



Boosting Literacy
and Numeracy Skills
for Roma people

2020-1-MK01-KA204-077862

Trainers' Guide Appendix for ROMA+ training programme “Improving literacy and numeracy skills of Roma people”

Partnership



Roma Resource Center
<http://www.rrc.org.mk/>



AMALIPE
www.amalipe.com

 symplexis

Symplexis
<https://symplexis.eu/>



BK Consult GbR
www.bk-con.eu



Boosting Literacy
and Numeracy Skills
for Roma people

Trainers' Guide – Appendix; Peer Learning Activities

Table of Contents

- Introduction
- Peer Learning Materials
 - Activity 1: Letter by letter
 - Activity 2: My profession is ...
 - Activity 3: Filling Texts
 - Activity 4: Incomplete Comic Strip
 - Activity 5: Describe a term
 - Activity 6: Phone numbers
 - Activity 7: All about pocket money
 - Activity 8: Calculating, Math problems
 - Activity 9: Reading dates in a calendar
 - Activity 10: How many can you see? – fruit and vegetables
 - Activity 11: Shopping plan and list
 - Activity 12: Dividing equally
 - Activity 13: Simple multiplications from everyday life
 - Activity 14: Put the Words Together
 - Activity 15: My Shopping List
 - Activity 16: My Holiday
 - Activity 17: Calculating. Time Word Problems
 - Activity 18: Calculating. Money Word Problems
 - Activity 19: Calculating. Expenditures
 - Activity 20: Calculating Measurements



Introduction

The RomaPlus Project

RomaPlus is a Project that directly addresses Social Inclusion of Adult Roma, tackling one of the main social exclusion factors, low level of functional literacy. The project, through the development of Adult Teachers/Trainers upskilling OER material and the delivery of a new thriving peer learning experience tailored to Adult Roma populations, will support the fostering of the development of social, and intercultural competences, literacy and critical thinking and enhance the access, participation and learning performance of social excluded Roma. The project reaches out to Roma who normally do not participate in training activities or have high numbers of drop-outs. The project aims to support these people to cope with their educational challenges regarding literacy and their basic skills needed to support themselves to fully participate in the postmodern societies in an equal way (while also in fostering employability, social integration and comply with the rules of the society). The third intellectual output, in particular, is related to the delivery of peer learning activities. It was designed within the Roma Plus project implementation plan which aims to increase attractiveness of the trainings with the end-goal to decrease educational drop-out rates among Roma people.

The Trainers Guide

As already highlighted in 2011 in the objectives of the European Adult Learning Agenda, there is a need for better possibilities for all adults to access high-quality learning opportunities at any time in their lives, for any purpose. Unfortunately, almost 10 years later there is no standardized training delivery to vulnerable groups from diverse cultural background. The Adult Roma population, with a low-literacy level, due to cultural and other reasons, does not actively participate in upskilling trainings. Additionally, in the cases where they are convinced to attend trainings (i.e. through incentives), low attractiveness and lack of adjustment to their cultural particularities, results in high drop-out rates. Taking this into consideration, in the first part of this project we have upskilled adult teachers / trainers who will deliver our online educational resources which have been adjusted to the adult Roma Population.

Still, due to a lack of a standardized training process, for upskilling their literacy competences it has until now been the case that most adult Roma teachers/trainers, designs a single approach for their specific educational context. Therefore, there is an absence of collaboration among trainers, the training material developed and used during adult Roma education is not broadly tested

This is the context and larger problem that the creation of this guide sets out to address. Through the compilation of varied materials and approaches, this guide should serve to act as a basis for Roma Trainers/Teachers to use in their own classrooms or training environments.



symplexis



Peer Learning Activities

Activity 1: Letter by letter

1 > **Task**
The participants shall deal with words connected to their home.

2 > **Duration**
15 minutes

Description

The trainer prepares paper pieces of each letter of the alphabet and gathers pictures of simple everyday objects that can be found in a house (ex. spoon, blanket, chair, table, etc). The trainer scatters the paper pieces of letters and pictures on a table, and asks the participants to select and match the letters to the pictures. The participants can do the selection by searching for the identical signs in the corner of each paper piece. Once they found the letters of a word, they can try to put them in order, synthesising the word they see on the picture by also saying out loud that word.

