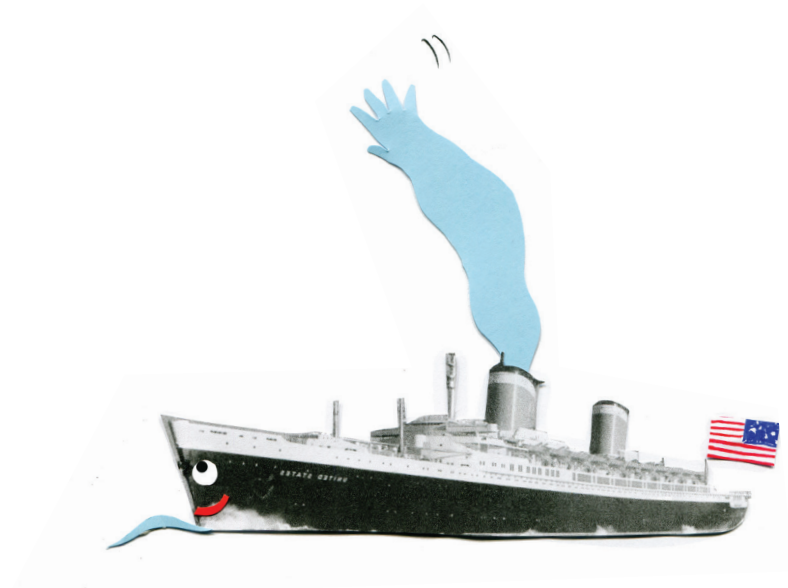


This publication is a collection of materials about the Teaching English in Poland Program (TEIP) run by the Kościuszko Foundation. The syllabus contains recommendations on how to build a language camp program, tips on how to bring together an energetic, professional staff, along with descriptions of activities and detailed lesson plans for children and teenagers.

A year with TEIP online has proven that any live method of connecting through language that has been planned for summer vacation can be translated to the online space and can serve as a fantastic source of inspiration for e-learning.

Teachers, parents, educators—this is your prime source for ideas!



Materiały programowe Programu Teaching English in Poland
realizowanego przez Fundację Kościuszkowską Polska.



Drugie wydanie publikacji było możliwe dzięki środkom
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Letters of introduction



Across the ocean, yet closer than ever— summer vacation with the English language

We have been hosting summer vacation with the Teaching English in Poland program for many years now. Experience has shown that a foreign language can be learned not only in the classroom, but in the woods, during a hike, on a sailboat, a kayak, trekking a mountain... You can read and write anywhere, and also sing, play instruments, watch movies, carry on debates, print newspapers, stage a play, even come up with an original screenplay, solve puzzles, or play baseball while polishing your language skills.

Polish children have been participating in the Kościuszko Foundation holidays since 1991. Today, such children do not need to travel to the U.S. to experience a rich encounter with American language and culture. They can embark on a sunny language adventure here, in Poland, by taking part in camps organized in various regions across the country. Over the two weeks of camp, American teachers volunteer to come to Poland to organize classes and activities, and to create as many opportunities for learning as possible.

While two weeks may not be enough time to learn an entirely new language, it is possible to polish your skills, improve your grammar, and build your vocabulary through an intensive program. What is most important during these summer meetings is that many children with a working knowledge of English can finally manage to overcome their insecurities and simply begin feeling comfortable with communicating in English and find out more about the culture that's closely tied to the language. Students open up to believing in their own abilities to speak a foreign language and learn to enjoy it. Soon enough, they realize how worthwhile it can be to try something new.

There is a multitude of educational research that confirms the most effective way for children to learn is to be active and engaged, in addition to working in teams and observing correlations between what they learn and how it plays out in their everyday lives. This is what we have been able to achieve through our TEIP camps. We educate through smart play, by forging new acquaintances, and setting up interesting tasks and authentic challenges.

The spring and summer of 2020 brought on a new experience of learning. We no longer had the possibility to organize camps with the participation of American teachers in a format that has been perfected over nearly thirty years. And while the Covid-19 pandemic does not provide ideal conditions for coordinating the TEIP program, it is thanks to the support of the FRSE (Foundation for the Development of the Education System) as well as the efforts of our volunteers and staff that we were able to achieve more than we thought was possible. We adapted our formula to transatlantic online meetings. Continuing our program required a careful analysis of the goals and objectives we wished to attain. We stood before an enormous challenge—how to carry on with limited resources and in a different set of demanding conditions. Most importantly, we had to find new ways of teaching and collaborating that would allow us to stay close even though we are far apart, with an ocean between us.

As we know that kids learn faster when they are active, our goal was to encourage them to be active online. Our Zoom meetings were short, an hour tops, so that kids wouldn't be spending too much time glued to the screen. These meetings were more about inspiring new ideas, playing games, moving around, and creating. Our American volunteers taught kids how to sing, memorize a cheerleading routine, bake cookies and chocolate bars, paint pictures of their neighborhood, sew, or make something beautiful from seemingly useless objects.

Since we know that engagement is equally crucial, we took students on live online excursions that were set up especially for them. We visited the Grand Canyon and some of America's splendid National Parks. Over the course of these trips we talked, asked questions, we got to know one another. We got to see another piece of the world far, far away and we got to share the best of our hometowns with the Americans volunteers.

Through live sessions and recorded videos, our American volunteers invited pupils into their homes and favorite places. In the past, they would tell stories about their lives back home. Thanks to the online project, their Polish students were given the chance to actively participate in games and tasks as if they were in the United States, joining family meetings and cooking lessons. They could also get to know the families of the volunteers and find out more about their peers and pets.

The 2020 TEIP online program was expanded by academic discussions and online workshops for teachers. Due to the new circumstances brought on by the pandemic, they were centered around ways of teaching with the use of technology, but also around intercultural education, positive motivation, evaluation, and the development of critical thinking and learning abilities. TEIP managed to continue its goal of reaching across the Atlantic Ocean and strengthening our international community.

This manual describes our program's principles, the methodology we've developed over the years, along with specific teaching tips and lesson scenarios for both online learning and

learning in other settings beyond the classroom. All materials have been carefully prepared thanks to the support of American teachers and Polish university academics.

The Transatlantics, as that was the title of the 2020 online edition of TEIP, sailed the ocean in both directions. Our ships have always carried ideas for intriguing educational activities that support language learning, cultural immersion, new friendships, and teamwork. We hope that the following materials will serve as an inspiration for all language teachers, educators, parents—not only those who have had a chance to participate in TEIP. We invite you to get on board and sail with us, together.

Grażyna Czetwertyńska, PhD

President of the Kościuszko Foundation Poland



About TEIP from our American staff leader

You never really know what you are capable of until you are challenged. When we are challenged, we often find ourselves accomplishing things we never knew we could do, and having adventures we never could have imagined. The Kościuszko Foundation's Teaching English in Poland Program helps every participant see what they are capable of doing and brings out the best in all of its participants—this is one of the many reasons why so many of our volunteers return for multiple years of service.

It speaks volumes about our participants' character that they are willing to volunteer their precious summertime and challenge themselves to help students they have never met before, in a new country.

Our volunteers find that even though we are in Poland for a little less than three weeks, they gain so much—both professionally and personally. TEIP volunteers gain colleagues and friends from around the USA and around the world. When teaching in the TEIP program, our teacher and teaching assistant volunteers work hand-in-hand with American and Polish colleagues to deliver lessons and extracurricular activities to students. Polish and American staff learn from each other and often continue these exchanges of expertise even after camps are over.

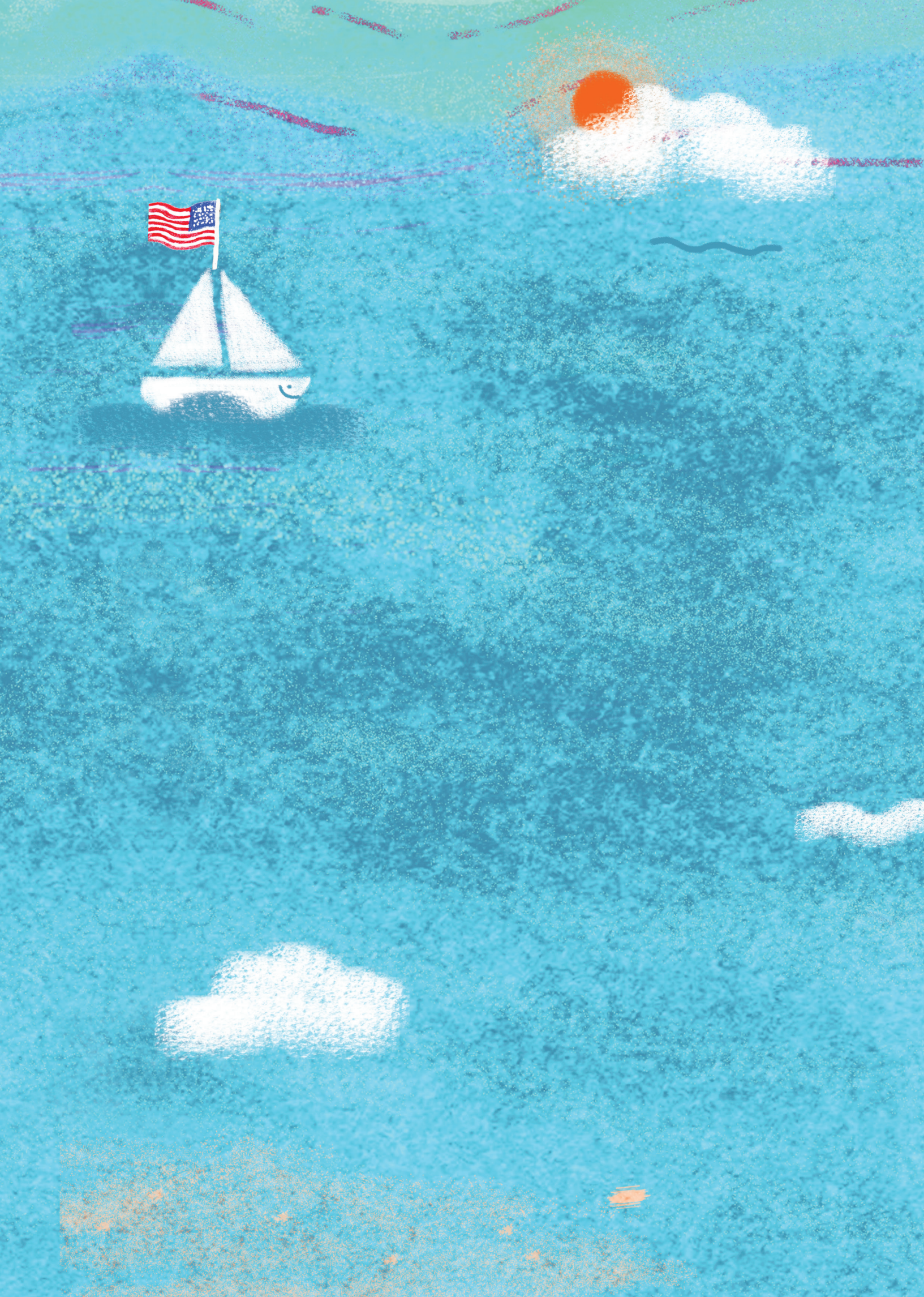
Polish students and hosts make sure that every American volunteer gains knowledge of Poland's rich, deep, and important history. Every year that we are in Poland, my family and I return with an even greater appreciation of Polish history.

Most importantly, TEIP volunteers gain the satisfaction of knowing that they have helped to set students on the path of learning a language that could be crucial to their future success.

Year after year, I am very excited and thankful for the opportunity to work with everyone to make TEIP a life-enriching experience that will never be forgotten by all participants—on both sides of the Atlantic!

Kristin Miller

TEIP American staff leader





ABOUT THE TEIP PROGRAM



I. About the TEIP Program



What does TEIP stand for?

TEIP is a unique English teaching program organized by The Kościuszko Foundation Poland and The Kościuszko Foundation, Inc. in New York since 1990. The program is centered around American volunteers who come to chosen summer camps all around Poland to teach English to children and to familiarize them with American culture through sports, art, and cultural projects.

American teachers are recruited by The Kościuszko Foundation team in New York, whereas workshops for the American staff, the staff's stay in Poland, and the program itself is coordinated by the Kościuszko Foundation in Warsaw. Over a dozen teachers and teaching assistants arrive from the USA at each camp. Over two weeks in summer, together with the American team, we provide Polish students with an opportunity to improve their language skills. They learn under the careful eye of experienced Americans (around a dozen volunteers at each camp) who conduct workshops in small groups. Teachers are supervised by a leader who is responsible for making sure the program runs smoothly and effectively. Accompanied by their assistants, they organize interactive classes which enable Polish students to enrich their vocabulary through a connection to the culture, history, geography, customs, and traditions of the United States. Language immersion is key here—we encourage students to let go of any barriers in speaking and to let themselves communicate freely. There is no better way to achieve that than spending summer vacation with native speakers.

TEIP's American teaching staff and Polish camp organizers all form a cross-cultural community to provide a variety of educational summer adventures for campers, with a clear focus on language immersion. In the process, young campers explore the cultures of both countries and gain confidence in using English for effective communication, while American and Polish educators tap into each other's pedagogical acumen. In addition, the American staff gets the opportunity to experience authentic Poland in its cultural, social, and historical richness.

The Kościuszko Foundation's TEIP camps build a cultural bridge between Poland and the USA while helping Polish children and teenagers from underprivileged backgrounds to improve their spoken English fluency and communication skills. Singing American rock classics with a guitar in hand? Building a small summer paper factory and publishing your own book? Learning American dances or how to play the ukulele? Or preparing Polish and American dishes together? Whatever activities we choose, taking part in the TEIP program is always an exciting adventure!



Goals and objectives

The goals of the Kościuszko Foundation's TEIP program are manifold: cultural, social, and educational.

With a clear focus on cross-cultural diversity, collaboration through empathy, cultural diplomacy, and social diplomacy as well as by honing life skills for the future, these goals reflect the philosophy of the Polish National Commission for UNESCO, the Polish Ministry of National Education, the World Economic Forum, and the European Union. They are also a natural effect of three decades of working with children, teachers, and camp staff members from all around Poland and the U.S.

We strive to:

- CULTURAL EXCHANGE
- provide underprivileged children and teenagers from Poland with an experience of American English and cultural immersion
 - familiarize Polish children and teenagers with various aspects of American life and culture
 - introduce American educators to Poles and Polish culture, history, and traditions—in the hope that their knowledge and impressions will be shared with their colleagues, students, families, friends, and communities in the United States
 - encourage local, less privileged communities in Poland to host and share experiences with American volunteers
 - foster an open-minded approach to cultural and social diversity among both Polish and American communities

- SOCIAL SKILLS
- develop the Polish campers' key competencies for the future, including team collaboration, problem-solving, creativity, innovative thinking, entrepreneurial skills
 - expand Polish campers' social, civic and cultural competences, including cultural diplomacy, social diplomacy, cultural awareness, and expression

- LANGUAGE AND COMMUNICATION
- provide Polish children and teenagers with a variety of English language experiences within an American cultural context
 - refine and develop Polish campers' communication skills and fluency in spoken English
 - activate all language skills to enhance interactive communication in English
 - develop interactive communication through collaborative learning opportunities
 - provide cross-curricular learning opportunities that use English as a tool to develop Polish campers' skills in math, science, technology, sports, music, literature, and the arts
 - develop students' self-confidence in using conversational English
 - monitor Polish campers' progress in their use of conversational English and provide recommendations for further development

- enable Polish and American educators to share and observe each other's teaching methods while designing the camp experience and facilitating learning adventures for TEIP campers
- enable Polish and American educators to network and socialize before, during and after the camp in order to foster a culture of cross-cultural collaboration that TEIP campers can observe and emulate
- provide opportunities for teaching assistants from the USA and Poland to hone their teaching skills through collaboration with experienced Polish and American educators
- provide opportunities for Polish teachers and teaching assistants to develop their English fluency and proficiency through collaboration with their American counterparts
- create, update, and develop an inventory of teaching resources that can be used and adapted by the staff of TEIP camps in the future.



Who's who?

The Kościuszko Foundation TEIP camps provide a unique opportunity to promote English as a medium of communication as well as a medium of enhancing cultural openness and genuine understanding of American and Polish involvement in educating young people.

