

# **Training Module for Teachers of Romani Language Classes**

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**ROMANI ČHIB 1**

thaj bazikane kulturake specifike

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## **General training elements**

### **Training aim and goals**

The training aims at developing the capacity and competences of the selected teachers in delivering of Romani language classes in Kosovo schools.

The main goals of the training module are:

- Raising awareness of teachers on their role and responsibility for delivering quality classes for the first Romani Language classes;
- Providing theory, teaching methodologies and didactic resources for implementation of the Romani language classes in line with the first Romani language book published by MEST;
- Providing teachers with variety of classroom activities that allow students to move into literate practices;
- Motivating teachers to develop personal sense of purpose, desire to learn and grow, a love for children, and commitment to children's learning;
- Encouraging teachers for self-reflections in order to examine their own strengths and weaknesses, and finding ways for their improvements;
- Creating opportunities for active involvement, cooperation, exchange of knowledge and experiences during the training;
- Equipping teachers with needed language teaching competences to see themselves as professionals for delivering Romani language classes, and develop a culture of further shared learning among them through sharing experiences and best practices to help each other and improve the delivery of the Romani language classes in Kosovo schools.

### **Target group**

The training is designed for teachers of the first Romani Language classes in Kosovo schools.

### **Duration**

The training will last five days and it will cover teaching methodologies and Romani grammar in line with the first Romani language book published by MEST.

### **Prerequisites**

Participant teachers should

- Have excellent knowledge of Romani language;
- Have previous experience of working with children;
- Be motivated and committed to learn new methods of teaching and to implement activities based on the training experience;
- Be ready to actively participate in the training activities, cooperate and work as a team and to share information and experiences with the other participants.

## Methodology

The module is designed for five full-day training (aprox.30h) structured in 4 sessions per day (aprox.6h).

Two facilitators will deliver a module in its entirety. Both of them possess strong knowledge of the theory and methodology of teaching Romani language and culture, experience with implementation of teaching strategies and methods in the classroom, and effective communication and presentation skills. In order to meet the needs of the participants, facilitators can modify the length and order of presentations with prior consultations with the organizers of the training.

It is meant to be a participatory training so everyone can learn from each other by showing a different perspective or approach. Using the *experiential learning* approach facilitators offer practical workshops where teachers can see a different model of learner-centered pedagogy being demonstrated, and where they get a chance to actually plan and practice teaching active lessons that can be replicated in their classes later on. The role of the facilitator in this approach is:

- to encourage full participation of the participants
- to listen and include participants, but to keep the focus on the main points
- to encourage them to develop their creativity and share ideas
- to reinforce learning by preparing, maintaining, and following up on written and other material produced and displayed during training.

During the training the facilitators will try to create a comfortable climate of unity and enjoyment while using different methods to meet all the learning styles and help the participants understand the important points and concepts. It is important to bring the group together so that the participants feel free to express themselves, give honest feedback to the facilitators, share their own ideas or point of view, and even disagree with material presented. Following are the methods used in the training module:

### ***1. Plenary discussion***

Facilitators discuss with the entire group in which everyone is allowed to express him/herself. It is preferable for groups to meet in a circle to help everyone feel of equal importance and reinforces the collaborative nature of the workshop.

### ***2. Lectures***

This is a rather traditional method of sharing new information with participants in which the facilitator is using educational materials. Any such sessions used in the participatory approach tend to be brief and immediately linked with the experience and knowledge of participants.

### ***3. PPT presentations***

Power Point presentations are provided for each training session. Slides offer key talking points, but they will be expanded upon using the speaker's notes and the facilitator's own knowledge. Brief "team activities" may be embedded in the presentations to give participants

a chance to interact with the material and inform the facilitator of any misunderstandings. These activities may be omitted or extended based on time constraints and the needs of the participants.

#### ***4. Videos***

Brief videos are embedded in some of the presentations to allow participants to see practitioners implementing language activities and hear experts talk about their experiences. It is valuable for the participants to hear a practitioner's point of view about the material learned at the training.

#### ***5. Group work or work in pairs in discussions or creative workshops***

Small group work or work in pairs helps to stimulate participants and increases the participation of some who find it difficult to express themselves in large groups. During the training participants will be given an opportunity for exploring and practicing their creativity and ideas for planning and preparing didactic materials for language teaching based on the presented strategies and techniques for reading and writing instructions in the classroom.

#### ***6. Individual work***

The facilitator gives the participants a few minutes to write or draw about one topic. This is another way to ensure that all the participants share and give their contribution through individual work. Then the facilitator asks everyone to share in a small group what they have drawn. This is a way to get the contribution of the entire group and also to focus participants on their own experience.

#### ***7. Brainstorming***

This method can be used during a plenary discussion to encourage participation and to find out the views and ideas of participants. In this method the facilitator asks the group to come up with as many ideas as they can about something or anything that comes to mind when they think of a certain topic.

#### ***8. Role play / simulations***

Role play is a good way to work on understanding the inconsistency and getting the mind and body to work together. Because they practiced in a role play, they can have a better idea about what to do in the future if they encounter a similar situation in the field / class. For the participants who observe and offer comments or suggestions on the role play, it is a better reminder of the topic than just listening to words. The image and the scenario are linked with the understanding of the topic discussed, and these are more likely to be remembered than mere verbal communication.

#### ***9. Energizers***

These are short activities that encourage playfulness, laughter, and usually involve physical movement. They can be used at the beginning of a session to illustrate a focus point, or to encourage unity by involving everyone. They are also very helpful when used for a break in the sessions to energize participants who may be tired, uncomfortable from sitting too long.

**Note:**

All of the mentioned interactive methods, games and activities which stimulate reflection, cooperation and creativity will be privileged throughout the training. All of them are purposely planned so they can be replicated or adapted for use with students in the class since they are drawn from the learning material and represent concrete methods or techniques for acquiring some literacy knowledge or skills.

## **Evaluation**

Facilitators together with the participants will evaluate and review the training on a daily basis and at the end of the training.

Each training day will end with an evaluation part. Because it is so important to encourage participation, daily feedback is requested from participants through the following questions: *Which topic did you like most? Why? What was most difficult to understand about today's topics? Why? General comments.*

The “Alphabet evaluation poster” (with 5 drawn columns for each training day) will be displayed at the wall so everyone at the end of the day will write word/s (next to its beginning letter) describing something that was the most interesting or educational to him or her and what made the best impression, etc. It can be new word learned, concept, technique, method, learning game or activity, feeling, etc.

Because reflection and self-evaluation is so important to the process of facilitation, there will be constant evaluation during the training through different methods of checking understanding. Some of the “key” activities will be wrapped-up with a debriefing technique to evaluate the activity and to emphasize the main point or concept. If there are points that some reported not to have understood, the facilitator reviews the topics by asking participants who would like to explain. This serves as a way of checking the understanding of the group, and reinforcing the learning and knowledge of participants.

There will also be provided space called “Parking lot” where all the participants can write on sticky notes some questions/suggestions/opinions/ideas arising from the material presented during the sessions. Space will be provided in the last part of the training day to respond to them or to specific additional needs of participants, in terms of addressing other related topics or going deeper into those already addressed in previous sessions.

Each day will start with a 10-15 minute review of the content learned in the previous day, asking participants about the key concepts remembered, answering or commenting the content from the sticky notes from the “Parking lot” (if it was not done previously due to time constraints), and giving an overview of the sessions for the day ahead.

The overall training will be evaluated at the end of the training with plenary discussion and filling in an evaluation form. These are the questions for discussion: *How did we do? Have we learned enough to enter the classes with knowledge, skills and confidence? Where can we*



*improve? What should we change? How do we perceive the relationships among us?* It is also important to praise the participants for positive contribution and active participation at the training sessions.

## **Didactic Energizers**

### *Alphabet/phonology*

#### **Body spelling**

This activity is a quick and simple wake-up activity, mid-way through a session. Participants are asked to spell a short word, chosen by the facilitator, without speaking or using their arms or hands. They roll their heads to make the shape of the letters.

#### **Board Rush**

Write the word ‘School’ on the board. Relay race: each time, one person has to rush to the board, and write another word related to school, that starts with the last letter of the previous word (e.g. Learner - Results - etc.).

### *Vocabulary*

#### **Circle Warmer**

All sit in a large circle. Trainer says: ‘Everyone who is wearing spectacles, change places!’ As people change, Trainer removes one seat, so one person is left standing. He/she continues the game saying something else: e.g. ‘Everyone who has 2 sisters or more, change places!’ Each time, the person who is left standing calls out the next criteria.

#### **Fruit Salad (game)**

Similar to Circle Warmer game, but first, each participant is assigned one of 5 fruit names. Facilitator calls out a certain fruit name, and those people have to change places, while the participant has to try and steal someone’s seat. The one person who is left standing will next call out one of the 5 fruits, and each time the person who had called out has to try and steal someone’s seat as those people are changing places.

This game can be useful in the classroom to practice new vocabulary where the “fruit names” can be replaced with other words related to the certain topic (crafts, clothes, traffic, etc.)

### *Grouping participants*

#### **Life boats (e.g. for creating groups)**

This activity gets people moving physically, and also helps facilitators to get people into randomly mixed groups. Participants stand up and walk around in an open space. They are told that they are on a sinking ship. Lifeboats are coming, but they have a very specific capacity. When the facilitator shouts “lifeboats are here, the capacity is 3” participants must quickly get themselves into groups of three. This activity can be done several times with different size groups being called each time, until the participants are in the correct size groups for the following activity.

## **Debriefing techniques and activities for reflection**

Debriefing or reflection techniques are used in experiential based programs to give opportunity to the participants to process their experience in order to step in a deeper learning process about themselves or about each other or about the topic you covered with them during the session(s). Debriefing takes part always right after an activity because its purpose is to process experiences that participants just had.

