






QUALIROM

Name of author OR Abbreviation: Päivi Majaniemi		Romani variety: Finnish
Level of education: Primary	Age of learners: 6-11	Level of proficiency: A1

Main Theme (CFR): Roma crafts and occupations
Included Sub-themes: 1. Who works at school 2. Differences and similarities 3. Professions 4. Professions of the Roma 5. I can – I want to be
Connected main themes in the CFR: Me and my family, My community, Home/caravan and its activities

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can recognize and understand easy words concerning the traditional and modern living and occupations of the Roma when they are spoken or read aloud. Can recognize and understand words concerning results of different occupations (e.g. horseshoes, jewelry, music performances etc.) I can understand the words describing different living and occupations. I can understand the words describing things and artifacts done by different kind of professionals.	43, 45
	Can recognize and understand words describing previous and current living and occupations, when they occur in cards, posters or easy texts.	43, 45

	<p>Can recognize and understand words concerning results of different occupations (e.g. horseshoes, jewelry, music performances etc.) when they occur in cards, posters or easy texts.</p> <p>I can recognize words describing different living and occupations. I can recognize words describing things and artifacts done by different kind of professionals.</p>	
	<p>Can use gestures, key words and simple phrases/ sentences to answer easy questions about traditional and modern occupations of the Roma.</p> <p>I can ask and answer to very simple questions about the work people do nowadays.</p>	44, 45
	<p>Can use simple phrases and sentences to form short, possible not complete expressions about the living and occupations of family members and own group. Can use simple phrases and sentences to form short, possible not complete expressions about the living and occupations of the Roma of own country.</p> <p>I can name the previous and present living and occupations of the people of my area.</p>	44, 45
	<p>Can copy or write easy words concerning the living and occupations of the Roma. Can copy and write easy sentences about the living and occupations of the Roma.</p> <p>I can write the words describing previous and present typical living and occupations of the Roma. I can write some sentences about these living and occupations.</p>	44, 45

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:	A1 Breakthrough	6-7
Language biography:	Roma crafts and occupations	20
Dossier:	Activity 1: verb trees, attachments 4.1 and 4.2., Activity 2: cards presenting circus performers and animals, attachment 4.3., Activity 4: connecting opposite words exercise, attachment 4.4., Activity 7: everyday tasks, attachment 4.5., Activity 8: clowns at the circus, attachment 4.6., Activity 9: Cartoon of the old-time Roma life, attachment 4.7., Activity 10: connecting together Roma professions and tools used in them, attachment	39-41

	4.8., Activity 11: game board of the grocery shopping, attachment 4.9., Activity 13: Funny-families-game, attachment 4.10.	
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MAIN VOCABULARY – Sub-theme 1: Pupils' activities

Active:

Romani:	English:
Romani:	to read
drabav-	to write
rann-	book
liin	kirja
buttijako liin	notebook
ranniboskiiro	pencil
stanniba	pause
prast-	to run
ranuv-	to jump
tšeer- pherjas	to play
džamb	to sing
sijkjav-	to teach
sikjuv-	to learn
nevo	new
saaka	thing
tšimb	language
reeknav-	to count

Passive:

Romani:	English:

MAIN VOCABULARY – Sub-theme 2: Who works at school?

Active:

Romani:	English:
sikjiboskiiro	teacher
vallibosko rikkiboskiiro	caretaker
hisbako rikkiboskiiro	custodian
džuusiboskiiro	cleaner
skoolakiiro	pupil

Passive:	
Romani:	English:

.... to be continued for the other sub-themes !