The camp experience has been based on a long tradition established over many years by American educators with the support of their Polish counterparts. The TEIP camps have gained recognition among Polish learners, their parents, and teachers. This manual, updated annually, builds on those experiences.

In order to meet the goals and the objectives set in the mission statement of the Foundation, thorough consideration is given to the human aspect of the enterprise. The group of staff responsible for creating the most conducive environment for learning English and experiencing new cultures consists of the following people:

- **American staff leaders**
- **American teachers**
- **Polish teachers/camp managers**
- **Teaching assistant**
- **Peer assistants**

Teachers working on the TEIP camps are supported by the Polish administrative team before and during the camp. Before the camp, all the teachers identified above are acquainted with their duties and responsibilities. American camp leaders and Polish camp organizers meet during workshops organized in Poland prior to the beginning of summer vacation. The list of responsibilities that all these groups receive has been compiled by the most

experienced educators who have devoted much of their time to working on TEIP camps over the past years. Thanks to their input, we have a clear vision of the staff necessary to contribute to an enriching language experience.



Profile of American staff leader

The role of the American staff leader demands both the highest organizational standards combined with exceptional social understanding and the ability to review and assess day-to-day activities.

Each staff leader has specific organizational, professional and social duties.

ORGANIZATIONAL DUTIES

Organizational duties range from reviewing the curriculum guide with all the staff members, attending the pre-camp spring workshop in Poland, assigning teaching assistance, making sure that all staff members understand and sign the code of conduct, organizing staff meetings for both American and Polish teachers, being in charge of reporting to the Kościuszko Foundation staff. In order to ensure high professional standards, it is a matter of vital importance that the American staff leader is an experienced educator with proven leadership experience.

These duties include:

- **Reviewing the curriculum guide** with all staff members both in Skype meetings, during the pre-camp workshop, and officially at the first staff meeting in Poland. Staff leaders will ensure that all members of their staff sign and mail the Expectations and Code of Conduct form **prior to leaving for Poland**.
- Attending the **pre-camp spring workshop** in Poland: up until recently, staff leaders from the United States and Poland, as well as camp managers, have been invited to join the Kościuszko Foundation staff for a workshop that prepares everyone for a fruitful, well-organized, and safe camp. Typically, staff leaders arrive in Poland and are invited to visit Warsaw. Sightseeing activities are usually combined with a visit to one of the capital's schools or education centers with the aim of introducing Americans to the teaching culture in Poland. Then the group travels to a chosen location for a 2–3 day workshop where everyone gets to know each other, **sets goals and rules** for their camps, finds out everything they need to know about their cooperation. Apart from being an organizational event, the workshop also allows staff members on both sides to **break the ice** and **resolve any issues** that might have come up in the time before the first day of camp.
- **Assigning teaching assistants to specific teachers or teams**, extracurricular activities, and tasks deemed necessary to facilitate the successful functioning of the program. The staff

leader must ensure that all teaching assistants are fully engaged, productive participants and that they are familiar with the rules set by the Polish hosts and the Kościuszko Foundation.

- **Approving and coordinating lesson plans**, ideas for extracurricular activities, materials, supplies, and equipment that is to be contributed by teachers and teaching assistants.
- **Conducting a daily staff meeting during camp** for teachers and teaching assistants for the purpose of answering questions, obtaining feedback, planning next day's activities, and solving problems that may arise.
- **Conducting orientation meetings** with the American staff **soon after arriving** on campus; reviewing the program and curriculum guidelines; planning and scheduling lessons, activities, special programs, and excursions, along with handling whatever topics need to be addressed for the team to feel at ease.
- Familiarizing all staff members with **emergency/fire evacuation procedures**. Safety and security rules pertaining to the dormitory, school building, and off-campus areas must be addressed. This includes such reminders as knowing where all exits are; closing windows, turning off lights, and locking doors when leaving the dorm and school rooms; keeping rooms locked when alone. Each camp is to be identified as a "Kościuszko Foundation English Language Camp/Kościuszko Foundation Arts Enriched English Language Camp". Names of other partners and organizations can be used only after a consultation with the Kościuszko Foundation.
- Arranging **joint American/Polish staff meetings** periodically to keep everyone informed and to promote collegiality and opportunities for professional and cultural exchange.
- Obtaining (from the TEIP coordinator or by purchasing) **supplies and materials** needed to implement the program.
- Contacting the TEIP program coordinator or the Kościuszko Foundation in the event of a serious problem or emergency, or whenever an important issue needs to be resolved.
- Distributing, collecting, and returning all student response forms, essays, and program evaluations, and all teacher and teaching assistant program evaluation forms. Those must all be submitted to the TEIP program coordinator.
- **Supervising inventory** and the packing of all program materials that will be left at the site for use in the following year. One copy of the inventory is to be sent to the TEIP program coordinator, the other to the camp manager.

PROFESSIONAL DUTIES

Staff leaders must understand the nature of teaching and learning a foreign language, which enables them to assist and assess the methods and techniques used during the language teaching sessions. Professional duties require attentive observation of lessons, providing advice, and evaluating the process of teaching.

This includes:

- **Coordinating student interviews, evaluations, activities, projects, and special programs** with the team and with the Polish camp manager and staff. Preparing and posting a weekly

schedule of events. Sign-up sheets for all activities must be prepared and posted daily.

- **Visiting classrooms** and activity sessions daily to ensure the high quality of the program.
- **Guiding teachers and teaching assistants** in educational, social, behavioral, and cultural matters.
- Resolving staff problems discreetly and **handling emergencies** as quickly as possible. American staff leaders have the authority to resolve problems and should the situation warrant it, recommend the dismissal of any American staff member who is uncooperative in maintaining expected professional, ethical, and behavioral standards.
- **Representing the Kościuszko Foundation** in a professional and dignified manner at public and professional functions including student programs and assemblies, interviews, and opportunities for publicity as well as before, during, and after each edition of TEIP.
- Writing and submitting an end-of-program **written report** to the TEIP coordinator no later than by **the end of summer vacation**. A list of topics to be covered will be given to each staff leader prior to departure. Copies of lesson topics, activity schedules, the camp newspaper and/or literary magazine, inventory of items stored at the site, photographs made for archival purposes, etc. should be sent with the report. Photos and articles submitted by participants for the Kościuszko Foundation Newsletter must also be received by the end of August.

SOCIAL DUTIES

In order to be an effective staff leader, a set of specific soft skills is required, too. The combination of an empathetic, open-minded and confident approach to both staff members and camp participants is of paramount importance. The ability to resolve conflicts, should they arise, combined with being a point of contact for each party involved is a prerequisite for each leader.

This includes:

- **Networking with team members** prior to their departure for Poland.
- Applying effective leadership skills in a **diplomatic and courteous** manner when delegating responsibilities and tasks to staff members, as well as resolving conflicts.
- Establishing a rapport with American and Polish team members and encouraging a **spirit of collegiality** for both teams of staff.
- **Meeting with the Polish camp manager daily** to maintain open communication and to avoid misunderstandings.
- Serving as a **liaison between the American staff and the Polish manager** and their staff.
- Acting as an **advisor and mentor** to American staff members who may find themselves in difficult situations.



Profile of a teacher

American and Polish teachers are responsible for preparing and carrying out lessons and activities in accordance with the established curriculum. It is essential that teachers create a learning environment where all campers and teachers feel welcome, inspired, and encouraged to take initiative.

Teachers act as facilitators of the successful interaction and integration among their students. The emphasis should be put on active and spontaneous participation rather than absolute precision in grammar or vocabulary. Nevertheless, subtle error correction should be implemented when necessary. Teachers should share their high-energy level, spontaneity, sense of humor, and creativity—this is the key to a successful teacher–student communication!

TEIP camps offer a unique opportunity for Polish and American teachers to engage in a mutual learning experience as well. An open mind, sensitivity, and willingness to cooperate allows American and Polish teachers to implement the principles of **collaborative teaching**. This involves **planning, preparing, and running lessons by two teachers**. Collaborative teaching is not imposed by the curriculum, however, it is highly encouraged.

This includes:

- **Communicating and cooperating** with the assigned staff leader prior to and during the program.
- Working as a cooperative member of a cohesive team. **The commitment to program goals** always goes ahead of participants' personal goals or agendas.
- Preparing and submitting the **number of lesson plans** requested by the staff leader, and necessary for the final program report.
- Teaching **three to four regular classroom periods** per weekday during the two-week instructional term of the program. It is expected that teachers will create a learning environment that is welcoming and conducive to expanding and enriching their students' language skills and conceptual knowledge.
- Providing audio, visual, and other **materials for lessons**.
- Planning and leading **extracurricular activities** when needed.
- Participating in all **field trips** and other excursions organized by the Polish staff or American staff leader.
- **Punctual attendance** at all meetings, assemblies, socials, special activities, programs, events, scheduled by staff leaders.
- **Notifying** the American staff leader prior to any absence **in case of illness** or a serious emergency.
- Maintaining accurate **attendance records and lesson plans** for each class period and extracurricular activity session. Teachers must account for all students in their charge.

- **Reporting issues** with student discipline to Polish staff members who are authorized to resolve such situations.
- Abiding by **curfew rules** established by the camp manager. Staff members must also notify staff leaders whenever they leave the campus, preferably by signing into a book.
- **Submitting all required applicable documents** (student interview forms, student essays, student evaluation forms, etc.) prior to the end of the program.
- Completing an American participant's final **evaluation** at the end of camp.
- Reading the **curriculum** and **program guidelines** thoroughly, signing and mailing the expectations and code of conduct form presented by the U.S. staff leader prior to leaving for Poland.



Profile of a teaching assistant

A teaching assistant is a young high school or college student from America who is training to be a teacher.

The TAs, who are assigned to specific teachers, stimulate conversation, integrate cultural information, and serve as ambassadors for their language and culture. They reinforce learning English in the classroom and during recreational time, e.g., at mealtimes, trips, and other activities. TAs are informed about their responsibilities prior to leaving for Poland.

Responsibilities of a teaching assistant:

- **Communicating and cooperating** with staff leaders prior to and during the program.
- Working as a cooperative member of a cohesive team. **Commitment to program goals** always goes ahead of the participants' personal goals or agendas of participants.
- Cooperating with an assigned teacher or team of teachers for **three/four regular classroom periods** per weekday during the two or three-week instructional term of the program—working with teachers in **preparing materials and projects** for the students. This may include setting up for a lesson or activity or a special program that might require making and putting up decorations.
- **Assisting teachers** in the application of **classroom strategies** aimed at stimulating student responses. This includes **working in tandem** with the teacher or **taking on the role of a student** if members of the class are reluctant to participate.
- Aiding in planning and organizing a minimum of one or two **extracurricular activities** per day, **providing materials whenever the TA assumes leadership** in the activity, and in planning and executing special events. TAs are required to participate in activities.
- **Interacting with students** during class and extracurricular activities.
- Participating in **field trips** and excursions organized by the Polish or American staff leaders.
- **Punctual attendance** at meetings, assemblies, socials, special activities, programs, events, scheduled by the American or Polish staff leader.

- **Notifying** the staff leader prior to any absence in the case of **illness** or serious emergency.
- **Reporting issues** with student discipline to Polish staff members authorized to deal with such situations.
- Abiding **curfew rules** established by the camp manager. Staff members must also notify staff leaders whenever they leave the campus, preferably signing into a log book; this policy is intended for your own protection or in case you must be reached quickly in an emergency.
- Completing an American participant's final **evaluation** after the last day of camp.
- Reading the **curriculum** and **program guidelines** thoroughly, signing and mailing the expectations and code of conduct presented by the U.S. staff leader prior to leaving for Poland.



Role of peer tutors

American students under the age of 18 have an important role to fill as well. They serve as American counterparts to the Polish participants.

Peer tutors have an opportunity to instill and inspire Polish campers to further explore their desire to learn English and other cultures. Those values prove to be mutually enriching and make the presence of peer tutors memorable.

Formal requirements for peer tutors

American students who apply for the peer tutor position must be accompanied by a parent, grandparent, relative, or legal guardian who is serving as an American staff member during camp. The responsibility for monitoring and ensuring the engagement and safety of the peer tutor lies with the adult accompanying them. Acceptance of peer tutors at particular camps is dependent on the American staff leader. The number of peer tutors depends on the size of the entire staff. **Peer tutors are not considered part of the American teaching staff and must pay for their own accommodations, food, and tour.** The Polish camp manager will determine and communicate the cost of on-site expenses and tour prior to departure for Poland. Legal guardians will be asked to sign an agreement regarding these expenses prior to leaving for Poland. Peer tutors will also be required to pay the registration fee as per the application instructions.



Camps—Elements, rules

CAMPERS—THE HEART OF TEIP

The TEIP program offers a diverse range of camp formats in response to the varied needs of participants at respective camps. Each Polish camp organizer determines the number and profile of camp participants. This number can range from thirty to one hundred and fifty commuters and/or campers in residence. The campers' ages range from seven to eighteen.

All campers are expected to have had some English language instruction prior to attending the camp, but the range of ability and proficiency levels will vary among participants. Screening and grouping of students according to age and/or proficiency levels before or on the first day of the camp remains optional (at the discretion of the American staff leader and the Polish teachers of English they collaborate with) but is strongly encouraged: working in a more homogeneous group will enhance both the campers' and teachers' experience and result in better learning outcomes.

Free resources that can be used to prepare and conduct placement tests are available at *cambridgeenglish.org*. If you want to design a more elaborate and comprehensive placement test, please explore the guidelines from ACTFL (American Council on the Teaching of Foreign Languages).

Should screening prove impossible, the American staff leader should collaborate with the Polish ESL (English as a Second Language) to provide their teaching team (teachers and assistants) with:

- Pre-camp training in using effective scaffolding¹ and differentiation² techniques
- Observations and/or ongoing support to implement effective scaffolding and differentiation

1 Scaffolding—helping learners accomplish tasks which they can't complete without help. Scaffolding can be planned (e.g., activating prior knowledge, planning how to group students, planning the space, using models and demonstrations, checking understanding, pre-teaching blocking vocabulary, using visual prompts, using sentence frames, providing glossaries, giving learners thinking time) or provided on demand (e.g., elicitation through questioning, paraphrasing, immediate correction, feeding ideas or language that learners need, providing feedback on ideas and language after the activity).

2 Differentiation—adjusting one task to ensure that all the students in the group can complete it. The teacher can differentiate materials, instructions or the expected outcome to make sure students at different levels of proficiency are active and can complete the task with a sense of achievement.

EMBRACING VARIETY—CAMP THEME

The following factors impact the program and camp format:

- campers' ages—their cognitive and social aptitude (young learners vs teenagers)
- campers' language proficiency and interests
- campers' and their parents' expectations regarding language development and the program
- teaching staff (different areas of professional expertise among the American and Polish staff)
- camp management (different institutions and camper recruitment policies)
- location (number of campers, available facilities, timetable, local attractions, camp traditions)
- format of the camp experience (full-time or part-time), as defined by the venue

Taking the above under consideration, we suggest setting a theme for each camp. A thematic approach enables students to smoothly ease into new cultural experiences and allows teachers to facilitate those experiences by comparing and contrasting topics, symbols, traditions, and history with their Polish milieu.

We recommend that themes for each new camp edition are chosen together by all TEIP staff members, both Polish and American, from all camps, at the end of summer.

The theme can be woven into lessons and activities in a variety of creative ways. Here are several ideas—which can be easily adjusted for young learner and teenage groups—on how to embrace the *New Adventures, New Friends* theme.



