

Education des enfants roms en Europe
Education of Roma children in Europe



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Using the European Language Portfolio for Romani

Teacher's handbook

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Language Policy Division - www.coe.int/lang
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The *European Language Portfolio* for learning the Romani language

Introduction

Two versions of the European Language Portfolio (ELP) have been designed for use in teaching and learning the Romani language. One ELP is intended for primary-level learners between the ages of 6 and 11 years, and a second ELP was designed for lower secondary learners from 11 to 16 years. It may, however, be appropriate to use pages from each of these ELPs with learners of different ages.

The purpose of these European Language Portfolios is to support students of the Romani language in school, in language classes outside school, or in informal learning in the community. The ELP demonstrates and highlights individual achievement and success and, as a result, helps promote motivated, self-confident, and self-directed learners.

These European Language Portfolios involve the use of all skills of language; listening and speaking, reading and writing. Using the ELP with students provides a positive and fun-based means of ensuring that they learn the language by carrying out a wide range of different activities. As the student must participate actively in learning in order to record achievement and progress in the ELP, he or she is provided with constant confirmation of the realities of success.

The purpose of this handbook is to provide examples and suggestions to help teachers use the ELP effectively.

Working with the Curriculum Framework for Romani

The *Curriculum Framework for Romani* provides the basis for the content and delivery of Romani language classes.

Theme-based descriptors for the five skills of language

The Framework is based on 11 themes which reflect the typical language needs of students and teenagers while, at the same time, take into account the history, traditions and life style of Roma people and *Romanipe*. In addition to the theme-based descriptors, there are 'Global benchmarks' which describe language proficiency in general.

The Framework defines proficiency as positive 'can do' statements. These statements are presented in an accessible form for students in the 'checklists' which appear in the Language Biography sections of the European Language Portfolios.

The Framework statements specify five language skills at four levels. The skills are **Listening** and **Reading** (Receptive skills) and **Spoken Interaction**, **Spoken Production** and **Writing** (Productive skills).

Four levels – A1, A2, B1, B2

The levels used for the Framework are derived from the Council of Europe's *Common European Framework of Reference for Languages* (CEFR). For further information about the CEFR see www.coe.int/portfolio

While the CEFR has six levels in all, experience demonstrates that school students are typically capable of achieving the fourth level, B2, during the years of formal schooling. The Framework, therefore, is specified at levels A1, A2, B1, and B2. Level A1 is the lowest level and it automatically becomes the first 'target' for students with little or no existing proficiency in the Romani language. For some students, the lowest levels of the Framework may not be relevant, particularly if they have previously learnt Romani at school, or use Romani in their daily or family lives.

Individual rates of progress and achievement

Students do not all learn in the same way and at the same rate. The European Language Portfolio is designed to provide a means for the teacher and individual student together to identify an appropriate pathway for learning. In this way, the apparently less able student may be helped to progress along a path and in a way that meets his/her particular language learning needs and abilities. The progress through the Framework by any individual student will rarely be entirely predictable and consistent; some skills may develop more quickly than others, and at any particular level some of the tasks described in the Framework may prove to be more challenging than others.

For the teacher

The Curriculum Framework for Romani provides an on-going reference point for Romani language teachers. By referring to the Framework at regular intervals, teachers will find ideas, inspiration and confirmation that their teaching approaches are calculated to achieve the best possible learning outcomes.

What is the European Language Portfolio?

The Council of Europe developed the concept of the *European Language Portfolio* (ELP) in parallel with the *Common European Framework of Reference for Languages* (CEFR). For a list of validated ELPs see www.coe.int/portfolio

Every European Language Portfolio has three parts:

- **Language Passport**
- **Language Biography**
- **Dossier**

In addition, it must contain the reference levels and descriptors of the *Common European Framework of Reference for Languages*.

Language Passport

The Language Passport is where the learner expresses his or her linguistic identity. This process is most important for the students using these particular ELPs. It is important to acknowledge and include all languages known to a student. In the Language Passport, students can indicate what they are able to **do** in different languages.

The Language Passport also allows the student to record his or her cultural awareness and experiences. This is particularly important for learners of the Romani language as an understanding of the significance of Romanipe is critical to their language learning.

For sample activities leading to the Language Passport see pages 9-13.

Language Biography

The Language Biography is the focus for all the learning that takes place in language classes. The Biography sections in the two Romani ELPs contain themed checklists. These checklists are simplified versions of the descriptors in the Curriculum Framework for Romani. Each statement suggests a task or activity that the student should carry out so that he or she, with the support of the teacher, can then record that this has been achieved. This helps the student to take responsibility for his or her learning and recording progress. In the ELP for younger learners, recording is done by colouring a star beside the statement in the checklist. In the ELP for older students, the date of achievement is recorded.

For examples of relevant classroom activities see pages 14-27.

Dossier

The Dossier is an unrestricted part of the ELP in which students can file and keep their work. Some activity pages are provided, but the main contents of the Dossier are developed throughout language learning so that each student has a substantial file of his or her work.

For more information about possible dossier content see pages 28-30.

Using the ELP in general

Every statement in the ELP suggests a **learning activity**. It is not a book of forms and should not be used in this way.

- * For the teacher, the topics or activities suggested in the ELP checklists can be used to help **plan lessons**.

- * The time necessary for students to achieve proficiency at any level will vary considerably. Some students will **progress rapidly** in particular skills or themes that are of interest to them. On the other hand, they may make slower progress in other skills or different thematic areas.

The order of use

The ELP is typically used at the **end of a cycle of learning**. Cycles will usually be theme-based and may take one class session or several weeks to complete. In general, it is recommended that the ELP should be revisited every two to four weeks.

- * The ELP will never be used page by page. The teacher has complete **freedom** to move backwards and forwards through the pages to use the themes, statements and activities that fit in best with the rhythm and focus of teaching.
- * Language learning is **cyclical**. Students will revisit the same theme several times as language proficiency develops and learning tasks become more challenging.

The content

- * The ELP does not restrict the **scope** of teaching. Teachers are free to add new activities, worksheets or other learning or published resources to the Dossier section, as appropriate.
- * The ELP can be integrated with **any classroom activities**, topics or teaching objectives
- * There are many **interconnections** between themes so that students may be able to sign off, by colouring the star or entering the date, in several different places at the same time.