MAIN VOCABULARY – Sub-theme 3: Differences and similarities	
Active:	
Romani: nevo terno phurano phaaro lokko langhto stöt baro besko koolo drouvo hastigo hukkarno it hlaagakiiro vauro hlaagakiiro tatto hielo bi-	English: new young old heavy fair long short big small soft hard fast slow similar different warm cold non-
Passivi:	
Romani:	English:
MAIN VOCABULARY – Sub-theme 4: Occupations	
Active:	
Romani: ranniboskiiro tšeriboskiiro džambiboskiiro baakiboskiiro lendiboskiiro (??) drambeskiiro / kriatuurengo drambeskiiro /	English: writer cook singer baker pilot doctor/veterinarian /

daanengo drambeskiiro	dentist
moolakiiro	painter
džonriboskiiro	farmer
veñhesko džeeno / veñhesko valliboskiiro	forester
bikniboskiiro	shop assistant/vendor
symnaskiiro	dressmaker
sikjiboskiiro	teacher
ranniboskiiro	secretarian
džuusiboskiiro	cleaner
bañiboskiiro	player

MAIN VOCABULARY – Sub-theme 5: Occupations of the Roma

Aktiivinen:

Romani:

tšetla
beeresko draadiboskiiro
bussos
tšohña
gresko petalos
gresko džeeno
holluja
fooros
gitarros
hielo ratteskiiro
džambiboskiiro
tatto ratteskiiro
them
bikniboskiiro
symnaskiiro
orhos
gaad
pianos
kaalengo tšimbako sikjiboskiiro
smittos
bañiboskiiro
ñyñhosko beero
grahi
khuuro m./ khuuri f.
bañiba

English:

can
driver
bus
skirt
horseshoe
horseman
trousers
town/city
guitar
cold-blooded
singer
warmblooded
countryside
seller
dressmaker
stallion
shirt
piano
Romani teacher
blacksmith
player
taxi
mare
colt m./ filly f.
instrument

MAIN VOCABULARY – Sub-theme 6: What I wanted to be?

Active:

Romani:

osuv-
tykkuv-
kamm-
rann-
drabav-


English:

can
like
want
write
read

tšell- džamb- mooljav- raaknav- tšiňkas	dance sing paint count well
Passive:	
Romani:	English:
MAIN VOCABULARY – Sub-theme 6: The Roma	
Active:	
Romani: graija vuorduja trystav- koola tšoňňa tröija gaad tšuusiba biknav- undos ňaaben buuruv- phersibosko saaka skoola ňleppuv- dža tykkuv- kamm- l- ofti biofti alti trystal(o)	English: horses cart to ambulate/ go around clothes skirt cardigan shirt cleanliness to sell lace food to reside toy school get in to go to like want get often seldom allways around
Passive:	
Romani:	English:

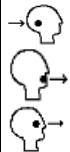
MAIN GRAMMAR in this unit:	
Active:	Passive:

Nominative of personal pronouns, indicative present tense	
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Classroom Activity Nr: 1	Title of CA: Who works at school?					Duration: 10 min				
	Belongs to Sub-theme: Pupil's activities									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Tree of verbs: Collect pupil's activities and write them on the blackboard, group different types of verbs in different groups 2-3 to each. What do I do at school? I do (you do, he/she does), I read, you read, I write, I sit, I answer, I ask, I go out, I open the book, etc. Task is to connect verbs to the picture of the attachment 4.2. according to their group and person (I, you, he/she). After that one group of verbs at a time is moved to the tree of the verbs using the model (Attach. 4.1).							TC	20 24	Tree of verbs pictures	4.1 4.2

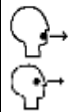
Classroom Activity Nr: 2	Title of CA: circus					Duration: 20 min				
	Belongs to Sub-theme: Occupations of the Roma									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Arrange an empty space to the middle of the classroom. Teacher is a ringmaster. She gives groups of pupils cards pictured with circus performers and animals (NOT CLOWNS), one card for each child. Then pupils form a queue where in their own groups are the high wire actors, lions, dogs, jugglers, bears etc. Then teacher leads the class walking around an arena and tells the public in Romani (translating simultaneously) : Welcome to the Great Circus, where perform the wonderful jugglers, skillful animals, famous performers etc. Pupils imitate these performers and bow to the audience. Then the ringmaster tells others to sit down and lions and lion tamer to							TC G W	20	Some space for a circus ring + cards of the attachment 4.3.	4.3.

