



Handbook of Resources for English Camps 2017

by Leslie Opp-Beckman

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Introduction

The purpose of this handbook is to provide English language teachers of students ages 10-15 with support for their summer camps.

It's Your Camp!

This handbook belongs to

1. These are the characteristics of my student campers (draw and/or write your response):

2. This is the setting in which our camp will take place (draw and/or write your response):

3. My top priorities are (draw and/or write your response):

Module 1: Strategies for Making Your Camp Successful

Overview

Summer English camp is something special, an opportunity to do things “outside the box” of your normal class routines. There is no single recipe or one-size-fits-all for a successful camp. A lot depends on what you’re comfortable with and willing to try. Fellow camp teachers and volunteers can serve as resources and provide inspiration along the way.

Checklist

Use the following checklist ✓ as a guide.

1. Map out a plan for your weekly and daily goals; share it with campers.
2. Build variety into your activities; leave room for transitions.
3. Organize materials in advance.
4. Have students help set the rules; post them for all to see.
5. Use positive reward systems for individuals, groups, and whole class.
6. Be brave, try new things. Ask students what they want to do and learn!
7. Keep notes or a journal so you can track changes needed for next time.
8. Have fun along with your campers!

Resources

- [7 Tips for Highly Effective Camp Directors](http://diamondmindinc.com/seven-tips-for-highly-effective-summer-camp-directors/)
(<http://diamondmindinc.com/seven-tips-for-highly-effective-summer-camp-directors/>)
- [Kids Rock Summer Camp, Sample Schedule](http://www.kidsrocksummercamp.com/daily-schedule.html)
(<http://www.kidsrocksummercamp.com/daily-schedule.html>)
- [Sample Daily Camp Schedule](https://www.communityday.org/uploaded/News/Sample_Daily_Camp_Schedule_2016-edit1.jpg), from Hershorin Schiff Community Day School
(https://www.communityday.org/uploaded/News/Sample_Daily_Camp_Schedule_2016-edit1.jpg)
- [Summer Camp Programming](http://summercamppro.com/how-to-run-super-successful-summer-camp-games/), from Summer Camp Pro
(<http://summercamppro.com/how-to-run-super-successful-summer-camp-games/>)
- [Top 10 Tips for Working with Today’s Campers](http://www.acacamps.org/resource-library/camping-magazine/top-10-tips-working-todays-campers), from American Camp Association
(<http://www.acacamps.org/resource-library/camping-magazine/top-10-tips-working-todays-campers>)

Module 2: Project Based Learning (PBL)

Overview

Project based learning (PBL) is an effective and fun way to learn. It operates with the understanding that students construct or build their own learning experience, with guidance from the teacher. In PBL, students

- are active, not passive;
- have choices;
- focus on real-world topics of interest to them;
- can solve problems, explore real-world questions, and be creative; and
- get credit both for the process and end product.

Checklist for the Theme:

_____ (write your theme here, e.g., sports and health)

Use the following checklist ✓ as a guide for your PBL activity.

1. Students have choices on topics, tasks, or problems to solve.
2. The project is open-ended and allows for many possible outcomes.
3. The project guides students to discover knowledge on their own.
4. Students have a clear process and timeline to follow.
5. Students know from the start how they will be evaluated.
6. The project includes time and a model for formative peer feedback.
7. Students have models and tools to self-manage.
8. Students have an opportunity to share their project work with others.

Resources

- [Buck Institute for Education – Why Project Based Learning?](https://www.bie.org)
(<https://www.bie.org>)
- [Essential Project Design Elements Checklist](https://www.bie.org/object/document/pbl_essential_elements_checklist)
(https://www.bie.org/object/document/pbl_essential_elements_checklist)
- [iEARN Project Book 2016-2017](https://iearn.org/pages/iearn-project-book)
(<https://iearn.org/pages/iearn-project-book>)
- [Project-Based Learning](https://www.edutopia.org/project-based-learning), from Edutopia
(<https://www.edutopia.org/project-based-learning>)
- [Teach21 Project Based Learning](http://wveis.k12.wv.us/teach21/public/project/Mainmenu.cfm), West Virginia Department of Education
(<http://wveis.k12.wv.us/teach21/public/project/Mainmenu.cfm>)

Module 3: 21st Century Life Skills

Overview

“Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is vital to success in the global environment in which our students will live and work. Clearly, language education is critical to our students’ success in the world of the future . . .” as stated in the Partnership for 21st Century Skills *World Languages Map* from the American Council on the Teaching of Foreign Languages (ACTFL). The following 5 Cs are the foundation for this roadmap to the future:

- Communication
- Cultures
- Connections (also called Creativity)
- Comparisons (also called Critical Thinking)
- Communities (also called Collaboration)

Checklist

Use the following checklist ✓ as a guide for building the 5 Cs into your camp activities.