Example:

At Level A2 **all** the following activities could be included in a single themed cycle of learning:

MYSELF AND MY FAMILY Writing A2 - Can write a short letter to a family member describing in an age-appropriate way an important family event, a baptism, wedding, new baby etc.

THE HOUSE/ CARAVAN AND ITS ACTIVITIES Reading A2 - Can read a simple text (narrative or description) of the home life of a Roma family.

FESTIVALS AND CELEBRATIONS Listening A2 - Can understand a simple story which is based on a festival or celebration when a high frequency of familiar words is used and, if possible, there is visual support.

FOOD AND CLOTHES Listening A2 - Can understand instructions for wearing particular items of traditional clothing for a special purpose or event.

TIME, SEASONS AND WEATHER Spoken Interaction A2 - Can respond in simple terms to questions about a festival or occasion that occurs at a particular time of the year.

MY COMMUNITY Spoken Production A2 - Can use a series of phrases to talk about his/her daily life.

Focusing on the individual student

- * Because each student individually owns his/her ELP, it is possible to include **personal experiences** in activities – for example by drawing pictures, writing descriptions, presenting personal views etc.
- * 'Portfolio Day', or an ELP session, is a good opportunity to **give praise** individually.

Sample procedure for 'Portfolio Day' in the classroom:

1. Student is directed by the teacher to the relevant page(s) in the ELP for the theme that has been covered in recent classroom activities
 2. Student reads the statement(s) indicated by the teacher
 3. Student and teacher discuss the statement(s) and confirm that the student 'can do' it – student may demonstrate, answer questions or produce examples of work to provide evidence of ability
 4. Student colours star(s) or enters date(s) and is given praise for this achievement
- * The **particular needs** of an individual student may be the focus of his/her Portfolio.

Example:

If a student has already developed proficiency to B1 level in the skills of speaking and listening, but needs to develop more proficiency in reading and writing, then the focus in the Portfolio should be on all the statements that suggest reading or writing activities.

Developing the learning skills of students

- * Students can take part, with their teacher, in **making decisions** about what needs to be learnt or reviewed. This is done by looking through the themed checklists and identifying new learning targets, or existing gaps in knowledge or proficiency.
- * Pages and statements in the ELP support teachers in exploring with their students **how language learning happens** and how it can be improved (see page 14)
- * The checklists contribute to a process of combined teacher/student assessment in which the student 'proves' his/her achievement. This process develops students' awareness of their own abilities and teaches them how to **assess themselves**.

Communicating with colleagues and parents

- * The ELP provides an excellent means of communicating information about a student's progress to his or her **parents** or to other teachers. The coloured stars/dates become a visual record of a learner's progress and achievement. When the star is also date-stamped by the teacher, the rate of progress and currency of the information is immediately obvious.
- * The ELP can also be used as a focus for **discussion between teachers**.

The ELP as a teaching resource

By using the *Curriculum Framework for Romani* with the *European Language Portfolios* for learning Romani, teachers will find many ideas for the classroom. Each statement in the Framework, and the statements in the ELP checklists, suggest possible classroom tasks and activities. Statements may be combined to create a substantial theme-based cycle of teaching/learning.

It is important to note that the majority of these tasks and activities do **not** require expensive resources. They are generally based on the materials that are already available in classrooms and schools. Additional materials may be gathered over time by using magazines and newspapers, pictures from magazines or internet, authentic items (e.g. examples of Roma crafts, items of clothing etc.), recordings of songs, interviews, talks etc.

Remember that involving learners in developing learning resources as classroom activities will help them to become more aware of the process of learning.

Photocopying ELP pages

The activity pages in the Dossier sections are intended to support teaching/learning, and may be photocopied as frequently as necessary for different themes and purposes.

Suggestions for classroom activities based on the use of the ELP

LANGUAGE PASSPORT

ELP PRIMARY

ELP LOWER SECONDARY

The first steps, introducing myself

Age range: All

Level: A1

Resources

One copy of the ELP for each student. A soft ball

Method

At the first class, arrange students in a circle and throw the ball to each student in turn. When the student gets the ball, he/she must say in Romani, 'My name is ...' Then continue to say, 'I live in ...'

Distribute the ELPs to all students.

Students open ELPs at **page 4** and write their names (with help as necessary) and where they live.

The other details will come later as students learn colours, things they like etc.

ELP LOWER SECONDARY

Roma group and family names

Age range: 11-16

Level: A1

Method:

- 1 Teacher with students discusses the concept of personal names and their importance
- 2 Brainstorm Romani names known to students
- 3 Talk about what students call their parents, grandparents and other family members
- 4 Students are assigned to carry out research by gathering information about their family/group in their homes/communities, using the internet, printed sources, etc.
- 5 Students work in small groups to produce posters which
 - a. explain the importance of Romani names
 - b. connect groups and names to crafts and occupations
 - c. combine the information elicited from their families
- 6 Students give an oral presentation of their posters and the information they have gathered.

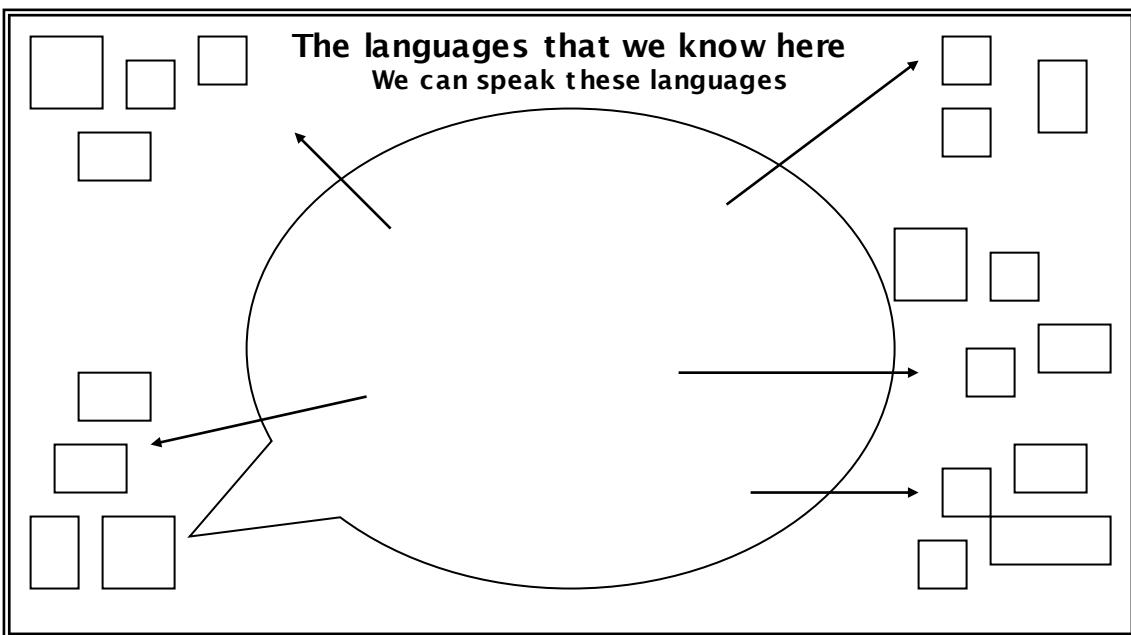
Note: Students of different ages will produce posters/drawings that are age-appropriate.