Classroom Activity Nr: 2	Title of CA: circus					Duration: 20 min
	Belongs to Sub-theme: Occupations of the Roma					
come up. Lion tamers tell lions to go around, jump through the ring, lift their paws, to roar and then to bow to the audience. Others clap their hands and the next group comes up. The ringmaster tells high wire actors to run along the wire, keep their balance and drive a bicycle backward and forward etc. The acts can be learned in forehand with the circus picture (attachment) or the circus picture can be used as repetition.						

Classroom Activity Nr: 3	Title of CA: : Who works at school?	Duration: 10 min				
	Belongs to Sub-theme: Who works at school?					
Description of activity:		Skil I	SF	EL P	Mat. / Res.	Att.
In small groups children think of who works at school. Older pupils can write the occupations. Then teacher collects the occupations on the blackboard (the cleaners, teachers, school head, clerk, caretaker, cook, school helper etc.) Think about the fact that pupils are working at school. Is studying work? What is work? Getting salary belongs to working. Then think together and collect on the blackboard next to the occupations the verbs related to the occupations. Write some of these verbs into the verb tree of the attachment 4.1.			G W TC	20 24	the tree of verbs	4.1

Classroom Activity Nr: 4	Title of CA: Defining different objects	Duration: 45 min				
	Belongs to Sub-theme: Differences and similarities					
Description of activity:		Skil I	SF	EL P	Mat. / Res.	Att.

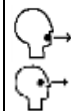
Classroom Activity Nr: 4	Title of CA: Defining different objects	Duration: 45 min				
	Belongs to Sub-theme: Differences and similarities					
Teacher brings some objects with different qualities into the classroom. Then the class discusses: What items belong together –new and old, small and big, soft and hard, angular and soft? How do the items differ from each others? Intended use, size, taste, smell, feel. Arrange items to different groups on the grounds of their qualities.			G W or P W	16 20 24	Different and similar objects/pictures of different objects cut from the magazines Join and color attachment 4.4.	4..4

Classroom Activity Nr: 5	Title of CA: On interview at school	Duration: 30 min				
	Belongs to Sub-theme: Who works at school?					
Description of activity:		Skil I	SF	EL P	Mat. / Res.	Att.
Pupils work in groups of 3 or 5 or 7 and interview some employee. The interview can be made in majority language, too. Main thing is to get to know some occupation. Variation: one employee can be invited to the classroom to tell pupils what he/she does at school and pupils ask him/her questions. Teacher writes verbs on the blackboard. Working in groups pupils then move the verbs to the verb tree (4.1).			W G	20 24	tree of verbs	4.1.

Classroom Activity Nr: 6	Title of CA: Where does my parents work?	Duration: 20 min				
	Belongs to Sub-theme: The occupations of the Roma					

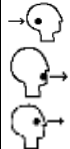
Classroom Activity Nr: 6	Title of CA: Where does my parents work?					Duration: 20 min				
	Belongs to Sub-theme: The occupations of the Roma									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Children look at the picture of the attachment 4.5. and teacher asks them or tells what the people in the pictures are doing. A shop assistant works in a shop. Where else can one sell things? At a market, in a market hall, in a street corner. The cleaner cleans at school. Where else one can clean? In the factory, in the shop, in the dining room and at home. What vehicles can drivers drive? A car, a bus, a taxi etc. What do people do in factories? What can the farmer harvest? What does a doctor do? Finally collect on the blackboard different occupations, what the childrens' parents and neighbourhoods do.							TC P W	14 20	Pictures of different occupations (attachment 3.2.)	3.2.

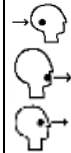
Classroom Activity Nr: 7	Title of CA: What did I do yesterday?					Duration: 20 min				
	Belongs to Sub-theme: Who works at school?									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Teacher starts the lesson by telling what she did yesterday. “In the morning I ate breakfast, read a newspaper and went to school. At school I wrote, sang, read and counted. Pupils can repeate the sentences and verbs. Then teacher gives photocopies of attachment 4.6. to the children. Children’s task is to listen what the teacher says and mark under each picture if the act happens today or already happened yesterday. With the youngest the happenings can be repeated orally or marked with a cross. The older ones can write the verbs or the words today/yesterday. Teacher can also try to fool children and tell what s/he DID NOT DO.						TC		20 24	picture of different things what a pupil does and occupations	4.5.