Every experience is unique so during debriefing we will probably hear different things from the participants meanwhile they have participated in the same activity. We should not worry if we do not hear those things what we 'want' to hear from the participants. Remember that the more we can encourage participants to express their individual experiences the most they can learn.

In the list below there are listed examples of different debriefing methods with the instructions and with the equipment/preparation needed.

### **Tell the story of the activity**

Equipment: none

The group has to make/create a complete story of their experience about the activity that they have just finished.

Ask participants to sit in a circle and tell them they are going to make/create their own story about the previous activity by going in circle.

Everybody has to tell one sentence about his/her experience and the sentence has to be connected to the previously told sentence (this is the way they are creating a continuous story instead of stand-alone sentences). Anybody can start and the next on the left/right should continue the story telling.

You can make a second round continuing the story so participants get a deeper processing opportunity.

### **Random object**

Equipment: different and random objects. They can be anything.

This way of debriefing gives participants the opportunity to connect their experience to symbols. Put different and random objects on the floor and ask everybody to pick an object one by one which can express their feelings or things they have learnt or things that were important to them, etc. Ask them to pick only one and if needed one object can be chosen by multiple participants. Once everybody has picked his/her own object, ask them to show it to the group and tell why it was chosen.

### **Arrow on the floor**

Equipment: rope or marking tape

Preparation: make a long arrow on the floor

You can use this debriefing technique in different ways. One of them is using it along specific questions like: How did you feel during the activity? What was the cooperation like? Did you think that your opinion was heard and accepted? etc.

Another way of using this technique is when you manage to finish a part of the work with the group. In this way you ask the participants to stand at the start of the arrow and tell their

favorite stories and memories from the very beginning of the group. Then make a few steps together along the arrow and ask them to tell stories from e.g. the first month. Then make another few steps and ask them to tell stories from the second....and so on until the group reaches the end of the arrow. Here ask them what they would like to keep or protect from the time they spent together for the future.

### **What part of the car/boat/house would you be?**

Equipment: flipchart paper, flipchart table or tape for placing the paper on the wall, markers.

Preparation: draw a big car or boat or house on a flipchart paper.

Ask participants to imagine that the group is a car/boat/house and decide what part (door, wheel, engine, window, chimney, etc.) of the car/boat/house they would be. Ask them to show the chosen part to the group and tell also why.

### **ABC of feelings/lessons learnt/important things/etc.**

Equipment: flipchart paper, flipchart table or tape for placing the paper on the wall, markers.

Preparation: write down the letters of the alphabet on a flipchart paper. Place the letters below each other so space is given to place words next to the letters.

Ask participants to collect words individually about feelings/lessons learnt/important things/related to the activity and ask them to go to the flipchart table one by one and write down the words next to the letter the word(s) starts with.

You can variate the question: after one activity you can ask them to collect feelings and after another one you can ask them to collect words about lessons learnt. This way of debriefing helps participants a lot to express experiences so use your creativity to make up more questions.

### **Circle Train Game**

This activity is a physical energizer, but also encourages participants to talk to people they may not have spoken to yet during the workshop, and helps them to reflect on their learning or ideas so far. Participants stand in two circles, one inside the other. The people in the inner circle stand still (they are the stations). The outer circle moves round (they are the train). After a while the facilitator says “stop”, and the moving participants have to stop at the station/person closest to them. The train participants must tell the station participant about a topic chosen by the facilitator. E.g. Have participants talk about “What I have learned so far at this workshop”. After a minute the train participants move again until the next station stop is announced. The two circles can also swap, so that everyone gets a chance to be the train and a station.

Examples of questions for Reflection:

1. What was something I enjoyed or learned new today?
2. What was something I did not enjoy or found difficult?
3. What is something that I want to know more about?
4. What is something that I want to apply to my work when I go back?

### **I went to the market...**

Participants sit in a circle (groups of 10-14 max) First participant says 'I went to the market and bought some apples.' Next has to repeat the first person's item, and add any other object they wish to the list: 'I went to the market and bought some apples, and a rubber ball'. Next repeats first 2 items, and adds another. And so on – each person has to say the entire list each time, and add a new item.

After playing this for a few minutes, then change the question: "I came to this training, and learned: [name something they learned]". Next person has to repeat what previous person has said, and add something else that they learned. This is a good way to review various things that have been learned.

### **Walking Thumbs**

This is a great way for quick checking or getting feedback on understanding and to ask if people feel ready to move on from the current topic.

Participants will be asked to think back over the activity (or day) and remember what they have experienced, or learned. You can read a statement or ask question and then they will make one of three signs with their hand, depending on whether they Agree = thumbs UP; Disagree = thumbs DOWN; No opinion or cannot decide = thumbs SIDEWAYS. This can be done in two ways. The first one is (*confidential communication—early on in the training class*) with their eyes closed so only you can see the feedback and see the number of participants in each category and decide how to continue based on their feedback.

If you want participants to interact and share opinions, they do not need to close their eyes. You will ask them to hold their "thumb sign" out and find someone else in the room with a different sign. Once they find this partner, they should each share why they chose their sign for this statement.

#### ***Example prompts:***

I learned at least one new thing about \_\_\_\_\_ during this activity/day.

I enjoyed working in a group.

I developed new skills during this activity/day.

I learned something about myself that I didn't know before.

At the end of the activity, have a short closing debrief where participants can share something interesting they heard or you can ask follow-up questions to interesting responses during the activity.

This reflection activity can be used frequently in the classroom because the whole check-in takes about 20 seconds once the class has learned how to do it. It works beautifully, requires no technology, and gives a sense of which students want more help and which ones don't.

## Structure of the training programme

	Session 1	Session 2	Session 3	Session 4
<b>Day 1</b>	Opening, introduction, objectives, rules, expectations, motivations, concerns / fears	National curriculum for teaching Romani language and culture in Kosovo schools	Teachers in multicultural school environment	Interactive workshop about Romani culture and tradition
<b>Day 2</b>	Communication and its importance for building positive relations and trust as basics for quality learning in the class	Creating positive, safe, and inclusive classroom environment and relationships to enhance students learning	Basics of the Romani language grammar  Components of the Romani language system in line with the expected results from the National Curriculum for the II grade pupils	What is active teaching and learning?  Principles and components of the Romani language literacy in elementary classes
<b>Day 3</b>	Components of the Romani language literacy instructions for developing reading skills  Component “Reading comprehension” and teaching strategies that support this component	Phonology and orthography of the Romani language  Component “Phonological awareness” and teaching strategies that support this component	Morphology and vocabulary of the Romani language  Components “Vocabulary” and “Decoding and analyzing the word” and teaching strategies that support these components	Component “Fluency” and teaching strategies for developing fluency  Component “Print awareness” and teaching strategies that support this component
<b>Day 4</b>	Components of the Romani language literacy instructions for developing writing skills and their relations with the reading components  Component “Concepts of beginning writing” and teaching strategies that support this component	Syntax and the writing rules of the Romani language  Component “Process of writing” - Introducing the 5 steps of writing with the strategies that support each step	Identifying different types of text writing  Components “Narrative texts” and “Informative text” “ and teaching strategies that support these components  Steps in writing simple instructional text: How to... strategy	Adjectives in the Romani language  Component “Descriptive language” and teaching strategies for developing this component  Practicing the writing process and creating class book
<b>Day 5</b>	Assessment of the pupils’ achievements of the Romani reading and writing competences  Lesson planning process	Practice: Lesson planning and preparing didactic materials/resources for delivering Romani language class using content on their choice from the Romani language textbook for II grade	Simulation:  Presentations/ delivering the prepared Romani language class by each participant	Continuing the presentations  Wrapping up activities and reflections  Evaluation of the training

## Training day 1

<b>Session 1.1</b>		<b>Opening, introduction, objectives, rules, expectations, motivations, concerns / fears</b>
<b>Aim of the session:</b>		To explain the background and objectives of the entire training, to introduce the participants and to start learning about each other through expressing our expectations, motivations and concerns
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ understand the training programme objectives in the framework of the programmes and the context of the previous work of the CoE and MEST regarding the Roma issues</li> <li>✓ understand the training approach, objectives, structure, topics covered, and link between training and practice</li> <li>✓ express expectations, motivations, and concerns regarding the training programme</li> <li>✓ get to know each other and clarify key elements concerning relationships and communication procedures during the training</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		Small rectangle paper plates, colored and white paper, markers, scissors, wool, glue, sticky notes, flipchart paper, LCD, laptop, PPT
<b>Related content in the Romani language book:</b>		This is me! Page 9; Letters and words – p.27, p.78 Grammar: phonology, nouns, adjectives
<b>Process &amp; Methods</b>	Plenary discussion	<b>1. Introducing of the CoE and MEST representatives, and the trainers</b> <ul style="list-style-type: none"> <li>• Welcome and greetings by the representatives from CoE and MEST and their expectations from the training.</li> <li>• Introduction of the trainers and their expectations from the training.</li> </ul>
	Individual creative work	<b>2. Introducing of the participants</b> <ul style="list-style-type: none"> <li>• Participants will be given worksheets and other materials to represent themselves. They will be asked to write on paper their name vertically, and to think of the most suitable words (adjectives or nouns) starting on those letters of the name to describe their character. They will shortly write about their favorite food / color / hobby /.</li> </ul>
	Think-pair-share	<ul style="list-style-type: none"> <li>• Participants will share with partners their work and some other details to get to know each other. Then the partners will introduce each other to the whole group: his/her name, one of his characteristics, where he/she comes from and something from his/her favorites.</li> </ul>
	Gallery walk	<ul style="list-style-type: none"> <li>• Their products will be arranged as “class book” and will be displayed in the room for gallery walk to learn more about</li> </ul>

