A **teaching objective** for your activity
  2. How different **themes may be integrated** into the activity
  3. How different **skills may be integrated** into the activity
  4. What the **outcome** of the activity will be (poster, presentation, writing task etc.)