Exploring the *New Adventures, New Friends* theme

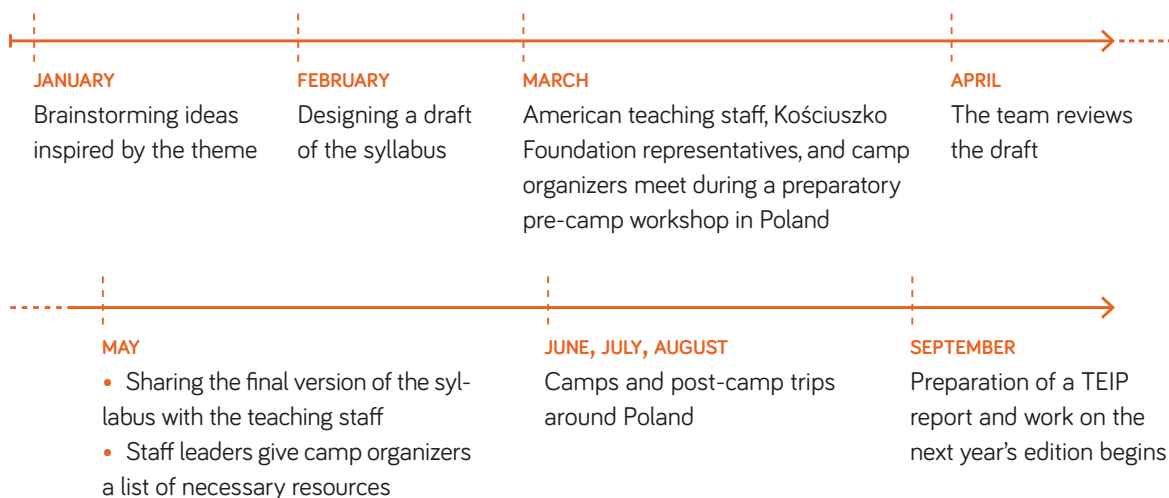
<p>DAY ONE</p> <p>ICE-BREAKING TEAM BUILDING</p>	<p>ADVENTURE LOG</p> <p>Aim: to create a portfolio of campers' achievements and monitoring their progress</p> <p>Each camper is given an adventure log where they keep track of their adventures, progress, and memorable moments. It also serves as a souvenir that they can take home and share with parents and friends.</p> <p>ISLANDS & THE ARCHIPELAGO</p> <p>Aim: to break the ice and create a culture of collaboration</p> <p>Campers are divided into small teams. Each team inhabits an imaginary island: they name it, decide on its geographical features, landmarks, motto, anthem, a national dish etc. The islands create an archipelago, which gets a name that is agreed on by all teams. During the camp, islands compete and collaborate to embark on subsequent adventures and achieve objectives.</p>
<p>A TYPICAL DAY</p> <p>STRUCTURING A CAMP DAY</p>	<p>NEW FRIENDS – CONVERSATION LOG</p> <p>Aim: to promote spontaneous communication and foster cultural expression and diplomacy</p> <p>Each day, campers get 10 minutes to chat (in English) with a new friend: a peer, teacher, teaching assistant, or a peer tutor. Each camper leaves a note after the conversation in their adventure log: it can be a drawing, a quote, or a few sentences about what the two speakers have in common.</p>
<p>HIGHLIGHTS</p> <p>SPECIAL MOMENTS</p>	<p>POLISH ADVENTURES</p> <p>Aim: to engage Polish campers in sharing their customs and culture with their American teachers, and to foster cultural diplomacy</p> <p>Every week, campers organize a Polish adventure for their American teachers. They may share details about their favorite place in Poland or a recipe for a Polish dish. They may also teach them a poem, tongue-twister, or song in Polish.</p>
<p>THE FINAL DAY</p> <p>CELEBRATION CLOSURE</p>	<p>THE ULTIMATE ADVENTURE</p> <p>Aim: to give campers a sense of achievement and sum up all they have learned</p> <p>Each team of campers (each island) embarks on a treasure hunt. They get a limited time to find adventure boxes hidden by teachers on the premises. Each box contains a challenge related to topics and activities experienced during camp. Teachers select categories in which each team will be awarded a TEIP adventure trophy.</p>

THE PROGRAM COMES TO LIFE—THE CAMP SYLLABUS

Inspired by the annual theme, the syllabus for each camp is designed collaboratively by the American staff leader, a leading English teacher from Poland, and the Polish camp manager, with the support of the Polish Kościuszko Foundation staff.

The draft of the syllabus should be presented to and consulted with the American and Polish teachers who will be working directly with campers. Such consultations, also with other camp organizers, are strongly encouraged to establish cross-camp collaboration and ongoing communication.

TIMELINE



SYLLABUS COMPONENTS

Camper profile	Age, background, needs and expectations, interests, language level, familiarity with the camp experience
Venue	Part-time or full-time, facilities, special attractions on the premises, local attractions
Camp traditions	Customs and traditions of the camp
Roles of the teaching staff	Responsibilities of staff leaders, Polish and American teachers, teaching assistants, peer tutors, camp managers, the American staff leader
Collaboration between the American and Polish educators	Ways American and Polish teaching staff collaborate for a better camp experience and learning outcomes
Theme-inspired attractions	Ideas on how to weave the theme into different aspects of the camp experience
A typical day	Schedule of a typical day

Teaching standards	Building blocks of every session: topic, language focus/input, end products/visible learning outcomes, teacher collaboration. Questions worth answering: How to start and end each lesson? How to manage and motivate campers? How much new language input is expected during the session? How much collaborative learning needs to take place?
American topics to cover	Compiling a list of American topics that can be covered during the course based on the expertise of American staff
Camp highlights	Special events planned to enhance the course experience
Stepping stones	Ways to monitor campers' progress and provide feedback/feedforward on learning
Day one	Schedule
Last day	Schedule

SUGGESTED CAMP HIGHLIGHTS:

- orientation supper/party for Polish and American Staff
- official camp opening ceremony to welcome students and staff which may include: the raising of national flags, speeches by the camp manager and American staff leader, introduction of staff members, introduction to the program
- evening of American poetry and folk songs by campfire or candlelight
- American poetry slam
- baseball (softball) championships
- karaoke night
- student-faculty sporting events; volleyball, softball, basketball etc.
- nightly newscasts (a humorous take on evening news shows) or spin-offs of American TV talk shows or game shows
- Hawaiian luau
- American day or an American culture festival
- American-style meals, tastings, or cooking workshops
- art exhibit of students' works
- student presentations on American holidays
- Thanksgiving Day dinner
- Fourth of July picnic
- holiday celebrations such as Memorial Day, Veterans' Day, Presidents' Day, Martin Luther King, Jr. Day, Valentines' Day, St. Patrick's Day
- scavenger hunt
- talent show
- trivia night
- Christmas in July/August
- graduation ceremony: national anthems, speeches, homeroom group presentations, certificates of program completion to be distributed by homeroom teachers and Polish camp organizers, special awards.

Arts Expo—the expo features the creative works of students made during the students' time at camp. It can include music and theater performances, an art exhibition, dance, visual media presentations, and poetry recitation—anything the students imagine as a final outcome of their classes is great and should be appreciated and showcased. A fun way to end the camp is to publish a camp magazine, which is then printed and distributed to all camp participants and staff members.

PRE-CAMP COMMUNICATION

Each camp sets up its own online communication channels. Facebook private groups for exchanging information, Facebook Messenger for instant messaging and quick file transfer, WhatsApp, Doodle, Google Drive folders, Trello for project management and Skype/Zoom/Google Meet for video conferences—these are all easy, intuitive tools that facilitate mutual communication between staff members.

PRE-CAMP STAFF ORIENTATION DAY

At least one day before campers arrive, the entire teaching team should go through a face-to-face orientation program. The schedule and program should be designed by the American staff leader with the help of leading Polish teachers.

Induction day goals:

- team building
- a tour of the premises
- discussing the roles and responsibilities of teaching team members
- presenting teaching standards for the camp (building blocks of each session)
- going through camp highlights (special events for participants)
- talking about ways to monitor campers' progress
- planning day one and week one
- presenting effective scaffolding and differentiation techniques (for camps with mixed-ability groups)

STAFF INTEGRATION DURING THE CAMP

Camp organizers should ensure that both the American and Polish teaching staff have at least three hours towards the end of each week, preferably on Friday, for a catch-up session. The staff should have a private, quiet space to discuss the campers' progress, address any needs and concerns they might have, and plan the upcoming week.

Camp managers should also provide the entire staff with opportunities to network and socialize on a weekly basis. Bike trips together, getting to know the area, team sports, games—anything that helps create a communication-rich working environment which will translate into an equally rewarding learning environment for campers.

IMMERSIVE LEARNING

Camp participants are given opportunities to communicate with American educators and peer tutors in a vast range of everyday situations. They are exposed to American English during learning adventures which explore selected aspects of American culture, but also in day-to-day informal conversations with the staff. The presence of Polish ESL teachers who can communicate fluently in English further reinforces the immersive experience. The informal atmosphere of social activities allows students to utilize spoken English with fewer inhibitions. The use of L1 (Polish) is reduced to the indispensable minimum in emergency situations. Teachers—both American and Polish alike—do not use Polish when communicating with campers.

Staff members should encourage and look into the following elements of effective communication:

- initiating and maintaining informal conversations in English
- asking questions, interacting with others to move the conversation forward
- encouraging others to join in the conversation
- using compensation strategies for better fluency (paraphrases, examples, antonyms, non-verbal cues, synonyms, time fillers etc.)
- negotiating simple transactions towards a satisfying outcome
- using English as a tool to accomplish simple non-linguistic goals
- experimenting with language to get the message across
- improving comprehension of natural spoken English through exposure to connected speech, natural intonation, and a variety of American English accents

TASK-BASED LEARNING

Task-based learning encourages students to accomplish communicative tasks imitating authentic communication while the teacher provides a model answer, relevant language input, task instructions with scaffolding, supportive monitoring and feedback on ideas and language. It can be divided into three stages:

- **PRE-TASK:** the teacher provides a model (e.g., a presentation of their favorite American recipe) and sets the task, while learners analyze the vocabulary related to the model
- **TASK:** learners plan and complete the task while the teacher feeds in the necessary language. The outcome is later shared, for instance, as a presentation of the students' favorite Polish recipes
- **POST TASK:** the teacher offers feedback, asks follow-up questions, praises correct language usage and encourages learners to self-correct errors. Finally, the teacher provides further practice of the challenging/new/emergent language



Methodology: Teaching, feedback, camp evaluation

TEACHING

These are a few useful guidelines for both Polish and American staff members to take into consideration when selecting teaching methods and resources:

- maintaining eye contact reinforces the student–teacher relation
- activating prior knowledge and personal experience increases the students' engagement in a new topic
- clear instructions with models and scaffolding contribute to the success of an activity
- checking if learners understand instructions and explanations is vital
- modes of information delivery and teaching techniques should be as diverse as possible so that they appeal to different learners
- the attention span of younger learners rarely exceeds 10 minutes. Planning several shorter activities guarantees improved concentration and better lesson dynamics
- providing a sequence of alternating heads-up (stirrers) and heads-down (settlers) activities helps to maintain student engagement
- pausing after each question asked to allow for thinking time helps learners form their responses and increases interaction
- for a new language to stick, learners need to be exposed to it multiple times in a variety of contexts
- collaborative learning and varied interaction foster smooth communication
- using engaging language drills and making use of memorization helps learners internalize the form of the new language
- time spent on feedback after a speaking activity should never exceed the time learners spend engaged in the activity itself

GIVING FEEDBACK

Spoken English

Try not to ignore spoken errors made by your students. Corrections should be made in a kind and appropriate manner, in a format that corresponds with the aim of the activity:

- if the activity aims to activate the new language with a clear focus on form and accuracy, errors should be signaled and learners should be encouraged to self–correct without delay
- if the activity is aimed at developing spoken fluency or activate the new language with a clear focus on meaning and communication, the teacher should monitor unobtrusively and take notes of errors and samples of accurate language. Later on, anonymous sentences with errors should be put on the board and learners can be encouraged to correct them in pairs before the correct version is established in open class. The corrected fragment should be further reinforced through drills or personalized questions to students

In principle, feedback on spoken language should:

- be preceded by feedback on ideas to appreciate what students have said
- begin with praise that makes use of specific examples of correct language to give students a sense of achievement
- address anonymous errors displayed on the board
- encourage self- and peer-correction
- be balanced and sensitive
- encourage learners to experiment with new language in the future
- be followed by a short activity that reinforces the corrected form

Written English

If campers produce any written text, it should be collected and marked to provide students with feedback on ideas, hints on how to correct major errors or reformulate fragments with minor errors. Campers should resubmit the work with corrections.

Avoid using red ink when marking written work and correcting errors on the board. All written materials submitted for publication in a camp newsletter or zine must be proofread and corrected before publication.

CAMP EVALUATION

The camp experience is evaluated on several levels to improve future editions:

Coordinator	Evaluation	Suggested formats	Timeline
American Staff Leader	ongoing evaluation of the learning experience: <ul style="list-style-type: none"> • teaching methods • learning environment 	exit tickets for campers	once a week
American Staff Leader	final camp evaluation provided by American and Polish teachers	questionnaire for campers	final day of the course
Kościuszko Foundation Poland	end-of-camp evaluation of the staff's experience of the camp	questionnaire for the teaching staff (American and Polish)	one week after the camp
Camp manager	end-of-camp evaluation	questionnaire for campers' parents	one week after the camp

The person coordinating the evaluation shares the results with the Foundation no later than 30 days after the evaluation. The Kościuszko Foundation shares a summary of the questionnaires with camp management, as well as the American and Polish teaching staff no later than 14 days after receiving the evaluation results from all the camps. This ensures that all voices can be heard and taken into consideration.





MOVING ONLINE



II. Moving Online



Towards online education

by Kinga Białek, PhD

WHAT HAS CHANGED?

Living in the time of the Covid-19 pandemic has impacted the philosophy of teaching and learning a great deal. Although we all faced lockdown and social distancing, teachers and students at schools were influenced most visibly. They suffered a drastic change in how they maintain relationships, support learning habits, and communicate with the outside world. Now, after a few months, we are ready to analyze these circumstances, draw conclusions, and better prepare for what is to come. It is important to react with flexibility and sensibility to adapt to the new, post-Covid world.

Newly discovered possibilities may stay with us for longer. Not all changes should be thought of as unwelcome. Students, even when locked down at home, can engage in virtual meetings with their peers from all over the world. Teachers can use those opportunities to broaden the scope of their teaching and come together with their students in a newly discovered environment.

As always, however, it is important to prepare for the new world and plan your actions carefully. We need to know the “online world” as well as our own physical world. As the old saying goes, better safe than sorry. Missed opportunities may not necessarily come around again.

HOW TO PLAN AN ONLINE LESSON?

1. Know your students

This is a broad topic and not easily described in brief. In the classroom, it often takes time to get to know your students, their background, personalities, needs, interests, etc. During an online lesson, your ability to observe students will be limited. Most of the time, you will form your opinion based on what they say rather than on what they do—computer cameras will not show you everything you want to know. You will need to accept the fact that your lessons might be more standardized than tailored, but you can still use some important information about your students before you start planning.

The language skill level may give you some insight into what they can do. Language levels are usually standardized according to the number of years a student has been learning a

language and determine the average skill set. It will give you some idea of the complexity of language structures or vocabulary you can use in your teaching. Answering these questions might prove useful: What are the language skills you would like to develop or introduce? Is new vocabulary needed? Will you introduce a new sentence format? This list will not include every single word used during the lesson (!) but it is meant to provide a general focus.

The age of your students may help you to plan the types of tasks your students will be capable of doing on their own. It will help you to imagine what the interests of your students might be as well as the kind of cultural references they might be familiar with. Take additional factors into consideration, such as technology requirements or age limitations. Answer the following questions: Who will benefit from this lesson most? It is too early or too late for this task for a particular student?

Online-related needs have to be taken into account as well. First of all, remember that during an online lesson, it is much more difficult for the students to focus. Their attention is scattered and they might be distracted by other things happening around them, especially other online activities. Living and learning online is fragmented, students often need to “switch” between different areas and disciplines. That is why it is necessary to build some kind of framework for them to rely on, where every learning experience is somehow connected to the others and the main theme as well. Usually, a supportive learning environment is built when good relations are upheld among the group. It is worthwhile to also try to address this need in an online setting.

2. Know your goals and projected outcomes

Every effective planning methodology should start out by considering the goals and outcomes you are working towards. In language lessons, these could be a challenge because they are connected with both language skills and communication skills. In the program, there is also one more crucial element that needs to be considered—relaying the cultural context and local traditions. These three aspects are supposed to come together in your lesson.

It is important to state goals at the beginning because it helps to project outcomes and, eventually, provides a framework for helping to later achieve them. Having your goals and outcomes planned will help you to focus on planning your actions. In other words, it is like planning an itinerary for your final destination of success.

While planning your outcomes, you should be able to imagine your model students and the new abilities they will have thanks to your teaching. Outcomes should be measurable—you have to be able to ask your student to show them to you in some way, literally—DO or MAKE something, such as writing a text, giving a speech, or completing an exercise. Goals can be expressed in terms of abstract ideas, while outcomes are more actual and specific.