3 > **Material needed**
Pictures/illustrations of words connected to houses/flats.
Letters of the words on separate paper pieces.

Why is this activity effective

It allows Roma learners to learn at their own pace through a small challenge-like activity,

- 4** >
- i) identify the object,
 - ii) choose the letters,
 - iii) write the word
 - iv) read the word out loud (This is important because many may not read correctly or mispronounce letters)

Variations: can include objects from school, from work, from the countryside or from the city/town

Adaptation into peer learning

5 > The basic principle is to put them in groups of three or have them work in pairs and do the activity so that one is actually helping and learning from and with the other and correcting each other's mistakes.

Gamification of the activity:

The trainer divides the learners into groups of twos or threes. The trainer gives the pictures of the objects, and each group writes the corresponding word. They read it to each other and finally they tell it to the trainer. The trainer then keeps secretly the score (each correct answer is 1 point – negative points for wrong answers are not allowed in adult education) Then each group with their own notebook looks at the pictures of the other groups and they give their answers or make corrections to the other groups' answers using different colored pens or markers. At the end they discuss their choices together and the teacher distributes the points. The team with the most points at the end wins the activity and the pre-agreed small reward. ⁷

Activity 2: My profession is ...

1 Task

The participants will have to find out the name of the profession by listening to the trainer's description about the specific profession (a more detailed description, including the main competences needed for that profession) connected to education and social services. At the same time, they will also get a paper with different pictures/illustrations about the professions which they can use to help in finding out the right profession. Once they guessed the profession, the trainer writes the name of the profession on the board/flipchart, and asks the participants to write the word under the right picture by copying it from the board, letter by letter

2 Duration
20 minutes

Description

Participants get a paper with pictures on it about different professions connected to education and social services. The trainer describes the given profession, tells about the competences needed for that profession and lets the participants guess the profession. Once they found out the profession, they write the name of it under the right picture by following the trainer as he/she writes the word on the board/flipchart, letter by letter.

3 Material needed

Paper with pictures on it and a blank space under each picture, pens

Why is this activity effective

It allows Roma learners to understand simple language descriptions given by the trainer and to understand simple written text of 1-2 sentences maximum with pictures at their own pace through a small challenge-like activity. More specifically it helps them to:

4 i) identify the profession, ii) name it iii) write the word iv) read the word aloud (This is important because many may not read correctly or recognise letters).

Variations: can include various professions that Roma adults might be familiar with, for example, social worker, agriculture, driver, etc

Activity 2: My profession is ...

5

Adaptation into peer learning

The basic principle is to put them in groups of three (triads) or have them work in pairs and do the activity so that each one is actually helping and learning from and with the other and correcting each other's mistakes.

Gamification of the activity:

1) Learners are divided into groups of twos and/or threes

Each group is given the pictures associated with 3 occupations and short texts. The trainer reads out loud the description and give some time so that everyone will identify the profession, write it down and read it to each other in their group. Then they tell the trainer the word (Scoring secretly, each correct answer is 1 point, negative score [i.e. -1 for wrong] is not used in adult education).

At the end they discuss their choices together/all groups and the trainer distributes the points.

The team with the most points wins.

9

2) The trainer gives to each group a card with a picture and the name of two professions, and they have to give the correct description to all the other learners to answer. All 2 or 3 members of the group participate and add information, clarify or correct their teammates. The team that gives the best description wins, i.e. the team that leads the other teams to correctly identify which profession they are talking about. The exercise is also good for using oral language, sentences and understanding words.

Activity 3: Filling Texts

1 > Task

The participants will have to listen to a short interview of a sportsman, then they will have to read the same text where some words are missing. In order to find the right words, they will have to select from the words written on paper pieces and scattered on the table. Finally, they can try to copy the words and write them into the blank spaces of the text.

2 > Duration
20 minutes

Description

Participants listen to a short interview then they get the same text written on a paper, but where some words are missing. They will also receive the missing words written on paper pieces, from which then they'll have to choose the right word and match/write it to the right place of a text.

