

The background features several large, overlapping organic shapes in various shades of pink and purple. A prominent light pink shape is in the upper right, while darker purple shapes are scattered throughout. The overall aesthetic is modern and minimalist.

PEER TO PEER

LANGUAGE

PEER TO PEER

LANGUAJE

*Romani
Phen*

 Asociación
Gitanas
Feministas
por la Diversidad

 Amare
Romentza

 Ribaltambição

Arate Caló



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with the support of the European Commission.
The author is exclusively responsible for this publication.
The Commission cannot be held liable for any use of the information herein.



LANGUAGE IS A TOOL, LET'S EXPRESS OURSELVES! — RESOURCE 2

TIMING :

1 session of 2 hours. (+15 minutes of feedback + 10 minutes for planning)

INTRODUCTION :

In the following resource we will learn which are the three general literary forms, narrative, poetry and drama. We will see the basic characteristics of each form.

We will read and learn about the Holocaust (samudariyen, porraimos) through a descriptive narrative, of a Roma woman survivor.

FINAL PRODUCT :

Written narrative text of a past event in your life.

• OBJECTIVES :

- To differentiate the three basic forms in literature.
- To read a testimony from a Roma survivor of the Holocaust.
- To write a text of a personal experience.
- To express orally.
- To develop a critical approach to a historical event.

• CONTENTS :

- Reflective reading of the proposed text
- Listening to other people feelings.
- Expressing own feelings,
- Using language structures to transmit a personal opinion : In my opinion, Personally I think, I believe, In my view...
- Using phrases to express agreement or disagreement: That's true, I totally agree,
- Absolutely, I am afraid I disagree, Not necessarily...
- Using the creativity to write.

MATERIALS :

Photocopies, pens, notebooks, portfolio.

DEVELOPMENT OF THE SESSION :

• Activity 1:

For starting with this activity the tutor peer will invite to the class to sit in a circle and she will give to the students three different copies to read: one of a narrative, other of a poem, and a third one , a piece from a theatre play. They will read the copies in silent reading.

The students will be told about the different types in literacy.

They will reflect and discuss in the large group about the texts they have; Which kind of text you like the most? Prose, poetry, theatre? Why you like it?

30 minutes

- **Activity 2 :**

The peer tutor will introduce a short biography about the author of the written testimony we are going to read.

The narrative text describes a real event, the testimony of Philomena Franz, survivor of the holocaust (samudaripen,porraimos).

We will encourage to analyze critically what happen to Roma people in the past, to explore what was the ideology that led to a society committing criminal acts against humanity.

We will talk about ethnical extermination.

Students will express themselves and listen to her mates expressing themselves too.

They will have a common sharing of their reading, being encourage to talk about their feelings, thoughts, ideas, etc..

What do you feel when you read Philomena words?

How do you think this historical fact affected to the Roma population?

Do you know other historical events in which the Roma people were persecuted and mistreated?

(e.g. "la gran redada ")

Write down in your notebook the feelings that arise in you when you read the testimony of Filomena Franz.

40 minutes.

- **Activity 3 :**

To continue with the session , and now working in pairs , each student will write down in the notebook a narrative text describing a live expierencie in which they have felt discriminated. Once the texts are wrote, and doing pair working,they will exchange them with her peer and they will give feedback to each other. The students can make modifications on their works after the peer assessment.

Now, whoever wants to share her experience reading it aloud will be wellcome to do it. Before the reading starts remember: Respect punctuation marks, use different tones of voice depending on punctuation marks, use an appropriate rhythm, speed up or slow down to improve comprehension, pause appropriately, emphasize certain words .This work will be kept in the portofolio.

50 minutes.



MATERIAL AND DIDACTIC REASOURCES USED IN THIS SESSION:

- **Activity 1**

Resource “*LANGUAGE IS A TOOL, LETS EXPRESS OURSELVES* “

SAMPLE OF A THEATRE PLAY

SAMPLE OF A POEM

SAMPLE OF A NARRATIVE TEXT

- **Activity 2**

AUTHOR'S BIOGRAPHY

Ceija Stojka was born in Austria in 1933, the fifth child out of six in a family of Roma horse merchants. Deported at the age of ten with her mother Sidonie and other members of her family, she survived to three concentration camps, Auschwitz, Ravensbrück and Bergen-Belsen.

It is only forty-five years later, in 1988, at the age of fifty-five, that she felt the need and the necessity of speaking about it ; it is the start of an incredible memory work and, even-though considered as illiterate, she writes several poignant books, in a very poetic and personal style, which will make her the first Roma female survivor to account for her experience in the Nazi death camps, against oblivion and denial, against endemic racism.

Her testimony doesn't end with the texts she will publish (4 books in total between 1988 and 2005), which very quickly award her a role as a pro-Roma activist in the Austrian society. In the 1990's she starts to paint and draw, while in this field too, she is self-taught. She devotes herself to it body and soul, until her death in 2013. Her body of work, paintings and drawings, created over about 20 years, on paper, cardboard or canvas, reckons about one thousand works. She was exhibited in Germany, Austria, and recently at La Friche Belle de Mai, Marseille and La maison rouge, Paris.

<https://www.roma-sinti-holocaust-memorial-day.eu/education/films-about-the-holocaust-of-sinti-and-roma/ceija-stojka/>

<https://www.meer.com/en/38851-ceija-stojka>

For extra information:

<https://www.ceijastojka.org/artwork>

<https://www.romarchive.eu/en/flamenco/antigypsy-legislation-spain/>