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

***QUALIROM***

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| ***Name of author:***  Adi Sinani, Ivica Mišković  ***Translation into English:***  Barbara Jovanović | | ***Variety of Romani:*** 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:** |
| A description... | I can understand when travelling is part of a story. | 65-70 |
| A description... | 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 |
| A description... | 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 |
| A description... | 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 |
| A description... | 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 progress in learning  My culture and cultures of others | 13  21 |
| ***Language biography:*** | „I can“ statement the learners and the teacher fill out together during or upon the completion of given activities | 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  Ajzlibano  Dromesko nakhipe  Dromaripe  Dromarimasko sretstvo | **English:**  traffic  a sign  a car  a train  a crosswalk  traveling  a vehicle |
| ***Passive:*** | |
| **Romani:**  Majmištoro čhavorralen, deta te keras svato andar e dromarimaske sretstvurja 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 sa dromarimaske sretstvurja si.  Phenen save sa znakurja 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:**  Majmištorro čhavorralen, deta te čheras svato andar e znakurja 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) |

N.B. All the attachments carry the number of the activity they are planned for; e.g., PT-SER-GUR-PRIM-A2-1-ATT**1rom** is related to the activity **no. 1**.

| **Classroom Activity No.** 1 | **Title of CA: Greeting and Introducing the Topic “How We Go to School”** | | | | **Duration:** 5 min. | |
| --- | --- | --- | --- | --- | --- | --- |
| **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? (Prilog 1) | | A description... | 31 | Blackboard, chalk  Attachment 1 | |  |

| **Classroom Activity No.** 2 | **Title of CA: Coming To School and Going Back Home** | | | | **Duration:** 5 min. |
| --- | --- | --- | --- | --- | --- |
| **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? / Sar mijal 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? / Jal inkerrdon pala kova so ramol po znako thaj pala e saobraćajeske vorte po drom džike škola thaj palpale ? | | A description...    A description... | 31 | Blackboard, chalk |  | |

| **Classroom Activity No.** 3 | **Title of CA: Me as a Traffic Participant** | | | | **Duration:** 5 min. |
| --- | --- | --- | --- | --- | --- |
| **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 ćherdolpe kana dromaras varekaj dur?  What are the means of transportation that we might use? Save sa dromarimaske sretstvurja šaj te hasnisaras?  What are the rules that we should follow in the course of traveling? Pala save vorte musaj te inkerasame kana dromaras? | | A description...  A description... | 31 |  |  | |

| **Classroom Activity No.** 4 | **Title of CA: Traffic** | | | | **Duration:** 5 min. |
| --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | ***Att.*** | |
| Students read a text prepared in advance concerning the topic TRAFFIC/ O ćvave dikhena ando teksti savo angleder kerdo teksti kotar o TRAFIKO. | | A description...  A description... | 31 | Board, chalk, a text prepared in advance |  | |

| **Classroom Activity No.** 5 | **Title of CA: Means of Transportation** | | | | **Duration:** 5 min. |
| --- | --- | --- | --- | --- | --- |
| **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 kodova, džal kerdipe svatosko andar kodova save dromarimaske sretstvonenca von dromarisajle?  Have they ever used the service of merchandise transportation?/ Jal hasnisarde e usluge e robako dromarimako?  Have they ever sent letters or cards?/ Bičhaldine varekana lila? Prilog 5 | | A description... | 31 | Attachment 5 |  | |

| **Classroom Activity No.** 6 | **Title of CA: My Community** | | | | **Duration:** 3 min. |
| --- | --- | --- | --- | --- | --- |
| **Sub-theme: Transport and Travel** | | | |
| ***Activity description:*** | | ***Skill*** | ***ELP*** | ***Material*** | ***Att.*** | |
| Students discuss their experience in terms of traffic in a general sense. | | A description...  A description... | 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. | | A description...  A description... | 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.  A description... A description... A description...  **Po hari, o ćhave nakhen! STOP Zebra/Mukllo nakhibe**  sr-rs.facebook.com vozite.com vozite.com | | A description...  A description... | 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. |
| --- | --- | --- | --- | --- | --- |
| **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.) | | A description... | 31 | Board, chalk, pictures, Attachment 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 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. | | A description...  A description... | 31 | Attachment 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 znakurja thaj po ponašanje ando saobraćaj * to number the things needed for traveling/ phenen so sa trubul palo dromaripe * to make a plan for visiting the Tourist Resort of Palić / Keren plano pale poseta ando turistikano kompleksio Palić | | A description...  A description... | 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. | | A description...  A description...  A description... | 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 e utiskurja ande e kidimate? * What did you like?/ So sas tumenge šukar? * Which means of transportation did you use?/ Save dromarimaske sretstvurja hasnisarde? * Explain the difference between the vehicles the groups have used./ Mothon savo najekhipe si maškar e dromarimaske sretstvurja savenca dromarda o čhidipe? | | A description...  A description... | 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). | | A description...  A description... | 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”/Mlo majangluno phirajbe ande Subotica''  Attachment 15 | | A description... |  | Attachment 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? (Attachment 5)  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 pale saobraćajoske vorte? | | | A description...  A description... | 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? / Sar mijal 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? / Inčhardon pala kova so ramol pe znakurja 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 kerelpe kana dromaras varekaj dur?  What are the means of transportation that we might use? Save sa dromarimaske sretstvurja šaj te hasnis?  What are the rules that we should follow in the course of traveling? Pala save saobraćajeske vorte trubul te inkerdosame kana dromaras? | | | A description...  A description...  A description...  A description...  A description... | 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, aj savo si phanglo pala e tema SAOBRAĆAJ.. (Prilog 4)  A discussion regarding the means of transportation they have been using, is to ensue. / Pala kodova, džal kerdipe svatosko andar kodova save dromarimaske sretstvonenca von dromarisarde?  Have they ever used the service of merchandise transportation?/ Jal hasnisarde e usluge e robako dromaripe?  Have they ever sent letters or cards?/ Bičhaldine 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. | | | A description...  A description...  A description... | 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.(Attachment 6)  A description... A description... A description...  **Po hari, o ćhave nakhen! STOP Zebra/Mukllo nakhibe**  sr-rs.facebook.com vozite.com vozite.com | | | A description...  A description... |  | 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.) (Attachment 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. | A description...  A description...  A description... | 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 znakurja thaj po ponašanje ando saobraćaj * to number the things needed for traveling/ phenen so sa trubul palo 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. | A description...  A description...  A description... | 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 e utiskurja ande e kidimate? * What did you like?/ So sas tumenge šukar? * Which means of transportation did you use?/ Save prevozne sretstvurja hasnisarde?   Explain the difference between the vehicles the groups have used./ Mothon savo najekhipe si maškar e dromarimaske sretstvurja savenca dromarda o čhidipe?  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”/Mlo majangluno phirajbe ande Subotica'' (Attachment 15) | A description...  A description...  A description... | 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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| **Sources and referential material (pictures, texts, links…):** **Romane teksto Adi Sinani****Website: each picture contains its source****The official site of the Subotica Municipality** **Copyright by QualiRom** |