

The background features several large, overlapping organic shapes in 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



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THE SONGS ARE SUNG POEMS.

RESOURCE 3

TIMING :

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

INTRODUCTION :

Literature and especially poetry have been elements of refuge, expression and personal growth.

Poetry not only offers a space for the development of linguistic skills, but also stimulates creativity.

We will foster an environment of collective learning and production that promotes freedom and the taste for artistic expression. Under this perspective, the student is an active agent who expresses and produces her own knowledge.

We will know Roma women writers and their works.

FINAL PRODUCT :

A written poem .

• OBJECTIVES :

- To know Roma women poets.
- To read poems, to read songs.
- To sing poems.
- To give a personal opinion about a poem.
- To learn what are the adjectives.
- To learn what antonyms and synonyms are.
- To write a poem.

• CONTENTS :

- Reading poetry.
- Using the creativity to write.
- Active listening to another person feelings.
- Using synonyms and antonyms.
- Recitation of a poem

MATERIALS :

Photocopies, pens, notebooks, portfolio.

DEVELOPMENT OF THE SESSION :

• Activity 1:

For starting the activity we will watch the video of the "Memorial". We will make a reflection on it in a large group. The peer teacher will give the students the definition of a poem.

Then she will introduce to the students some Roma women writers and poems from their literary works.

25 minutes

• Activity 2:

The class group will be split in small groups , from 3 to 6 students each, working in group they will read and analyze the poem they have, they will talk about it, give their opinions, show their like or dislike...Every small group will write down a comment on the poem.

Once the comments are done, we will use the cascade groups strategy, therefore when the students feel they want to move to another group to learn about another author and read new poems, they can do it, so the initial number of students in every group can vary, increasing and decreasing according to the students movement.

After that, the students will read aloud the poems from the Roma women writers. Each group will choose among their group mates who will recite the poem or if they wish so they can claim the poem in group, as we watched in the Memorial video.

30 minutes

- **Activity 3 :**

Next, individually, they will write on the notebook a song that they like, appreciating the similarities between the lyrics of a song and a poem, for this, they can read the song aloud without the music, as if they were declaiming a poem, for the class group.

25 minutes.

- **Activity 4:**

To conclude this session students will be encouraged to write their own poems, following the examples of the poems they have read, they will freely choose the topic and the working way they would like to do it, by pairs or individually.

When the poems are finished they will read them aloud.

The poems that the class appreciate the most can be turned into a song, with the whole group participation.

As we do in every session our tasks will be saved in the portfolio.

40 minutes.

MATERIAL AND DIDACTIC REASOURCES USED IN THIS SESSION:

DEFINITION OF A POEM

OXFORD LANGUAGE

A piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction(sometimes involving rhyme), rhythm, and imagery.

COLLINS DICTIONARY

A poem is a piece of writing in which the words are chosen for their beauty and sound and are 0 carefully arranged, often in short lines which rhyme.

CAMBRIDGE DICTIONARY

A piece of writing in which the words are carefully chosen for the images and ideas they suggest, and in which the sounds of the words when read aloud often follow a particular rhythmic pattern.