3 > Material needed

An interview's text written on a paper, words written on paper pieces and pens

Why is this activity effective

It allows Roma learners to understand simple language descriptions given by the trainer or from multimedia (recorded passage) and to understand simple written text 3 sentences maximum at their own pace through a small challenge-like activity,

- 4 >
- i) understand the meaning aurally,
 - ii) read the sentence and try to complete the meaning
 - iii) choose the appropriate word
 - iv) read the sentence aloud

Variations: can include various topics that learners might be familiar with, for example, spots, handicraft, music, etc

5 > Adaptation into peer learning

The basic principle is to divide them into groups of three or have them work in pairs and do the activity so that each one is actually helping and learning from and with the other and correcting each other's mistakes.

Gamification of the activity:

Learners are divided into groups of twos and/or threes

Each group listens to a different passage and receives a text with blanks and words to fill in. Each group fills in their own and then the groups switch tables/tables and do each other's exercise by correcting or filling in their answers with a different color pen or marker. At the end they discuss their choices together/all groups and the instructor distributes the points.

The team with the most points wins

Activity 4: Incomplete comic strip

Task

1 >

The participants will have to read a short comic strip where one part of the dialogue is missing, meaning that the script of one of the characters is missing entirely. The other part of the dialogue is written on separate paper pieces (“dialogue bubbles”), therefore it is the participants’ task to select and put the pieces to the right places of the dialogue. Finally, participants can try to read out loud the dialogue.

2 >

Duration
20 minutes

Description

Participants will get a short comic strip with an incomplete dialogue. The task of the participants is to select and find the missing parts of the dialogue and to complete the whole text. Finally, they can try to read out loud the dialogue.

3 >

Material needed

An incomplete comic strip and paper pieces with the missing phrases / sentences on them.

Why is this activity effective

It allows Roma learners to understand simple language descriptions) and to understand simple written text 3 sentences maximum at their own pace through a small challenge-like activity. It helps them to:

4 >

- i) understand the meaning in written form,
- ii) read the sentence and try to complete the meaning
- iii) choose the appropriate word(s)
- iv) read the sentence aloud

5 >

Adaptation into peer learning

The basic principle is to divide them into groups of three or have them work in pairs and do the activity so that each one is actually helping and learning from and with the other and correcting each other's mistakes.

Gamification of the activity:

Learners are divided into groups of twos and/or threes

The groups get different comic strips; the groups answer by understanding the text and choosing the correct words to fill in. Each group discusses and completes their own comic strips as a group and then goes to the others' desks and gives their own answers or corrects others' comic strips with a different color pen or marker. At the end they read the sentences aloud and discuss their choices and corrections together while the trainer distributes the points.

Activity 5: Describe a term

1 > Task

The participants will need to describe a certain term so that the others can guess what is described.

2 > Duration 15 minutes

Description

Participants will get a short comic strip with an incomplete dialogue. The task of the participants is to select and find the missing parts of the dialogue and to complete the whole text. Finally, they can try to read out loud the dialogue.

3 > Material needed Terms on cards

Why is this activity effective

4 > The activity focuses mainly on correct pronunciation in the correct descriptions and finding the requested words. It is necessary to choose a topic/word that directly concerns and interests the Roma learners in order to arouse their interest.

5 >

Adaptation into peer learning

Gamification of the activity:

Learners are divided into two groups.

One member of each group receives a card with a written word by the trainer. Then he describes it to the next group member, and so on and so forth, until someone from the group guesses the word. The trainer keeps a timer of 2 min. per word. The team that finds the most words and fastest wins.

Activity 6: Phone numbers

1 > Task

The participants will be asked to write several phone numbers down on their own by listening to the teacher. The teacher can even provide a short description of the invented person, tell his/her name and then his/her phone number (depending on the level, the numbers can be said individually, one by one, or even in pairs, such as: twenty-five, etc...). When participants finished writing, they can repeat the numbers they've written down to each described person and see if they got those phone numbers right. Optional: if participants are uncertain with the written forms of the numbers, we can give them the numbers from 0-9 on different paper pieces, scatter them on the table, and so participants might just select and put the given numbers in the right order.

