***PREPARATION TEMPLATE Country:*** SER  ***/ Unit No.:*** 7

***QUALIROM***

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| ***Name of author:***  Adi Sinani, KAL  ***Translation into English:***  Barbara Jovanović | | ***Variety of Romani:***  Central Serbian Gurbet | |
| ***Level of education:***  Primary | ***Age of learners:***  7-10 | | ***Level of proficiency:***  A 2 |

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| ***Main theme (CFR):*** Transport and Travel |
| ***Included Sub-themes:***  1. How we go to school  2. Coming to School and Going Back Home  3. Me as a Traffic Participant  4. A Study Tour to Subotica and to the Tourist Resort of Palić  5. Visiting The City Hall of Subotica, The Zoo and The Palić Lake |
| ***Related Themes (CFR)***: My Community  Me and My Family  Transport and Travel |

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| ***Working with the CFR- Learning Objectives:*** | | |
| **Skill:** | ***Relevant descriptors in the CFR language grid & “I can” statements:*** | **Pages:** |
|  | I can understand when travelling is part of a story. | 65-70 |
|  | I can read the main points in a short story about travelling.  I can read the main points in a short story about people moving to live in  another place.  I can read the main points in a story about people who must travel in order  to work. | 65-70 |
|  | I can say how I like to travel.  I can answer questions about an experience I had when travelling.  I can ask other people about where they have travelled and their  experiences. | 65-70 |
|  | I can describe how I come to school every day.  I can describe how Roma people travel now and travelled in the past.  I can talk about where I would like to travel in the future. | 65-70 |
|  | I can write a post card about a journey that I made. | 65-70 |

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| ***Working with the ELP:*** | | |
| ***Which part(s) of the ELP will be used?*** | | ***Pages:*** |
| ***Language passport:*** | My culture  Everything about learning in general and about learning new things | 13  21 |
| ***Language biography:*** | “I can” descriptors, the teacher presents and reads the most prominant legends and stories regarding traveling and transportation | 25, 28 |
| ***Dossier:*** | Additional material is mentioned in certain activity sections  (Appendices 4, 5, 6 ; the traffic signs are attached to the dossier) | 38 |

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| ***Main Vocabulary of the Sub-theme: Coming to School and Going Back Home*** | |
| ***Active:*** | |
| **Romani:**  Saobraćajo  Znako  Vordon  Zibano (treno)  Dromesko nakhipe  Dromaripe  Dromarimasko sredstvo | **English:**  traffic  a sign  a car  a train  a crosswalk  traveling  a vehicle |
| ***Passive:*** | |
| **Romani:**  Lačho đes čhavralen, deta te ćeras svato andar e dromarimaske sredstvura thaj e dromarimate. | **English:**  Hello children, let's talk about the means of transportation and traveling. |

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| ***Main Vocabulary of the Sub-theme No. 2:*** | |
| ***Active:*** | |
| **Romani:**  Save si sa dromarimaske sredstvura.  Phenen save sa znakurja(semnura) si ando amaro foro vaj gav. | **English:**  Which means of transportation are there?  Number the traffic signs we have in our town/village. |
| ***Passive:*** | |
| **Romani:**  Lačho đes čhavralen, deta te ćeras svato andar e znakura thaj o saobraćaj ando amaro foro/gav | **English:**  Hello children, let's talk about the traffic signs in our town/village. |

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| ***Main Vocabulary in This Unit:*** | |
| ***Active:*** | ***Passive:*** |
| **Verbs:**  Phirav – I walk  Dikhav- I look/watch  Ramov – I write  Đinavav – I read  Dromarav – I travel | Verbs in the Romani / Serbian language  Tenses (past, present, future) |

| **Classroom Activity No.** 1 | **Title of CA: Greeting and Introducing the Topic “How We Go to School”** | | | | **Duration:** 5 min. | |
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| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Mat./Res.*** | | ***Att.*** |
| The teacher starts a conversation with students about the ways they come to school and participate in the traffic:  How do you come to school?  Do you use any means of transportation and if so, what is it? / Jal hasnin varesavo dromarimasko sretstvo, savo?  Do you follow the traffic rules? / Jal inkerdon pala e saobraćajeske vorte? | |  | 31 | Blackboard, chalk  Appendix 1 | |  |

