




PREPARATION TEMPLATE



Country: CZ / Unit No.: __5__

QUALIROM

Name of author OR Abbreviation: David Tišer		Romani variety: Northern Central Romani (East Slovak)	
Level of education: secondary school / extracurricular	Age of learners: 11-16	Level of proficiency: B2	

Main Theme (CFR): Festival and celebrations
Included Sub-themes: 1. Romane bare d'ivesa, 2. Ada d'ives mulatinaha pal amaro
Connected main themes in the CFR: My community; Hobbies and Arts

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand in detail a talk or discussion about a Roma festival, celebration or commemoration, including the purpose of the event and how to prepare for it.	48
	I can understand a talk which gives the history or purpose of a particular festival or celebration.	51
	Can read articles about festivals and celebrations, understanding the background, history and traditions that lie behind them.	48
	I can read about festivals and understand their cultural or historical traditions.	51
	Can discuss with fluency and spontaneity the experience of attending festivals or celebrations and express personal views about them.	49

	I can discuss the plans when preparing for a festival or celebration and identify and explain the important aspects.	51
	Can give a detailed extended talk about a festival, sequencing information and providing descriptive background and personal responses. I can give a detailed talk about a festival with details of the history and tradition related to the event.	49 51
	Can write a detailed account of a festival or celebration, explaining the purpose of the event, describing what took place, and expressing a personal response. I can write an account of an important festival or celebration with detail about the reasons, purpose and specific points relating to the event.	49 51

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:	Thinking about different cultures – our important festivals My language and intercultural experiences	10 12
Language biography:	How I learn new things Relevant descriptors	15 28
Dossier:	All material produced during the activities	


Vocabulary:	
Active:	
Romani:	English:
baro d'ives	holiday, festive day
Romano maškarthemutno d'ives Romano manškarthemutno festivalos Khamoro	International Day of the Roma Khamoro the World Romani Festival


Has thodo andro berš ... te chudel o jilo (kaske) te rozmukel o bala Na sas šľebodno mas te chal.	It was established in the year ... to touch hearts of someone.... to let one's hair down It was not allowed to eat meat.
o Londinos o artistas o khelibnaskero sikhaviben o defilé e sekcija e filozofija e integracija e brad'i o parfinos o dzevel'a o komuňisteng(e)ro režimos o expertno seminaris	London artiste dance performance parade – festive march section philosophy, policy, sense integration pail perfume meal from sausages and eggs Communist regime professional seminar
akorutno maškarthemutno Agorutno politicko kulturno šikovno	then, former international, world last, on the edge political cultural handy
Pasivní:	
Romsky:	Česky:


Hlavní gramatické jevy:	
Aktivní:	Pasivní:
cardinal numbers present, future and past tenses conditional, conditional irrealis	

VZOROVÉ HODINY:


Sample lesson Nr.1		Topic of LP: Romane bare d'ivesa			Duration: 45 min	
CA Number	Time	Sample Lesson Plan	LS	ELP	Materials/Resources	Attachments
1	5	Prior to the lesson, the teacher finds out if that day (or on his birthday/nameday) is a festive day of any kind. If so, he/she speaks about it in Romani. http://svatky.centrum.cz/		LP10	calendar	
2	10	Brainstorming – Bare d'ivesa, so pametinas 1) Each pupil draws a card with an event or the teacher tells him/her the event directly. 2) The pupil gives an immediate description in great detail and tries to give it a name in Romani (in case he/she is lost, the class helps). 3) Then the class tries to come up with other events. The teacher notes everything down, the pupils too into their exercise books.		LP10	cards with the names of holidays	8
3	20	Romane bare d'ivesa 1) The teacher plays the recording (with pauses) and tells the pupils to write notes separately. 2) The teacher asks about the differences between the two situations, if the pupils understand the presented situations In case they do and can name and describe the holidays, the teacher writes their names on board on a large space. 3) The teacher places cards with names and phrases on board. The task is to match the cards to the names of the holidays. There are several blank cards: the pupils think up their own characteristics. The teacher writes down and matches them. 4) The pupils should name two similar Czech events, write them on board, add their characteristics, etc. The work continues in the same way.		LP10	recordings, cards with characteristics (2 sets and a number of blank ones)	1, 2 3
4	10	Discussion 1) The pupils are divided into groups from three up to six to discuss the following questions: <i>Soske le Romenge kempel te mulatinel lengeru maškarthemutno d'ives?</i> <i>Soske o džene hordinen pro festivali the aver bare d'ivesa o kostimi?</i> <i>Ke soste hin lačo ajso baro d'ives, te na ča ko bavišagos?</i>		LB 28		