On Portfolio day, students enter information about family and group names on **page 4**.

My picture →	
My name is: _____ I live in: _____ My eyes are: _____ My hair is: _____ My favourite colour: _____ My favourite food: _____ My favourite activity: _____ Other things about me: _____ _____ _____	

ELP PRIMARY**ELP LOWER SECONDARY****Languages I know****Making a class poster and recording information in ELP****Age range: All****Level: A1**

On Page 5 the student records the languages known to him or her. As a means of including these in the classroom display, a class poster could be made to illustrate the range of languages represented by all students in the group with their photos or names.

**Resources**

Poster paper, markers, photos of students/names

Method

- 1 Add the students' names or photos to the wall chart
- 2 Get the students to turn to **Page 5 of the ELP** (both versions)
 - Ask 'What language do you speak at home?'
 - 'What language do you speak at school?'
 - 'What language do you use for reading?'
 - etc.
- 3 Help students to fill in as many of the answers as possible

Languages I know			
These are the languages I speak			
With my family	<input type="text"/>		
With my grandparents	<input type="text"/>		
With my friends	<input type="text"/>		
In school	<input type="text"/>		
What I can do in my languages			
I can speak in:	I can listen in:	I can read in:	I can write in:

Note: Older students should use the self-assessment grid of the *Common European Framework of Reference* on page 7 to enter information about their languages in the ELP LOWER SECONDARY, page 6.

My proficiency in different languages		Self-assessment of proficiency				
		A1	A2	B1	C1	C2
Language:	Listening <input checked="" type="checkbox"/>					
	Reading <input checked="" type="checkbox"/>					
Date:	Spoken interaction <input checked="" type="checkbox"/>					
	Spoken production <input checked="" type="checkbox"/>					
	Writing <input checked="" type="checkbox"/>					
Language:	Listening <input checked="" type="checkbox"/>					
	Reading <input checked="" type="checkbox"/>					
Date:	Spoken interaction <input checked="" type="checkbox"/>					
	Spoken production <input checked="" type="checkbox"/>					
	Writing <input checked="" type="checkbox"/>					
Language:	Listening <input checked="" type="checkbox"/>					
	Reading <input checked="" type="checkbox"/>					
Date:	Spoken interaction <input checked="" type="checkbox"/>					
	Spoken production <input checked="" type="checkbox"/>					
	Writing <input checked="" type="checkbox"/>					

ELP PRIMARY

ELP LOWER SECONDARY

My progress in learning

In each ELP two pages are provided for monitoring the progress of the student. The purpose of this is to provide a visual summative record of the student's current levels of proficiency in relation to the five skills of the *Common European Framework of Reference for Languages*.

A grid, covering the four levels of the *Curriculum Framework for Romani* A1, A2, B1 and B2, contains broad descriptors for each of the skills of language. When a student has begun to provide proof of his/her ability to carry out tasks at a particular level, it is time to sit with the student and examine these pages.

For each level, three sub-levels are provided which allow progress to be recorded when the student 'can do' with a **lot of help**, with a **little help** and with **no help**. In this way, small steps in progress may be acknowledged and recorded.

It is important to return to these pages at regular intervals during learning. The frequency may depend on the intensity of the programme of learning. For example, if students have one class per week, it will take them longer to achieve clearly identifiable goals. If they have five classes per week their progress will be evident and it will be possible to record this more frequently. It is recommended, however, that teacher with student should visit these pages on a portfolio day approximately every six to eight weeks.

It is suggested that the date of recording progress should be entered into the relevant box. However, it is also possible to shade the box or enter a line.

Examples:

	A1			A2		
	With a lot of help *	With a little help **	With no help ***	With a lot of help *	With a little help **	With no help ***
Listening 	26/9/20..	16/10/20..	6/11/20..	25/11/20..		

Listening 						
---------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

Listening 						

Intercultural experiences

The ELP pages related to intercultural experiences may be used after classroom activities based on any of the following themes:

- The house/caravan and its activities
- Roma crafts and occupations
- Festivals and celebrations
- Transport and travel
- Food and clothes
- Hobbies and the arts

Remember! ELP pages should be revisited from time to time. These are not forms to be filled in, but are places where students may record the results of their learning activities, new awareness, thoughts and conclusions.