| **Classroom Activity No.** 2 | **Title of CA: Coming To School and Going Back Home** | | | | **Duration:** 5 min. | |
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| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Mat. / Red.*** | | ***Att.*** |
| Students talk about their experiences regarding their going to school and going back home regardless of whether they walk home, or use a means of transportation.  How does your day of coming to school and going back home look like? / Sarsavo si jekh đes dromarimasko ande škola thaj palpale?  Do you pay attention to the traffic signs and regulations on your way to school and back home? / Len sama pala goda so ramol po znako thaj pala e saobraćajeske vorte po drom džikaj škola thaj palpale ? | |  | 31 | Blackboard, chalk | |  |

| **Classroom Activity No.** 3 | **Title of CA: Me as a Traffic Participant** | | | | **Duration:** 5 min. | |
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| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| “Me as a Traffic Participant”  The teacher asks questions such as:  What happens when we travel somewhere far?/ So ćerel pes kana dromaras varekaj dur?  What are the means of transportation that we might use? Save sa dromarimaske sredstvurja šaj te hasnisaras?  What are the rules that we should follow in the course of traveling? Pala save vorte musaj te las sama kana dromaras (džas po drom)? | |  | 31 |  | |  |

| **Classroom Activity No.** 4 | **Title of CA: Traffic** | | | | **Duration:** 5 min. | |
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| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| Students read a text prepared in advance concerning the topic TRAFFIC/ E sikavne đinaven teksto savo sas anglal pripremime, thaj savo si phanglo pala e tema SAOBRAĆAJ. | |  | 31 | Board, chalk, a text prepared in advance | |  |

| **Classroom Activity No.** 5 | **Title of CA: Means of Transportation** | | | | **Duration:** 5 min. | |
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| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| A discussion regarding the means of transportation they have been using, is to ensue. / Pala goda, džal ćeripe svatosko save dromarimaske sredstvonenca von dromarisarde?  Have they ever used the service of merchandise transportation?/ Hasnisarden usluge e robake dromarimasko?  Have they ever sent letters or cards?/ Bičhalde varekana lila?Prilog 5 | |  | 31 | Appendix 5 | |  |

| **Classroom Activity No.** 6 | **Title of CA: My Community** | | | | **Duration:** 3 min. | |
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| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| Students discuss their experience in terms of traffic in a general sense. | |  | 31 | Board, chalk | |  |

| **Classroom Activity No.** 7 | **Title of CA: I'm Familiar with the Traffic Rules and I Follow Them** | | | | **Duration:** 7 min. | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| Students are given some pieces of paper with specific traffic situations presented where some traffic participants comply with the rules while some break them. Students are expected to say which rules are broken. | |  | 31 |  | |  |

| **Classroom Activity No.** 8 | **Title of CA: Traffic Signs** | | | | **Duration:** 10 min. | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| In the closing activity students should make a sign to remind the drivers that they should pay attention to children pedestrians. There is a possibility to pick the best solutions and make a few signs which could be placed in the school vicinity.  41595_153068724722445_6226_n 02 0033  **Len sama e čhavre**  **naćhen o drom! STOP/AČHEN Zebra/ dromesko naćhipe**  sr-rs.facebook.com vozite.com vozite.com | |  | 31 | A sketchbook (A5), felt tip pens, adhesive foils, plastic coated covers | |  |

| **Classroom Activity No.** 9 | **Title of CA: Revision of the Last Class Material** | | | | **Duration:** 20 min. | |
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| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| The teacher encourages the revision of the covered material with the students and emphasizes the relevant details of traveling (a paper panel with traffic signs, pictures of vehicles, their significance, etc.) | |  | 31 | Board, chalk, pictures, Appendix 9 | |  |

| **Classroom Activity No.** 10 | **Title of CA: Development of the Means of Transportation through History** | | | | **Duration:** 25 min. | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| After a short revision, the teacher reminds the students about the historical development of the means of transportation and through discussion explains how people used to travel and what vehicles they used:  The origins of the first automobile/ Kana si ćerdino angluno vordon?  How did people use to travel?/ Sar e manuša dromarena (džana po drom) majanglal?  Traveling nowadays and before the occurrence of the modern means of transportation./ O dromaripe ađes thaj anglal deso si ćerdine ađivesutne dromarimaske sredstvura. | |  | 31 | Appendix 10 | |  |