Now it is time to think about how you would communicate these goals to your students. To be with you at every step of your lesson, they need to be aware of the goals and outcomes in order to focus on achieving them. Think about how you would explain these goals to your students and why you chose them. How would you do it in a comprehensible way? Will they see the connection between your teaching and exercises? Try to restate goals and outcomes in a way that will be easier for your students to understand.

3. Know your teaching philosophy

An old proverb says: “If the shoe fits, wear it.” After time spent in the classroom, you most probably know where your heart lies in terms of choosing methods and techniques useful in your work. Decide if you see yourself more as a tutor, mentor, or facilitator. Do you like being in the spotlight or do you prefer monitoring students’ work quietly? Do you like teaching a large whole class or do you prefer working in small groups? Do you like lecturing or do you prefer to facilitate students’ own work? Answer these questions to figure out the kind of class organization you want to have and what methods to choose.

4. Plan your activities

Before you start to fill in the table, try to imagine all the stages of the task in terms of *when*, *where*, and *how*. Online teaching is an opportunity to think outside the box—think boldly! Your students will be able to use technology that goes beyond the classroom walls giving you a chance to cross those boundaries as well.

Building a framework. The outburst of the pandemic showed us the limitations to online teaching. Careful planning is more important now than ever. Think of the change in the teacher’s role. When they are in the classroom, they can provide immediate support and they are responsible for managing the process. Now their role is limited: they have no (or little) influence on what their students do in real-time. They have to count on the students’ ability to manage their learning and support them by giving a well-planned framework. This is also a way of managing the distractions your students are dealing with. Frameworks can be built on two levels—cognitive and technical—and both of them play an important role in managing the learning process.

The cognitive framework is built thanks to the creation of a global cohesion for your lesson. Think of a major theme of the camp or series of lessons. Your lesson should be connected to them. Maybe your students have already learned something during the preceding lesson that you can build on? Or maybe they made something that could be used also during your teaching? Cohesion in teaching is also important in planning activities—they should be connected to the theme and goals. Think of them as steps along the path to achieving your goals.

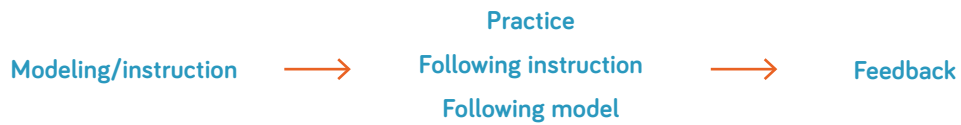
The technical framework is connected by using one carefully chosen learning environment. As a result of Covid-19, we know that for many students, switching between applications and websites is a challenge that is greater than the process of learning itself. Keep this in mind and try to organize your materials and communicator in one virtual space so that students know exactly where to “click” to follow your instructions as they do their work.

The next stage is designing **physical products** related to your lesson and a way to **share them** within the student group. It could be anything—from a drawing prepared by the student on paper and then shared with the group via webcam to a short film collaboratively produced online. Whatever you plan to suggest to your students, be sure that they all have the means to see it and the time to discuss their peers’ work.

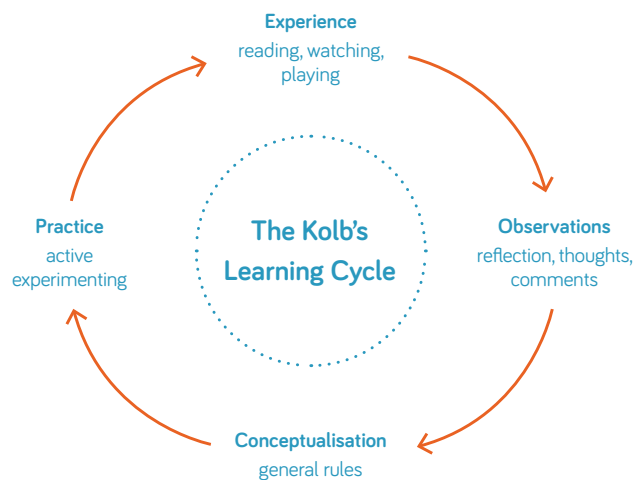
While planning activities, do not forget about thinking carefully about maintaining a balance between activities carried out **independently** and **with the teacher’s support**.

There are many frameworks that can be useful when planning activities:

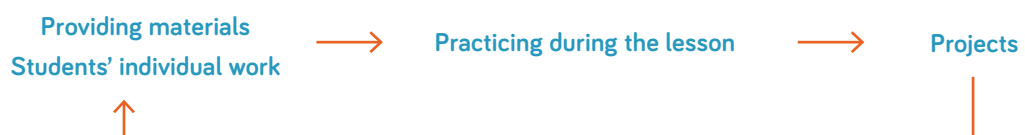
- you can start by giving out direct **instructions** or **modeling** activities. At this stage, the role of a teacher is crucial—you have to be sure that your instructions are brief and to-the-point, and that the modeled activities are visible and the instructions are clear to your students. Think of visual aids (such as posters or presentations) to help students follow your teaching. This part of a lesson cannot be long, it should take max. 10–12 minutes and leave ample time for students to work independently or in groups. Afterwards, you should also be able to comment on your students' work and provide them with supportive feedback.



- you can also use the **Kolb's Learning Cycle** model, where you start with the students' experiencing something together, such as watching a short film or reading a short poem. Then you can share your first ideas, thoughts, and observations and then prepare to work on the theory and rules behind the experience (conceptualization). The last stage is setting the newly acquired knowledge into practice.



- you might also consider following the **Flipped Classroom** framework. It is one of the models connected to blended learning (where we combine physical and online work). It starts with providing students with introductory materials and exercises for their independent work before the lesson. The lesson is then used as an opportunity to deepen their knowledge and skills and to apply what they have learned.



Your choice of model is also connected to planning your **schedule**. Remember to keep track of your lesson to make sure you have enough time for every stage. Whatever model you choose, it is important that you give your students enough time to work on their own and then think about their results. You will also have to think about **communicating your goals and plans to the students**. This should be done at the start of the online lesson. Students should have a good understanding of where you are going to take them and why. It will help them get focused when having to work on their own. It is also a good practice to share the lesson plan or simply the main points of the lesson with your students. This will help them in keeping up with you and the whole group.

5. Invite your students to your lesson

Whether you understand this point literally or metaphorically, it's helpful to think of your lesson as something that needs to be advertised. Feel free to pique their curiosity with a "catchy" title and build a sense of security with additional information, such as the main topic or goals. You might also prepare a short "commercial" to be sent to your students prior to your lesson. All of you should be thrilled at the opportunity to meet and work together!

From: miss_kinga@gmail.com
To: students_groupA@gmail.com
Subject: Have you met Coyotle yet?
Hi Everyone! Have you ever wondered what happens with all the things you lose? Or maybe you are curious where all your missing socks have disappeared to? If you want to know more about my old friend Coyotle from Arizona, who is probably behind it all, meet me tomorrow at 8 for our next class. See you soon! Miss Kinga

6. Write it down!

It is not enough to have your plan carefully planned in your mind. It is best to prepare notes that you can use throughout your lesson. We all have our ways of scribbling little reminders, but it might be a good idea to have a look at the lesson plan format that we have prepared for you with additional instructions and information on the next page.

7. Never throw away a good idea you have used in live teaching...

Instead, try to "translate" an idea to adapt it to a new set of circumstances. It's not always possible and it's certainly not easy, but give yourself the freedom to brainstorm solutions to making the switch to online teaching. Here we have a few hints below:

- consider replacing the group discussion with a group chat or working space, such as Jamboard
- if your lesson was based on physical activities, ask your students to go outside and do the exercise. They can share photos of what they did later on

- if you used your immediate surroundings in your lesson, ask your students to share the view from their window as a photo. You can make a collage and present it to the class.
- if you used to work in groups or pairs, prepare a space (resembling a meeting room) for your groups to have discussions.
- use online teaching as an opportunity to present various materials to your students, such as songs, videos, commercials etc. You would not be able to do this as easily in live teaching!

SAMPLE LESSON PLAN FORMAT

<p>Lesson title</p> <p><i>Think of a “catchy” title inviting students to the exercise. It can be mysterious or fun.</i></p>
<p>Goals and brief description</p> <p><i>A brief synopsis of your lesson—What topic will it cover? Where will it take place?</i></p>
<p>Connections</p> <p><i>In what way this exercise is connected to the main theme of the camp, curriculum, or other area? In what way this exercise will help students understand the cultural context and/or natural diversity?</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> • • <p><i>List the language skills you want to introduce in this exercise. Think of different language areas, e.g., sentence structures, vocabulary, reading skills, communication skills.</i></p>
<p>Student profile—age and language level</p>
<p>Schedule</p> <p><i>Think of every element of the exercise, i.e. listening to/watching the instructions, individual student’s work, sharing.</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> • • <p><i>Name the steps student needs to take to accomplish the task.</i></p>
<p>Technology</p> <p><i>What program/app/site will you need so that you can introduce students to the task? What will the students need to accomplish the task?</i></p>
<p>Products / outcomes</p> <p><i>What will the results or products of this task be? How will students know they have succeeded?</i></p>
<p>Sharing</p> <p><i>How will students share their work? How will it help them in forging a relationship with the group?</i></p>



How to conduct an effective online meeting

1. KNOW YOUR TECHNOLOGY

Now, after having carefully planned your lesson and gathering your resources, it is time to prepare yourselves for your live meeting with students. Teachers usually know their teaching space quite well and just how to use it to the students' advantage. In the classroom, we might change the seating plan to form stations or workspaces for teams. When we're outside, we might use whatever the environment offers—grass, trees, even a playground. In traditional teaching, the space is set and familiar.

When meeting with students online, we have to understand that we can only manage a limited space—namely, our own. First of all, it's important to know the technology you are going to use. Set up a mock meeting on Zoom with your friends to check whether you can settle the grid view (to see all the participants), to make sure you can see and hear everyone and they can see and hear you. You can test different camera angles—maybe you will be standing in front of the camera or you might zoom in to show your face from up close? It is important to have good knowledge of the application you're using beforehand so you can adapt to its options smoothly and effectively. I strongly recommend watching the tutorials that are available online and trying out all the tricks at your disposal.

One of the most important features used during online meetings is screen sharing. You can use this option to show photos, presentations, anything you like—even movies. The latter might be tricky if you want to share computer audio—always remember to click on that option. You might want to practice with your friends in advance. You can learn more about various internet tools on tech-savvy blogs and sites:

www.wabisabilearning.com/blogs/technology-integration/25-great-education-tools

www.symondsresearch.com/best-online-teaching-tools/

www.unicef.org/serbia/en/open-digital-educational-tools-interactive-online-teaching-and-learning

2. IT'S A ONE-PERSON SHOW...

Now you are ready to take center stage. **Pay special attention to your presentation from the start.** You might consider using a virtual background as it can help set your meeting within a particular context. Some teachers set a painting as their virtual background to introduce the topic of the lesson. Others use a landscape to draw the students' attention. It may be connected to the “hook” question at the beginning. For example: *Where do you think I am now? How do you know? What do people usually do in a place like this?* You may also simply ask: *Do you have any ideas about today's topic?* An image can also be used to introduce a riddle.

Use your body language in appropriate ways. Start with gestures—even a smile is an easy way to communicate to your students that you are happy to see them. Look directly into the lens of your camera to create the impression of eye-contact. Let your facial expressions

reveal your reactions to what your students have to say. Make sure not to overdo it. Make sure your gestures are not distracting your students from the main topic at hand.

Use your voice as a tool to enhance communication. Speak in a calm tone to cool down heated discussions and use an assertive tone to stress important points. Even moderating your silence can be useful, when necessary. Remember to avoid shouting. It is just as counterproductive in an online lesson as it is in real life. Try to adjust the pace of your speech to suit the abilities of your audience: think of their language skills, age, and familiarity with online learning. These are the most important elements in optimizing your communication with your students.

Use your immediate surroundings as a source of ideas and inspiration. Being a teacher is much like being an actor and teaching online is much like having a role on the small screen. Feel free to use stage props—they might help your students in visualizing your ideas and can create an enigmatic ambiance for your lesson. There are many teachers who use different kinds of costumes during their online lessons. Remember that sometimes it can be more effective to use one major detail than to overdo the whole look. You don't have to wear a whole elf's outfit to make your point. It can be enough to wear a pair of pointed ears. Your students are bright enough to get it.

Use your teacher charm—for the most part, teaching online is based on the same principles as live teaching. Remember to supplement your lessons with visual materials—sometimes saying something is not enough. You can prepare a presentation in advance and share your screen while giving instructions to the class. When you plan to meet with your students on a regular basis, it is good to introduce class rituals, such as raising your hand to indicate you want to speak (many online applications, e.g., Zoom, give you an opportunity to use online signals) or various color-coding (e.g., we talk when I show a red card and read when I show the blue one).

Don't worry about your performance and everything is sure to go well. Just rely on your charm and teaching skills! Remember that having your lesson thoroughly planned and technology on your side is the first step towards a successful online meeting.

3. ...BUT WITH AN ACTIVE AUDIENCE!

You will want your students active and engaged, talking and sharing ideas. You want them to practice their language skills. It is good to take time in advance of your lessons to think of ways to help them create a supportive online learning environment.

Use ice-breaking activities—everyone should be invited to share just a little something about themselves at the start. Make sure that each student makes a contribution. You can try one of the many warm-up ideas listed online, such as “Let it speak!” In this exercise, you invite students to look around and pick up one thing (a book, a pencil, or a toy) that holds a particular significance for them (i.e., it is useful or memorable) and to consider in silence for a moment what this thing might say about them. When they are ready, they can “let it speak!” Make sure you explain to your students that their time is limited (around 60 seconds for each) and that everyone should be listening to one another. Structuring the exercise in this way can help shy students more willing to open up.

Avoid chaos and noise. You can try having your students use the “mute” option at the beginning of class and once you have presented your rules, you can let them take part in the conversation. This is even more important for online classes than in real-life teaching. Noise and distraction will make your students unable to focus and maybe even drop out of your class. Make an effort to avoid overstimulation. When you speak, do not use any audio in the background. Let your students focus on your words.

Invite your students to be present with you and ask them to turn on their cameras. Sometimes it might be difficult for them (due to a poor connection, for example, or shyness), so always be prepared to set a quick response signal (try Zoom options or rehearse a quick voice response). You might want to use other tools, like Kahoot! or Mentimeter to collect short responses. Be sure you can manage your chat while teaching as it does require a lot of practice and multi-tasking skills. Before you agree to this method of communication, it is important to remember that in the avalanche of relatively insignificant “fun” comments you can miss out something important, leaving a question unanswered or a request unaddressed.

Let your students do the job! You can work in smaller groups (break-rooms on Zoom) when there are things or topics that are not feasibly discussed with the whole class. But always remember that this also needs managing. You can use the Zoom option to set the timer and after the scheduled time, your students will be sent to the main room automatically. The program will also divide your students into groups, so you can be sure it will be done randomly. Sometimes, we may combine individual and group work during one lesson. In that case, we can use chat to send links to materials we want students to read on their own (giving them some time to do so) and afterwards, we can invite them back to the main room.

Have fun and learn! As a group and as individuals. That is the ultimate goal. Learning communication skills takes place in the company of others. Let the ambiance and atmosphere of your meetings always be an advantage, never a disadvantage.

4. TROUBLESHOOTING CHECKLIST

Feel free to add to this list. In time, these points will become more and more natural for you and you will not even need to check in to know your next move.

- In case of technical problems—do I have a plan B? For example, what can I do instead of showing a film if it is not possible to share it with the class?
- Have I planned my meeting with a 10-minute overlap in case of technical problems? Is my plan flexible enough?
- Do I know how to encourage students when they are quiet? Do I know how to cool them down if they are overexcited?
- Am I sure I know how to use all the options I plan to use? Have I rehearsed?
- Am I using all the necessary resources? Can I do it in an easier way?
- Will my plan be understandable for my students? How else can I help them?
- Did I remember to add an extra few minutes for activities than I would for a real-life lesson?
- Am I really thrilled to do this? Will I have fun? Will my students enjoy it?



Sample script (adapted): *Welcome to our world!*

Explore nature (see TEIP handbook, page 69)

Explore field trips (see TEIP handbook, page 72)

INTRODUCTION

These sample scenarios are originally presented as a way to combine outside activities with learning language skills. It is an excellent way to plan camp activities where students can share the same surroundings and explore them. In online learning, we should not abandon the idea of organizing our students' time outdoors, even when they spend most of their time in front of the screen. This sample scenario shows how to incorporate outside activities into learning online, as well as how to combine various forms of class work—independent learning, collaborative work, and learning as a whole class. The plan presented below is designed as a unit consisting of a few different lessons (stages). They are connected with one main theme and the technical framework (e.g., Genially, Padlet).