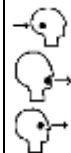
Classroom Activity Nr: 8	Title of CA: Circus 2 – the clowns					Duration: 20+25 min				
	Belongs to Sub-theme: Occupations of the Roma									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Circus play no.2 which teaches instructions. Pupils are clowns. Ring master orders the clowns to laugh aloud, to laugh without sound, to stand by one foot, to walk in a funny way in too big shoes, to bang the suspenders, to stumble. In between teacher can tell the clowns to do things in pairs: to cry together, to row to opposite directions or to the same direction, to lean to each others, to dance a clown dance. You can use music, too and the clowns can imitate the instruments walking around. Every time the music stops playing the clowns have to stop in the position they are and stay in that position until they have counted together from 1 to 10 (everyone counts together). In the end of the lesson pupils can color a picture of clowns in the attachment 4.6. and at the same time think why there are clowns in every circus? Because they make people laugh. Laughter and joy are important things to people. Laughter and joy make children to learn better, too. But sometimes when life is hard and one doesn't feel up to laugh, just then the clowns help people to laugh. And although the circus continues its tour to other places, people can reminisce the clowns and laugh even afterwards to their acts. With older pupils it is worthwhile to think about the origin of the acts of the clowns. Where did they find their acts? Pupils can take their clowns to home or they can be put on the classroom wall to remind of the joy.							TC W G	20	Music Clown in the circus clowngirls and clownboys act action markers	4.6

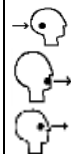
Classroom Activity Nr: 9	Title of CA: Occupations of grandparents					Duration: 15 min			
	Belongs to Sub-theme: Occupations of the Roma								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Call grandparents to school to tell how the life of the Roma was like before when they were little children. Pupils can prepare questions beforehand or they can ask them freely. Did children have a lot of toys then? What did the Roma eat in the past? Did they have telephones or televisions 60						W G TC	14 18 20	attachment 4.7. which is a cartoon base	4.7

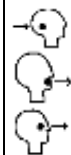
Classroom Activity Nr: 9	Title of CA: Occupations of grandparents					Duration: 15 min
	Belongs to Sub-theme: Occupations of the Roma					
years ago? What occupations did Roma have? How they sustained themselves? Teacher collects all the key words for occupations and tools needed in them, housings and foods and every sort of important information. In the end of this session groups can draw and write on the cartoon base (attachment 4.7.) how the life was like before and how it is like now.						



Classroom Activity Nr: 10	Title of CA: Asioita, joita me teemme	Duration: 30 min				
	Belongs to Sub-theme: Occupations of the Roma					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
Pupils are divided into small groups which choose a topic for their presentation on occupations. Next pupils make a collage of Roma occupations. Pupils can write and draw and glue in it things and items belonging to some Roma occupation. For example horse and all things necessary for taking care of a horse: a saddle, horseshoe, to make rein, to rein, to work in field etc. Or a musician/dancer/gardener etc. Attachment 4.8. in which you have to connect the right items and occupations is suitable for revision or homework.		→ 	W G P G	14 18 20	attachment 4.8.	4.8

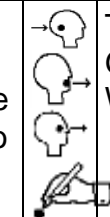
Classroom Activity Nr: 11	Title of CA: How much is it?					Duration: 15 min			
	Belongs to Sub-theme: Differences and similarities								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
How much is it?-game: Play this game with the attachment 4.9. in which there are pictures of different things on the shop shelves. All the items have got price tags on them. By tossing a dice one can go forward and one has to buy the thing the lot hits. With older pupils you can make an agreement that one has to buy as many things as the dice shows. Or pupils can have play-money and every sum they have to pay is diminished from it.						P W G W	20	gameboard attachment 4.9.	4.9