		<p>each other. This activity will engage the participants in the process of creating a “class book” (<i>technique from the reading component – print awareness and writing component – beginning writing</i>).</p>
	PPT presentation	<p><b>3. Approach and the objectives of the training</b></p> <ul style="list-style-type: none"> <li>The trainers will explain the training approach, objectives, structure, topics covered, and link between training and practice.</li> </ul>
	Brainstorming, Plenary discussion	<p><b>4. Establishing ground rules</b></p> <ul style="list-style-type: none"> <li>Trainers together with the participants will establish “ground rules” during the training. Using brainstorming method all suggested rules will be written on the board and then 4-5 of them will be selected as the most important ones. Suggestions: maintain a positive attitude and an open mind; arrive on time for every session; listen with respect when others are speaking (Raise the hand when wishing to speak, and let only one person speak at a time, without interruptions!); all cell phones will be turned on silent. Instead of written we can display them on the flipchart through symbols. (e.g. inside a thought bubble; a clock; a group of stick figures; a telephone). One who is good in drawing can help. This chart paper will be stuck on the wall for the rest of the training period, which can be pointed to if needed during the workshop. All should agree to abide by these ground rules and to agree upon suggested penalty for each one.</li> </ul>
	Individual work	<p><b>5. Participants’ expectations, motivations, concerns / fears</b></p> <ul style="list-style-type: none"> <li>To learn about participants’ expectations and learning objectives, they will write on two separate Post-It-Notes (different colors) answers on the following 2 questions: What do I expect from the training? What do I want to take home from this training? The notes will be stuck on a corresponding place on the wall. They can walk around later during the break to read what others wrote.</li> </ul>
	Gallery walk	<p>As for their concerns and fears, they will be asked to write them on small rectangle paper plates (one concern on one plate) and put them in a hat or box. These plates will be used later for the activity “obstacles and navigation” for Communication session.</p>
	Activity “Fear in the hat”	<p>We will refer back to their expectations, motivation, and concerns or fears on the last day, to help them reflect on what they have learned, and whether they met their expectations and solved their concerns.</p>

<b>Reflection:</b>	What have we learned in this session? Is there anything we can use in our classes? Did we enjoy the activities? What could be done differently? How can we relate this with the topics/themes from Romani language curriculum and the book?
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<b>Session 1.2</b>		<b>National curriculum for teaching Romani language and culture in Kosovo schools</b>
<b>Aim of the session:</b>		To understand the concept of curriculum through reviewing and analyzing both the “National curriculum for teaching Romani language and culture” published by MEST, Kosovo, 2010 and “A Curriculum framework for Romani” published by CoE, Language Policy Division, 2008
<b>Expected results:</b>		<b>At the end of this session participants:</b> <ul style="list-style-type: none"> <li>✓ will fully understand the concept of curriculum, and what is its structure and content</li> <li>✓ will get acquainted with the “National curriculum for teaching Romani language and culture”, understand the main areas, themes and topics, aims and the expected results for the II grade students</li> <li>✓ will be able to comparatively analyze both the above mentioned curriculum documents and how to use them for planning their lessons in line with the published Romani language book I</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		Copies of “National curriculum for teaching Romani language and culture” published by MEST, Kosovo, 2010; Copies of “A Curriculum framework for Romani” published by CoE, Language Policy Division, 2008 (Romani versions); Copies of both the Romani versions of “Learning the Romani Language – My European Language Portfolio” and the Teachers handbook for using it, published by CoE, Language Policy Division, 2008; PPT presentation, LCD, flipchart paper, markers
<b>Related content in the Romani language book:</b>		Whole content of Romani language book I
<b>Process &amp; Methods</b>	Group work  Lecture, PPT, Plenary discussion  Interactive	<b>1. “National curriculum for teaching Romani language and culture” published by MEST, Kosovo, 2010</b> <ul style="list-style-type: none"> <li>• Participants will be working in groups to go through the National curriculum for teaching Romani language and culture in Kosovo” and discuss the 5 main areas, themes and expected results for II grade pupils.</li> <li>• The trainer using PPT describes the areas in details and invites them to give input from their group discussions.</li> <li>• Then each group is given task to deeply analyze one of the</li> </ul>



	<p>technique with cards: <i>Matching keywords with short phrases containing the word</i></p> <p>Group work</p> <p>Think-pair-share</p>	<p>areas (appointed by the trainer) and is asked to write the keywords of that area from the document on the blank cards.</p> <ul style="list-style-type: none"> <li>Each group should put the cards on the corresponding place on the previously prepared poster by the trainers to match the theme and the expected results from the curriculum.</li> </ul> <p><b>2. “A Curriculum framework for Romani” and “Learning the Romani Language – My European Language Portfolio”, CoE, Language Policy Division, 2008</b></p> <ul style="list-style-type: none"> <li>Participants review the above mentioned documents trying to relate the content areas, themes and topics with the “National curriculum for teaching Romani language and culture in Kosovo” and the content of Romani language book I.</li> <li>Each group should find and write on paper several lessons from the book that are directly related to the certain topic from the Curriculum</li> <li>Plenary discussion with input from all the groups and their finding.</li> </ul>
<b>Reflection:</b>		<p>What have we learned in this session? Do we understand the structure and content of the curriculum? How can we use this with planning our lessons? Give example of lesson where we could use the technique with cards: Matching keywords with short phrases containing the word.</p>

<b>Session 1.3</b>	<b>Teachers working in multicultural school environment</b>
<b>Aim of the session:</b>	To provide an overview of the concept of culture, cultural values, traditions and characteristics as well as the influence of these factors on the perception of the individual.
<b>Expected results:</b>	<p><b>At the end of this session participants will:</b></p> <ul style="list-style-type: none"> <li>✓ understand the concept of culture which alleviates the cohabitation and the interaction with others who belong to different cultures and work in the same school, live in the same local community and the society in general.</li> <li>✓ build awareness of knowledge and skills necessary for intercultural teamwork and effective communication;</li> <li>✓ understand and accept the culture of others and respect others in and out of the classroom who differ from them.</li> </ul>
<b>Duration:</b>	1 ½ h
<b>Materials and equipment:</b>	Small balls, flipchart paper, and markers, handouts - blank icebergs, PPT with embedded videos, laptop, LCD projector
<b>Related content in the Romani language book:</b>	<p>My friend at the school – p.13</p> <p>Telephone conversation – p.21</p> <p>Occupations – p. 18, 23</p> <p>Poetry – Celebrating New Year, p.97</p>

<b>Process &amp; Methods</b>	Energizer – name game	<b>1. Group juggle</b> <ul style="list-style-type: none"> <li>Activity to demonstrate learning by doing in action and start working together. Fun way to better learn names and develop a sense of interconnectedness.</li> <li>All stand in a circle, the trainer tosses a ball to someone, using his/her name, and they in turn toss it to someone else, using the next person's name.</li> <li>Keep it going, then more balls are introduced and it starts getting more interesting and funny.</li> </ul>
	Lecture, PPT, brainstorming	<b>2. Culture in general</b> <ul style="list-style-type: none"> <li>Participants are given an explanation that the frequent usage of metaphors helps us understand ideas better via connecting the unknown with the known. Using the “brainstorming” method, we try to stir their creative thinking about what the image of the tunnel or iceberg represents for them. We note their answers on a flipchart.</li> </ul>
	Plenary discussion	<ul style="list-style-type: none"> <li>Discussing their answers, metaphor for knowing and not knowing the other who is different from us. Drawing conclusion: The hidden aspects of culture influence and create the visible ones.</li> </ul>
	Individual work	<ul style="list-style-type: none"> <li>Participants are given handouts, blank icebergs. The trainer explains that they will now have the opportunity to reflect on their own culture and complete an iceberg that reflects them. They can work on it during the two sessions related to the culture. At the end of the next session, they will share with partners/groups their personal icebergs.</li> </ul>
	PPT, lecture	<ul style="list-style-type: none"> <li>Definition of culture, components of culture, Influence of Cultural Values on the Individual / Group, Change of cultural values over time.</li> </ul>
<b>Reflection:</b>		How we define the concept of culture and the way it shapes the behavior of the members of a community and a society?

<b>Session 1.4</b>	<b>Interactive workshop about Roma culture and tradition</b>
<b>Aim of the session:</b>	To increase the level of knowledge of the Roma culture and tradition
<b>Expected results:</b>	<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ Gain knowledge of the culture and history of Roma</li> <li>✓ Better understand their own culture and how it defines them as individuals</li> <li>✓ Integrate cultural knowledge and competences in planning, and implementation culture related content in their lessons</li> </ul>
<b>Duration:</b>	1 ½ h
<b>Materials and equipment:</b>	Flipchart paper, and markers, PPT with embedded videos, laptop, LCD projector



## Training day 2

Session 2.1		Communication
<b>Aim of the session:</b>		To learn what communication is and its importance for establishing positive relations and basis for quality learning in the class
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ Better understand what communication is and the types of communications</li> <li>✓ Be able to explain the elements of communication and what is successful communication</li> <li>✓ Be aware of the importance of the quality communication and its influence on developing relations, learning and language competences in the classroom</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		Paper plates with their concerns and fears from the introductory session, rope or masking tape, copies of text for 3 minutes test for written communication
<b>Related content in the Romani language book:</b>		Almost all the content of the book, particularly the lessons followed with discussions: Me – p.9, My home and family – p.10,11, My school – p.13, 15, Telephone conversation – p.21, The place where I live – p.16, 17, The nature - p.22 , I want to be... - 18, 23, Non-verbal communication-p.19, Retelling stories
<b>Process &amp; Methods</b>	Didactic energizer	<b>1. Back to back conversation</b> <ul style="list-style-type: none"> <li>• Participants work in pairs telling something interesting about him/her, firstly standing back to back, then face to face. Follows reflection to emphasise the importance of verbal and non-verbal communication, and good listening skills.</li> </ul>
	Lecture, PPT presentation, Interactive discussion	<b>2. Lecture on communication</b> <ul style="list-style-type: none"> <li>• Trainer presents the theory related to definition of communication, types and the elements of communication, and its importance in developing relations and language competences.</li> </ul>
	Didactic activity in pairs	<b>3. Activity “Obstacles and navigation”</b> <ul style="list-style-type: none"> <li>• A popular and engaging activity involving communication and trust. On a certain flat area we put the plates from the “Fear in the hat” with the written concerns/fears after each of them is read by the trainer, and adding some other small thing to serve as obstacles. The entire team working in pairs must cross the field without stepping on something. One person is blind-folded (or keeps eyes closed) and cannot talk. The other person can see and talk, but cannot enter the field or touch the person. Follows reflection to emphasise the importance of clear navigational instructions, listening skills, building trust to overcome the fears and concerns.</li> </ul>

	Individual work, plenary discussion	<b>4. Activity “Three-minutes test”</b> <ul style="list-style-type: none"> <li>Participants work on the given text with written instructions that should be done in 3 minutes. Then follow reflection on the way of giving and receiving written instructions and the importance of their accuracy and clarity.</li> </ul>
<b>Reflection:</b>		What have we learned in this session? Do we have similar concerns/fears about the work we are going to do? Do you better understand the importance of the quality communication? How can we develop the communicative skills of our students?

