Погоджено Затверджено

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**План роботи**

**літнього мовного табору**

**у Бучацькому ліцеї**

 **у 2016-2017 н.р.**

**The Best of Buchach English Speaking Camp**

Directors: Maria Dutchak and Caroline Kaufman

Counselors: Jerome, Natalia, Natalia, Volodya

Youth Leaders: Katia, Yulia, Ira, Vita

**Theme Description:** Each day there is a winning team- whichever team wins the most days is crowned “The best of Buchach!”

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|  | Day 1: Getting to Know us/Awareness and acceptance Location: Auditorium (2nd floor above cafeteria) |
| 9:3010:00-10:2010:3011:0011:3012:0012:301:002:002:30 | Set-upStudent sign up/energizers(Cha-cha slide, soldier boy, etc.) Introduce the counselors and youth leadersIntroduction Game:1. Participants stand in a circle holding a ball of yarn. The person with the ball has to introduce him/herself: name, interests, and aspirations. He/she throws the ball of yarn to another participant. The final result is a big web connecting everyone.
2. The web is then reversed with each participant stating the name and interests of the person before them.

Assign teams and group leaders: Create your team name, team motto and poster, and call (this is a noise or word that your group leader will make when he or she wants to call you together)Present the Buchach Crown: Explain that the crown will be passed between winning teams after each dayShow movie clip: “The ugly otter” * Students have three “while viewing” tasks
1. List the names of the different animals in the film (Beaver, otter, bear)
2. Describe the moral or message that the story strives to convey (that each person is different, but that we all have different qualities because of that, and we need all of us to be the best that we can be.)
3. Which character in the film is the most like you and why?
* Present the word “acceptance” (прийняття)
* **Have students read signs:**

 “We show acceptance,” “everywhere,” “We show Acceptance,” “Because we care,”  “we show acceptance,” “Near and far,” “Accepting others just the way that they,”  “Are!”- **Teach the moves:** Take your right hand into a “stop sign” in front of you -> Pull it in -> Take you left hand into a “stop sign” in front of you -> pull it in -> Lean to the right and cross arms in “mummy” position -> lean to the left and cross arms in “mummy” position. (repeat sequence at least two times)* Show “acceptance” song and have students dance and sing along to the chorus

LunchGet into assigned groups: Create a skit about 10 good ways to help and accept others (every person must say something)Preform skits– **Crossing the River** (Activity)Draw two lines opposite one other about 20 feet apart. Line teams up one teammate behind the other. Give the team 5 “rocks” or small pieces of paper. Every team member must get across the opposite line without touching the ground and with half of the team members blindfolded. Once the stones are in play they must be in contact with a player at all times or they will float away down the river and the team will lose them. Stones may not be thrown from one side to the other and they may be brought back by players if need be. If players touch the water they all must start over. Alternately, you may start the group with more stones than group members and progressively remove stones as the group completes each round. All players must make it to the opposite side.Play and sing acceptance song againOptional activity (if there is time):Have each team choreograph their own short dance or series of movements to the acceptance songAnnounce and crown the winner of the day: This is based on posters, skits, river crossing activity, and dances |
|  | Day 2: All about teamwork!Location: Auditorium / sports field |
| 10:0010:3012:0012:301:002:00 | Warm-up activities: (divide into teams)– **Magic Carpet** Ask the group to stand on an 8'x8' “magic carpet” (tarp or blanket). The entire group must be completely on the tarp. The group’s task is to flip the “magic carpet.” But, no one may step off of the carpet during the process. If someone’s foot comes off of the carpet the process starts over. (We may have two teams racing at the same time)Play Writing and Performance activity**:** How WE would survive a zombie apocalypsePart 1: Have students analyze and discuss the quote *“Teamwork makes the dream work!”*Part 2: Make the team come up with a list of the best qualities of each person on the team.Part 3: Give the scenario “zombie apocalypse” (Imagine you are stuck in the school and you must go to the city center where you know there is a functioning car, BUT the school is completely surrounded by 7 zombies! How will you use each person on the team to survive the zombie apocalypse using items you can find in the school?) - Students can write or draw the action plan out so that they have a clear method for defeating each zombie. LunchPart 4: Students must create a skit or a presentation of their plan. These skits must show how EACH person in the group contributes to the whole group’s safe arrival at the safety vehicle. (Youth leaders may act as zombies)Games: **- Over the Rope (activity)** You will need 1 piece of rope to tie between 2 poles or trees. Tie parallel to  ground about 3.5 feet into the air. The goal is that everyone has to get from one  side to other—they can’t touch rope but they must go over rope. An added  challenge is telling the students that they must always be holding hands or  touching another student during the entire activity. (We may also have two  teams racing at the same time for this activity)* **Wheel barrow relay races**