Sample lesson Nr.1		Topic of LP: Romane bare d'ivesa				Duration: 45 min	
CA Num ber	Time	Sample Lesson Plan	LS	ELP	Materials/Res ources	Attachme nts	
		Soske hin jekh baro d'ives štatno u aver na? Savo baro d'ives kam'anas te avel štatno, kaj tumen avelas čučo d'ives? Kaske abo soske diňanas jekh baro d'ives beršestar? a) Why is it important for the Roma to celebrate their International Day? b) Why do people dress in costumes on the occasion of different holidays, festivals and celebrations? c) What, apart from enjoyment, is the meaning of holiday? d) Why is some holiday a state holiday and some not? Which holiday would you proclaim a state holiday to have a free day? e) Who or what would you devote a day in a year to as a holiday and why? 2) The teacher monitors the class and joins in the discussion.					
	HW	1) The pupils write short essays on two topics of their choice, 1 page of A4 format in total. Ideally, a group discussion precedes or follows the writing itself (see activity No.7). Topics: a) Why is it important for the Roma to celebrate their International Day? b) Why do people dress in costumes on the occasion of different holidays, festivals and celebrations? c) What is the holiday about apart from enjoying oneself? d) Why is some holiday a state holiday and some not? Which holiday would you proclaim a state holiday to have a free day? f)) Who or what would you devote a day in a year to as a holiday and why?		D			
Lesson aims:		→ revision and enlargement of vocabulary → acquiring a deeper insight into Romani and non-Romani holidays → practicing ordinal numbers and time expressions					


Sample lesson Nr. 2		Topic of LP: Ada d'ives mulatinaha pal amaro					Duration: 45 min		
CA Num ber	Time	Sample Lesson Plan				LS	ELP	Materials/Res ources	Attachme nts
1	35	Ada d'ives mulatinaha pal amaro!					D	magazines,	




Sample lesson Nr. 2		Topic of LP: Ada d'ives mulatinaha pal amaro				Duration: 45 min	
CA Num ber	Time	Sample Lesson Plan	LS	ELP	Materials/Res ources	Attachme nts	
	10	<p>1) The teacher hands out large sheets of paper to groups of pupils.</p> <p>2) Each group thinks up, describes and complements the pictures (they draw, cut out and stick) of holidays or events. These can be e.g. the World Day of Chocolate, The International Meeting of Pupils with Bad Conduct Mark. If they cannot finish the work during the lesson, they do so at home.</p> <p>It is important to state when and where the event takes place, how long it takes place, what happens, what participants look like – if they wear any special costumes – etc. Ideally the pupils should note the origin and reason for celebration.</p> <p>Compulsory information: name of the event, history and the reason for its origin, programme and conditions of participation.</p> <p>The texts on the Khamoro and the International Day of the Roma can serve as models.</p>			crayons, glue, large sheets of paper		
Lesson aims:		→ developing creativity, cultural and language skills within the given topic → practising oral interaction and presentation					




→ LISTENING



Classroom Activity Nr.: 1	Title of CA: Romano maškarthemutno d'ives		Duration: 30 min			
	(Sub) topic:					
Description of classroom activity:			LS	ELP	Materials /Resources	Attachments ¹
1) The teacher plays the recording and asks for the gist. 2) Second listening – the pupils should concentrate on its content.				LP 10	recording	1



¹ Číslo přílohy - konkrétní pracovní listy (cvičení + klíč ke cvičení, popis hry, obrázky, atp. - jednotlivé přílohy číslujte, do tabulky uveďte číslo).