<b>Session 2.2</b>		<b>Creating positive, safe, and inclusive classroom environment and relationships to enhance students learning</b>
<b>Aim of the session:</b>		Get participants to reflect on how the environment and the nature of relationships is fundamental to the quality of teaching
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ better understand the children’s needs by “putting” themselves in a child’s shoes, and thinking like a child.</li> <li>✓ be aware of how they can influence the children life in their role as a teacher</li> <li>✓ define the qualities of a good teacher</li> <li>✓ reflect on the uniqueness of children</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		Flipchart, markers, paper, potatoes, PPT, laptop, LCD projector
<b>Related content in the Romani language book:</b>		The child is going to school (parts of the day) – p.12; In my school – p.13; This is my classroom – p. 15; The forest school – p. 98; My teacher – p.99
<b>Process &amp; Methods</b>	Work in pairs Think- Pair-Share	<b>1. Back to School</b> <ul style="list-style-type: none"> <li>Ask participants to close their eyes and think back to their own schooling experience and ask themselves what did they like or did not like, and what they would change if they were given a choice?</li> <li>They spend 2 mins recording their own answers, then 3 mins discussing with their neighbour, then each pair shares their response with the whole group.</li> <li>Trainer summarises and records answer on the board using “<i>T chart</i>” (<i>graphic organizer</i>) as each group shares.</li> </ul> <b>2.My favourite teacher</b> <ul style="list-style-type: none"> <li>Similar to the previous activity, participants think back to one of the best teachers they have had in their life and what were 3 key qualities of this teacher that made her/him their favourite teacher?</li> <li>They think individually 2 minutes, then 3 minutes discuss with the partner and then join to another pair and work 5 minutes to</li> </ul>
	<i>Technique – graphic organizers</i>	
	Work in pairs and groups  Think- Pair-Share	

	plenary discussion	<p>decide upon the 3 most important qualities of an ideal teacher.</p> <ul style="list-style-type: none"> <li>• Each group reports their top three qualities.</li> <li>• Discussion: Personality affects relationship</li> </ul>
	Work in pairs or groups (depending on the number of participants)	<p><b>3. Our dream school</b></p> <ul style="list-style-type: none"> <li>• Participants think from a child's perspective, and imagine their dream school.</li> <li>• Each pair is focused on particular aspect of the school:             <ol style="list-style-type: none"> <li>1. Physical environment/ organization of the school</li> <li>2. Curricular content</li> <li>3. Learning materials</li> <li>4. Nature of Teaching Learning Processes/ methods</li> <li>5. Nature of Relationships (Teacher-student; among the students)</li> <li>6. Nature of Assessment</li> <li>7. Link to the community</li> </ol> </li> <li>• They should be as specific as possible – what would a visitor see and hear as they walk through this school? What will the classrooms, furniture, and environment look like? What will the teacher and the children be doing? Consider girls and boys; children of different religious or social backgrounds - ALL children.</li> <li>• Participants work 15 mins to prepare their chart, then to stick each chart on the walls around the room. Participants have 5 mins to walk around and look at each other's charts.</li> </ul>
	Gallery walk	
	Didactic game/activity	<p><b>4. Activity “Choose your potato”</b></p> <ul style="list-style-type: none"> <li>• Trainers provide two bowls with potatoes (one for each participant). Everyone should take one potato and should examine it well, look at it carefully, remember all its features – this will be THEIR potato. After examining it, they should then place it back into the bowl and go sit down.</li> <li>• The trainer invites 2-3 random volunteers to come to the front, and to identify which one is THEIR potato. Ask them ‘Are you absolutely sure? Not this other one?’ etc. to have some fun.</li> <li>• Then say: If we are able to remember something as simple as one potato in a basket of potatoes – if each potato is unique with its own distinct characteristics – then how much more is each and every child unique!</li> </ul>
	Trainer's input	
	Individual test	<p><b>4. Learning styles</b></p> <ul style="list-style-type: none"> <li>• Trainer introduces the 3 main learning styles: visual, auditory and kinesthetic and their characteristics.</li> <li>• Participants work individually on discovering their learning style. Trainer provides three lists consisting of 10 words. The first list is only read slowly, and then participants write as much words they remembered. The second list is shown on slide/or previously written on flipchart board, then cover it and ask participants to write again the words remembered. The last ten words are dictated by the trainer and they write them down.</li> </ul>

		Then turn the page and try to write words from the last list. The list of words from where they have remembered the most words define their learning style i.e. auditory, visual, kinesthetic.
<b>Reflection:</b>		What stands out as most important as qualities of a good teacher? In which way teachers influence children's life? Do we need to remember that each and every child is very unique, and we need to treat them as unique individuals, instead of treating everyone the same? Why it is important? What does it mean "positive, safe, and inclusive classroom environment?"

<b>Session 2.3</b>		<b>Basics of the Romani language grammar and the components of the Romani language system in line with the expected results from the National Curriculum for the II grade pupils</b>
<b>Aim of the session:</b>		Get participants to reflect on their previous knowledge or acquire new knowledge about the Romani language grammar
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ Improve or upgrade their knowledge of the Romani language grammar</li> <li>✓ Review the expected results and achievement of the children from II grade, according to the National Romani language curriculum, related to the grammar knowledge and skills</li> <li>✓ understand that in the textbook for II grade pupils will not find explicit lessons on grammar learning</li> <li>✓ be aware of their role as teachers to teach pupils grammar appropriate to their grade developmental level using the textbook content</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		PPT presentation, laptop, LCD projector, Romani language grammar, Romani language textbooks for II grade, Copies of "National curriculum for teaching Romani language and culture" published by MEST, Kosovo, 2010
<b>Related content in the Romani language book:</b>		The whole content of the textbook
<b>Process &amp; Methods</b>	<p>Energizer game</p> <p>Lecture PPT presentation Plenary discussion</p>	<p><b>1. "Jump in, jump out"</b></p> <ul style="list-style-type: none"> <li>• Holding hands in a circle, facing the centre, a group jumps in, out, left or right of the circle in synch with trainers instructions.</li> </ul> <p><b>2. Basics of the Romani language grammar</b></p> <ul style="list-style-type: none"> <li>• The trainer introduces the participants the basics of the Romani language grammar.</li> <li>• During the lecture participants are invited to actively participate through giving examples, asking questions and participate in discussion on some raised problem in understanding the topic.</li> </ul>

	<p>Work in pairs</p> <p>Whole group discussion</p>	<p><b>3. Review of the “National curriculum for teaching Romani language and culture” published by MEST, Kosovo, 2010</b></p> <ul style="list-style-type: none"> <li>• Participants work in pairs on reviewing the expected result of the students from II grade that are related to acquiring grammar knowledge and skills and write them down</li> <li>• They also go through the textbooks to correlate the identified grammar achievements of the students from the National curriculum with the content from the textbook</li> <li>• Each pair gives one example of using content from the book to teach grammar.</li> </ul>
<b>Reflection:</b>		<p>What have we learned in this session? Did we learn some new knowledge from the Romani grammar? Do you find easy or difficult to model teaching grammar in your classes? Did we enjoy the game? Do you think it can be used in teaching grammar in your class? What could be done differently? How can we relate this with the topics/themes from Romani language curriculum and the book?</p>

<b>Session 2.4</b>		<p><b>What is active teaching and learning?</b></p> <p><b>Principles and components of the Romani language literacy in elementary classes</b></p>
<b>Aim of the session:</b>		To understand active learning methodology and to get familiarized with the principles and components of developing Romani language literacy in elementary classes
<b>Expected results:</b>		<p><b>At the end of this session participants will:</b></p> <ul style="list-style-type: none"> <li>✓ be aware of how children learn the best</li> <li>✓ understand the five elements that must be included in a learning activity</li> <li>✓ be able to identify indicators of active learning in a classroom</li> <li>✓ get familiarized with the instructional framework for language literacy in early grades</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		PPT presentation, laptop, LCD projector, red, yellow and green paper circles, flipchart, markers
<b>Related content in the Romani language book:</b>		The whole content of the textbook
<b>Process &amp; Methods</b>	Icebreaker for creating groups	<p><b>1. “Life boats”</b></p> <p>Participants stand up and walk around. They are told that they are on a sinking ship. Lifeboats are coming, but they have a very specific capacity. When the facilitator shouts “lifeboats are here, the capacity is 3” participants must quickly get themselves into groups of three.</p>