Classroom Activity Nr: 12	Title of CA: Buying and selling					Duration: 20 min				
	Belongs to Sub-theme: Occupations of the Roma									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Shop-Market-play: You can cut from magazines different pictures of items (or use attachments 4.6 ja 4.7), or pupils can collect from courtyard stones, leafs or other materials or school equipment can be used, too (pencils, notebooks, erasers, books). Some of the pupils are salesmen and others are buyers. Teacher gives toy money for all of them. Pupils change roles so that everyone has to buy and sell something. For younger pupils it is enough to ask: How much does it cost? It costs___. I buy it. Here you are etc. With older ones you can make an agreement about the dialogues concerning the goods and bargaining. A buyer can ask: Have you got anything bigger/ better/ anything of different color / anything cheaper/ anything more expensive etc. And the salesman answers: Of course. Here you are. No, but we have got this one. How about this?.							W G P W IW	20	different small items: jewellery, different sized leather belts, wallet etc. things to sell	4.6. 4.7.

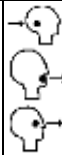

Classroom Activity Nr: 13	Title of CA: Funny families					Duration: 10–15min				
	Belongs to Sub-theme: Occupations of the Roma									
<i>Description of activity:</i>						<i>Skill I</i>	<i>SF</i>	<i>EL P</i>	<i>Mat. / Res.</i>	<i>Att.</i>
Funny families: Teacher gives the pupils cards picturing different occupations and family members' names. Pupils keep their card hidden from the others. After that teacher says e.g. "All who have got a card with a picture of father to go to the sides of a classroom (to corners or to sit to the chairs)." After that other pupils go to ask whispering from the father pupils and from each other in what family they belong to. You can ask only one question from one pupil and only such questions which you can answer "Yes." or "No". A good question would be for example one of these : " Are you a painter?" Are you mother? Are you daughter?" When the pupil finds his/her own family s/he can stay with the found family member. When all the families are found everybody can show their cards to others and present themselves: "I am the bakerman." "I am the bakerman's son/daughter/wife. "							W G	14 20	Funny family-cards in the attachment 4.10.	4.1 0


Classroom Activity Nr: 14	Title of CA: What I can do?					Duration: 15				
	Belongs to Sub-theme: What I become to?									
Description of activity:						Skill I	SF	ELP	Mat. / Res.	Att.
Teacher tells the pupils what she can do: I can read, I can write. Then s/he asks a pupil: Can you read? Can you write? The pupil answers: Yes, I can. The teacher asks from another pupil about the previous pupil: Can he/she read? Can he/she write? Teacher can vary verbs and persons etc. Teacher can also add funny questions like: “ Can you fly?” Can you drive the space ship? “									different persons, verb cards	4.2


Classroom Activity Nr: 15	Title of CA: I am good at singing					Duration: 10–15 min			
	Belongs to Sub-theme: Occupations								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
Teacher asks pupils to form a queue around her. Then she gives an example: I can walk well, I am a good walker. Can you walk well? Yes, you can walk well. Then you are good walkers. Yes, we are good walkers. OK, let's walk together. Every one shows that he/she walks. Then someone chooses another verb, for example jump up high, to stay in place, to run fast, to whistle silently, to shout loud, to jump high. etc. Finally teacher asks: Can you sing together? Let's sing a song together.						TC G W	20 24		
Classroom Activity Nr: 16	Title of CA: I want to become a singer					Kesto: 10–15 min			
	Belongs to Sub-theme: Occupations								
Description of activity:					Taito	SF	ELP	Mat. / Res.	Liitt.
Teacher gives pupils cards picturing different occupations. In these cards there are names of the						W	20	profession cards	3.2.




Classroom Activity Nr: 15	Title of CA: I am good at singing					Duration: 10–15 min			
	Belongs to Sub-theme: Occupations								
characters, too. After that pupils introduce themselves to each other. The youngest ones can say: Hello, I am Susan. Hello, Susan, my name is John. When you grow up, what do you want to become? I want to become a singer. What do you want to become, John? O, I want to become a builder. The older ones can speak more: Hello, my name is Susan. What is your name? Hello Susan, my name is John, I am from Ireland. Where are you from? Nice to meet you, John. I am from Denmark. I like singing very much and I am good at it. What do you want to become? Oh, I want to become a pop-star, and you? I want to be a guitar-player and play in a band.						G		(attachment 3.2.)	