ELP LOWER SECONDARY

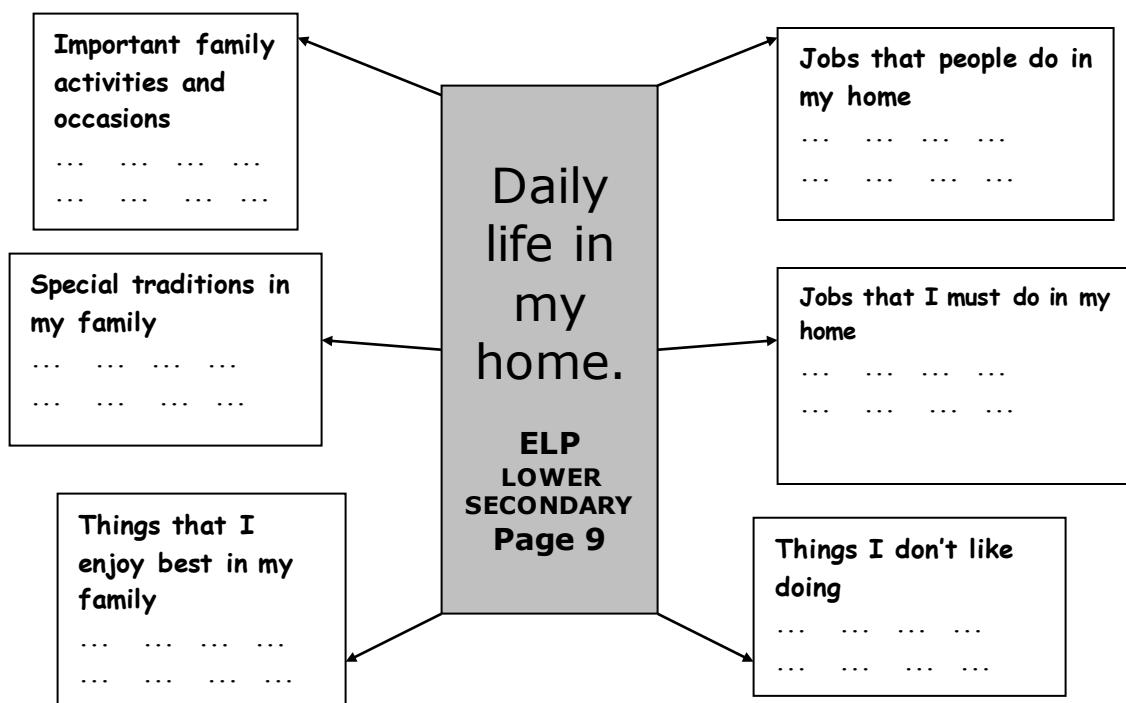
Thinking about cultures

Theme: The house/caravan and its activities

B1	I can read about the daily lifestyles of other people
B1	I can describe a family activity that is important or special to me
B1	I can write a short text about the important traditions in my family.

Method:

1. Talk about daily life, important events in families, rules of the home etc.
2. On the board, collect all ideas by making a vocabulary rose or spidergram.



Thinking about cultures

Thinking and talking about important activities in our lives helps us to understand how people are sometimes the same and sometimes different. Make a note of your own ideas about the following things:

	Roma	Gadže	I don't know
(What a Roma have about Roma traditions and way of life.)	(What a Roma have about Gadže traditions and way of life.)	(If you do not know about them)	
Our family			
Our important celebrations			
The jobs my parents do			
The stories and riddles that I hear			
The traditions of my family/group			

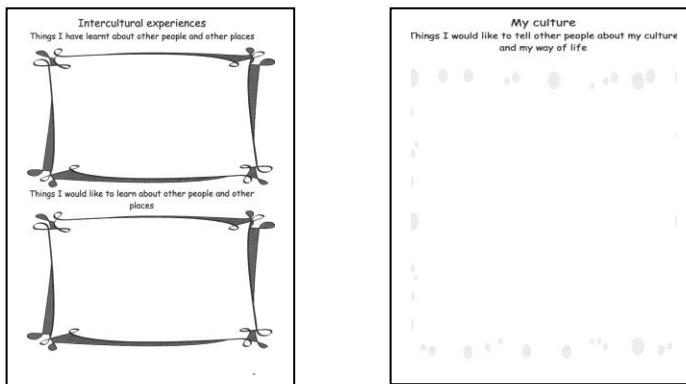
3. When all possible vocabulary has been collected in the spidergram, draw two columns.
4. In one column write the activities, events and important traditions that belong to Roma life and see if the students can identify the same information for gadže homes.

Roma home life	Gadže home life
.....	
.....

ELP LOWER SECONDARY

5. On portfolio day, students record the main points of this information in the ELP LOWER SECONDARY pages 8 and 9 in the sections **Our family**, **The traditions of my family/group**, and **Daily life in my home**.

ELP PRIMARY Younger students can use **pages 6 and 7**.



Page 6 Things I have learnt about other people and other places

Page 7 My culture

Page 6 provides space for younger students to enter notes about the things they have learnt or discovered about people and their lives in other places and communities.

As learning proceeds, young students should have questions to ask about how other people in different places and communities live their lives.

These should be entered into the box 'Things I would like to learn about other people and other places'.

Page 7 allows students to note the important aspects of their own cultures that they would like to explain to other people. The purpose of this page is to make young learners aware of the value and richness of their cultures and to develop their pride in the traditions of their families and communities.

These two pages should be visited following activities from many of the themes including **Myself and my family**, **The house/caravan and its activities**, **My community**, **Roma crafts and occupations**, **Festivals and celebrations**, **Transport and travel**, **Food and clothes**, and **Hobbies and the arts**.

LANGUAGE BIOGRAPHY

Age range: All

Level: All

This set of activities is important for all students. When students begin to understand about learning, and how they can learn, then they will be able to transfer this information, and the skills that they develop personally, to other learning situations.

ELP PRIMARY

All about learning

This provides an opportunity for younger students to think about what they have learnt, enjoyed learning and the things they found difficult to learn.

The teacher should return to this page at intervals and, in classroom discussion or one-to-one discussion with the teacher, students enter their own information in the boxes.

All about learning	
These are the things I have learnt	These are the things I have enjoyed learning
These are the things I found easy to learn	These are the things I found difficult to learn

ELP LOWER SECONDARY

Learning new things

Learning new things	
<p>Think about how you learn new things like words, spelling and pronunciation. Put a note in the box beside each thing to remind you how you learnt it best. For example, when you want to learn new words you could say them again and again, write them down, put them into a sentence or try to use them as soon as possible. You may have another way of learning.</p>	
New words and expressions	How I learn and remember this
spelling	
information (for example, information about people, places, events, customs, history or traditions)	
pronunciation	
writing	
story telling	

Learning new things (page 13).

The statements provide a focus for the exploration by students of how they learn best. It is likely that the completion of this page will take at least one school year and possibly longer. Students should be encouraged to think about a particular aspect of learning after they have completed a cycle of learning.