- 1. Communication: Engage in two-way communication with others.
- 2. Communication: Interpret aural or written (one-way) communication.
- 3. Communication: Present spoken or written information to others.
- 4. Culture: Experience the world through the eyes of others.
- 5. Connections: Acquire and connect knowledge from multiple content areas.
- 6. Comparisons: Use strategies and tools to compare cultural differences.
- 7. Comparisons: Develop habits of reflection, introspection, and inquiry.
- 8. Community: Use English in the real world in real ways with others.

Resources

- [21st Century Skills and the English Language Classroom](https://www.english.com/blog/21st-century-skills), from Pearson (https://www.english.com/blog/21st-century-skills)
- [Language Learning in the 21st Century](https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages/resources/language-learning-the-21st), from ACTFL (https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages/resources/language-learning-the-21st)
- [Partnership for 21st Century Learning \(P21\)](http://www.p21.org/) (http://www.p21.org/)

Module 4: Content and Language Integrated Learning (CLIL)

Overview

Content and language integrated learning (CLIL)—also known as content based instruction (CBI) or content based learning (CBL)—is a way to study a subject (e.g., science, technology, math, arts, business) or theme (e.g., sports, health, leadership, citizenship) at the same time students are learning and using English. CLIL, especially when combined with project based learning, can help

- increase learner motivation
- develop multilingual interests and attitudes
 - maximize class or camp time by “double dipping” on learning (learning more than one thing at the same time)

Checklist

Use the following checklist ✓ to guide yourself in combining English with content areas and activities. An example is provided below. Write ideas for at least three more topics (content areas) related to your camp theme.

Example theme = Extreme Sports, Mountaineering: [Can drones help find lost people?](http://adventure.howstuffworks.com/drones-search-and-rescue.htm)
(<http://adventure.howstuffworks.com/drones-search-and-rescue.htm>)

Language camp activity: Imagine you are a search and rescue (SAR) team for a lost person in the Carpathian Mountains. Design/draw your drone and write down the steps for your SAR plan. Get ready to act it out for the class!

1.

2.

3.

Resources

Theory

- [Content and Language Learning](https://www.teachingenglish.org.uk/article/content-language-integrated-learning) (CLIL), from British Council
(<https://www.teachingenglish.org.uk/article/content-language-integrated-learning>)
- [Content-Based Instruction](https://www.teachingenglish.org.uk/article/content-based-instruction), from British Council
(<https://www.teachingenglish.org.uk/article/content-based-instruction>)

Content

- [DIY, Awesome Skills for Awesome Kids](https://diy.org/)
(<https://diy.org/>)
- [HowStuffWorks](http://www.howstuffworks.com/) (many popular topics for content ideas)
(<http://www.howstuffworks.com/>)
- [Weird News](http://www.nbcnews.com/news/weird-news), from NBC
(<http://www.nbcnews.com/news/weird-news>)

Module 5: Learner Autonomy and Learning Stations

Overview

A learning station or center is a self-contained area in a classroom where students can engage in independent and self-directed activities. They can be as small as one corner in a room, or as large as a whole room divided into separate sections. Learning stations allow different activities to happen at the same time. This is a form of differentiated learning.

Checklist

Use the following checklist ✓ to guide yourself in creating learning stations for your camp. Make a list of four kinds of learning stations related to your camp theme.

- 1.
- 2.
- 3.
- 4.

And, draw a diagram of how they will be organized in your camp setting (they may be indoors or outside).

Resources

- [5 Types of Learning Stations](http://www.educationworld.com/5-types-learning-stations-your-classroom), from Education World
(<http://www.educationworld.com/5-types-learning-stations-your-classroom>)
- [Learning Centers](https://www.teachervision.com/learning-centers/learning-centers), from TeacherVision
(<https://www.teachervision.com/learning-centers/learning-centers>)
- [Learning Centers, The First Week](http://teacher.scholastic.com/professional/backtoschool/learning_center.htm), from Scholastic
(http://teacher.scholastic.com/professional/backtoschool/learning_center.htm)
- [Learning Stations in the Secondary Classroom](https://www.edutopia.org/blog/learning-centers-in-secondary-classroom-ted-malefyt)
(<https://www.edutopia.org/blog/learning-centers-in-secondary-classroom-ted-malefyt>)

Module 6: Gamifying Camps

Overview

When learning becomes a game—when you “gamify” it—you are likely to increase learners’ length of time on task and therefore their learning outcomes. In other words, the more fun they have, the more they are likely to remember what they learn! Some key features of gamification activities include

- a narrative or story line
- “scaffolded” learning, step by step, with challenges that increase in difficulty
- progress indicators (e.g., points, badges, rewards, surprise bonuses)
- player control (e.g., choices, pathways, slower vs. faster rate of play)
- feedback on an individual basis and/or through social interaction

Checklist

Use the following checklist ✓ as a guide to decide what kinds of activities you could gamify in your camp and how you might do so. Number them in order of priority (the ones you want to try first, second, and so on). Be sure to consider activities students can do individually, in pairs, and as a whole class. Also consider which of these activities students could create themselves.