Classroom Activity Nr.: 1	Title of CA: Romano maškardhemutno d'ives	Duration: 30 min			
	(Sub) topic:				
<p>3) The teacher asks:</p> <p>a) <i>Kana has thodo o Romano maškardhemutno d'ives?</i></p> <p>b) <i>Kaj has thodo o Romano maškardhemutno d'ives?</i></p> <p>c) <i>Soske pen o Roma sgele?</i></p> <p>d) <i>Kanastar o Roma ke amende likerens o Romano maškardhemutno d'ives?</i></p> <p>e) <i>Soske o Roma ke amende našti likerens o Romano maškardhemutno d'ives sigeder?</i></p> <p>f) <i>So kerens o Roma pro Romano maškardhemutno d'ives jekhetans?</i></p> <p>g) <i>So sikhaven o Roma pro Romano maškardhemutno d'ives?</i></p> <p>If necessary, the teacher plays the recording again.</p> <p>h) To conclude, the teacher opens a discussion: <i>Soske le Romenge the aver minoritenge kampil ajso d'ives?</i> (Why do the Roma or other minorities need a Day of their own?)</p> <p>5) The pupils should imagine they are the Roma and they can celebrate their International Day.</p> <ul style="list-style-type: none"> <i>Sar bi kamenas pre kadi inepa te mulatinel tumen?</i> <i>So bi kamenas te pijel?</i> <i>So bi kamenas te chal?</i> <i>So bi kamenas te kerel?</i> 			LB 28		


Classroom Activity Nr.: 2	Title of CA: Romano maškardhemutno festivalos Khamoro	Duration: 15 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
<p>1) The teacher plays the recording and asks for the gist.</p> <p>2) Second listening – the pupils should concentrate on its content.</p> <p>3) The teacher asks and writes the pupils' replies in points on board:</p> <p>a) <i>Kana has thodo o Romano maškardhemutno festivalos Khamoro?</i></p> <p>b) <i>Keci likerel o festivalos?</i></p> <p>c) <i>Andro savo čhon hin o festivalos Khamoro?</i></p>		  	LP 10 LB 28	recording, pictures for the Khamoro	2 6

Classroom Activity Nr.: 2	Title of CA: Romano maškarthemutno festivalos Khamoro	Duration: 15 min			
	(Sub) topic:				
d) Kaj hin o festivalos Khamoro? e) Save gi'la šaj šunas pro Khamoro? f) So šaj mek dikhas pro Khamoro? g) Pre soste pes o manuša loša'on nekbuter? e) Savi hin festivalesskeri filozofija? f) Savo hin festivalesskero drom? g) Soske o festivalos vičinen "Khamoro"? If necessary, the teacher plays the recording again. 4) The teacher points at the words on board. A pupil makes up a sentence with the particular word. In this way the class gradually reconstructs the whole recording.				Festival	
Classroom Activity Nr.: 3	Title of CA: Romane bare d'ivesa	Duration: 20 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
1) The teacher plays the recording (with pauses) and tells the pupils to write notes separately. 2) The teacher asks about the differences between the two situations, if the pupils understand what they mean. In case they do and can name and describe the holidays, the teacher writes their names on board on a large space. 3) The teacher places cards with names and phrases on board. The task is to match the cards to the names of the holidays. There are several blank cards: the pupils think up their own characteristics. The teacher writes and matches them. 4) The pupils should name two similar Czech events and write them on board, add their characteristics etc. The work continues in the same way.		  	LP 10 LB 28	recordings, cards with characteristics (2 sets and a number of blank ones	1, 2 3

Classroom Activity Nr.: 4	Title of CA: Patrad'i	Duration: 20 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
<p>1) The teacher asks pupils which is the most important Christian holiday (Easter).</p> <p>2) The pupils read the text on Easter by Vlado Oláh and answer the following questions <i>So keren pre Patrad'i džene, so pa'an le devleske, u so džene, so leske na pa'an? So keren tumen pre Patrad'i? Savo d'ives hin nekbareder vaš o katolika, svo vaš o pohana?</i> (What do believers/atheists do at Easter? What do you do at Easter? Which day is the most important for believers/atheists?) The aim is for the pupils to understand that for Christian believers Easter is a Christian holiday but for the atheists it is connected with nature, spring, fertility which originates from pagan beliefs.</p> <p>3) The pupils read the text again and search for Christian and pagan elements. In class the pupils discuss the traditions and how they are linked with each other.</p>		 	LP 10 LB 28	text	4