	<p>Group work</p> <p><i>Self-evaluation technique “traffic light”</i></p> <p>Plenary activity and discussion</p> <p>Trainer’s input on active learning principals and elements</p> <p>Brainstorming</p> <p>Large group discussion</p> <p>Lecture</p> <p>PPT</p>	<p><b>2. Activity “Traffic light”</b></p> <ul style="list-style-type: none"> <li>• The trainer asks participants “What is active learning?”</li> <li>• Each group is provided with red, yellow and green circles. Those who know the answer raise the green circle, those who are not certain raise yellow, and those who do not know raise the red ones.</li> <li>• Those who are “green” explain to others. If there is no one, they join the group where “green” person is. If there is not anyone “green”, the trainer gives the answer.</li> </ul> <p><b>3. Reflecting on our own learning</b></p> <ul style="list-style-type: none"> <li>• The trainer sticks on the board 5 flipchart papers with one written question on each of them: <ol style="list-style-type: none"> <li>1. <i>How did you become good at something?</i></li> <li>2. <i>How do you know you can do something well?</i></li> <li>3. <i>What kept you going so you succeeded in something you didn’t want to learn?</i></li> <li>4. <i>What went wrong in my learning?</i></li> <li>5. <i>Who might have been to blame for whatever went wrong?</i></li> </ol> </li> <li>• Participants have 5 minutes to think about their own learning and go to write answers on the corresponding flipchart.</li> <li>• Ask the group to look at each list of responses that participants have given. Ask: What does this information about our own learning tell us about learning in general?</li> </ul> <p><b>4. Principles and elements of Active Learning Methodology</b></p> <ul style="list-style-type: none"> <li>• Trainer shares the following quote by Confucius: <p>What I <i>hear</i>, I forget  What I <i>hear and see</i>, I remember a little  What I <i>hear, see, and ask questions about or discuss with someone else</i>, I begin to understand  What I <i>hear, see, discuss, and do</i>, allows me to acquire knowledge and skill. What I <i>teach to another</i>, I master.</p> </li> <li>• Trainer explains each stage of Active / Experiential Learning Cycle</li> </ul> <p><b>5. Introducing the principles and the components of the Romani language literacy in elementary classes</b></p> <ul style="list-style-type: none"> <li>• Brainstorming and discussion on the following questions: <p>What is the language? What are the components of the language? What does literacy mean? When should language literacy development start?</p> </li> <li>• Using a chart or slide the trainer introduces the basic principles on which language literacy is being taught. He gives an</li> </ul>
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		overview on the components of the language literacy instructions for developing reading and writing in elementary classes.
<b>Reflection:</b>		<p>Which features of active learning do you see reflected in this training workshop? How are these elements different from other trainings you may have attended in the past? How have these elements impacted your experience and learning in this workshop?</p> <p>Do you find difficult and confusing the charts of reading and writing components? If so, why? Encourage participants by explaining that each of the components will be separately addressed and practiced in the following days!</p>

## Training day 3

<b>Session 3.1</b>		<b>Components of the Romani language literacy instructions for developing reading skills with focus on the component “Reading comprehension”</b>
<b>Aim of the session:</b>		To understand the instructional framework of the components that develop reading skills with focus on the component “Reading comprehension”
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ understand the six components that develop Romani language literacy skills in reading</li> <li>✓ learn the component “Reading comprehension” and the strategies that support teaching this component</li> <li>✓ be able to use in practice strategies and techniques which support this component</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		A picture book, paper, pens, flipchart, markers, PPT presentation, laptop, LCD projector, sentence strips from the story
<b>Related content in the Romani language book:</b>		All the stories in the textbook, riddles – p.76
<b>Process &amp; Methods</b>	<p>Energizer game</p> <p>Trainer input and plenary discussion</p> <p><i>Mini lesson</i></p> <p><i>Simulation</i></p>	<p><b>1. “Give me a clap”</b></p> <ul style="list-style-type: none"> <li>• Participants stand in a circle facing the centre. Everyone should receive a clap from the left side neighbor and pass a clap to his right side neighbor. The trainer gives instructions and demonstrates how this should be done.</li> </ul> <p><b>2. Review of the instructional framework of the components that develop reading skills</b></p> <ul style="list-style-type: none"> <li>• Trainer explains each of the six components, together with the participants formulates their definitions, and elaborates on the teaching strategies that support each of them</li> </ul> <p><b>3. Elaborating on the component “Reading comprehension”</b></p> <ul style="list-style-type: none"> <li>• Definition of the component</li> <li>• Description of the strategies: read aloud, questions and answers, story star</li> </ul> <p><b>4. Demonstration of the strategies: read aloud, asking &amp; answering questions</b></p> <ul style="list-style-type: none"> <li>• Participants are divided in three groups. The first group are</li> </ul>

	<i>/role play</i>	<p>students who will listen to the teacher (trainer) reading aloud. The second group will just observe all the activities of the “teacher and the students”. The third group will write down the questions of the teacher while reading the story.</p> <ul style="list-style-type: none"> <li>Each of the groups elaborates their roles, observations and notes. Follows discussion about the procedure of the activity and together we define the steps of these strategies, the goal, and developing the skills for reading comprehension. It is emphasized that these two strategies always go together. Teacher should prepare right questions (explanation of the 3 types of questions) to be asked before, during and after the reading.</li> </ul> <p><b>5. Demonstration of the strategies: sentence strips, story star, and graphic organizers</b></p> <ul style="list-style-type: none"> <li>Short explanation of the mentioned strategies by the trainer</li> <li>We refer back to one of the sessions when we used graphic organizer T-chart, to explain when we can use it in the class</li> <li>Trainer gives examples of using different graphic organizers and what is the benefit of their use, when they can be used, what students skills will be developed</li> <li>Participants work in three groups. One is given Venn diagram graphic organizer to compare two characters from the story. One group is matching sentence strips with the corresponding illustrations from the story. The third group defines the main elements of the story using the strategy “Story star”</li> <li>To share their work, participants are asked to visit the table of the other groups where one representative of the group stays at the table as a host to explain his groups’ work.</li> </ul>
	<i>Mini lesson</i>	
	<i>Group practical activity</i>	
	<i>Host – guests sharing technique</i>	
<b>Reflection:</b>		What have we learned in this session? Do you understand the component of reading with comprehension? Did you enjoy the activities and whether they can be replicated with the kids? How can we develop the reading skills of our students using these strategies? What strategy was the most interesting to you?

<b>Session 3.2</b>	<b>Phonology and orthography of the Romani language Component “Phonological awareness” and teaching strategies that support this component</b>
<b>Aim of the session:</b>	To learn the component “Phonological/phonemic awareness” and teaching strategies which support it, and to understand its importance as a basic component for further developing the early reading skills
<b>Expected results:</b>	<p><b>At the end of this session participants will:</b></p> <ul style="list-style-type: none"> <li>✓ learn/upgrade the knowledge about the phonology and orthography of the Romani language</li> </ul>

		<ul style="list-style-type: none"> <li>✓ learn the component “Phonological awareness” and the strategies that support teaching this component</li> <li>✓ be aware that phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction</li> <li>✓ be able to use in practice strategies and techniques which support this component</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		Flipchart, markers, PPT presentation, laptop, LCD projector, Romani language textbook for II grade
<b>Related content in the Romani language book:</b>		Me and my friends – p.9 and 13, Non-verbal communication – p.19, What letter is missing – p.82, the whole part about learning the Romani language alphabet – pages 31-70, all the poems in the textbook
<b>Process &amp; Methods</b>	Didactic icebreaker	<p><b>1. “ABC ordering”</b></p> <ul style="list-style-type: none"> <li>• Ask participants to silently arrange themselves in line in alphabetical order according to the beginning letter of their name and when they are finished to introduce the person next to them. This icebreaker helps develop key literacy skills, and non-verbal communication.</li> </ul>
	Lecture	<p><b>2. Phonology and orthography of the Romani language</b></p> <ul style="list-style-type: none"> <li>• Trainer gives grammar lecture about the Romani language phonology system and the Romani language alphabet. During the lecture he makes links to the Romani language textbook for II grade.</li> </ul>
	Trainer input and plenary discussion	<p><b>3. Review of the instructional framework of the components that develop reading skills and elaborating on the component “Phonological awareness”</b></p> <ul style="list-style-type: none"> <li>• Trainer points out this component on the Chart with all the components and, together with the participants, formulates its definition. Through in-depth discussion on how this component is related to the other components, participants are led to come to a conclusion that phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.</li> <li>• Pointing out using the terms phonological awareness vs. phonemic awareness: Phonological awareness (articulating sounds) provides the basis for phonics. Phonics, the understanding that sounds and print letters are connected, is the first step towards the reading.</li> <li>• Description of the teaching strategies that develop phonological</li> </ul>

	<p><i>Simulation, play games</i></p> <p><i>Mini lesson</i></p> <p>Work in pairs <i>Do, show, tell technique</i></p>	<p>awareness: reading books with rhymes, teaching songs and short poems with rhymes, activities to identify the beginning and ending sounds in the word, hearing and imitating sounds from nature, activities to match sounds with letters, creating fun and exciting games to play with sounds (manipulate, segment, identify, match, rhyme, etc.)</p> <p><b>3. Demonstration of the games: “Clap the word” and “Fingers click sound”</b></p> <ul style="list-style-type: none"> <li>• Trainer explains the steps and the rules of the games. Participants are the students.</li> <li>• For the first game, trainer says words and participant should segment the word in syllables by clapping each time when they say each syllable. Then they say the number of syllables in the words.</li> <li>• For the second game, trainer says two words. If the two words have the same beginning/ending sound (how it will be agreed while telling the rules) participant make sound with their fingers and say “click”, if not they keep silent.</li> </ul> <p><b>4. Rules to be followed when creating games for developing phonological awareness</b></p> <ul style="list-style-type: none"> <li>• Trainer gives instructions, principles, and rules that should be followed and obeyed when teachers create games for developing phonological awareness</li> </ul> <p><b>5. Choose your activity</b></p> <ul style="list-style-type: none"> <li>• Participants working in pairs are given opportunity to choose from variety of didactic resources/materials provided by the trainers, to practice one technique/game/strategy with their partners. The pairs share their work with other pairs.</li> </ul>
<b>Reflection:</b>		<p>Using the technique “Walking thumbs” we do quick reflection on the session referring to the following statements:</p> <p>I learned at least one new thing about _____ during this session.</p> <p>I enjoyed the activities.</p> <p>I developed new skills during these activities.</p>