Method

When students have carried out a learning activity, teacher prompts them to think about their own learning.

Example

When a new topic has been introduced and key vocabulary has been taught, teacher uses questions to prompt reflection:

- How are you going to remember those new words?
- Do you think it would be a good idea to write them down?
- Would it be a good idea to have a little quiz in our next class to see if you have remembered them?
- What about the spelling – how will you remember that?
- Do you do that each time we have new vocabulary in class?

Individual students note their learning strategies in the box 'words and expressions'

The same approach is used for 'spelling', 'information' and so on.

ELP LOWER SECONDARY

Things I have done and what I would like to do in the future

Age range: 11-16

Level: A2-B2

Objective: The purpose of this page is to encourage students to think about their experiences, abilities and future possibilities.

Method:

1. Each student draws a timeline on a large sheet of paper beginning at the year he/she was born and continuing into the future.
2. Brainstorm the events and experiences of students and collect vocabulary on the board (e.g. births in the family, travelling, deaths, celebrations, starting school etc.)
3. Each student enters the relevant information along the time line.

It would be appropriate at this stage to carry out some activities from the themes **Roma crafts and occupations** and **Hobbies and the arts**.

Use the opportunity to explore, for example, possible future occupations, training or experience needed for these, family traditions in crafts or work generally, and so on.

4. Return later to the timeline and get students to enter their personal targets for the future and the stages necessary to achieve these.
5. Each student writes a short piece of text explaining 'What I would like to do in the future'.
6. When the timeline has been finished, each student presents his/hers to the class with explanations about important events and stages in life, and targets for the future.

Things I have done and what I would like to do in the future															
This line is recording the years of your life. Talk to your teacher and your friends and try to remember different things that you did at different times in your life. Then mark the place on the line and write a label to show each important experience in your life. Your experiences could include important celebrations, events in your family, things you really enjoyed doing, starting school, places or people you visited. If you do not have enough space on this page, draw a line on a big piece of paper.															
<p style="margin-top: 10px;">What I would like to do in the future</p> <hr/> <hr/> <hr/> <hr/> <hr/>															

MYSELF AND MY FAMILY

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All

Level: A1

Objective: To introduce the concept of Roma group and family names and their association with crafts or occupations.

Method:

The approach described on page 9 for 'Roma group and family names' could be used here. In this case the activity should be focused on the association between names or groups and their crafts or occupations.

On portfolio day students mark off the relevant statements for this theme and any other theme that has been included.

See, for example these statements from the Spoken Interaction curriculum for 'Myself and my family'

A1	A2	B1
Can answer basic questions about his/her group, family name, age, and family members when supported by prompts.	Can reply with confidence to family or community members when asked familiar questions about his/her name, age, number of brothers and sisters, names of family members etc.	Can ask and respond to questions on a wide range of familiar topics (family, home, parents' activities, interests, etc.).

ELP PRIMARY

Age range: 6-11

Level: A1-A2

Myself

Resources

Photograph of the student (a digital camera is an excellent resource)

Method

- 1 Student sticks photograph into folded 'booklet'
- 2 Writes, or copies, name, age, school, address or area etc.
- 3 Writes sentences about colour of hair and eyes
- 4 Writes simple sentences e.g. likes or dislikes, family, how he/she came to school today etc.
- 5 Booklet can be put into Dossier of ELP by punching the pages or inserting in a plastic sleeve

On portfolio day any of the following checklists may be appropriate:

- Myself and my family
- The house/caravan and its activities
- My community
- Festivals and celebrations
- At school
- Transport and travel
- Food and clothes

THE HOUSE/CARAVAN AND ITS ACTIVITIES

Visual supports are very useful for this theme. It is a good idea to collect a file of photographs and pictures of furniture, rooms in houses, mobile homes etc. These may be found in magazines, catalogues, newspapers and on the internet.

There are many possible activities that can be adjusted for different age groups, for example:

- Draw and label a plan of a house /caravan showing different areas, names of furniture and fittings and so on.
- Talk about my favourite place in my home and the reasons why.
- Write some sentences or a piece of text about 'my favourite place'.
- Talk about and list the things that have been learnt in the home from parents and grandparents.

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All **Level A2**

Objective: To talk about the home.

Method:

1. Each student brings an object from home – preferably something that is unusual or unfamiliar (e.g. something old, from another place etc.).
2. Each student holds up the object and the others must guess what it is.
3. If the object is guessed correctly, the student with that object explains where it is kept in the home and what it is used for.
4. If the class members cannot guess correctly, the student talks about the object explaining what it is, where it came from, where it is kept in the home and what it is used for now.

This theme can also be integrated into the following themes:

- Festivals and celebrations
- Food and clothes
- Hobbies and the arts

MY COMMUNITY

ELP LOWER SECONDARY

Age range: 11–16 **Level A1**

Objective: To learn the words for places in the community and the activities that take place there

Method:

1. Brainstorm the words for places in the local area that are already known to students, using pictures or photographs as necessary (bank, police station, cinema, supermarket, etc.).
 2. Students work in pairs to draw a map of the local area and put in as many of the important places as they can.
 3. They talk about each place and make notes on a separate piece of paper about what happens there – younger students write down key words, older students write short phrases or simple sentences.
 4. All maps and pages are displayed on the wall

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All **Level A1/A2**

Objective: To learn the words for basic foods and to interact using appropriate greetings, requests and thanking.

Method;

1. Set up a number of “market stalls” in the classroom, using empty packets, vegetables, fruit, etc.
 2. Students learn the names of different foods, how to ask for items and how to thank.
 3. Students prepare “shopping lists”, writing the names of foods they will buy.
 4. Shop keepers are appointed to different stalls. They must greet the customers, tell the prices and say thank you.
 5. Students circulate to the stalls, buying the goods on their shopping lists.

Note: Empty food packets and plastic fruit and vegetables are useful teaching resources for this theme.

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All **Level A2**

Objective: To learn the names and functions of buildings and other places in the local community.

Resources: Map of the locality, with numbers to indicate a particular building or place. Photographs of buildings or places in the area (shops, doctor's clinic, library, gym, park, playground etc.) Flash cards with key words.