| **Classroom Activity No.** 11 | **Title of CA: A Study Tour to Subotica and to the Tourist Resort of Palić** | | | | **Duration:** \* 2 days | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| In cooperation with other school classes, the teacher organizes a study tour to Subotica and to the Tourust Resort of Palić.  Some of the tasks given to the students are:   * to pay attention to the traffic signs and the traffic behaviour / dikhen pe saobraćajeske znakura thaj po ponašanje ando saobraćaj * to number the things needed for traveling/ phenen so sa trubul pala o dromaripe * to make a plan for visiting the Tourist Resort of Palić / Keren plano pala vizita (poseta) ando turistikano komplekso Palić | |  | 31 |  | |  |

| **Classroom Activity No.** 12 | **Title of CA: A Study Tour to Subotica and to the Tourist Resort of Palić** | | | | **Duration:** 2 days | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| The students divided into 3 groups and each group had its own specific route destination.   1. The first group visited the downtown of Subotica (The City Square, The Civic Center,The Municipality (decoration) hall..) 2. The second group took a train tour to the Tourist Resort of Palić and to the Zoo 3. The third group took a boat tour to the Palić Lake. | |  | 31 |  | |  |

| **Classroom Activity No.** 13 | **Title of CA: Impressions of the Group** | | | | **Duration:** 2 days | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| After the visits, groups meet in a park to talk about their impressions concerning the things they have seen and the vehicles they have used:   * What are the impressions of the group?/ save si impresie e grupako? * What did you like?/ So sas tumenđe šukar? * Which means of transportation did you use?/ Save dromarimaske sredstvurja hasnisarde? * Explain the difference between the vehicles the groups have used./ Mothon savo najekhipe si maškar e dromarimaske sredstvurja savenca dromarda e grupa? | |  | 31 | Flip chart, felt tip pens | |  |

| **Classroom Activity No.** 14 | **Title of CA: Returning to Belgrade** | | | | **Duration:** 2 days | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| After the group discussion, all participants go back to their bus seats. The teacher shows the sights of the towns/cities they pass by during the ride (Bačka Palanka, Novi Sad, Stara Pazova, Nova Pazova, Inđija, Batajnica, Beograd). | |  | 31 |  | |  |

| **Classroom Activity No.** 15 | **Title of CA: Domaći zadatak ''Moje putovanje u Suboticu/Mlo majangluno phirajbe ande Subotica''** | | | | **Duration:** \* 2 days | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| On the way back from the study tour the teacher assigns a homework in the form of an essay:  “ My Trip to Subotica”/ Moro majangluno dromaripe ande Subotica''  Appendix 15 | |  |  | Appendix 15 | |  |

\* A study tour to the Tourist Resort of Palić – the study tour lasts for 2 days and the activities are planned in Palić (a park, the Zoo, the City of Subotica

| **Number of a sample lesson plan:** 1 | | | | **Sub-theme of LP: Me as a Traffic Participant** | | | | **Duration:** 45 min. | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Activity No.:*** | ***Time*** | ***Sample lesson plan*** | | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
| 1 | 5 min | The teacher starts a conversation with students about the ways they come to school and participate in the traffic:  How do you come to school? (Appendix 5)  Do you use any means of transportation and if so, what is it? / Tumen hasnin varesavo dromarimasko sredstvo, savo?  Do you follow the traffic rules? / Tumen len sama pale saobraćajoske vorte? | | |  | 31 | Chalk, board, color stickers, collage paper, illustrations | |  |
|  | 10 min | Students talk about their experiences regarding their going to school and going back home regardless of whether they walk home, or use a means of transportation.  How does a day of coming to school and going back home look like? / Sarsavo si jekh đes dromarimasko ande škola thaj palpale?  Do you pay attention to the traffic signs and regulations on your way to school and back home? / Len sama pala goda so ramol pe znakura thaj e vorte sobraćajoske po drom džikaj škola thaj palpale?  **“Me as a Traffic Participant”**  The teacher asks questions such as:  What happens when we travel somewhere far?/ So kerel pes kana dromaras varekaj dur?  What are the means of transportation that we might use? Save sa dromarimaske sredstvurja šaj te hasnis?  What are the rules that we should follow in the course of traveling? Pala save saobraćajeske vorte trubul te lel pes sama kana dromaras? | | |  | 31 | Board, chalk, color chalk, collage paper, illustrations | |  |
|  | 25 min | Students read a text prepared in advance concerning the topic TRAFFIC/ E sikavne đinaven teksto savo sas anglal pripremime, thaj savo si phanglo pala e tema SAOBRAĆAJ  A discussion regarding the means of transportation they have been using, is to ensue. / Pala goda, džal ćerdipe svatosko andar goda save dromarimaske sredstvonenca von dromarisarde?  Have they ever used the service of merchandise transportation?/ Von hasnisarde e usluge e robaće dromaripasko?  Have they ever sent letters or cards?/ Bičhalde varekana lila?  Students discuss their experience in terms of traffic in a general sense.    Students are given some pieces of paper with specific traffic situations presented where some traffic participants comply with the rules while some break them. Students are expected to say which rules are broken. | | |  | 31 | Flipchart, color pencils, color chalk, felt tip pens | |  |
|  | 5 min | In the closing activity students should make a sign to remind the drivers that they should pay attention to children pedestrians. There is a possibility to pick the best solutions and make a few signs which could be placed in the school vicinity.(Appendix 6)  41595_153068724722445_6226_n 02 0033  **Loćhe, e čhavre naćhen! STOP Zebra/Muklo naćhipe**  sr-rs.facebook.com vozite.com vozite.com | | |  |  | Flipchart, color pencils, color chalk, felt tip pens, collage paper, picture books, glue | |  |
| **Learning objectives:** | | | → Getting familiar with traffic signs  → Explaining the use of the means of transportation and traffic signs  → The rules of traffic comportment | | | | | | |