UNIT OVERVIEW

In this unit, students will be able to introduce their home environment to others (creating relationships in a group), talk about nature using specific vocabulary (language focus) and use their technical skills to present different products (IT skills).

The technical framework for this unit is an interactive platform (e.g., Genially, Padlet) where it is possible to incorporate multimedia and written captions (e.g., interactive poster), as well as a communicator (e.g., Zoom). Here is a general breakdown of this concept below.

Lesson 1.	Ice-breaking activity Students meet with their teacher online as a whole group
Lesson 2.	Collecting materials Students work independently
Lesson 3.	Designing a poster Students work in small groups, using an interactive platform and a communicator
Lesson 4.	Presentation Students meet with their teacher online as a whole group

Lesson 1.

<p>Title of the exercise</p> <p><i>“Nice to meet you, neighbors!”</i></p>
<p>Aims and brief description</p> <p><i>The aim of this lesson is for students to be able to introduce themselves in a fun way. This is an ice-breaking exercise meant mostly for initiating relations among the group</i></p>
<p>Connections</p> <p><i>The lesson is connected to the main topic of exploring nature and the students’ immediate surroundings</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> • <i>Vocabulary related to descriptions of the landscape</i> • <i>Greetings</i>
<p>Student profile – age and language level</p> <p><i>Students aged 10–13 (they must be able to use technology)</i></p> <p><i>Language levels A2–B1</i></p>
<p>Time</p> <p><i>Approximately 30 minutes of an online meeting, depending on the number of students</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> • <i>The teacher welcomes the group, everyone introduces themselves</i> • <i>The teacher shares their presentation via their screen—including pictures and captions with various words connected to landscape descriptions (e.g., mountains, plains, sea, woods, buildings, parks, etc.). Then they say: “Raise your hand if you live in a place where there is...,” using the vocabulary words in the presentation</i> • <i>Students use Zoom’s “raise your hand” option and after being called on by the teacher, they say their names one by one</i> • <i>After a few rounds, when everybody has said their name, students are divided into groups and “go” to different meeting rooms (with the teacher setting a time limit)</i> • <i>In groups, each of the students say what they can see through their window at the current moment</i> • <i>After a group chat, students come back to the main room where the teacher wraps up the meeting, reviews the vocabulary, and invites students for the next meeting</i>
<p>Technology</p> <p><i>online meeting communicator with the option of breaking up into smaller rooms</i></p>
<p>Products / outcomes</p> <p><i>Students will know how to introduce themselves and chat about their surroundings in a small group</i></p>
<p>Sharing</p> <p><i>Chatting in small groups, introductions shared with the entire group</i></p>

Lesson 2.


<p>Title of the exercise <i>“My special place”</i></p>
<p>Aims and brief description <i>In this lesson, students work independently according to the teacher’s instructions. They will step outside to record sounds and take pictures</i></p>
<p>Connections <i>The lesson is connected to the main topic of exploring nature and the participants’ immediate surroundings</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> • <i>Vocabulary related to a description of the landscape</i> • <i>Advertising and describing</i>
<p>Student profile – age and language level <i>Students aged 10–13 (they must be able to use technology)</i> <i>Language levels A2–B1</i></p>
<p>Time <i>Unlimited or limited by the teacher</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> • <i>The teacher records a short film introducing the exercise and modeling the task (presenting photos, sounds and a short speech)</i> • <i>Students watch the film and go outside to:</i> <ul style="list-style-type: none"> ○ <i>take 2–3 photos of their neighborhood</i> ○ <i>record the sounds of their neighborhood (e.g., animals, street sounds)</i> ○ <i>record a short speech (3–5 sentences)</i>
<p>Technology <i>Email or another channel to share a movie with the students, a device (smartphone) to take pictures and record sounds</i></p>
<p>Products / outcomes <i>Photos, recordings, speech</i></p>
<p>Sharing <i>Students will share their work during the next lesson</i></p>

Lesson 3.

<p>Title of the exercise</p> <p><i>“Welcome to our world!”—Part 1</i></p>
<p>Aims and brief description</p> <p><i>In this lesson, students work in small groups according to the teacher’s instructions. They share the materials they gathered during the previous lesson and combine them to make an interactive poster</i></p>
<p>Connections</p> <p><i>The lesson is related to the main topic of exploring nature and the participants’ immediate surroundings</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> <i>language needed for collaborative projects</i>
<p>Student profile – age and language level</p> <p><i>Students aged 10–13 (they must be able to use technology)</i></p> <p><i>Language levels A2–B1</i></p>
<p>Time</p> <p><i>45 minutes: 15 for introduction (whole group meeting), 30 for collaborative work (break-rooms & interactive platform)</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> <i>The teacher welcomes students to the meeting, asks them about their previous experiences and gathered materials</i> <i>The teacher introduces students to the task: “In groups, you are going to prepare an interactive poster of a place that is both real and unreal. It is the best place in the whole world because it is made up of all your favorite spots. You will need to present it in a way that will make others want to visit”</i> <i>The teacher gives instructions: “First, you will break up into rooms. Then, you share your materials. Together, you will decide how to combine all your pictures into one collage. When it’s done, you will be able to add multimedia—your advertisements and sounds. You will present it to the class during the next lesson”</i> <i>Students break into rooms, get the link to the poster, and follow the teacher’s instructions. They communicate vocally while working on the platform. The teacher monitors and supports their work</i>
<p>Technology</p> <p><i>Any platform that allows students to create a poster (e.g., Genially, Padlet), plus an online meeting communicator with an option to break into rooms</i></p>
<p>Products / outcomes</p> <p><i>An interactive poster</i></p>
<p>Sharing</p> <p><i>Students share materials in small groups</i></p>

Lesson 4.

<p>Title of the exercise</p> <p><i>“Welcome to our world!”—Part 2</i></p>
<p>Aims and brief description</p> <p><i>During this lesson, students share their group work with the class and give feedback on the work of other students</i></p>
<p>Connections</p> <p><i>The lesson is related to the main topic of exploring nature and the participants’ immediate surroundings</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> • <i>Phrases that are helpful when giving feedback and comments</i>
<p>Student profile – age and language level</p> <p><i>Students aged 10–13 (they must be able to use technology)</i></p> <p><i>Language levels A2–B1</i></p>
<p>Time</p> <p><i>45 minutes: 15 for an introduction (whole group meeting), 30 for watching and commenting</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> • <i>The teacher welcomes students to the meeting and introduces students to the task: “I cannot wait to see your work! I saw some of it in the beginning but now we have the finished product! I want us all to take a look at the posters and listen to the sounds to get to know these wonderful places. We’ll give each other feedback, so make sure you got all the details you need”</i> • <i>The teacher presents the model feedback: “To give friendly feedback, we need to revise some of the sample sentences and phrases we might use. Let’s have a look at them” (shares a screen with sample expressions)</i> <ul style="list-style-type: none"> ○ <i>“My favorite part is... because...”</i> ○ <i>“I liked... the most because...”</i> ○ <i>“You did a great job at... because...”</i> ○ <i>“... made me feel...”</i> • <i>“Now each group will share a link to their poster with us on the chat. We will click the link, view the poster, and give feedback on the chat”</i> • <i>Students observe the posters and write comments in the chat</i> • <i>The teacher ends the lesson with congratulations</i>
<p>Technology</p> <p><i>Online meeting communicator with chat, interactive posters</i></p>
<p>Products / outcomes</p> <p><i>Interactive posters</i></p>
<p>Sharing</p> <p><i>Students share their posters with the class</i></p>



Sample script (original): *When two tales come together*

INTRODUCTION

These sample scripts will enable students to share their local folklore and learn about traditional tales from the United States. They will create their own stories and share them with others. It will require skills, such as conducting interviews, gathering information from various sources, presenting the information they have discovered, and using it in a story. Students will work independently, as an entire group, or in small groups.

UNIT OVERVIEW

In this unit, students learn about American and Polish folklore (cultural awareness), do independent research following instructions (IT skills), write their own stories (language focus), and share their stories with others (maintaining relations).

The technical framework for this unit requires one common site to store materials, work collaboratively, and share products, such as Google Classroom, MS Teams, Slack, or similar. This will help organize the materials and the students' products in a form of an electronic portfolio. Students and teachers will communicate via an online meeting provider (e.g., Zoom).

The general idea is presented below.

Lesson 1.	Introduction Students meet with their teacher online as a whole group
Lesson 2.	Collecting materials Students work independently
Lesson 3.	Presenting outcomes Students work in small groups
Lesson 4.	Writing a story Students work in small groups
Lesson 5.	Presenting stories Students meet with their teacher online as a group

Lesson 1.

<p>Title of the exercise <i>"Once upon a time..."</i></p>
<p>Aims and brief description <i>During this lesson students learn about a tale from American folklore</i></p>
<p>Connections <i>The lesson is related to the main topic of discovering Polish and American folklore</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> • <i>Phrases and vocabulary connected to storytelling</i>
<p>Student profile—age and language level <i>Students aged 10–13 (they must be able to use technology)</i> <i>Language levels A2–B1</i></p>
<p>Time <i>30 minutes</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> • <i>The teacher welcomes students to the meeting</i> • <i>The teacher introduces students to the subject: "Today, I want to share a story that I first heard as a young child. It is related to where I live, which is... Here are some pictures of my neighborhood that I'd like to show you (shares pictures/photos)"</i> • <i>The teacher tells a story. It is important to have some visual aids, such as pictures, to help students follow the story and understand it. The story should be short (3–5 events)</i> • <i>The teacher asks the students follow-up questions to check if they have understood. This can be prepared in a quiz application, like WordWall, MentiMeter, Kahoot</i> • <i>At the end of class, students share the elements of the story that they found most interesting</i>
<p>Technology <i>Online meeting communicator with chat, quiz application</i></p>
<p>Products/outcomes <i>Students learn about an American story/legend/folktale</i></p>
<p>Sharing <i>Students discuss with the rest of the class</i></p>

Lesson 2.

<p>Title of the exercise <i>"Folklore detectives"</i></p>
<p>Aims and brief description <i>During this lesson, students work independently according to the teacher's instructions. They will then gather information about their regional folk tale (interview with family or local community members, internet search, book research, etc.)</i></p>
<p>Connections <i>The lesson is connected to the main topic of Polish and American folklore</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> • <i>Phrases and vocabulary connected to storytelling</i>
<p>Student profile—age and language level <i>Students aged 10–13 (they must be able to use technology)</i> <i>Language levels A2–B1</i></p>
<p>Time <i>Unlimited or limited by the teacher</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> • <i>The teacher records a short film introducing the exercise and modeling the task (presenting ways of collecting data)</i> • <i>Students watch the film and then offer information about a folktale related to their regions</i>
<p>Technology <i>Email or another channel that makes it possible to share a movie with students, a space on the portfolio site (e.g., shared folders, one for each student, but with the option of granting access to the rest of the class)</i></p>
<p>Products/outcomes <i>Students learn about a local story/legend/folktale</i></p>
<p>Sharing <i>Students will share their work with the group during the next lesson</i></p>

Lesson 3.

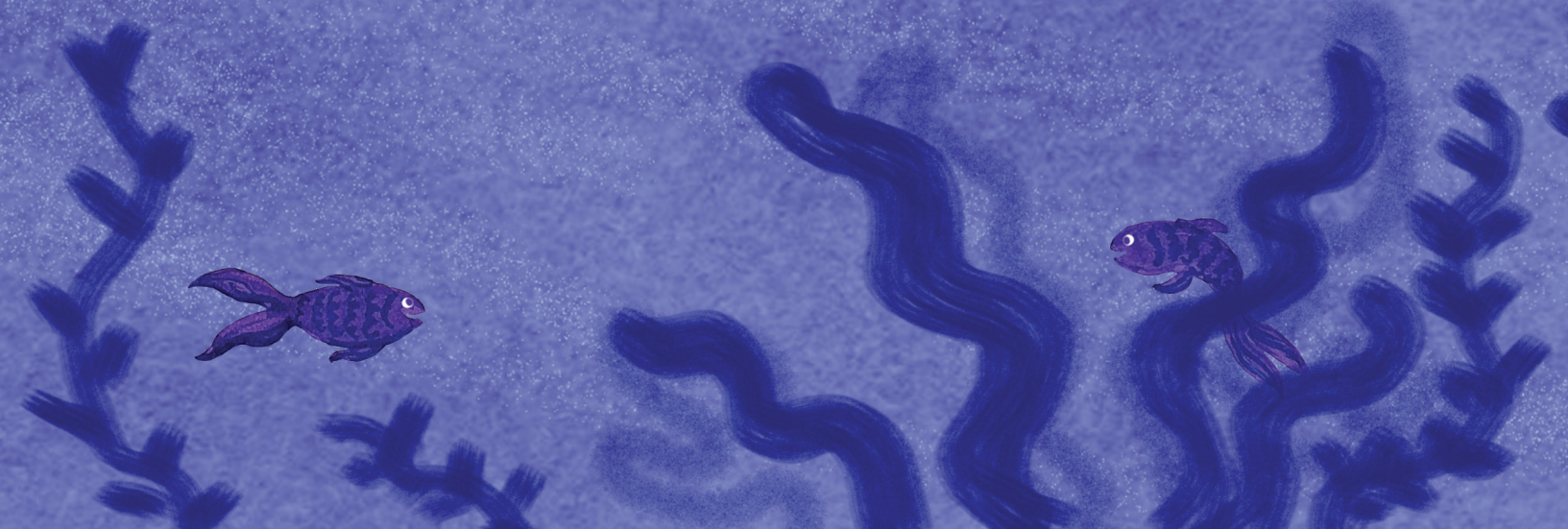
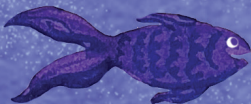
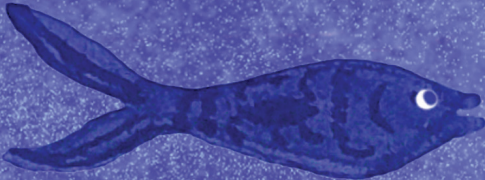
<p>Title of the exercise <i>"The tale-tellers"—Part 1</i></p>
<p>Aims and brief description <i>During this lesson, students work in small groups according to the teacher's instructions. They share the materials they have gathered since the previous lesson and compare them to choose one storyline</i></p>
<p>Connections <i>The lesson is related to the main topic of Polish and American folklore</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> • <i>Phrases and vocabulary related to storytelling</i>
<p>Student profile—age and language level <i>Students aged 10–13 (they must be able to use technology)</i> <i>Language levels A2–B1</i></p>
<p>Time <i>45 minutes: 15 for introduction (whole group meeting), 30 for collaborative work (break-rooms & interactive platform)</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> • <i>The teacher welcomes students to the meeting, asks them about their previous experiences and gathered materials</i> • <i>The teacher introduces students to the task: "In groups, you are going to present the materials you gathered for the previous lesson. I want you to listen very carefully to one another and to look through the materials your colleagues have uploaded on our site"</i> • <i>The teacher presents the instructions: "First, we will break up into rooms, but be sure you have access to the folder with your materials. You will need to use it during your colleagues' presentation. After presenting your materials, choose one story you will write and read share with the others. Make a decision about:</i> <ul style="list-style-type: none"> ○ <i>the story hero/heroine</i> ○ <i>the story setting, i.e., time and place</i> ○ <i>3–5 main events of the story"</i> • <i>Students break up into rooms, access the link to the poster and follow the teacher's instructions. They communicate vocally while working on the platform. The teacher monitors and supports their work. It is a good idea to prepare a shared document with instructions for each group (e.g., GoogleDocs)</i>
<p>Technology <i>Online meeting communicator with an option to break up into rooms, a space on the portfolio site (e.g., shared folders, one for each student, but with the option of granting access to the rest of the class)</i></p>
<p>Products/outcomes <i>Story plan</i></p>
<p>Sharing <i>Students share materials in a small group, discuss their story</i></p>

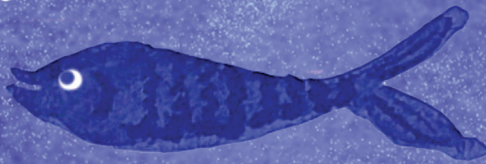
Lesson 4.