2 >

Duration
15 minutes

Description

The participants will have to listen to the trainer's description about several people, including their phone numbers which participants will have to write down. Once they finished with this task, they can check whether they got the numbers right by repeating the numbers orally, either one by one, or in pairs (e.g. twenty-five).

3 > Material needed

Paper, pens

Why is this activity effective

4 > This exercise is for people with very low numeracy skills who cannot recognise numbers. The trainer reads the numbers, and the learners write them down

Adaptation into peer learning

Gamification of the activity:

5 > A simple simulation game is organized where the learners are divided into groups, and the trainer gives each one a small list of 3-4 numbers of imaginary landline and mobile phones (closed list, each one cannot see the other's) and asks each learner to say the numbers of their list to the other one in order to see if they write them correctly. Then they discuss and correct their choices within the group with the supervision of the trainer. This activity needs good supervision from the trainer)

Activity 7: All about pocket money

1 Task

The participants are given worksheets with short Maths problems connected with their every-day life and they are asked to answer, in writing, some questions.

2 Duration
30 minutes

Description

Level 1: The participant (the player) starts with 2 € and can earn money to spend it on a market. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money. The others play the sellers on the market. They write on a card their products and prices and negotiate with the player. There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.

Level 2: The participant (the player) starts with 50 € and can earn money to spend it on a fun fair. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money. The others play the showmen and carnies at the fun fair. They write on a card their attractions and prices and negotiate with the player. There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.

Level 3: One participant (the player) starts with 100 € and can earn money to spend it in a shop. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money. The others play the shop assistants. They write on a card their products and prices and negotiate with the player. There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.

Material needed

- 3
- Level 1:** Play money. Cards for the participants. Tables and chairs as market stands
 - Level 2:** Play money. Cards for the participants. Tables and chairs as attractions
 - Level 3:** Play money. Cards for the participants. Tables and chairs as shop departments

Why is this activity effective

- 4
- This is a role play activity; the definition of peer learning but it is used at a stage when the cohesion and dynamics of the group are at a very good level to avoid cooperation problems. It's an excellent exercise/game for calculating money flow

Adaptation into peer learning

- 5
- A playful and helpful variation: The trainer can take on the role of an accountant or tax accountant to monitor whether transactions made are being calculated correctly! And intervenes when needed.

Activity 8: Calculating. Math problems

1 Task

The participants are given worksheets with short Maths problems connected with their every-day life and they are asked to answer, in writing, some questions.

2 Duration
25 minutes

3 Material needed

Worksheets with questions, pens for all three levels.

4

Why is this activity effective

It is important that each math problem's example and description is connected to the every-day life of the learners so as to stimulate their interest

5

Adaptation into peer learning

Learners are divided into groups of twos and/or threes.

Each group is given 2-3 math problems to solve, different than the other groups' but at the same difficulty level. Each group tries to solve the problems collectively and in the end each group presents the problem and its answer to everyone. The rest of the learners discuss and/or correct the responses under the guidance of the trainer.

Activity 9: Reading dates in a calendar

1 Task

The participants practice reading a calendar through answering questions connected to months, days and activities. The questions will be asked orally, and participants can either write the answers to the paper, or answer the questions orally.

2 Duration
15 minutes

Description

The participants will have to listen to several questions which are connected to days, months and activities, and they will have to answer them either orally or in writing.

3 Material needed

Paper, pen, a full year calendar to each participant

Why is this activity effective

It allows Roma learners to learn at their own pace through a small challenge-like activity,

i) identify the object,

ii) choose the letters,

4 iii) write the word

iv) read the word out loud (This is important because many may not read correctly or mispronounce letters)

Variations: can include objects from school, from work, from the countryside or from the city/town

5

Adaptation into peer learning

This activity is an excellent opportunity for a simulation game e.g. The date of appointment at the Employment Agency (or at a different service). The appointment date is being orally said (or shown on a calendar) by the trainer and the learners groups write it down. The trainer also asks on how many days from today is their hypothetical appointment at this service

Activity 10: How many can you see? – fruit and vegetables

1 Task

The participants practice counting simply through looking at pictures of different fruits and vegetables. They can also practice writing numbers, as it will be their task as well to write the total amount of fruits and vegetables under each picture. Then, participants can tell how many of which fruit/vegetable they have counted. Moreover, besides counting, the participants could also practice subtraction by answering the trainer's questions