| **Number of sample lesson plan:** 2 | | | | **Sub-theme of LP: A Study Tour to Subotica and to the Tourist Resort of Palić** | | | | **Duration: 1 day** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Activity No.*** | ***Time*** | ***Sample lesson plan:*** | | | ***Skill*** | ***ELP*** | ***Material*** | | ***Att.*** |
|  |  | The teacher encourages the revision of the covered material with the students and emphasizes the relevant details of traveling (a paper panel with traffic signs, pictures of vehicles, their significance, etc.) (Appendix 1)  After a short revision, the teacher reminds the students about the historical development of the means of transportation and through discussion explains how people used to travel and what vehicles they used:  The origins of the first automobile/ Kana čherdine angluno vordon?  How did people use to travel?/ Sar e manuša dromarenas majanglal?  Traveling nowadays and before the occurrence of the modern means of transportation/ O dromaripe ađes thaj anglal so čherdine ađesunu dromarimaske sretstvurja. | | |  | 31 | Flipchart, felt tip pens, color chalks, board | |  |
|  |  | In cooperation with other school classes, the teacher organizes a study tour to Subotica and to the Tourust Resort of Palić.  Some of the tasks given to the students are:   * to pay attention to the traffic signs and the traffic behaviour/ Lijen sama pe saobraćajoske znakura thaj po ponašanje ando saobraćaj * to number the things needed for traveling/ phenen so sa trubul pala o dromaripe   to make a plan for visiting the Tourist Resort of Palić / Keren plano pale poseta ande turistikano komplekso Palić  The students divided into 3 groups and each group had its own specific route destination.   1. The first group visited the downtown of Subotica (The City Square, The Civic Center,The Municipality (decoration) hall..) 2. The second group took a train tour to the Tourist Resort of Palić and to the Zoo 3. The third group took a boat tour to the Palić Lake. | | |  | 31 | Flipčart, flomasteri, krede u boji, tabla, | |  |
|  |  | After the visits, groups meet in a park to talk about their impressions concerning the things they have seen and the vehicles they have used:   * What are the impressions of the group?/ save si impresie e grupako? * What did you like?/ So sas tumenđe šukar? * Which means of transportation did you use?/ Save dromarimaske sredstvurja hasnisarde?   Explain the difference between the vehicles the groups have used./ Mothon savo najekhipe si maškar e dromarimaske sredstvurja savenca dromarda e grupa?  After the group discussion, all participants go back to their bus seats. The teacher shows the sights of the towns/cities they passed by during the ride (Bačka Palanka, Novi Sad, Stara Pazova, Nova Pazova, Inđija, Batajnica, Beograd).  On the way back from the study tour the teacher assigns a homework in the form of an essay:  “ My Trip to Subotica”/ Moro dromaripe ande Subotica (Appendix 15) | | |  | 31 | Flipčart, flomasteri, krede u boji, tabla | |  |
| **Learning objectives:** | | | → Revision and expansion of knowledge about traveling→ Revision and expansion of knowledge about the means of transportation→ Revision and expansion of knowledge about traffic signs and road accidants→ Key words: organization, team work, meeting people | | | | | | |

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