Classroom Activity Nr.: 5	Title of CA: Checking the HWK – Svetoskere bare d'ivesa	Duration: 20 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
<p>1) The teacher asks: <i>Kas hin baro d'ives andal e Afrika?</i> The pupils get into groups: <i>Kas hin baro d'ives vaš jekh manuš? Kas hin politicko baro d'ives?</i> The pupils change groups: The teacher asks at least one pupil from each group to read out his/her work.</p> <p>2) Then the teacher moderates a discussion on similar trends of the holidays, what some Czech holiday reminds them of, what the main themes of the holidays (nature celebration, concrete persons, political event, historic event) are. The teacher writes the key words on board.</p> <p>3) The pupils display their texts on holidays in the world in class. They mingle and read them (continue during and after the lesson).</p>		 	D	pieces of HWK	

Classroom	Title of CA: Bare d'ivesa mišinde	Duration: 20 min			
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Activity Nr.: 6	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
<p>a) A more difficult version:</p> <p>1) The teacher hands out one text to each pair and gives instructions: to divide the roles within the pairs – pupil 1 is knowledgeable about the Khamoro, pupil 2 about the International Roma Day. They look only into their respective texts.</p> <p>2) The pupils read the texts and try to remember as much as possible, then turn the pages over.</p> <p>3) The pairs get two more texts –pupil 1 has got a text with wrong information on the International Roma Day, pupil 2 a text with wrong information on Khamoro.</p> <p>4) They ask each other to clarify the wrong information.</p> <p>For example: Kana has thodo o MRĎ?</p> <p>5) To check, they turn the pages over or answer the teacher's questions.</p> <p>b) An easier version:</p> <p>1) If the class has not worked with the listening yet, they do so now.</p> <p>2) Both pupils are given two texts jumbled into one and have to discuss the correct versions – logical thinking and some historic knowledge should help.</p> <p>3) The teacher plays/reads the correct version of the recording, the pairs correct their work.</p>			LB 28	texts	5




ORAL INTERACTION

Classroom Activity Nr.: 7	Title of CA: Discussion	Duration: 10 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
<p>1) The pupils are divided into groups from three up to six to discuss the following questions:</p> <p>Soske le Romenge kampil te mulatinel lengeri maškarthemutno d'ives?</p> <p>Soske o džene hordinen pro festivali the aver bare d'ivesa o kostimi?</p> <p>Ke soste hin lačo ajsa baro d'ives, te na ča ko bavišagos?</p> <p>Soske hin jekh baro d'ives štatno u aver na? Savo baro d'ives kam'anas te avel štatno, kaj tumen avelas čučo d'ives?</p>			LB 28		


Classroom Activity Nr.: 7	Title of CA: Discussion	Duration: 10 min			
	(Sub) topic:				
<i>Kaske abo soske diňanas jekh baro d'ives beršestar?</i> a) Why is it important for the Roma to celebrate their International Day? b) Why do people dress in costumes on the occasion of different holidays, festivals and celebrations? c) What, apart from enjoyment, is the meaning of holidays? d) Why is some holiday a state holiday and some not? Which holiday would you proclaim a state holiday to have a free day? e) Who or what would you devote a day in a year to as a holiday and why? 2) The teacher monitors the class and joins in the discussion.					

Classroom Activity Nr.: 8	Title of CA: Holidays and their importance	Duration: 10 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
1) The class discusses different holidays and celebrations and their meaning – the teacher moderates the discussion. <i>Savi inepa džanes? Kaj salas te mulatinel tu?</i> <i>Pal soste hin?</i> <i>So pes pre late kerel?</i> <i>Andro savo d'ives the čhon hin?</i> <i>Soske kadi inepa hin?</i> <i>Kanastar hin?</i> <i>Soske la o manuša l'ikeren?</i> <i>(Which holidays do you know? Which do you celebrate? What is the holiday about? What do people do then? Which day/month does it take place? What is the origin of the holiday? Since when has it been celebrated? Why is the holiday celebrated?)</i> If it is convenient, the teacher can offer other holidays to talk about, e.g. The International Day of the Roma, Mother's Day, Father's Day, the Day of Animals, the Human Rights Day, the End of WWII Day, New Year's Day, May Day, April Fool's Day, first day of school, Three Kings' Day. 2) Then the pupil seek parallels – what is the purpose, what is the date used for (for people to meet, to			LB 28		


Classroom Activity Nr.: 8	Title of CA: Holidays and their importance	Duration: 10 min			
	(Sub) topic:				
commemorate the occasion, to enforce something, to collect money, to present some culture). The teacher takes notes.					