2 Duration
15 minutes

Description

Learners are divided into groups of twos and/or threes. Each group receives a paper with several pictures on it of the different fruits and vegetables. It will be the participants' task to count the fruits/vegetables and to write the total amount under each picture. Finally, they can do some subtraction as well by answering to the trainer's questions regarding the decreasing number of the fruits/vegetables. In the end the groups discuss their answers, and the trainer distributes the points (1 point per correct answer). The group with most points wins

3 Material needed

A paper with pictures/illustrations of fruits and vegetables;
pens

Activity 11: Shopping plan and list

1 > Task

The participants can practice calculating and planning their expenses.

They will all get a list, containing pictures about different products that they “wanted to buy” for the next days/week (there should be healthy and unhealthy products on the pictures). However, they are now asked to select from the list. The participants can find the prices of the products on the list, as well as the given amount of money that they have, which must be less than the amount of money that would be necessary to buy/pay for all the things from the list.

Therefore, based on their calculations and their order of importance, participants should select the goods on which they had spend the money and create a plan. At the end, each participant can tell what he/she chose to buy and explain their choices as well.

2 > Duration 15 minutes

Description

The participants will get a shopping list containing pictures about the goods they can choose from to buy for the next days/week. They will have to calculate wisely and choose to buy only the most necessary goods from the list. After they have created their plan, participants can tell about their shopping plan to each other.

3 > Material needed

A paper with pictures/illustrations of goods and their prices; pen

5 >

Adaptation into peer learning

A simulation game with predefined lists of products with pictures and letters to choose from as well as prices. Learners are divided into groups and each group makes their own household basket and calculates what to choose from the list, records it and does the calculation.

The trainer asks each group to present their result; they can remove or add things to one group's list and ask the other group to recalculate the other groups' list to do the new calculation. At the end all teams discuss their answers together.

Activity 12: Dividing equally

1 Task

The participants will practice dividing objects into two groups. There should be two boxes of the same small objects, but they are divided unequally. Therefore, it will be the participants' task to first take out all the objects from the boxes, count them, divide them equally and put them to the boxes (in this sense, the total amount of these objects must be dividable by two in all cases). The participants can also write down the total number of the objects, and then the number they get after dividing these objects into two groups. This activity can be repeated several times, with different amounts of objects, of which total is dividable by two.

2 Duration
15 minutes

Description

The participants will have to count the number of the objects in the two boxes and divide them equally so that the total number of these objects will be the same in these two boxes. While they are doing this activity, they can also write down the total number of the objects, and then the number they get after dividing these objects into two groups.

3 Material needed

Paper, pen; two boxes with small objects in them

5

Adaptation into peer learning

Learners are divided into groups of twos and/or threes

Each group get two boxes and they work collectively in order to divide the objects evenly between them. Each group discusses and fills its boxes and then goes to the others' desks and gives feedback.

The trainer distributes the points (1 point per correct division)

Activity 13: Simple multiplications from everyday life

1 Task

The participants will practice multiplying objects.

They are divided into groups of twos and/or threes.

The trainer places several objects on the table of each group (e.g. three pencils), while there should be a box full of the same objects as well. This time, the participants will be asked to take e.g. two times/three times/four times, etc. as many pencils from the box, and put them on the table.

Finally, they will be asked to count the amount they got and to write it down on a paper.

This activity can be repeated several times with different amounts to practice multiplication and addition as well.

The trainer distributes the points (1 point per correct answer) and the group with most points wins

2 Duration
15 minutes

Description

The participants will have to count the number of the objects on the table, and then adding more objects to them by following the trainer's instructions of how many times more objects they should take out from the box. Finally, they will be asked to count the amount they got and to write it down on a paper.

Activity 14: Put the words together

- 1** > **Task**
The participants need to form a proper sentence from words given on flashcards.

2 > **Duration**
15 minutes

Description

The trainer prepares flash cards with simple words on them, connected to everyday life. The trainer scatters the cards on a table, and asks the participants to arrange them in a manner that reads proper sentences. Once the sentences are done, participants need to read them out loud.