	Trainer input and plenary discussion	<p><b>3. Review of the instructional framework of the components that develop reading skills and elaborating on the component “Vocabulary”</b></p> <ul style="list-style-type: none"> <li>• Trainer point out this component on the Chart with all the components and together with the participants formulates its definition. They discuss how this component is related to the other components for developing reading, and what other component is the most supported by the vocabulary skills. It is pointed out that this component is very important for language development in all levels of education.</li> <li>• Description of the teaching strategies that develop vocabulary skills: word wall, word bank, thematic bingo, vocabulary categories using graphic organizers, odd one out (picture, object, word that does not fit), pictorial dictionaries, vocabulary in the context.</li> </ul> <p><b>4. Demonstration of the strategies: “Vocabulary in the context” and “Thematic bingo”</b></p> <p>Trainer explains the procedure of the strategy “Vocabulary in the context” and the steps and rules of the game “Thematic bingo”. Participants will be presented short videos to see practitioners implementing this strategy in the class.</p> <ul style="list-style-type: none"> <li>• Simulation of classroom activity for learning farm animal words using the strategy “thematic bingo”.</li> </ul> <p><b>5. Component “Decoding and word analysis”</b></p> <ul style="list-style-type: none"> <li>• Trainer point out this component on the Chart with all the components and together with the participants formulates its definition. Emphasis is put on the prefixes and suffixes which usually change the meaning of the words, and segmenting the words into smaller parts – syllables and letters.</li> <li>• Description of the teaching strategies that develop this component’s skills: activities and games with prefixes and suffixes, vocabulary in four squares, contextual keys, alphabet cards, letters on cups, decomposing and composing words.</li> </ul> <p><b>6. Explaining the steps of the strategy “Vocabulary in four squares”</b></p> <ul style="list-style-type: none"> <li>• Description of the simple strategy to be practiced in the class when learning new word.</li> <li>• Participants will be presented short videos to see practitioners implementing the strategies in the class: vocabulary in four</li> </ul>
	Trainer input Short videos	
	Simulation	
	Mini lesson	
	PPT presentation and videos	



		squares, activity with prefixes and suffixes, and composing and decomposing words.
<b>Reflection:</b>		What have we learned in this session? Do we understand how these components develop reading skills? Give example of lesson where we could use some of the learned techniques. What activity did you enjoy the most?

<b>Session 3.4</b>		<b>Component “Fluency” and teaching strategies for developing fluency</b> <b>Component “Print awareness” and teaching strategies that support this component</b>
<b>Aim of the session:</b>		To understand the characteristics of these two components and what reading skills the applied strategies develop in the phase of early reading
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ better understand what fluency means and what are its characteristics</li> <li>✓ learn how the fluency can be developed</li> <li>✓ be aware of what level of fluency achievements can be expected from II grade students</li> <li>✓ learn the skills of the concept of printed material</li> <li>✓ learn the teaching strategies that support these two components</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		Flipchart, markers, PPT presentation with embedded videos, laptop, LCD projector, photos and created children books provided by the trainer
<b>Related content in the Romani language book:</b>		The whole content of the textbook
<b>Process &amp; Methods</b>	Energizer activity	<b>1. Walk - Stop activity</b> <ul style="list-style-type: none"> <li>• Participants are told that they will follow simple commands: When you say “walk” they will start walking around the space. When you say “stop,” they will stop where they are. Trainer calls out “Walk.” Then “stop” and repeats several times.</li> <li>• Next, the trainer tells that he is going to switch those two commands. Now when you say “stop” they should start walking and when you say “walk” they should stop walking. Try it and repeat several times.</li> <li>• Next, let them know you’re adding two more commands. When you say “Name” they say their name out loud, when you say “Clap” they clap once. The other two commands stay the same, so “Walk” means stop, “Stop” means walk, “Name” means say your name, and “Clap” means clap. Call out a combination of “Walk,” “Stop,” “Name,” and “Clap.” Repeat as desired.</li> <li>• Finally, let them know you’re switching the last two</li> </ul>

		<p>commands. So “Walk” means stop, “Stop” means walk, “Name” means clap, and “Clap” means say your name. Repeat as desired.</p> <p>This activity can be related to the language skills development: convey symbol comprehension, communication and listening skills, imperative mode, opposite words.</p> <p><b>2. Review of the instructional framework of the components that develop reading skills and elaborating on the component “Fluency”</b></p> <ul style="list-style-type: none"> <li>• Trainer point out this component on the Chart with all the components and together with the participants formulates its definition. They discuss how this component is related to the other components for developing reading, and what and how the other components contribute the most in developing fluency skills. It is pointed out what level of fluency achievements can be expected from II grade students.</li> <li>• Explaining the “Fluency cycle” and description of the teaching strategies that develop fluency skills: guided reading, read alone, partner reading, and reading theatre.</li> </ul> <p><b>3. Creating classroom library</b></p> <ul style="list-style-type: none"> <li>• Discussion and ideas to create your own class library: What we need to establish classroom library, how big it should be, what we need, who can contribute to it, how to involve the children and the parents in creating the classroom library?</li> <li>• Participants will be provided with photos and created children books from the trainer’s own practice in the class.</li> </ul> <p><b>4. Description of the strategy “Partner reading”</b></p> <ul style="list-style-type: none"> <li>• Trainer input and discussion on the following questions: Why use this strategy and what are its benefits? How to use this strategy? What is the teacher’s role in implementing this strategy in the class? How the classroom library is beneficial for this strategy?</li> <li>• Participants will be presented short video to see practitioners implementing the strategies in the class.</li> </ul> <p><b>5. Review of the instructional framework of the components that develop reading skills and elaborating on the component “Print awareness”</b></p> <ul style="list-style-type: none"> <li>• Trainer point out this component on the Chart with all the components and together with the participants formulates its</li> </ul>
	<p>Mini lesson</p> <p>Plenary discussion</p>	
	Brainstorming and whole group discussion	
	<p>Mini lesson</p> <p>Plenary discussion</p>	
	Video	
	Mini lesson	

	Plenary discussion	<p>definition. They discuss how this component is related to the other components for developing reading, and what and how the other components contribute the most in building print awareness.</p> <ul style="list-style-type: none"> <li>• Trainer points out that print awareness is a child's earliest understanding that written language carries meaning. The foundation of all other literacy learning builds upon this knowledge. Trainer gives guidelines for building print awareness in developing early literacy and describes the strategies which support this component: read aloud, classroom library, creating big class books, use of index card to label objects and centers within the classroom with words and pictures, creating or gathering printed labels, posters, calendars, shopping list, promotional materials, etc.</li> </ul> <p>Participants will be provided with photos and created posters from the trainer's own practice in the class.</p>
<b>Reflection:</b>		<p>Using debriefing method "Random object" trainer asks everybody to pick an object that can express their feelings or things they have learnt or things that were important to them from the whole day activities. Participant will write those words on the ABC evaluation chart displayed at the wall.</p>

## Training day 4

<b>Session 4.1</b>		<b>Components of the Romani language literacy instructions for developing writing skills and their relations with the reading components</b> <b>Component “Concepts of beginning writing” and teaching strategies that support this component</b>
<b>Aim of the session:</b>		To understand the instructional framework of the components that develop writing skills with focus on the component “Concept of beginning writing”
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ understand the six components that develop Romani language writing skills</li> <li>✓ learn the component “Concept of beginning writing” and the strategies that support teaching this component</li> <li>✓ reflect to their knowledge of the writing rules and conventions of the Romani language</li> <li>✓ be able to use in practice strategies and techniques which support this component</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		PPT presentation, laptop, LCD projector, examples of students work, flipchart, markers
<b>Related content in the Romani language book:</b>		All parts of the textbook which include writing
<b>Process &amp; Methods</b>	Icebreaker game	<b>1. Body spelling</b> <ul style="list-style-type: none"> <li>• Participants are asked to spell a short word, chosen by the facilitator, without speaking or using their arms or hands. They roll their heads to make the shape of the letters.</li> </ul>
	Trainer input and plenary discussion	<b>2. Introducing the instructional framework of the components that develop writing skills</b> <ul style="list-style-type: none"> <li>• Trainer explains each of the six components, together with the participants formulates their definitions, and elaborates on the teaching strategies that support each of them.</li> <li>• Using the two charts with the instructional components for developing reading and writing in early school years, the trainer leads participants in exploring their relation and finds out what reading components mostly support development of students’ writing skills.</li> </ul>
	Mini lesson	<b>3. General writing rules and conventions of the Romani language</b> <ul style="list-style-type: none"> <li>• Trainer’s input on general writing rules and conventions of the</li> </ul>

	<p>Mini lesson</p> <p>Video</p> <p>Work in pairs</p> <p>Plenary discussion</p>	<p>Romani language (writing direction left to right, spelling, capitalization and punctuation).</p> <p><b>4. Elaborating on the component “Concept of beginning writing”</b></p> <ul style="list-style-type: none"> <li>• Definition of the component and what skills and knowledge this component includes.</li> <li>• Description of the strategies: interactive writing, dictation, drawing and labeling, pictorial dictionaries</li> <li>• Focus on the strategy “interactive writing”. Explaining the steps of the strategy and watching a short video of a practitioner implementing the strategy in the class.</li> </ul> <p><b>5. Assessing the students’ developmental level of beginning writing skills</b></p> <ul style="list-style-type: none"> <li>• Participants are given examples of students’ writings from the same grade, and are asked to order them starting from the earliest to the most advanced stage of writing.</li> <li>• Discussion on the concepts of beginning writing skills being demonstrated in the students writing examples</li> </ul>
<b>Reflection:</b>		<p>To reflect to what we have learned on this session, the trainer starts creating a short story: “Ahmet is the most advanced student in my class who has an understanding of all the concepts of beginning writing. He knows...” Participants should continue the story by telling one skill or knowledge characteristic for the beginning writing.</p>