Students on each team must get into pairs. In each pair students will choose a “wheel barrow’ and a “driver.” Each pair must race to a finish line (about 30 meters away) and back before the next pair can begin. The team who finishes first wins. (Make sure that every team has the same number of pairs racing even if this means that some pairs must go twice.) Announce and crown winning team: based on rope activity and zombie action plansClosing Announcements: Tomorrow, we will spend all day in the forest. **YOU WILL NEED:** good walking shoes, lots of water, lunch, snacks, clothes that you don’t mind getting dirty.**Optional considerations:** sunscreen, bug-spray |
|  | Day 3: Forest adventure/scavenger hunt Location: The front of the school / The Forest Note: This entire day will be spent walking. Make sure kids know to bring good shoes, water, and snacks |
| 10:0010:3011:0012:001:00 1:30 | Describe the items to be found and debrief on the task: Each team will be responsible for collecting as many items on the list as possible (each item is one point), HOWEVER 5 extra points will be awarded for finding all the items in a row or column AND 10 extra points will be awarded for finding all the items in a column-Explain the major land marks to look for: жизномер castle, the hillside stream, the open meadow, the small group of houses, the shrine of St. Mary with gold trim, the river, the log bridge-Explain the all-powerful “Buchach mug”: Somewhere deep in the forest, Miss Caroline has hidden a Buchach coffee mug. If our team finds this mug, you will automatically win the game. Tell students that finding all major landmarks in order will lead them to the mug. Walk to the forestLet the hunt begin!LunchRe-assemble for tablet and item check-inAnnounce the winning teamClosing Announcements: Tomorrow will be the last day of the Buchach Crown competition so come with ready minds! |
|  | Day 4: Appreciating our worldLocation: City center park / City center  |
| 10:0010:1510:3011:3012:0012:3012:501:201:402:003:003:15 | Meet at school and split into groupsWalk into town Start in the park- each group will take 3 pictures of things that are good for the environment and 3 pictures of things that are bad for the environment.Meet back at the park for presentations: Each group will talk about **where** and **why** they decided to take each pictureGame: Begin game in separate teams, and slowly combine teams until the entire group is one big knot!– **Human Knot** (Icebreaker)In this activity students gather in a circle and put their hands out in front of them to grab someone else’s hands. They cannot grab the same person with both of their hands or the hands of their neighbors. Then instruct the students to unwind themselves to form a normal circle without letting go of their hands. Play multiple rounds. First, everyone may speak; then, two people may speak; and finally, no one can talk.Walk back to schoolLunchStory time: The story will be read aloud and performed for the whole group, and then groups will split for explanation and discussion **Star Fish story:***One day a man was walking along the seashore. He noticed that during the night many seashells and starfish had washed upon the shore. Thoroughly enjoying the morning sun, the man strolled for miles along the sand. Far off in the distance, he saw a small figure dancing. The man was joyous that someone was celebrating life in such a grand way. As he drew closer, however, it became apparent that perhaps the figure was not dancing but repeatedly performing some action.**Approaching the small figure, the man saw that it was a child. The little girl was picking up starfish from the shore and tossing them back into the surf. The man paused for a moment puzzled and then asked, “Why are you throwing those starfish?” “If I leave these starfish on the beach,” she replied, “the sun will dry them out and they will die. So I am throwing them back into the ocean because I want them to live.”**The man was thoughtful for a moment, impressed with the child, but then he motioned to the miles and miles of beach and said, “There must be billions of starfish along here! How can you possibly expect to make a difference?”**The young girl pondered the man’s words for a moment then she slowly leaned over, reached down and carefully picked up another starfish and threw it back into the water. She turned to the man smiled and said, “You may be right, but I made a difference for that one!”*This story shows us why small differences are important because everyone taking initiativeand making small differences creates large differences.Lay out 5 different signs (Problem, Facts, Friends, Plan, Activate): Take students through the 5 steps of Problem Solving: 1. One or more people have a concern or problem (causes of the problem, all the places that the problem exists in our town or beyond, etc.) (*Problem*)2. They gather facts about that concern *(facts).*3. They find others who share the concern *(Friends).*4. Together these people find a solution to their problem, and ways to arrive at that solution *(Plan).*5. The final steps are to take action to arrive at the solution, and then to evaluate what worked and what did not along the way *(Activate)*.Have students draw pictures on the back of each sign to show what they imagine this step looking like for their chosen problem. Closing Interviews: Every team must answer the questions “What will you do to make Buchach better if you are crowned ‘The Best of Buchach’?”Announce and Crown THE BEST OF BUCHACH!Closing Announcements: Tomorrow will be a pot-luck/picnic at the park! Please bring a dish or drink that we can all share for lunch tomorrow. Please be able to describe you dish in English! Also, you may bring any games or toys to play with in the park.  |
|  | Day 5: Pot-luck and fun day!Location: Buchach Forest Park |
| 10:0011:0012:00 | Walk to the Park:**Hula Hoop Race** (all teams will compete simultaneously) All teammates hold hands. The teammate on the end begins to pass the hula hoop to the other end, but the campers cannot let go of their handholds. Play for speed.**Egg Drop Project (30 minutes):**Divide participants into teams of 5. Groups have 15 minutes to use their materials (a hard-boiled egg, straws, and tape) to make a structure to protect their egg when it is dropped from a window or chair from different heights. They can only use the given materials.Collect all egg structures and drop them once from a chair, and then from a higher place. Continue doing this until there is only one non-broken egg left. When an egg breaks, that team is out, and the team with the last remaining non-broken egg winsHave the following discussion questions prepared ahead of time on strips of paper. Allow students to choose a discussion question from the hat. Encourage students to read their discussion question and for the group to talk about it: Why did some structures work better than others? What should you have done differently? Did you plan your structure? Would it have taken less time and come out better if you had planned? What could you have done better in the planning process? Could you have more effectively used your resources if you had planned? Did you break up planning the project into smaller tasks? Did different people have different responsibilities during the planning and building process?Pot-Luck:Each student must say one thing about their dish before adding it to the blanket.Closing ceremony and announcement of “The Best of Buchach” |