Title of the exercise	"The tale-tellers"—Part 2
Aims and brief description	During this lesson, students work in small groups according to the teacher's instructions. They work on writing the story and preparing to present it at the next lesson
Connections	The lesson is related to the main topic of Polish and American folklore
Language focus	<ul style="list-style-type: none"> Phrases and vocabulary related to storytelling
Student profile—age and language level	Students aged 10–13 (they must be able to use technology) Language levels A2–B1
Time	45 minutes: 15 for introduction (group meeting), 30 for collaborative work (break-rooms & interactive platform)
Procedure	<ul style="list-style-type: none"> The teacher welcomes students to the meeting, asks them about their previous experiences and their storyline The teacher introduces students to the task: "You are going to write a story in groups and prepare to present it to the class" The teacher gives instructions: "First, we will break into rooms, but be sure you have access to the shared document. You will need to look at your plan and write a story. You might follow this list of questions and sample sentences" <p>List of questions:</p> <ul style="list-style-type: none"> When and where did it happen? Who was the hero/heroine? What did he/she do? How is the story connected to the local site? <p>Useful sentences:</p> <ul style="list-style-type: none"> Once upon a time, there lived.. This story happened ... ago in a place called.. Much to his/her surprise, he/she saw... Suddenly, he/she saw... <ul style="list-style-type: none"> "Then add some pictures or photos to illustrate the story. Decide how will you present it to others—who will read it out loud? Will it be one person or will you take turns reading?" Students break up into rooms, access the link to the poster and follow the teacher's instructions. They communicate vocally while working on the platform. The teacher monitors and supports their work. It is a good idea to prepare a shared document for each group (e.g., GoogleDocs) with the instruction and tips
Technology	Online meeting communicator with an option to break up into rooms, a space on the portfolio site (e.g., a shared document)
Products/outcomes	A story
Sharing	Students will share their story with the group at the next lesson

Lesson 5.

<p>Title of the exercise <i>"When two tales come together"</i></p>
<p>Aims and brief description <i>During this lesson, students share their work with the class and give comments on each others' work</i></p>
<p>Connections <i>The lesson is related to the main topic of Polish and American folklore</i></p>
<p>Language focus</p> <ul style="list-style-type: none"> • <i>Phrases and vocabulary related to storytelling</i>
<p>Student profile—age and language level <i>Students aged 10–13 (they must be able to use technology)</i> <i>Language levels A2–B1</i></p>
<p>Time <i>45 minutes: 15 for introduction (group meeting), 30 for watching and commenting</i></p>
<p>Procedure</p> <ul style="list-style-type: none"> • <i>The teacher welcomes students to the meeting and introduces students to the task: "Today, we are going to listen to all your fantastic stories. I know you worked hard on them so I'm sure they all are very intriguing. We'll give each other feedback, so make sure you note down all the details you need"</i> • <i>The teacher models feedback: "To give friendly feedback, we need to revise some of the sample sentences and phrases we might use. Let's have a look at them (shares screen with sample expressions):</i> <ul style="list-style-type: none"> ○ <i>I was surprised when...</i> ○ <i>I liked the hero/heroine because...</i> ○ <i>I was interested when...</i> ○ <i>...made me think about...</i> <p><i>Now each group will share their stories. We will listen to each other and look at the illustrations"</i></p> <ul style="list-style-type: none"> • <i>Students listen and comment</i> • <i>The lesson concludes with applause for all the storytellers</i>
<p>Technology <i>Online meeting communicator with chat function, shared documents</i></p>
<p>Products/outcomes <i>Stories</i></p>
<p>Sharing <i>Students share their stories with the class</i></p>





SAMPLE SCRIPTS FOR LEARNING ADVENTURES



III. Sample scripts for learning adventures



About the scripts

The following set of sample activities provides easy-to-follow tasks for lessons both in and outside of the classroom.

Young learners are inquisitive and creative, but also demanding.

How can we make sure our teaching methods meet our students' needs and also inspire and challenge them? Luckily, the theoretical principles of the holistic approach we believe in have been turned into practical, tangible tasks every teacher can try. The following lesson scenarios advocate for the use of **multisensory channels of perception** and engage students in cognitively challenging tasks to develop **critical and creative thinking**. Activities in the TEIP sample set are not passive and based merely on memorization. They are **meaningful, memorable, and motivating**. Students who choose to participate in these select activities have a chance to formulate their own sense of what they observe and experience during the lessons. The tasks cover a vast range of skills, such as reading, mathematical and scientific thinking, the ability to communicate and cooperate with other people, fact-checking, responsible use of technology resources, and, last but not least, the ability to reflect on the process of learning. These skills will be obtained in an active way: students will move, touch, observe, listen, and discuss.

The modern approach to learning and teaching foreign languages highlights **the importance of interaction**: language itself is not the goal here. Rather, it is **meaningful communication** between people, both in a spoken and written format. In order to be effective, language activities require a successful build-up of appropriate patterns of interaction that generate an understanding of how the interlocutor might feel and what possible obstacles might get in the way. The holistic approach to teaching English means developing not only the student's linguistic skills, but also their intellectual potential, especially their thinking skills, and the ability to interact with other children.

The role of the teacher is crucial in carrying out any of these scripts. It is the teacher who chooses compelling materials and interactive tasks, and who monitors discussions. Teachers

can foster creativity and enable students to experience **the power of imagination**. After all, *imagination is more important than knowledge*, as Albert Einstein once said.

English opens doors to our entire world today. Since language, thought, and culture are bound together, learning a foreign language means opening students to new cultures and lifestyles. It teaches them to respect differences and acknowledge their own identity. In the case of TEIP, discussing Poland and the experience of being Polish is equally important and as challenging as talking about the USA, the United Kingdom, or Australia. The activities offered in the following chapter help raise students' **intercultural awareness** and advocate for a non-judgmental attitude: things are not better or worse, not black or white. Rather they are colorful and, quite simply, different. So let's all open up to new cultural perspectives!



Script navigation

This section of the guide contains activities for young learners aged 6–12 and teenagers aged 13–18. The sample activities are grouped into categories. Each category is centered around a different “adventure.” This means students will have an opportunity to play games with their friends, go on field trips, carry out scientific experiments, and explore their creativity during arts and crafts activities. Most of the scripts provide an online version of each activity, which is meant to serve as an inspiration for classes held as part of an online curriculum.

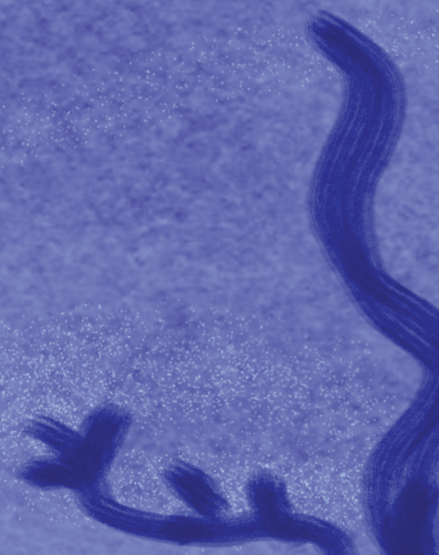
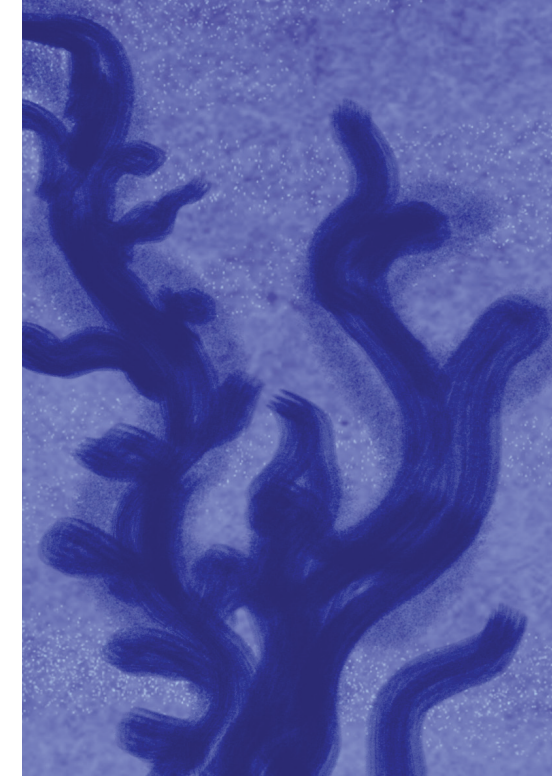
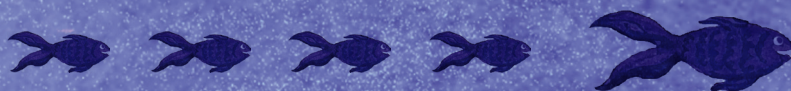
Each section opens with a **list of goals** to highlight how important it is to develop linguistic, cognitive, and social skills at the same time. **The linguistic focus** specifies the selected language points which need pre-teaching or special attention. We have provided a **list of materials** to facilitate lesson preparation and organization. The suggested **time** is given but the duration of learning sessions can be altered according to the specific needs of a classroom or camp community. All the activities provided in the manual have been used many times with students in classrooms and over summer vacation. Some activities are illustrated to further encourage teachers to use them. It's important to remember that the final **outcome** of the same tasks may always be different—activities depend entirely on the students' interpretation and imagination. In all cases, it is important that the chosen tasks have a tangible outcome: a poster, drawing, or written work. Showcasing the work provides a memorable summary of the teachers' and students' efforts. Whether it is a camp magazine, an exhibition or a play, it is a great souvenir and physical account of the diverse and meaningful language exercises everyone has taken part in together.

The level of linguistic difficulty varies from easy to challenging, but once the key vocabulary and structures are pre-taught and when the activity is monitored by two teachers in class, the tasks will turn out to be a great deal of fun. Some of them require overcoming shyness and social limitations. English is the easy part, but developing social and personal skills—that is the biggest challenge for all of us. Because of these factors, we did not assess the general level of difficulty of the following scripts. We hope that thanks to the assistance of thoughtful, caring teachers, all tasks will prove straightforward and manageable for a broad range of students.

The sample activities recommend **teacher cooperation at all stages of the lesson**. The teacher's demonstration is one of the most important elements of learning. Instead of providing a lengthy explanation of the tasks, teachers can demonstrate how the activity should be done. In that way, translating instructions from English to Polish can be eliminated and that saves time too. Language immersion as a method of instruction at TEIP camps assumes that most students are guessing meanings rather than asking for direct translations. The most essential part is to simply help students let go of their insecurities in speaking a foreign language and have fun!

Sample activities for young learners

Ages: 6-12





ADVENTURE 1:

A series of miming activities

Each activity can be used as a warmup or in a sequence during morning or afternoon learning sessions. They are also great ice-breaking activities at the start of the camp

GOALS:

- to create a safe environment where linguistically less advanced students can express themselves in non-verbal ways
- to encourage students to use different patterns of interaction (pairs, groups of three, the whole team etc.)
- to teach students to respect other childrens' work and act as an audience
- to enable students to move around and be expressive with their bodies
- to engage students in tasks which require creativity and imagination
- to encourage autonomous learning

LANGUAGE FOCUS:

- making suggestions, e.g., *"Let's show a castle."*
- listening to suggestions and responding, e.g. *"Okay, how about a cave?"*
- naming objects or phenomena mimed by students, e.g., caves, castles
- students talk about what they showed

OUTCOME:

- presenting the vocabulary chosen by the learners themselves (written down on a flipchart by the teachers)
- involving students in cooperative tasks and guessing games
- developing listening and speaking skills

MATERIALS NEEDED:

- a flipchart for the teacher to write down useful vocabulary

TEACHER COLLABORATION – COOPERATIVE TEACHING:

- teachers present an example of an activity instead of giving instructions and explaining the task
- Polish teachers may help children with any vocabulary they might need

Mirror game

Time: 5–10 minutes

Let's get started: Ask students to pair up. In turns, students will imitate each others' gestures as if reflected in a mirror. If time allows, students can switch pairs

Balls of clay

Time: 15–20 minutes

Let's get started:

- students are split into groups of three. They decide what roles they want to take: as the sculptor or a ball of clay. Two students in the group curl up and pretend to be balls of clay. The sculptor shapes them into an object of their choice, for instance, a table or chair
- The sculptor might behave as if he was using the object too, e.g., pretending that he or she is sitting at the table they built
- groups present their objects to the rest of the class. Students guess what the group is presenting
- teachers write the name of the presented objects on the flipchart
- when all the groups are done, the teachers ask questions about the objects, e.g., *who showed a table? What is the color of your table?*
- to make the task more interesting, students may decide to present objects that have movable parts, for instance, a clock or a tree on a windy day

Miming letters/numbers/words

Time: 15–20 minutes

Let's get started:

- teachers and students revise the alphabet, for instance by singing the well-known *Alphabet Song*
 - they sing and make gestures to show each letter with their bodies
 - in groups (in secret), students decide what word they wish to show to other groups.
- To make guessing easier, words can be connected to a chosen topic, for instance food, animals, places, etc.

Visit to an imaginary house

Time: 30 minutes

Let's get started:

- in groups, students choose a place they'd like to visit: a cave, bird nest, forest, library—it can be anything at all

- all members of the groups perform a scene in which they behave as if they were in that place, e.g., if they are in a library, they all pretend to be quietly reading
- they might add sound effects to help, e.g., if they are in a forest, they can pretend to be birds singing, branches cracking, etc.
- groups take turns to present their scenes while the rest of the class tries to guess what the place is
- teachers write the names of the places on the board
- follow up: teachers can ask students to copy the words and illustrate them

Visit to an imaginary island

Time: 30 minutes

Let's get started:

- in groups, students imagine they are visiting an imaginary desert island. Each student is a part of the island, for instance a tree, a bird, a stream, etc.
- all members of the group mime their part at the same time
- other groups watch the performance and guess what the group is showing



ADVENTURE 2:

Explore team building

GOALS:

- to break the ice
- to create a sense of belonging among group members
- to involve students in a task which requires active listening and responding to other students' suggestions
- to enable students to be creative and artistic
- to involve students in multisensory activities, such as drawing, cutting, clapping, singing, moving around
- to energize students, for instance by clapping rhymes
- to create a positive, welcoming atmosphere

It's in your hands



Time: 30 minutes

Language focus: listening, speaking

Materials: paper a variety of colors, flipchart sheets (one for each group), glue, scissors

Preparation: color cards for students to choose from, scissors for every pair

Let's get started:

- divide the class into teams (at least 10–15 kids in each team)
- each student chooses a colorful card, draws an outline of their hand, and cuts it out
- using their cutouts, students create a picture that is a symbol of their group and paste it on the flipchart sheet
- students label the picture and try to explain its meaning

Outcome: a poster shown in the group's presentation

Teacher collaboration: teachers monitor the activity, help students phrase their ideas, assist with additional explanations

Online version: students individually prepare a cutout of their hands and access a link to an interactive poster. They communicate vocally to decide how to combine all the "hands" into one collage, then decide on its title and its meaning as a team.

All the things we can do!

Time: 20–30 minutes

Language focus: revision of action verbs and grammar structures, listening, speaking

Materials: colored paper, flipchart sheets (one for each group), glue, scissors

Preparation: color cards for students to choose from, scissors for each pair

Let's get started:

- divide the class into teams (at least 10–15 kids in each team)
- students choose their cards, draw outlines of their hands and cut them out
- each student writes a different thing they can do along each finger (five activities)
- students present their “I can” hands to the class
- variation: instead of hands, students can be given leaves or flowers with five petals.

Outcome: a poster made of all the hands/leaves/flowers

Online version: students individually prepare a cutout of his/her hand, label each finger with an activity. They access a link to an interactive poster to combine the “hands” into a collage. They communicate vocally to decide how to combine all the “hands” into one collage and prepare a talk about their strengths and possible weaknesses.

Clapping rhymes

Time: 10–15 minutes

Language focus: pronunciation, intonation, choral repetition of a selection of rhymes

Materials: rhymes written on a poster/board

Preparation: choose a clapping rhyme that is appropriate for the linguistic level of your students. If necessary, write the words on a board/flipchart

Let's get started:

- two teachers demonstrate a simple, well-known clapping rhyme
- teachers split and demonstrate the same clapping rhyme or song with a student
- students repeat the same activity with a partner
- students change pairs with as many new friends as they like

Outcome: boosted energy levels, a sense of a common experience, better team cooperation in the future

A magic box with a present!