Method

1. Introduce the pictures, one at a time, working on the key vocabulary.
2. Mix up the pictures and get students to match each picture with the relevant flash card containing the key word(s).
3. Students talk about what happens in the different places and the people who work/play/visit there
4. Take a short walking tour to see the places nearest the school
5. Stop and let students look at the photographs as they look at the places in reality
6. Back in the classroom, students look at the map and decide which building or place relates to each number.

ROMA CRAFTS AND OCCUPATIONS**ELP PRIMARY****ELP LOWER SECONDARY**

Age range: All **Level A1/A2**

Objective: To learn the words for places in the community and the activities that take place there

Method:

1. Prepare a set of flash cards with some names of different Roma trades and occupations (particularly those associated with the local region).
2. Pre-teach the words and discuss the activities.
3. Young students draw pictures representing the activities.
4. Older students search on the internet for information/talk to families and obtain relevant pictures/ draw pictures/write some sentences.
5. Students prepare a wall display using the flash cards and putting their pictures/text with the appropriate card.

ELP LOWER SECONDARY

Age range: 11–16 **Level B1/B2**

Objective: To research Roma crafts or occupations which were common in the local area or in the student's family group.

Method:

1. Introduce the topic of occupations in the local area. Focus on past or present occupations of Roma people.
2. Students working in pairs choose an occupation and carry out research using all available means (e.g. books, internet, family, etc.).
3. Each pair prepares a presentation using pictures, posters, etc. with accompanying text.
4. Each pair makes a presentation to the rest of the class.
5. Pictures and text are displayed either on the wall or in a book.

FESTIVALS AND CELEBRATIONS

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All **Level A1/A2**

Objective: To learn when important celebrations take place, the reason and purpose for them, and what students do during these celebrations.

Method:

1. Ask students about the important celebrations in their lives.
2. Talk about what time of year these celebrations take place – month, season.
3. Students say what happens during the celebrations (e.g., special meal, visit to family, holiday, etc.).
4. Make a list of different celebrations on the board, categorised into personal (e.g. birthday), family, local, national and Roma-specific.
5. Make a large wall chart, which is divided into the months of the year, and write the celebrations in the appropriate month with a note explaining whose celebration this is.

AT SCHOOL

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All **Level: A1–B2**

Objective: To learn about the locations of Roma groups (geographical focus)

Method:

- 1 Teacher asks students where Roma groups are living now.
- 2 Students brainstorm and provide some answers.
- 3 Students add information about different countries – *It is near to this country, It is in the north where the weather can be very cold etc.*
- 4 Students find the countries on a map and insert symbols or names where Romani groups live.
- 5 Students find information about the countries and prepare a short piece of text to describe each country.
- 6 The texts are displayed together with the map.

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All

Level: A1–B2

Objective: To introduce Roma history (historical focus)

Method:

1. Each student prepares a time line of his/her life marking in the important events.
2. Brainstorm what students know about "history" in general.
3. Teacher introduces the idea of Roma history.
4. Students use maps to trace the journey of Roma people from India and put the relevant dates on the maps.
5. Teacher tells story relevant to Roma history.
6. Students prepare to take "roles" in the journey and to tell "their stories"
7. Students write their story of the journey and read it to the class or present it using puppets.

Extension:

Age range: 11–16

Level: A2+ – B2

Students listen to/read a story (legend or fairy story) depicting an experience or an aspect of Roma life in the past.

TRANSPORT AND TRAVEL

ELP PRIMARY

Age range: 6–11

Level: A1

Objective: To learn the basic words for modes of transport.

Method:

- 1 Brainstorm all the possible ways that people travel (e.g. foot, bicycle, car, donkey, train etc.).
- 2 Write each word on a chart with the name of the student who suggested the word beside it.
- 3 Put the chart on the wall to provide support.
- 4 Younger students draw a picture of a journey and label the main parts.
- 5 Older students write a short text (e.g. 5 sentences) about a journey they experienced.

Extension:

Read a story about a journey that uses familiar words.

ELP LOWER SECONDARY

Age range: 11–16

Level: B1–B2

Objective: A project to explore the importance of travelling in Roma history and tradition.

Method:

- 1 Discuss the Roma history and traditions associated with travelling.
- 2 Compare this tradition with the modern situation in many countries.
- 3 Divide students into groups of 3.
- 4 Each group discusses how to prepare a project on travelling Roma.
- 5 Groups must research (interview Roma people, read text, internet etc.) and compile their information under different headings.
- 6 Groups prepare posters which should include pictures and text. Audio recordings could also be included.
- 7 Groups present their projects to the class.

FOOD AND CLOTHES

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All

Level: A1

Objective: To learn the vocabulary for different parts of traditional Roma clothing.

Method:

- 1 Pre-teach the words for items of clothing, shoes, boots, hats, jewellery etc.
- 2 Write the words on the board.
- 3 Younger students draw pictures of a woman and man in traditional dress and copy or write labels for the items of clothing.
- 4 Older students copy or write short sentences about clothing.

ELP PRIMARY

ELP LOWER SECONDARY

Age range: All

Level: A1–A2

Objective: To learn about the basic greetings in the Roma tradition.

Method:

- 1 Review greetings and farewells.
- 2 Teach other expressions related to hospitality – *Please sit down, Would you like a drink of water?* etc.

3. Students work in pairs to prepare a short dialogue in which one student welcomes the other to his/her home, offers basic hospitality and says goodbye.
4. Students perform their role-plays for the class.
5. Teacher gives feedback.

ELP LOWER SECONDARY

Age range: 11–16

Level: B1–B2

Objective: To examine traditions relating to hospitality and the entertainment of guests or visitors.

Method:

1. Brainstorm the concept of hospitality, identifying experiences that students have had where they gave or received hospitality.
2. Talk about how guests are made welcome, or not, in the majority culture.
3. Students write an account of the traditions relating to hospitality in their own homes.
4. Teacher reads a story or other text that emphasises the importance of hospitality in the Roma community.
5. Students write
 - a. a comparison of the norms of hospitality between cultures,
 - b. a description of typical Roma hospitality,
 - c. an essay about the importance of hospitality in a community or in society in general.

ELP PRIMARY

Using concrete examples to learn vocabulary for food or clothes

Age range: 6–11

Level A1

Objective: By playing shop, to introduce the vocabulary for a range of items of food and clothing, and basic questions and answers.