Number of sample lesson plan: 1		Topic of LP:Families and occupations					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
13	10-15	Funny families: Teacher gives the pupils cards picturing different occupations and family members' names. Pupils keep their card hidden from the others. After that teacher says e.g. "All who have got a card with a picture of father to go to the sides of a classroom (to corners or to sit to the chairs)." After that other pupils go to ask whispering from the father pupils and from each other in what family they belong to. You can ask only one question from one pupil and only such questions which you can answer "Yes." or "No". A good question would be for example one of these : " Are you a painter?" Are you mother? Are you daughter?" When the pupil finds his/her own family s/he can stay with the found family member. When all the families are found everybody can show their cards to others and present themselves: "I am the bakerman." "I am the bakerman's son/daughter/wife. "		WG	1420	Funny family-cards in the attachment 4.10.	4.10	
10	30	Pupils are divided into small groups which choose a topic for their presentation on occupations. Next pupils make a collage of Roma occupations. Pupils can write and draw		WG	1418	attachment 4.8.	4.8	

Number of sample lesson plan: 1		Topic of LP:Families and occupations					Duration: 45 min		
CA-Nr.	Time	Sample Lesson Plan			Skill	SF	ELP	Mat. / Res.	Att.
		and glue in it things and items belonging to some Roma occupation. For example horse and all things necessary for taking care of a horse: a saddle, horseshoe, to make rein, to rein, to work in field etc. Or a musician/dancer/gardener etc. Attachment 4.8. in which you have to connect the right items and occupations is suitable for revision or homework.				PG	20		
Learning objectives:		→ Pupils learn words related to different occupations. → Pupils learn to ask simple questions concerning other people. → Pupils learn to know old Roma professions and skills and tools related to them. → Pupils will learn the nominative of personal pronouns.							

Number of sample lesson plan: 2		Topic of LP: Telling what somebody did & following instructions					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
7	20	Teacher starts the lesson by telling what she did yesterday. "In the morning I ate breakfast, read a newspaper and went to school. At school I wrote, sang, read and counted. Pupils can repeat the sentences and verbs. Then teacher gives photocopies of attachment 4.6. to the children. Children's task is to listen what the teacher says and mark under each picture if the act happens today or already happened yesterday. With the youngest the happenings can be repeated orally or marked with a cross. The older ones can write the verbs or the words today/yesterday. Teacher can also try to fool children and tell what s/he DID NOT DO.	TC		20 24	picture of different things what a pupil does and occupations	4.5.	
8	20 (+25)	Circus play no.2 which teaches instructions. Pupils are clowns. Ring master orders the clowns to laugh aloud, to laugh without sound, to stand by one foot, to walk in a funny way		TC W	20	Music	4.6	

Number of sample lesson plan: 2		Topic of LP: Telling what somebody did & following instructions					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
)	<p>in too big shoes, to bang the suspenders, to stumble. In between teacher can tell the clowns to do things in pairs: to cry together, to row to opposite directions or to the same direction, to lean to each others, to dance a clown dance. You can use music, too and the clowns can imitate the instruments walking around. Every time the music stops playing the clowns have to stop in the position they are and stay in that position until they have counted together from 1 to 10 (everyone counts together).</p> <p>In the end of the lesson or at home pupils can color a picture of clowns in the attachment 4.6. and at the same time think why there are clowns in every circus? Because they make people laugh. Laughter and joy are important things to people. Laughter and joy make children to learn better, too. But sometimes when life is hard and one doesn't feel up to laugh, just then the clowns help people to laugh. And although the circus continues its tour to other places, people can reminisce the clowns and laugh even afterwards to their acts. With older pupils it is worthwhile to think about the origin of the acts of the clowns. Where did they find their acts? Pupils can take their clowns to home or they can be put on the classroom wall to remind of the joy.</p>		G		Clown in the circus clowngirls and clownboys act action		
Learning objectives:		→ Pupils learn the indicative present tense of verbs. → Pupils learn to listen and act according to instructions in pairs.						

Sources (pictures, texts, links, ...):