- 3** > **Material needed**
Flashcards with words.

Why is this activity effective

It allows Roma learners to understand simple words and written text at their own pace through a small challenge-like activity,

- 4** >
- i) understand the meaning in written form;
 - ii) choose the appropriate words and do a proper sentence,
 - iii) read the sentence out loud

Variations: can include various topics that learners might be familiar with, for example, handicraft, music, traditions, shopping, etc.

- 5** > **Adaptation into peer learning**
The basic principle is to divide them into groups of three or have them work in pairs and do the activity so that each one is actually helping and learning from and with the other and correcting each other's mistakes.

Gamification of the activity:

Learners are divided into groups of twos and/or threes
Each group receives different flashcards with words to arrange. Each group makes their own sentence and then the groups switch tables and do each other's exercise by correcting their answers. At the end they discuss their choices together/all groups and the instructor distributes the points.

Activity 15: My shopping list

1 **Task**
Participants need to do a word search and then create their shopping lists on a piece of paper

2 **Duration**
20 minutes

Description

Participants will have to find out 10 words, connected to shopping goods, using prepared by the trainer word search puzzles. Then they will have to write them down on a piece of paper and thus preparing a shopping list. Once they are done with their shopping lists, trainer asks the participants to read them aloud. To make it easier for participants trainer could prepare flashcards with pictures of the shopping goods, hidden in the word search puzzles.

Material needed

3 Word search puzzles, blank paper and pens/ flashcards with pictures of the goods

Why is this activity effective

It allows Roma learners to understand simple written text at their own pace through a small challenge-like activity.

4 More specifically it helps them to:

i) identify the goods,

ii) name it

iii) write the word

iv) read the word aloud (This is important because many may not read correctly or recognise letters).

Variations: can include various goods, for example, groceries, fruits and vegetables, meat, clothes, shoes, etc

Adaptation into peer learning

5 The basic principle is to divide them into groups of three or have them work in pairs and do the activity so that each one is actually helping and learning from and with the other and correcting each other's mistakes.

Gamification of the activity:

Learners are divided into groups of twos and/or threes

Each group receives different word search puzzle with hidden shopping goods. Each group makes their own shopping list and then the groups switch tables and do each other's exercise by correcting their answers using different coloured pens or markers. At the end they discuss their choices together/all groups and the instructor distributes the points.

Activity 16: My holiday

1 > Task

2 > Duration
20 minutes

The participants can practice calculating and planning their expenses. They will all get a list, containing pictures about different products that they “need to buy” for their summer holiday. However, they are now asked to select from the list. The participants can find the prices of the products on the list, as well as the given amount of money that they have, which must be less than the amount of money that would be necessary to buy/pay for all the things from the list. Therefore, based on their calculations and their order of importance, participants should select the goods on which they had spend the money and create a plan. At the end, each participant can tell what he/she chose to buy and explain their choices as well.

Description

The participants will get a shopping list containing pictures about the goods they can choose from to buy for their summer holiday. They will have to calculate wisely and choose to buy only the most necessary goods from the list. After they have created their plan, participants can tell about their shopping plan to each other.

Material needed

3 > A paper with pictures/illustrations of goods and their prices; pen

Why is this activity effective

4 > It allows Roma learners to practice calculations at their own pace through a small challenge-like activity. More specifically it helps them to:

- i) identify numbers
- ii) practice addition and/or subtraction,
- iii) plan their expenses
- iv) share and communicate their holiday plan with others

Adaptation into peer learning

5 > A simulation game with predefined lists of products with pictures and letters to choose from as well as prices. Learners are divided into groups and each group makes their own holiday list and calculates what to choose from the given options, records it and does the calculation. The trainer asks each group to present their result; At the end all teams discuss their answers together.

Activity 17: Calculating. Time word problems

1 > Task

2 > Duration
25 minutes

The participants are given worksheets with short Time word problems connected with their every-day life and they are asked to answer, in writing, some questions.