Time: 20 minutes

Language focus: vocabulary, developing observation skills and focus, listening, speaking, being polite, answering questions

Let's get started:

- students sit in a circle, preferably in chairs
- two teachers demonstrate the activity: one teacher mimes an imaginary box and passes it to the other—it's an imaginary box with an imaginary present
- the other teacher unties the invisible ribbon and takes out an imaginary present, e.g., a kitten
- the class tries to guess what the imaginary present is
- the box is passed around the circle—everybody gets a present
- one of the teachers writes down the names of the gifts on a flipchart
- when everybody opens their box, teachers ask questions about the gifts
- students may be asked to draw their presents for the class on the flipchart

Online version: the teacher mimes an imaginary present or shows an appropriate picture. Students in turn mime/present their “present.” The teacher asks questions about the presents: their meaning, e.g., *Who gave us ...*, *What present did we get from ...*

This might lead to an online discussion or “chat” comments on giving presents: all the customs related to giving presents, their importance, and significance, tips on how to buy a “good” present: do presents have to be expensive; what's a useless or embarrassing, troublesome present? During the following session students might show their chosen presents online and share stories about presents they have given or received.



ADVENTURE 3:

Explore images

GOALS:

- to introduce a new topic, e.g., monsters and ghosts; healthy and unhealthy foods
- to introduce and revise vocabulary related to the chosen topic
- to involve students in a task which requires effective communication and cooperation
- to develop critical thinking, e.g., what's good and bad for me, what I like and dislike, what I would like to have, etc.
- to encourage children to be creative and artistic

TEACHER COLLABORATION:

Teachers monitor the activity, ask additional questions, help out with new vocabulary

Healthy & unhealthy monsters



Time: 30 minutes

Language focus: vocabulary related to food, furniture, activities

Materials: flipchart cards, supermarket leaflets, glue, crayons

Preparation: collecting leaflets from local supermarkets (making sure there is at least one per pair)

Let's get started:

- divide the class into groups of four
- each group prepares two posters presenting “hungry monsters” which they will later “feed.” Time limit—15 minutes. The posters should show cutouts of two big monsters with large stomachs. The drawings don't have to be elaborate
- teachers present the next part of the task: *Let's feed two monsters—one likes healthy food, the other likes unhealthy food*
- teachers hand out leaflets advertising supermarket products
- students browse through them and cut out pictures of healthy and unhealthy food
- students stick the pictures in the stomach of the appropriate monster and write down the names of the foods
- all the groups display their posters and present their monsters.

Online version: students in two groups work in break rooms to prepare an interactive poster featuring two monsters. Students take turns to present their monsters. During a whole group meeting the teacher organizes an online debate: Can you justify eating unhealthy food?

To challenge their students, the teacher divides them into two teams. The teacher tosses a coin to decide which team argues FOR (heads) and which AGAINST (tails).

Our favourite room

Time: 30 minutes

Language focus: vocabulary related to rooms, furniture, high-tech objects, useful grammar (*There is/are... in my...*)

Materials: A3/A4 sheets of paper, furniture store leaflets

Preparation: teachers collect leaflets from furniture/department stores and prepare labels with the names of pieces of furniture

Let's get started:

- split the class into groups of 3–4 students
- hand out sheets to each group
- ask students to browse through the leaflets and cut out pictures of furniture they would like to have in their favorite room
- students stick the chosen pictures onto their sheets, bringing the space to life by coloring the walls, drawing plants or adding pets to the rooms
- children are asked to label each object
- teachers display the posters, while each group prepares a short presentation with the use of key phrases (e.g., *this is our..., the walls are... there are/we have...*)

Online version: as a homework assignment, each student designs their favourite room. During a whole group meeting students take turns to present their drawing/poster to the group. Before the session, each student decides where a treasure or a secret object might be hidden in their room. Other students ask questions to find out where the “hidden” object could be, e.g., *Is it in the flower pot/under the bed/in the wardrobe?...* Alternatively, the teacher and volunteers might decide to show their real room to the class via photos or videos—and the treasure, of course!

My super animal

Time: 15 minutes

Language focus: vocabulary connected to animals and activities

Materials: one A4 sheet of paper per student

Let's get started:

- teachers draw an example of their super animal on the board, for instance, their super-cat or super-cow and students follow up with their own super animals
- students are encouraged to give their super animals superpowers, e.g., knowing a foreign language, singing, playing the piano, flying, being invisible

- every time a superpower or ability is mentioned, it should be mirrored by an appropriate addition to the animal drawing, e.g., if it can fly, it should have wings, if it speaks a foreign language, let the children draw a speech bubble with foreign characters
- students work individually, while teachers help them with the appropriate words to describe their creature
- students present and discuss their super animals

Online version: students draw their super animals independently. Then they take turns presenting it online to the rest of the class.



ADVENTURE 4:

Explore nature

GOALS:

- to enable students to explore the area around the camp
- to encourage students to observe nature from up close
- to foster critical thinking
- to develop social skills through teamwork
- to promote a reflective attitude towards learning

TEACHER COLLABORATION:

Teachers monitor the activity, help students phrase their ideas, demonstrate the activities to limit the need for lengthy explanations

Creatures around us



Time: 60 minutes

Language focus: names of Polish and American animals, speaking, expressing opinions, writing

Materials: pictures of American animals (or a short documentary on the topic)

Preparation: displaying photos/drawings of American animals/screening the movie

Let's get started:

1. Quick competition—how many animals can you name?
 - students review the alphabet and write it on the board
 - teachers divide them into teams of 5–6 and set a time limit of 15 minutes. The teachers also nominate one referee for each team. The referees switch places in a clockwise direction, joining different teams and verifying the children's answers
 - in groups, children make a list of animals beginning with each letter of the alphabet. Teachers encourage them to find less popular animals
 - each team gets one point for animals that show up in different groups, 2 points for each team that has a different animal. The team with the most points, wins
2. Talking about animals—making a poster
 - each team makes a poster of animals that live in Poland. Posters are divided into four parts: animals in the air/animals on land/animals in the water/animals underground
 - students draw, color, cut out outlines of animals or simply write their names in the appropriate places
 - students draw elements of the animals' habitats

- the posters are displayed and presented for everyone to see
3. A guessing game
- students pretend to identify with an animal and describe it, e.g. *I am a wildcat with funny ears, I live in the forest, I've got brown spots, there are only a few of us left*
 - in teams, the rest of the students try to name the animal

Online version: students break up into rooms, each team prepares their list of animals, the teacher acts as a referee for the competition and models the correct pronunciation of the names of the animals mentioned. Finally, students prepare an interactive poster and puzzles for other teams. Each team might be responsible for presenting a different group of animals.

Pattern poems about animals

Time: 30 minutes

Language focus: adjectives and verbs describing animals and what they can do; writing poems; reading aloud

Materials: colorful A4 sheets of paper

Preparation: teachers gather pictures of animals, a sample pattern poem for demonstration written on the board/flipchart

Let's get started:

- teachers share a picture of an animal, for instance, a seal and try to elicit as much information about it as possible, using specific words, step by step—from adjectives describing its appearance, verbs describing what the seal can do, adjectives describing its character, and a bit of information about how the student feels feelings about the animal
- teachers write down all those words on the board, e.g., SEAL, fat, big, swimming, playing, fishing, fast, funny, sea friend
- teachers present the format/pattern of the description/poem
 - Line 1—title (the name of the animal)
 - Line 2—two adjectives describing the animal's appearance
 - Line 3—three action words describing what the animal can do
 - Line 4—two adjectives related to its character
 - Line 5—two new words about the title
- in groups of 3–4, students choose an animal, brainstorm the words they would like to use, and write a poem about the animal following the pattern presented at the start
- students practice reading their poem aloud, taking turns
- teachers organize a class showcase and a gallery trail of all the poems

Online version: students break up into rooms to prepare their pattern poems. During an online group meeting, each group takes their turn to present and read their pattern poems out loud.

Opinions or facts: beautiful, interesting, or ugly?

Time: 20 minutes

Language focus: speaking, expressing opinions, adjectives expressing judgement/assessment, grammatical structures for expressing opinions

Materials: pictures of objects that can be either considered as beautiful or ugly, “the world around us” table divided into three columns (beautiful, interesting, ugly), flipchart sheets for making posters, scissors, glue

Preparation: teachers gather the necessary materials prior to the start of class

Let's get started:

- teachers revise vocabulary and grammar connected to expressing opinions: *awesome, beautiful, interesting, ugly, I think this is...* etc.
- students are asked to express their opinions about pictures of objects brought by the teachers. The educators should monitor the force of opinion and everyone's right to have one
- teachers ask students to come up to the window and look out for things they believe are beautiful, interesting or ugly. They are just supposed to observe, not say anything!
- individually, students complete their forms, filling out the columns in the “*world around us*” table
- later, students work in groups of three and exchange their opinions
- at the end of the lesson, students are asked to join a discussion on the topic: was the lesson pleasant/interesting? Did everybody have an opinion? Is it necessary to have the same opinion?



ADVENTURE 5:

Explore field trips

GOALS:

- for students to explore the area around the camp
- to be active and well-organized
- to encourage students to observe nature a bit more closely and develop empathy
- to encourage critical thinking
- to engage students in cooperative tasks

Scavenger hunt



Time: 30 minutes

Language focus: vocabulary connected to nature, speaking, asking/answering questions, writing

Materials: list of items for the scavenger hunt (one for each group), a carrier bag, a card for drawing an insect/creature spotted during the hunt, cards for labeling collected items, trays or plates for displaying the items found, sellotape, poster paper/flipchart

Preparation: before class, teachers head on a scavenger hunt themselves to find out what objects can be found and brought to class. Later, they prepare Scavenger Handouts, one for each group. A possible list of items: a green leaf, a red leaf, two small leaves, a needle from a fir tree, five blades of grass, a piece of wood (a splinter), a piece of bark, something purple, something black, a grey pebble, some sand, something interesting, a drawing of an insect you've found (leave the insect in the forest and don't harm it!)

Let's get started:

- teachers briefly explain the concept of a scavenger hunt
- they split the class into teams (4–5 students in each team)
- each team gets a list of items they need to find and collect, as well as a paper bag for the collected items
- teachers write the starting time on the board, highlighting that the goal of the competition is to have fun—what counts most is to collect all the items and to be careful with plants and animals
- the scavenger hunt begins—teachers monitor the activity but remain at a distance allowing students to solve problems on their own
- after the scavenger hunt—teams present their items on plates or trays. Students show and name the objects found, while other teams watch and act as referees
- students make an artistic display of all the items and label objects with the help of the scavenger hunt list

Online version: the teacher explains the task to all students and sets a time limit for the scavenger hunt. Students present the items they managed to collect during a meeting of the whole group

Hug a tree and listen to what it says!

Time: 30 minutes

Language focus: vocabulary related to feelings, parts of the tree, and environmental protection, speaking, writing

Materials: A4 sheets of paper (one each), pencil, or soft crayon

Preparation: teachers check what trees grow in a particular part of the local area (a park, clearing in the forest etc.). They ought to remember to take precautions against ticks (hats, socks, sprays)

Let's get started:

- in class, students revise vocabulary connected to feelings
- students sit in a circle and ask them to make a face which expresses feelings (sadness, boredom, worry, excitement etc.), while other students guess what the feeling is
- teachers ask students when they feel that particular feeling and/or describe situations, while students guess which particular feeling is related to the situation. For instance: "After a heavy storm, I saw broken trees in the forest." — This type of situation would indicate sadness
- everyone gets ready for the field trip, then teachers explain the task: in teams, students will go outside to hug a tree. They should put their ears to the trunk and listen to what the tree has to say. They will also take a bark rubbing, remembering not to hurt the tree
- later in class, students write down what they have heard on the rubbing copied to the piece of paper they were handed
- students display their drawings and read out their descriptions
- both students and teachers talk about the importance of trees to human beings

* As a follow-up, American teachers can prepare a presentation on American trees

Online version: the teacher explains the task and sets "tree hugging" as a homework assignment. Students take pictures of their tree and write down a monologue for the chosen tree as part of their presentations at the next lesson.

The sounds around us

Time: 25–30 minutes

Language focus: vocabulary related to nature, speaking (naming sounds), asking/answering questions, writing

Let's get started:

- teachers write down vocabulary connected to sound and nature on the board (e.g., birds tweeting, wind blowing, owls hooting etc.)
- students and teachers head to the playground/forest/park nearby
- teachers ask students to be quiet, close their eyes, concentrate on their breathing, and then to concentrate on the sounds they hear
- students are asked to identify the sounds and who or what is making them
- after returning to the classroom, students imagine the animals they heard
- in pairs, kids draw a short comic strip with speech bubbles filled with the sounds they heard
- the students display their short comic strips and present the conversations they prepared

Online version: the teacher explains the task or shows the comic strip they prepared prior to the lesson. Students might be encouraged to record the sounds around them. Other students try to identify the presented sounds.



ADVENTURE 6:

Explore CLIL (1)—Mathematical thinking

GOALS:

- to enable students to explore different areas of science (in this case, math) through English
- to acquaint students with traditional games played in English-speaking countries, such as *Beetle* or *Go Fish*
- to review numbers, highlighting differences between counting and estimating
- to develop critical and mathematical thinking skills, and social skills through working in groups
- to familiarize students with the experience of both winning and losing
- to reflect on the importance of mathematics in everyday life

OUTCOME:

Making math more accessible, enhancing concentration skills, listening, speaking and pronunciation practice

TEACHER COLLABORATION:

All activities assume a prior knowledge of basic mathematics. The choice of activities depends on the children's age. Teachers can demonstrate the games and activities in order to cut down on time spent on explaining and giving instructions

Numbers around us



Time: 5–15 minutes

Language focus: revising numbers, speaking, thinking (concentration, mindfulness, imagining numbers), listening, cooperation

Materials: cards with numbers, little green cards (5 for each team), scrap paper

Preparation: teachers must prepare cards with numbers written on them (the number of cards depends on the number of students in each group), as well as the green cards

Let's get started:

- teachers divide students into teams of 5–6 students and hand out cards for writing numbers. Students are asked to choose a group leader who will raise up the group's number cards.
- the class plays a round of "quick-fire games":

GAME 1

Give each student a different card with a digit or number, followed by TPR instructions,

e.g., *Numbers 2, 4, 6—jump! / Numbers 1, 3, 5—clap your hands!*

The game can be further complicated by adding/subtracting, and easy subtraction and division, e.g., *Numbers 10–5, stomp your feet*

GAME 2

Teachers say a number (e.g., 118), and students are asked to come up with the next number (119) and the previous number (117)

GAME 3

The teacher thinks of a number, writes it down, but doesn't show it to the students.

The class is divided into small groups, each group is given “money”—5 green cards.

That means each group has only 5 guesses. Students are asked to guess the number the teacher was thinking of—they are given clues about whether the number is higher or lower. They give away one green card every time they decide to guess the number.

The group that guesses the correct figure, wins!

Pebbles

Time: 5–10 minutes

Language focus: asking questions

Materials: pebbles

Preparation: teachers go for a walk with students and ask them to collect pebbles, then place them in a bag or on a tray

Let's get started:

- **GAME 1**

Teachers divide students into pairs. Each student gets a pebble and hides it in one of their hands. Students maintain eye contact, trying to guess whether the pebble is in the right or left hand

- **GAME 2**

Students are divided into small groups/pairs. Teachers show them the gathered pebbles and challenge them to estimate how many stones are there. The participants shouldn't say anything at first, but secretly decide on the number within their group. Students put down the number on their “secret” card, then everyone counts the pebbles (teachers give out a handful of pebbles to each group, then the numbers are added up). Students compare their predicted numbers—the group that gets closest to the actual number of pebbles, wins!

Measuring with friends

Time: 5–10 minutes

Language focus: number revision, vocabulary connected to measuring, comparing adjectives

Materials: a measuring tape

Preparation: creating a handout with objects to measure written down and appropriate brackets to enter the lengths

Let's get started:

- teachers divide the class into teams. Each team receives a measuring tape (one per 3–4 children)
- students are asked to measure their hand span, hair, steps. This is an example of a hand-out they might complete:
Measure the length of:
 - your hair: from the top of your head to the end of your hair
 - your hand span: top of your little finger to the top of your thumb
 - your longest step
 - your right foot
- teachers monitor the activity and ask questions about lengths of the objects measured
- students practice answering in full sentences, e.g. *My hair is long*, or *My hair is longer than...*

Online version: the teacher and students decide on a list of objects they would like to measure. Students do the task offline, then they compare the results during a meeting of the whole class.