- Create an adventure quest.
- Adapt an old-school game to practice vocabulary or another language skill.
- Design a set of badges which correspond to activities or tasks.
- Build a set of surprise bonus rewards that occur throughout your camp.
- Adapt a game show from TV or the cinema to a camp activity.

Resources

- [5 Ways to Gamify Your Classroom](https://www.iste.org/explore/articleDetail?articleid=884&category=In-the-classroom&article=), from the International Society for Technology in Education (ISTE)
(<https://www.iste.org/explore/articleDetail?articleid=884&category=In-the-classroom&article=>)
- [Activate: Games for Learning American English](https://americanenglish.state.gov/resources/activate-games-learning-american-english)
(<https://americanenglish.state.gov/resources/activate-games-learning-american-english>)
- [American English, For English Teachers Around the World](https://americanenglish.state.gov/)
(<https://americanenglish.state.gov/>)
- [Gamification in Education](https://www.learning-theories.com/gamification-in-education.html), from Learning Theories
(<https://www.learning-theories.com/gamification-in-education.html>)
- [The Ultimate Guide to Gamifying Your Classroom](http://www.edudemic.com/ultimate-guide-gamifying-classroom/), from EduDemic
(<http://www.edudemic.com/ultimate-guide-gamifying-classroom/>)

Appendix: Ice Breakers and Gap Fillers

This section contains ideas for short activities you can use to help set the pace and tone for your campers' learning experience. We are going to conduct a "Swap Shop" during the training event so you can create a collection of resources for the following kinds of activities. Make a list of your favorite ones below.

Getting Started and Warming Up

1. _____
2. _____
3. _____
4. _____
5. _____

Focusing Attention

1. _____
2. _____
3. _____
4. _____
5. _____

Cooling Down and Wrapping Up

1. _____
2. _____
3. _____
4. _____
5. _____

Resources

- [The Best Icebreaker Ideas: How to Play!](http://www.icebreakers.ws/)
(<http://www.icebreakers.ws/>)
- [Camp Games](http://www.ultimatecampresource.com/site/camp-activities/camp-games.html), from the Ultimate Camp Resource
(<http://www.ultimatecampresource.com/site/camp-activities/camp-games.html>)
- [Camp Games](http://youthgroupgames.com.au/category/14/camp-game/), from Youth Group Games
(<http://youthgroupgames.com.au/category/14/camp-game/>)
- [Ideas for Summer Camp Activities and Games](http://www.wilderdom.com/games/IdeasSummerCampActivities.html), from Wilderdom
(<http://www.wilderdom.com/games/IdeasSummerCampActivities.html>)
- [No-Prep Warm up Activities](http://eslgames.com/no-prep-warm-up-activities/), from ESLgames.com
(<http://eslgames.com/no-prep-warm-up-activities/>)
- [Songs](https://kids.niehs.nih.gov/games/songs/), from the National Institute of Environmental Health Sciences
(<https://kids.niehs.nih.gov/games/songs/>)
- [Warm-up Activities for an English Club](https://www.englishclub.com/english-clubs/warmups.htm)
(<https://www.englishclub.com/english-clubs/warmups.htm>)
- [Warm Up Ideas](http://www.teachingideas.co.uk/subjects/warm-up-ideas), from Teaching Ideas (up to age 11)
(<http://www.teachingideas.co.uk/subjects/warm-up-ideas>)

More Resources Suggested by Others

In this section, you can also write down the names of websites or other resources suggested by your colleagues.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

About the Author

Leslie Opp-Beckman is on faculty at the University of Oregon's American English Institute in the College of Arts and Sciences in Eugene, Oregon (USA), where she develops and teaches a combination of face-to-face and online e-learning courses. She has an MA in Linguistics with an emphasis on teaching English to speakers of other languages (TESOL), and a PhD in Educational Policy and Management with a focus on educational technology. She has published, lectured, and conducted professional training workshops in the area of Computer Assisted Language Learning (CALL) and online learning for English language educators extensively across the United States and internationally in more than 40 countries. Some of her key projects include the video-based teacher training materials *Shaping the Way We Teach English*, and contributions to the text *Women Teaching Women English*.