Material needed

3 > Time word problems worksheets, pens / example worksheets included

Why is this activity effective

4 > It is important that each time problem's example and description is connected to the every-day life of the learners so as to stimulate their interest

Adaptation into peer learning

5 >

Learners are divided into groups of twos and/or threes. Each group is given 2-3 time problems to solve, different than the other groups' but at the same difficulty level. Each group tries to solve the problems collectively and in the end each group presents the problem and its answer to everyone. The rest of the learners discuss and/or correct the responses under the guidance of the trainer.

Activity 18: Calculating. Money word problems

1 > Task

2 > Duration
25 minutes

The participants are given worksheets with short money word problems connected with their every-day life and they are asked to answer, in writing, some questions.

3 > Material needed

Money word problems worksheets, pens / example worksheets included

Why is this activity effective

4 > It is important that each money problem's example and description is connected to the every-day life of the learners so as to stimulate their interest

5 > Adaptation into peer learning

Learners are divided into groups of twos and/or threes. Each group is given 2-3 money problems to solve, different than the other groups' but at the same difficulty level. Each group tries to solve the problems collectively and in the end each group presents the problem and its answer to everyone. The rest of the learners discuss and/or correct the responses under the guidance of the trainer.

Activity 19: Calculating. Expenditures

1 > Task

The participants should discuss in groups for their everyday expenditures and to try to write them on worksheet. Also they should put the amounts of each expenditure using simple numbers.

2 > Duration 30 minutes

Description

The trainer prepares worksheets with different expenditures and different amounts. The participants should connect the sheets of the expenditures and the sheets of certain amount, based on their life experience. They should explain shortly how they connected the expenditures and the amounts and will put them in the worksheet which will be prepared by the trainer. Based on the work group the participants will prepare their list of expenditures. The same approach will be used for defining of the incomes in their families. The trainer will prepare the work papers with different incomes and the different amounts (approximately). The participants should connect the name of the income with the amount. Based on that the participants could prepare their income list. After that through discussion together with the trainer the participants could define the monthly income and expenditure table.

3 >

Material needed

Papers prepared with words for expenditures, incomes, amounts, papers, flipchart paper, markers.

Why is this activity effective

4 >

The participants will practice reading, counting, writing and communication through this exercise. The most important is that the participants will understand the importance of the management of their family budget and how to do this family income and expenditure tables. Also, they will become aware that they should prepare this kind of list for expenditures and list of incomes in order to manage better with their own finances, with support from their family.

Variations: can include objects everyday life, vegetables, market products,

5 >

Adaptation into peer learning

Gamification of the activity: The basic principle is to put them in groups of three or have them work in pairs and do the activity so that one is actually helping and learning from and with the other and correcting each other's mistakes

Activity 20: Calculating. Measurements

1 > Task

The participants will learn the different measurement units for length, mass, capacity.

2 > Duration 30 minutes

Description

The trainer prepares appropriate materials for different measurement units in order the participants to understand which products with which measurement units are measure. The trainer will provide a several pictures with different products. The participants should discuss among them which products with which measurement unit should be measured. The trainer should accept any answer as a brainstorming based on the principle of no wrong answers.

Material needed

3 > Different products for example: milk, water, sugar, apples, wood material, ruler, rope, textile, prepared paper sheets with products and measurement units for doing of exercise, etc.

Why is this activity effective

4 > The participants will learned different type of measurement units and which measurement units is appropriate for kind of products. Usually the illiterate people don't understand the differences between the liquid and solids. Based on this activity the participants will understand which products are measuring with L, ml, dl, and which products are measuring with Kg, grams, milligrams, etc. Also the participants will learned about the different measurement units of length such us: mm, cm, m, etc.

Variations: can include objects everyday life, vegetables, market products, wood objects, plastic objects, a rope, etc. The most important is to exercise practically the measurement of different products in front of the participants using different tools for measurement of liquids, solids, length.

Adaptation into peer learning

5 > **Gamification of the activity:** The basic principle is to put them situation of group discussion and brainstorming in order to increase their confidence in presenting of their ideas and thoughts in front of bigger group out of their everyday environment. Everybody of the participants will exercise practically which product is measuring with different measuring units, using different tools for measurement of liquids, solids, and lengths.

2020-1-MK01-KA204-077862



Boosting Literacy
and Numeracy Skills
for Roma people



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