Classroom Activity Nr.: 9	Title of CA: O Khamoro ada berš	Duration: 10 min			
	(Sub) topic:				
<i>Description of classroom activity:</i>		LS	ELP	Materials /Resources	Attachments
1) The teacher hands out the latest (optimally the upcoming) programme of the Khamoro Festival. http://www.khamoro.cz/index.php/cs/program 2) The pupils read it through and in pairs talk about what to see together – concerts, lectures or other supplementary programme. Their additional task is to think of one more activity they want to take part in during the Festival. 3) When discussing, the pupils take into consideration their real weekly commitments – their school timetable, free time activities - hobby clubs, visits, etc.			LB 28	programme of the Khamoro Festival	

SPEAKING

Classroom Activity Nr.: 10	Title of CA: Ada d'ives mulatinaha pal amaro! II - prezentace	Duration: 25 min			
	(Sub) topic:				
<i>Description of classroom activity:</i>		LS	ELP	Materials /Resources	Attachments
1) The groups present their own ideas of activities. 2) The others comment and say if they would also like to take part or not.			D		


Classroom	Title of CA: So pes mulatinel?	Duration: 20 min			
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Activity Nr.: 11	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
1) The teacher places a set of pictures on board. 2) The pupils work in pairs. Their task is to think up a story/background to each picture. The teacher asks.: <i>So pes odoj mulatinel? Soske? So ela dureder? Sar dičhola o mulatšagos?</i> 3) a) A pair presents their story in class. The others guess which picture the story refers to. or b) The teacher selects only one up to three pictures initially and after the task has been completed, he/she wants to hear different versions of stories for each picture.			LB 28	pictures	7



Classroom Activity Nr.: 12	Title of CA: Brainstorming – Bare d'ivesa, so pametinas	Duration: 10 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
1) Each pupil draws a card with an event or the teacher tells him/her the event directly. 2) The pupil gives an immediate description in great detail and tries to give it a name in Romani (in case he/she is lost, the class helps. 3) Then the class tries to come up with other events. The teacher notes everything down, the pupils too into their exercise books.			LP 10	cards with the names of holidays	8

WRITING

Classroom Activity Nr.: 13	Title of CA: DÚ Svetoskere bare d'ivesa	Duration: 30 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments

Classroom Activity Nr.: 13	Title of CA: DÚ Svetoskere bare d'ivesa	Duration: 30 min			
	(Sub) topic:				
1) The pupils are assigned homework: to look up, describe in Romani and complete with a picture the information about an important cultural or political holiday in a foreign country.			D		

Classroom Activity Nr.: 14	Title of CA: Essay	Duration: 45 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
1) The pupils write short essays on two topics of their choice, 1 page of A4 format in total. Ideally, a group discussion precedes or follows the writing itself (see activity No.7). Topics: a) Why is it important for the Roma to celebrate their International Day? b) Why do people dress in costumes on the occasion of different holidays, festivals and celebrations? c) What is the holiday about apart from enjoying oneself? d) Why is some holiday a state holiday and some not? Which holiday would you proclaim a state holiday to have a free day? f)) Who or what would you devote a day in a year to as a holiday and why?			D		

Classroom Activity Nr.: 15	Title of CA: Ada d'ives mulatinaha pal amaro!	Duration: 35 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials /Resources	Attachments
1) The teacher hands out large sheets of paper to groups of pupils. 2) Each group thinks up, describes and complements the pictures (they draw, cut out and stick) of holidays or events. These can be e.g. the World Day of Chocolate, The International Meeting of Pupils with Bad Conduct Mark. If they cannot finish the work during the lesson, they do so at home. It is important to state when and where the event takes place, how long it takes place, what happens, what		 	D LB 15	magazines, crayons, glue, large	