<b>Session 4.2</b>	<b>Syntax of the Romani language</b> <b>Component “Process of writing” - Introducing the 5 steps of writing with the strategies that support each step</b>
<b>Aim of the session:</b>	To learn how to teach writing skills following each step of the “Process of writing” in line with the expected achievements in writing and knowledge of syntax of the Romani language in II grade
<b>Expected results:</b>	<p><b>At the end of this session participants will:</b></p> <ul style="list-style-type: none"> <li>✓ reflect to their knowledge of syntax of the Romani language</li> <li>✓ learn the component “Process of writing” and the strategies that support teaching this component</li> <li>✓ understand the importance of each step of the writing process in developing Romani language writing skills</li> <li>✓ be able to identify characteristics of various stages in writing development and provide appropriate support for young writers</li> <li>✓ be able to use in practice strategies and techniques which support “Process of writing”</li> </ul>
<b>Duration:</b>	1 ½ h
<b>Materials and</b>	PPT presentation with embedded videos, laptop, LCD projector,

<b>equipment:</b>		flipchart, markers, samples of didactic resources/materials provided by the trainers
<b>Related content in the Romani language book:</b>		All parts of the textbook which include writing, What my face tells – page 19, Telephone conversation – p.21.
<b>Process &amp; Methods</b>	Didactic game	<p><b>1. My emotions</b></p> <ul style="list-style-type: none"> <li>• Participants are given papers prepared by the trainers with drawn faces showing various emotions (happy, sad, sleepy, surprised...).</li> <li>• Participants are given the following instructions: the trainer says a sentence and they should repeat the sentence using intonation and facial expression as is shown on their drawn “face”.</li> <li>• In the second round they pass their papers to the person next to them on their left side and a volunteer can tell another sentence to be repeated in the same manner as previously.</li> <li>• This activity leads participants into the part of the grammar of the Romani language related to the sentence concept / syntax.</li> </ul>
	Lecture	<p><b>2. Syntax of the Romani language</b></p> <ul style="list-style-type: none"> <li>• Trainer gives a grammar lecture about the syntax of the Romani language. During the lecture he makes links to the Romani language textbook for II grade. He focuses on the content related to the concepts that are expected to be explored and learned by the students in II grade: letter-word-sentence concept, sentence types, punctuation and correct word order, subject – predicate proper and common nouns.</li> </ul>
	Trainer’s input	<p><b>3. Elaborating on the component “Process of writing”</b></p> <ul style="list-style-type: none"> <li>• Definition of the component, introducing the 5 steps of the writing process</li> <li>• Description of the strategies that support each step of the writing process: brainstorming, topic net/map, graphic organizers, think aloud, peer editing, creating class book, conference with the writer, etc.</li> <li>• Focus on the strategies: topic net/map, conference with the writer (peer conference and teacher/student conference).</li> </ul>
	PPT presentation with embedded videos	<p><b>4. Practicing the strategy: topic mapping</b></p>
	Work in groups	<ul style="list-style-type: none"> <li>• Participants are divided in three groups. Each group is given a topic (or they are allowed to choose one by themselves) for writing a text. They are asked to use this strategy to demonstrate how they should teach the children to organize their thoughts about telling or writing on the given topic.</li> </ul>
	Think-pair-share	<ul style="list-style-type: none"> <li>• Each group displays their topic map and shortly elaborates</li> </ul>



	share	<p>given in right order.</p> <ul style="list-style-type: none"> <li>• We will refer to this activity when we learn about “Informative/explanatory writing” by the end of the session.</li> </ul>
	Mini lesson	<p><b>2. Elaborating on the component “Narrative writing”</b></p> <ul style="list-style-type: none"> <li>• Introducing the types of narrative texts.</li> <li>• Description of the strategies that support narrative text writing: mentor text, sentence strips, reading stories and poems, creating mini-lesson.</li> <li>• Focus on the strategies: mentor text (three types according to their purpose for inspiring students for writing), and preparing mini lesson.</li> </ul>
	Mini lesson	<p><b>3. Practicing the strategy: mini lesson</b></p> <ul style="list-style-type: none"> <li>• Explaining the goal, the parts of the mini lesson, and when to be used during the class.</li> <li>• Participants watch a short video of mini lesson to see practitioners implementing this strategy in the class.</li> <li>• Whole group discussion about the essential points of the mini lessons related to narrative writing with focus on good beginnings and endings.</li> <li>• The trainer point out what teachers should have in mind about the instructional practices in II grade, when students are just beginning to learn to write, which differ from practices in later grades. Writing, at this developmental level, begins with the acquisition of fundamental skills and then leads to the application of more sophisticated techniques.</li> </ul>
	Video	
	Plenary discussion	
	Mini lesson	<p><b>4. Elaborating on the component “Informative writing”</b></p> <ul style="list-style-type: none"> <li>• Introducing the types of informative/explanatory texts.</li> <li>• Description of the strategies that support informative text writing: creating/making lists, schemes, tables, graphic organizers, writing simple recipes and procedures, writing letters.</li> <li>• Reflection on the first activity “Draw a picture” to point out the key elements and characteristics of informative/explanatory texts writing</li> </ul>
	Plenary discussion	
	Work in pairs	
<b>Reflection:</b>		<p>What have we learned in this session? Do we understand which of these two components of writing is more appropriate for II grade students? Give example of narrative and informative text we could practice in our</p>





	<p>Mini lesson</p> <p>Brainstorming</p> <p>Whole group discussion</p>	<p><b>3. Elaborating on the component “Descriptive language”</b></p> <ul style="list-style-type: none"> <li>• Trainer’s input on what does this component means, why and how to teach descriptive writing.</li> <li>• Description of the strategies that support descriptive writing: reading appropriate stories and poems, using five senses for descriptive writing, graphic organizers/maps, word of the day, brainstorming.</li> <li>• Reflection back on the didactic game “Board rush” when we practiced the strategies: word of the day and brainstorming. In the class these strategies could be combined with using appropriate graphic organizer to divide and better organize words brainstormed on the given topic.</li> <li>• The trainer chooses a topic (e.g. <i>Birthday party</i> or <i>Picnic in the mountain</i>) and invites participants to brainstorm words related to the topic. Then all the words should be written in the corresponding column of the table drawn on the flipchart: nouns, adjectives, verbs.</li> </ul> <p><b>4. Elaborating on the component “Grammar in writing process”</b></p> <ul style="list-style-type: none"> <li>• This component of the instructional framework for developing writing skills will not be separately addressed since it was embedded throughout all the previous sessions.</li> <li>• Emphasis will be put on the 4-th step of the writing process “Editing” (explained in the session 4.2). At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Teachers should use “check lists for grammar and writing conventions” to address this component.</li> </ul>
<b>Reflection:</b>		<p>To reflect on what participants have learned in the last two days about teaching reading and writing skills, they will work in two groups to create “class books”, one related to teaching reading and the other to teaching writing. Participants from each group will be assigned one component from <i>Reading/Writing instructional framework</i> to elaborate/write about. Each book should have a decorated front and back page (cover) with the title Reading/Writing Components , and the content covering: title of the component, definition, teaching strategies supporting that component, short description of one technique/strategy we have practiced, and how important is that component for II grade.</p>

## Training day 5

<b>Session 5.1</b>		<b>Assessment of the pupils' achievements of the Romani reading and writing competences</b> <b>Lesson planning process</b>
<b>Aim of the session:</b>		To equip teachers with knowledge and skills to be competent in assessing and following the progress of the children in developing Romani language literacy skills, and teachers to develop skills for lesson planning using the active teaching methodology and strategies learned at the training
<b>Expected results:</b>		<p><b>At the end of this session participants will:</b></p> <ul style="list-style-type: none"> <li>✓ learn the types of assessment of the students' knowledge and skills</li> <li>✓ understand how to assess and follow children's progress using Learning portfolio and what should be included in it</li> <li>✓ learn how to plan the process and materials to implement effective student-centered learning class</li> <li>✓ get familiarized with various lesson planning forms and assessment rubrics for literacy and language achievements</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		PPT presentation, laptop, LCD projector, copies of "A Curriculum framework for Romani" and "Learning the Romani language – My European language portfolio" published by CoE, Language Policy Division, 2008; sample lesson plans and rubrics, newspaper, crayons
<b>Related content in the Romani language book:</b>		The whole content of the textbook
<b>Process &amp; Methods</b>	Energizer game	<p><b>1. Dancing on paper</b></p> <ul style="list-style-type: none"> <li>• Trainers prepare equal sized sheets of newspaper. Participants split into pairs. Each pair is given a piece of newspaper. They dance while the facilitator plays music. When the music stops, each pair must stand on their sheet of newspaper. The next time the music stops, the pair has to fold their paper in half before standing on it. After several rounds, the paper becomes very small by being folded again and again. It is getting difficult for two people to stand on. Pairs that have any part of their body on the floor are 'out' of the game. The game continues until there is a winning pair.</li> </ul>
	Individual activity	<p><b>2. Drawing on a newspaper</b></p> <ul style="list-style-type: none"> <li>• Trainer distributes a piece of newspaper to each of the participants and circulates crayons amongst the group. They are asked to pick up a colour of their choice and to draw a</li> </ul>