Resources:

Clothes bag, real food packets collected from home, play foods etc.

Method

1. Set up a play shop.
2. Students take different roles, selling and buying.
3. The 'customer' has to enquire about the price, using language of requests 'may I have', and 'please' and 'thank you'.
4. The 'shopkeeper' replies by saying 'he/she doesn't have the item', 'there is only one left', 'it costs __' etc.
5. 'Money' may be added as appropriate to the level of language proficiency and age of students.
6. Shopkeepers must add up how much is owed and ask for the correct amount.

ELP PRIMARY**ELP LOWER SECONDARY****Categorising food****Age range: All****Level A1-A2****Resources**

Real food packets collected from home, play foods, pictures of different foods etc.

Method

1. Students must categorise foods according to groups indicated by the teacher.
2. This is a good opportunity to make wall charts of 'Foods that are good for us', and 'Foods that we must not eat too often'.
3. Other categories are fruits and vegetables, foods that we must put in the fridge.
4. The responsibility can be circulated among students of writing names of food on the board in the appropriate list.
5. End with a writing activity on 'My favourite food'.

TIME SEASONS AND WEATHER**ELP PRIMARY****Age range: 6-11****Level: A1****Objective: To learn the vocabulary for months and seasons****Method:**

1. Prepare a large wall chart divided into the months of the year.
2. Teach the words for months, then draw boxes to group the months into the 4 seasons and teach the words for the seasons.
3. Talk about the things that happen in different seasons – weather, holidays, visits, festivals, etc.
4. Put the important activities on to the chart – school holidays, festivals, birthdays of students, etc.

ELP PRIMARY**Objective: To learn the vocabulary for different types of weather.****Age range: 6-11****Level: A1****Method:**

1. Make a chart with the days of the week when students are in school.
2. Print weather symbols (available on the internet) indicating sunshine, rain, wind, snow, etc.
3. As each class begins, a student is assigned to select the correct symbol, name the day and month, describe the type of weather, and stick the symbol in the correct place on the chart.

ELP LOWER SECONDARY

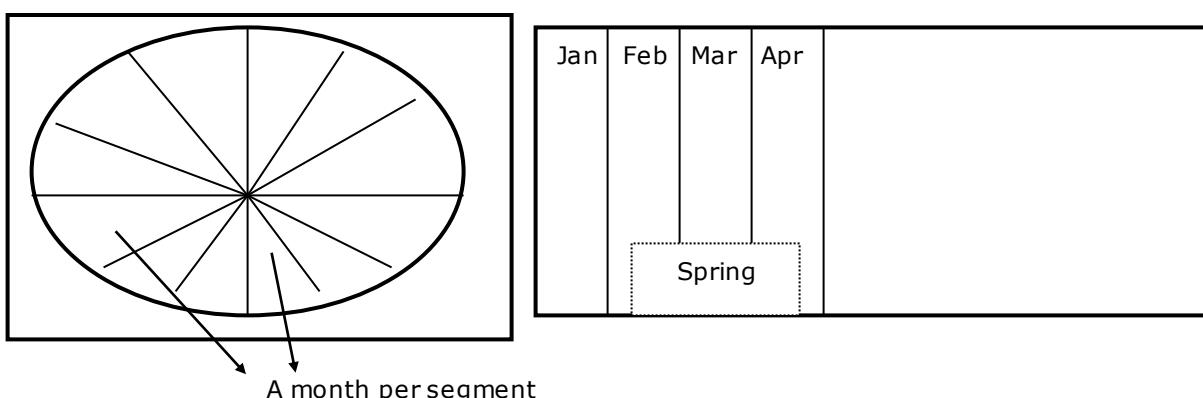
Objective: To describe activities that are related to particular weather conditions and/or seasons of the year.

Age range: 11–16

Level: B1

Method:

1. Write the words for the four seasons on the board.
2. Brainstorm the particular activities that occur in different seasons.
3. Categorise the information into working activities, sports, leisure, school, etc.
4. Students write a piece of text describing their favourite season of the year giving reasons for their choice. They should include the activities related to that season and the activities in which they participate.



NATURE AND ANIMALS

ELP PRIMARY

ELP LOWER SECONDARY

Objective: To learn the vocabulary for different animals and to recognise the written forms.

Age range: All

Level: A1

Method:

1. Prepare flash cards to match pictures of animals
2. Introduce the topic of animals by asking if any students have animals in their homes
3. Collect Romani words for animals and write them on the board, categorising them in a basic way – e.g., domestic/farm/wild animals.
4. Show each flash card and get students to find the same word written on the board.
5. Ensure that students can pronounce the words.

6. Put the cards face down on the table, pictures on one side of the table and words on the other.
7. Students must turn two cards each in turn, one from each set. When they find a word that matches a picture they take the two cards away and put them together, face up.
8. If the word does not match the picture, then both should be turned face down again so that another student can select them.

ELP PRIMARY**ELP LOWER SECONDARY**

Objective: To learn the vocabulary for different animals and the traditional Roma beliefs and crafts associated with animals.

Age range: All

Level: A1–A2

Method:

1. Brainstorm and collect all Romani words for animals known to class members.
2. Teach any additional vocabulary/terms.
3. Talk about beliefs and attitudes to animals in general.
4. Create a wall chart which categorises the animals as follows:
 - a. wild/domestic;
 - b. habitat and location;
 - c. importance in Roma cultural history/importance nowadays;
 - d. association with Roma beliefs;
 - e. association with Roma craft or activity;
 - f. appearance in fairy stories, literature etc.
5. Students talk to their families to gain additional information where possible.
6. Students work in pairs or small groups to prepare a presentation about a particular animal/group of animals and their importance or relevance in Roma culture. The final oral presentation should be accompanied by written text and pictures presented as posters, and should include comments or stories from family members and evidence of other research.

HOBBIES AND THE ARTS**ELP PRIMARY****ELP LOWER SECONDARY**

Objective: To learn the vocabulary for personal interests and hobbies and draw a picture/write a short piece of text on this topic.

Age range: All

Level: A1

Method:

1. Teach the vocabulary for the activities that students enjoy – sports, computers, film, games etc.
2. Students say why they enjoy these activities and a range of descriptive vocabulary is collected on the board.