	Plenary discussion	<p>picture on the paper. They have 5 minutes to complete this activity. They display their pictures and some of them explain what they are trying to communicate.</p> <ul style="list-style-type: none"> <li>• Trainers observe and make mental notes on how different participants have made use of the newspaper available to them. (E.g. some may use the entire paper, some may use both sides, some use only the blank areas, while others may improvise on an existing photograph or illustration in the newspaper given to them).</li> <li>• Follow-up reflection questions: What did you think the pieces of newspapers were meant for? What was your reaction when you were asked to draw a picture on the newspaper? What do you think is the purpose of conducting this activity? How is this activity relevant to the work in education?</li> </ul>
	Mini lesson	<ul style="list-style-type: none"> <li>• The trainer gives input referring to the previous discussion to point out that even though they have drawn on a newspaper not on a blank paper, they were unique in terms of matter and illustrations. He connects this with the fact that all children too are unique in terms of their previous knowledge, skills, level of progress, experiences, feelings, way of learning and expression/communication. They should have all of this in mind when planning lessons and doing assessment of their progress.</li> </ul>
	Mini lesson	<p><b>3. Assessment of children progress using Learning portfolio</b></p> <ul style="list-style-type: none"> <li>• The trainer introduces the Learning portfolio as a tool for following and assessing the students' progress. It is explained how it can be developed for each child at the beginning of the year, and can be updated regularly during the year.</li> </ul>
	Brainstorming	
	Demonstration	<ul style="list-style-type: none"> <li>• Trainer explains the importance of this, and asks participants for suggestions of what could be included in the Learning portfolio: overall profile of the child, anecdotal observations, samples of the students' work, various assessment instruments following his progress throughout the school year.</li> </ul>
	Discussion	<ul style="list-style-type: none"> <li>• The trainer together with the participants review "Learning the Romani language – My European language portfolio" published by CoE, Language Policy Division, 2008, that can be used as a model for the teachers in their classes.</li> </ul>
		<p><b>4. Types of students' assessment</b></p>
	Demonstration	<ul style="list-style-type: none"> <li>• Trainer's input on the two types of student assessment: formative and summative, and the diagnostic assessment used for assessing the previous knowledge that is usually done at the beginning of the year, or before introducing a new topic.</li> <li>• Presentation of samples of rubrics and other instruments for</li> </ul>

		<p>formative assessment of students' language literacy progress.</p> <p><b>5. Applying active methodology in Lesson planning process</b></p> <ul style="list-style-type: none"> <li>• Trainer asks participants to reflect back on what we have learned about the active teaching methodology and its elements.</li> <li>• We use one didactic game to illustrate and repeat the elements of this methodology: enjoyment, new knowledge, activity/action, reflection/understanding, assessment.</li> <li>• Participants work in 5 pairs /groups and are assigned one of the 5 categories to each pair: content/curriculum, method, materials, assessment, and relationships. Through brainstorming, each pair should think of what will be the indicators of an active learning in each of those categories? If someone observes the class how will they determine whether it is an active classroom or not?</li> <li>• They share their ideas of indicators, the trainer writes them on a flipchart, and he adds additional indicators that were not mentioned by the participants. All together create "active learning observation form".</li> <li>• Participants watch a video of active learning in practice. After the clip, they have 5-7 minutes to write down their observations going through each category and asking them to share their observations, what they thought was good or bad in the lesson.</li> </ul> <p><b>6. Presentation of samples of lesson planning forms</b></p> <ul style="list-style-type: none"> <li>• Trainer gives examples of different lesson planning forms (blank and filled in ones).</li> <li>• Discussion about the common elements included in them to define what must be included in their lesson planning regardless what model / form they will use.</li> </ul>
	<p>Didactic game</p> <p>Pair work</p> <p>Think-pair-share</p> <p>Video</p> <p>demonstration</p>	
<b>Reflection:</b>		<p>Have you learned new things at this session? What was the most interesting/important thing that will help you in your work? Do you find this session good or bad according to the indicators from the "active learning observation form"?</p>

<b>Session 5.2</b>		<b>Lesson planning and preparing didactic materials/resources for delivering Romani language class using content of their choice from the Romani language textbook for II grade</b>
<b>Aim of the session:</b>		To get participants to reflect on their skills and learning acquired during the training and use it in practice
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ review and improve the new gained knowledge and skills and try to apply it in practice</li> <li>✓ understand the importance of the process of preparing the classes and providing adequate didactic resources for the given content</li> <li>✓ get familiarized with all the content of the textbook</li> <li>✓ understand deeper what reading and writing components and corresponding strategies are the most important in developing literacy skills and knowledge for II grade students</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		All materials and equipment provided during the training
<b>Related content in the Romani language book:</b>		The whole content of the textbook
<b>Process &amp; Methods</b>	Cooperative game	<b>1. Hula Hoop Pass</b> <ul style="list-style-type: none"> <li>• Trainer explains that the objective of the game is for players to pass a hula hoop around the circle but the challenge is that the players must hold hands throughout. Tell players to form a close circle and put a hula hoop around themselves, having it rest on their left shoulder and across the front of their body. Explain to players that they must pass the hula hoop around the circle while holding hands.</li> <li>• Ask: What happened during the game? What was your strategy during the game? How did you depend on the players who were next to you during the game?</li> </ul>
	Practical work	<b>2. Presentations / Delivering Romani language classes Part I</b> <ul style="list-style-type: none"> <li>• Participants are given instruction to work on preparing lesson plan to deliver in 15 minutes Romani language class with the content of their choice from the textbook for II grade.</li> <li>• They can choose one of the planning forms given previously as samples. They are expected to prepare class using active learning methodology and applying strategies and techniques that support reading and writing components appropriate for the chosen content from the textbook.</li> <li>• They are allowed to use all materials in the room and the provided didactic resources by the trainers. They are also encouraged to use their creativity and create their own</li> </ul>

		resources from the materials they have.
<b>Reflection:</b>		Quick reflection with “walking thumbs” technique answering the questions or statements of the trainer related to the lesson planning process.

<b>Session 5.3</b>		<b>Presentations/ delivering the prepared Romani language class by each participant</b>
<b>Aim of the session:</b>		To get participants to reflect on their skills and learning acquired during the training and use it in practice
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ gain experience in delivering Romani language class</li> <li>✓ be motivated to explore their creativity, knowledge and skills to create learning environment and positive relations that enhance learning</li> <li>✓ examine their own strengths and weaknesses, and areas to improve</li> <li>✓ practice observation, giving and receiving feedback</li> <li>✓ develop sense of responsibility and role as a teacher in delivering effective Romani language classes</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		All materials and equipment provided during the training
<b>Related content in the Romani language book:</b>		The whole content of the textbook
<b>Process &amp; Methods</b>	Simulation  Role play	<b>1. Presentations / Delivering Romani language classes Part I</b> <ul style="list-style-type: none"> <li>• Participants are given (previously agreed time) 15 minutes to deliver their planned class with the content of their choice from the Romani language textbook for II grade</li> <li>• Participant who is delivering class is the teacher, one participant is observer, and all the others are students.</li> <li>• Participants will rotate from teacher to observer. The observer will record his observations and notes in the “Active learning observation form”.</li> <li>• After each presentation, the observer shares his findings. With the reflection technique “Walking thumbs” we agree or not with his findings. Allowed time for this activity is 5 min. The observations form will be displayed on the wall for “gallery walk” during the break and if we have time at the last session we can discuss on them after all participant deliver their classes.</li> </ul>
<b>Reflection:</b>		Quick reflection with “walking thumbs” technique.

<b>Session 5.4</b>		<b>Continuing the presentations</b> <b>Wrapping up activities and reflections</b> <b>Evaluation of the training</b>
<b>Aim of the session:</b>		To reflect back to the learned content at the training and to get participants encouraged and motivated to deliver effective Romani language classes in Kosovo schools
<b>Expected results:</b>		<b>At the end of this session participants will:</b> <ul style="list-style-type: none"> <li>✓ be full of knowledge, skills, self-confidence, and motivation for being competent professionals in their field</li> <li>✓ be able to identify their weaknesses and start finding ways for improvement</li> <li>✓ be aware of their responsibility and role in Kosovo society, and particularly in the Romani community, for delivering quality classes for the first Romani Language classes</li> <li>✓ will be aware of their own contribution to the further development of the Romani language</li> <li>✓ and will hopefully, find their attendance at the training useful and beneficial for their future Romani literacy practice and cooperation with their colleagues</li> </ul>
<b>Duration:</b>		1 ½ h
<b>Materials and equipment:</b>		All materials provided during the training, copies of evaluation form
<b>Related content in the Romani language book:</b>		The whole content of the textbook
<b>Process &amp; Methods</b>	Simulation  Role play          Reflection activity	<b>1. Presentations / Delivering Romani language classes Part II</b> <ul style="list-style-type: none"> <li>• Participants continue delivering their planned classes with the content of their choice from the Romani language textbook for II grade.</li> <li>• The procedures are the same.</li> </ul> <b>2. Tell the story of the activity</b> <ul style="list-style-type: none"> <li>• This wrapping up activity will be used for reflection of the experiences about the planning and delivering Romani language classes during the last two sessions.</li> <li>• Participants sit in a circle and are told that they are going to make/create their own story about the previous activity by going in a circle. Everybody has to tell one sentence about his/her experience and the sentence has to be connected to the previously told sentence (this is the way they are creating a continuous story instead of stand-alone sentences). Anybody can start and the next on the left/right should continue the story telling.</li> </ul>



	Debriefing technique	<p><b>3. Arrow on the floor</b></p> <ul style="list-style-type: none"> <li>• Since it is the end of the training we should reflect on the training as a whole. We will make a long arrow on the floor using tape, rope or paper. Each participant will stand at the start of the arrow and tell favorite memory from the very beginning of the training. Then makes a few steps along the arrow... and so on until he/she reaches the end of the arrow. Depending on the time we have and the number of participants, they are allowed to say 3 sentences (for the beginning, middle and end of the training) to 5 sentences (referring to each day of the training).</li> <li>• At the end, the trainers point out some of the most interesting or powerful words written by the participants on the “Alphabet evaluation poster” displayed on the wall from the beginning of the training.</li> </ul>
<b>Reflection:</b>		Filling in the evaluation form to evaluate the content delivered, the approach and the methodology used, the trainers’ skills and relations with the participants, the materials and facilities provided, and to what extent their expectations are met.

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