3. Younger students draw a picture of their favourite leisure activity with labels written or copied from the board.
4. Older students write simple sentences about their favourite activity using vocabulary collected.

ELP LOWER SECONDARY

Objective: To learn about people of Roma origin who excelled in different areas of activity – music, performance arts, sports etc.

Age range: 11–16

Level: B1/B2

There are many opportunities for projects, presentations and writing tasks based on researching the life and achievements of an individual or group of people.

DOSSIER

The Dossier already contains a small number of activity sheets to help begin the process of building a personal collection of work.

As learning proceeds, the dossier will typically contain: **drawings with labels, word lists, poems and stories written by the student, projects, information charts, reminders about difficult things**, and any other work created during language learning.

The Dossier will gradually become a personal resource for the student which he/she may refer to in order to find vocabulary, good examples of written text, plans for storytelling or writing, models for different learning activities and so on.

Organising the Dossier

It is important that students organize their Dossiers and make decisions about what to include or what may be removed in order to put in a better example.

For this reason, each ELP has a **Contents** page for the Dossier. Teachers should spend time with students helping them to decide what they will put in the Dossier and the headings that they should put in the contents page.

Contents of my Dossier

If you organize your Dossier you will find it easier to use and to find things later. You can make a list of the contents of the sections. Sections might include, for example, word lists, samples of your writing, drawings, poems, stories, charts, etc. You can also add new sections for the important words and phrases. You can decide which sections will be useful for you.

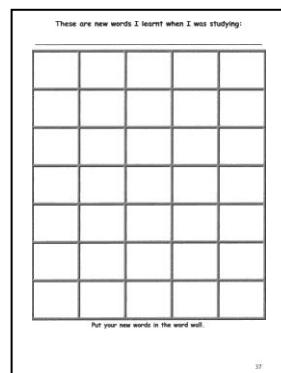
Section 1
Section 2
Section 3
Section 4
Section 5
Section 6
Section 7

Recording vocabulary

Both ELPs also contain a '**word wall**'. This should be copied as many times as necessary so that students can insert the important vocabulary and expressions that they learn for any theme or topic.

Primary students may insert a single word or short phrase into each 'block' of the wall.

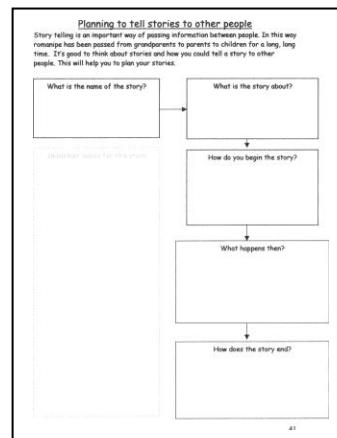
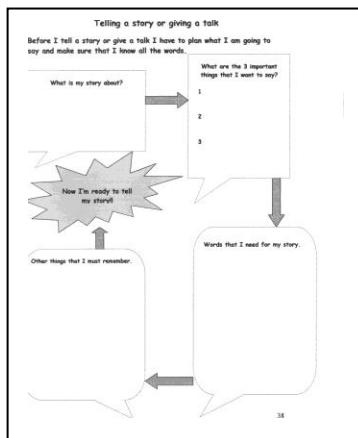
Older students should be encouraged to categorise the vocabulary, for example nouns, action words (verbs), describing words (adjectives and adverbs), words that indicate place or position (prepositions) and so on. Categories should be located together in rows or columns. It would be a good idea for students to colour code the different categories so that they can identify them for later use.



Storytelling and giving talks

The importance of the oral tradition in Roma life is highlighted in many statements in the Curriculum Framework for Romani and the ELP checklists.

A frame is provided in both ELPs to help students learn how to structure stories or talks. This supports them in learning how stories are constructed and how to incorporate all necessary elements in a logical sequence.



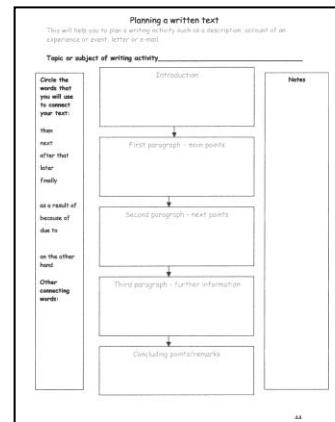
The importance of storytelling is taken further in the **ELP LOWER SECONDARY** in the page **Stories and riddles**. The purpose of this page is to encourage older students to build up a record of the stories and riddles that they learn by noting the main details.

Stories and riddles			
Story or riddle	What the story/riddle is about	Where I insert this story/riddle	Important words or phrases for the story/riddle

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Structuring written text

The **ELP LOWER SECONDARY** also contains a frame for planning a written exercise. This helps students to plan their written work before they begin writing and to connect the text in a clear and coherent way.



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ELP PRIMARY
Now I can talk about

This page, in the ELP for younger learners, is intended to encourage students to record new words that they have learnt with a picture to remind them of the topic.

This page should be copied as many times as necessary.



Now I can talk about

Draw a picture here

My new words

Classroom approaches for a wide range of themes

To develop listening skills

Use **storytelling**:

- Listen and draw what you hear
- Listen and find keywords on flashcards
- Listen and mime
- Listen and provide repetitive words, phrases or rhymes that occur in the story
- Listen and guess/predict what will happen next
- Listen and re-tell the story

To develop reading skills

- Flashcards with key vocabulary or phrases
- Match pictures to words
- Sequencing activities using cut up sentences
- Build a 'vocabulary wall' and get students to find relevant vocabulary there when they need it
- Use labels and match these to objects, pieces of text, posters, pictures etc.
- Build up a picture dictionary
- Make word searches

To develop speaking skills

- Puppets, masks
- Role play
- Rhymes and songs for rhythm and pronunciation
- Chain games – adding a word, sound etc. each time
- Students dictate news, a story, or a poem to the teacher who writes it down
- Regular 'tell us about ...' sessions

To develop writing skills

- Write the date, day, month and season every day
- Students make word searches and simple crosswords
- Class makes themed scrapbooks
- Draw a picture and write about it
- Write and reply to notes from other students
- Class newspaper made by students

Teacher's record

Theme	A successful activity for this theme	Notes/reminders