Traditional games

GAME 1—FIZZ BUZZ (5–10 minutes)

- players sit in a circle
- the player designated to go first says the number “1”, others continue counting. However, every number divisible by three should be replaced with the word *fizz*, and any word divisible by five with the word *buzz*. Numbers divisible by both create a *fizz buzz*!
- players who make a mistake are eliminated from the game

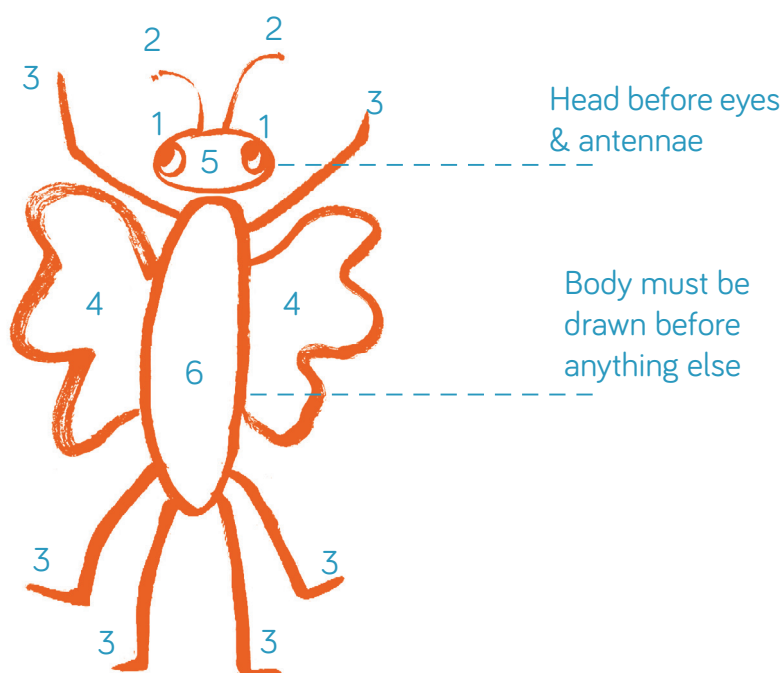
GAME 2—GO FISH! (15–20 minutes)

- teachers divide the class into groups of 5–7 students. Each group gets a standard pack of cards
- teachers explain the game—the goal is to win the biggest number of “stacks” of cards. A stack is any four of a kind, such as four kings, four aces etc. Cards are ranked from ace (high) to two (low). Suits don't count, only card numbers are relevant!
- in each group, players each deal one card face up each. The player with the lowest card will be the dealer
- the dealer deals the cards face down. If two or three people are playing, each player receives seven cards. If four or five students are playing, each of them receives five cards. The remainder of the pack is placed face down on the table to form the stock
- THE GAME: the player to the left of the dealer looks directly at a chosen opponent and asks for a particular number or suit. For example—*Give me your kings/Can I have your kings?/Do you have any kings?*. The player “fishing” for suits or numbers must have at least one card of the kind they have asked for in their hand. The player who is addressed

must hand over all the cards requested. If they have none, e.g., no kings, in this instance, they say “*go fish!*” The player who has made the request draws the top card from the deck and adds it to their set. If they receive a king or two, they are entitled to ask the same player or another player for a card. The turn continues for as long as the player is successful. If they have four cards of a kind, they place them on the table face up, and they play again. If the player goes fishing without “catching” any kings, the turn goes to the player to the left. The game ends when all thirteen books are placed on the table. The player with the most books, wins!

GAME 3—THE BEETLE (10–15 minutes)

- the goal of the game is to be the first player to complete their beetle. Players take turns throwing the dice and trying to draw the number corresponding to the missing body parts
- first, each student must draw a six to draw the stomach. Then five, to draw the head. Two fours, six threes, two twos, and two ones
- the person to draw their beetle first, wins!





ADVENTURE 7:

Explore CLIL (2)—Scientific thinking

GOALS:

- to enable students to explore new, different areas (physics, geography) through English
- to boost scientific thinking in students: making hypotheses, observing, predicting, drawing conclusions, critical thinking
- to encourage teamwork
- to develop listening and speaking skills

TEACHER COLLABORATION:

All activities require teaching aids, especially materials that are used in scientific experiments, along with their appropriate labels. All activities are completed in groups and should be monitored by teachers

Heavy—heavier—heaviest?



Time: 15–20 minutes

Language focus: grading adjectives, revising numbers, pronunciation, names of kitchen and cooking products

Materials: kitchen scale, paper cups, labels with the names of kitchen utensils, a blindfold

Let's get started:

- teachers prepare cups with products to weigh—flour, sugar, salt, beans, etc. They don't tell the students what's in each cup
- teachers take volunteers and put blindfolds over their eyes. They are asked to guess what's in each cup by touching the products
- students are asked to put appropriate labels next to each cup
- predicting: teachers ask students to put products in line, starting with the lightest, ending with the heaviest
- students take turns weighing products, reading the number on the scale, and dictating the number to other students
- the predicted order of products is verified according to measurements and practicing useful language (e.g., *...is heavier than.../...is the heaviest*).

Online version: the teacher and students decide on a list of objects they would be interested in weighing. Each student brings a different object to present to the whole class. First, the other

students try to predict its weight. Weighing is performed live in front of the camera. The winner is the student who can estimate the weight of the object the most accurately.

Sinking or floating?

Time: 20–25 minutes

Language focus: new vocabulary, making predictions, and drawing conclusions

Materials: a transparent bowl, bucket, container filled with water; objects collected in the area (a piece of wood, leaf, pencil, stone etc.); printed charts for students

Let's get started:

- students scan the collected objects on the table and write their names in their charts
- they guess what floats and what sinks when placed on the surface of the water
- teachers and students verify the predictions by dipping objects in the water. Students receive one point for each accurate prediction

Object	Prediction			Result		Point
	It will float	It will sink	I don't know	It floats	It sinks	
piece of wood						
ball of paper						
piece of paper						

Online version: the students are asked to prepare a transparent container with water and collect a number of “interesting” objects they would like to experiment with according to the instructions above. Other students predict the result and fill in the grid. Finally, they might try to draw conclusions about which things sink or float, e.g., *Is it true that all heavy things sink?...*

Battleships

Source: www.papag.com/show?1TMC

Time: 10–15 minutes

Language focus: naming coordinates (A5, D1...) and directions (*vertical, horizontal, diagonal, etc.*), names of ships, game grids

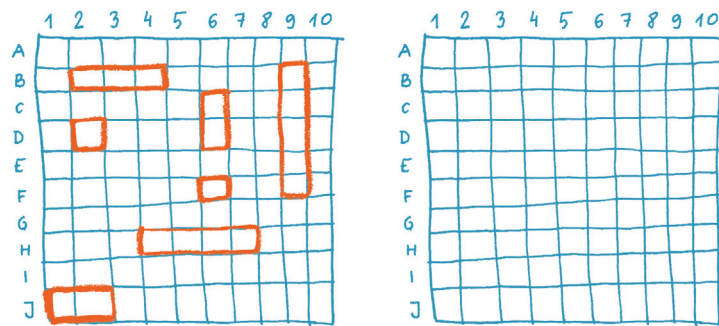
Materials: a grid for the game (they can be drawn by hand by the students/teachers)

Teacher collaboration: teachers pre-teach the necessary vocabulary while demonstrating a sample of the grids and the location of battleships. Polish kids know the game and enjoy it, although the teacher might have to give some explanation

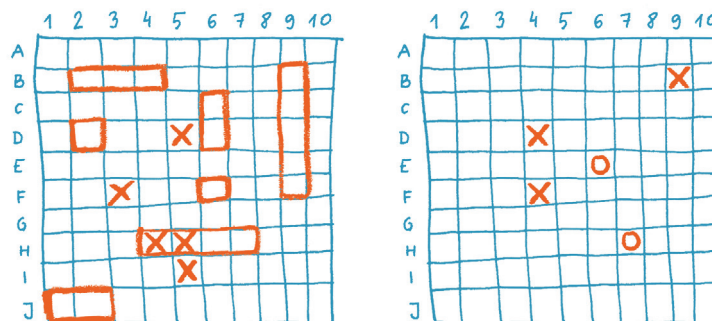
Let's get started:

- students are reminded about the objective of the game: players take turns guessing the locations of other player's ships on their grid

- each player has two grids labeled with letters and numbers. On one of them, the player secretly draws adjacent rectangles, horizontal or vertical, representing their fleet of ships



- players take turns in taking a shot at the opponent by choosing the coordinates of the ships (e.g., E5, B7). The opponent checks where his ships are and responds with either a “hit” or “miss”
- if the player hits the last remaining part of a ship, the opponent announces the result, for instance, “*you sank my battleship*”
- during the game, each player records their opponent’s shots on the left grid, and their own shots on the right grid, placing an “X” where they hit and an “O” where they missed



- the first player to have all their ships sunk loses the game

Local facilities: making a map of the camp

Time: 40 minutes

Language focus: names of parts of the area (*lake, harbor, beach, classroom* etc.), names of directions (*north, east, northeast*, etc.)

Materials: cards for labeling important spots on the map, flipchart sheets, a compass, crayons

Let's get started:

- teachers explain the nature of the task and how a compass works
- teachers introduce the names of facilities and orientation points in the local area, while children write them down on cards

- students draw map coordinates on their sheets, just like a battleship grid, finishing up with a compass rose on the top
- students are asked to draw the campsite on the map and place all the spots in the right places, using the prepared labels, coloring the map according to their needs
- teachers display the maps in the classroom and discuss the results

Online version: the students individually prepare a map of their neighbourhood and present it to other students during a meeting of the whole group.



ADVENTURE 8:

Explore cooperative learning

GOALS:

- to develop social skills and engagement in cooperative writing and creative tasks
- to boost students' self-esteem and confidence in speaking and writing
- to develop listening and speaking skills

Round Robin



Time: 25 minutes

Language focus: building new vocabulary

Materials: flipchart paper, crayons or markers

Preparation: teachers rearrange the classroom so that each group of 4–5 students can sit around one desk, they place the paper and crayons on the desk

Let's get started:

- teachers divide the class into groups of 4–5 students and introduce a topic all groups will be working on, e.g., *Summer at the TEIP camp*
- students simultaneously draw the highlights of their summer camp on the poster
- the teacher says “STOP” and that’s when students pass their poster clockwise to another group, while receiving a poster from a group sitting next to them
- students label all the pictures on the poster they’ve received
- “STOP.” Students get another poster and write down sentences using the words written on the poster by the previous group
- “STOP.” Students pass the poster clockwise again. The groups add three more sentences to the poster. In the end, each group should get back the poster they started with.
- students organize the sentences on their poster into a coherent text. They choose the form they like best—a poem, story, encyclopedia entry, holiday postcard—anything they will enjoy the most
- a group representative reads out the final text

Online version: this activity requires a strict time supervision by the teacher. The students are divided into rooms and each group is asked to draw a picture related to the topic. Then they are asked to send their picture to the group appointed by the teacher. The procedure is repeated until each group gets their original picture back. Then each group in their room analyses the language provided by other groups and decides on the genre of the text they are going to write. Finally, they write down their text. The texts are presented at the next meeting of the whole group.

What a monster!

Time: 25 minutes

Language focus: vocabulary connected to animal parts, describing appearance and habits

Materials: flipchart paper, crayons or markers

Preparation: teachers rearrange the classroom so that each group of 4–5 students can sit around one desk, they place the paper and crayons on the desk

Let's get started:

- teachers divide the class into groups of 4–5 students and introduce the topic everyone will be working on, for instance, “fantastic creatures”
- all students in the group draw one part of the body of an animal they have individually decided on
- students combine the parts into one animal and invent a name for it
- during presentation, they describe what it looks like (*it's got an elephant's trunk, duck's feet etc.*), where it comes from, what it eats etc.
- teachers showcase the animals for the whole class to survey and compare

Online version: the students are divided into teams/rooms. As a team, they decide on what their “fantastic creature” should look like. The students can either use a computer application to draw it or each student can simply draw their monster on paper. Presentations of the monsters are organized during the next session.

Comics about life at school!

Time: 25 minutes

Language focus: writing comic strips, describing events

Materials: cartoons to discuss, paper, crayons

Preparation: teachers arrange the class to sit 4–5 students at each desk

Let's get started:

- teachers analyze a few comics strips in English to go through their typical features: speech bubbles, dialogues, etc.
- they divide the classroom into groups of 4–5 students
- students brainstorm characters and the story they want to present to the rest of the class. Then, they divide roles within their groups—who will draw the pictures, write the dialogue, do the presentation, etc.
- the dialogues are read in front of the class

Online version: the teacher talks with the students about their favourite comic book characters, shows a few examples, and discusses the most typical speech bubbles. The students choose

the topic for their cartoon, e.g., adventures at school. The students are divided into rooms, and they design their comic strip in teams by negotiating about the content, speech bubbles, dialogue. They use either a computer application to design it or each of them draws and writes the comic in a traditional form. The final products are presented at the next session.



ADVENTURE 9:

Explore Slavonic tribes

GOALS:

- to introduce an intercultural project on Polish and American indigenous tribes, Polish and American national symbols
- to enable students to talk about their national identity
- to organize theatrical activities, with an emphasis on writing skills
- to encourage creativity by making props and play scenography
- to boost confidence and engage students in creative cooperative tasks: assigning roles, performing

Three Brothers



Time: 60 minutes

Language focus: revision of past tenses, turning stories into plays

Materials: stationery for producing props, items of clothing, copies of the Polish legend about the “Three Brothers,” printed copies of the legend

Let's get started:

- teachers divide the class into three groups
- students read the legend about the “Three Brothers,” identifying the main characters and events in the story
- students are divided into three groups—the three Slavonic tribes
- each group writes their own script for their play, while assigning roles for each other (actors, director, stage designer etc.), and preparing props and their stage
- actors rehearse their roles. When all the teams are ready, they invite the rest of the class to watch their play

Online version: the students are divided into rooms. They work on their script for the play and it is later presented as a radio broadcast (with the right sound effects, of course!).

The eagle



Time: 25–30 minutes

Language focus: writing and performing monologues, practicing enunciation

Materials: pictures of birds of prey

Preparation: teachers prepare a dramatic monologue for a presentation in class related to the birds, for instance: *I am free. I can fly wherever I want. I love the mountains. My nest is in the Tatra mountains at the top of the highest tree*

Let's get started:

- while teachers present their monologues, students guess what animals they are referring to
- the teacher elicits information about the eagle—the Polish national symbol
- students are asked to draw an eagle and label all parts of its body
- teachers and students discuss why eagles are an important part of national symbols of so many countries, including the United States

Online version: in teams, students prepare a PowerPoint presentation about eagles as the national symbol in different countries, e.g., USA, Poland, Germany,... They might focus on how the image of the eagle has changed (e.g., the Polish eagle with and without the crown on its head).

Sample activities for teenagers

Ages: 13–18



The scripts in this section are ready-to-use ideas that teachers can tweak to match the needs and interests of their campers/students. Each of them fits into a 90-minute session, but this can be easily cut down to an hour. All scripts present tips on how to translate any of these activities into online lessons or meetings.



ADVENTURE 1:

Explore discussions

Pyramid discussion

Goals: campers will be better able to express and exchange personal opinions, justify them and reach a consensus while taking an active part in a discussion

Language focus: useful vocabulary for expressing and arguing opinions, asking others to express their opinions; agreeing, disagreeing, taking turns, summarizing, reaching an agreement

Materials: flipchart paper sheets, markers, something to attach the posters to the wall/board

Preparation:

- teachers prepare a topic/scenario/problem for discussion
- teachers introduce useful expressions before the discussion starts

Teacher collaboration: if an American teacher is present, they do a drill of the natural pronunciation of the expressions used. All teachers help students practice spoken language, demonstrate a model exchange of dialogue, monitor group discussions, and provide feedback on ideas and language at the end of the activity

Let's get started:

- the teacher presents the topic/scenario/problem that is up for discussion
- in pairs, campers/students discuss the topic/scenario/problem while trying to reach consensus
- pairs form groups of four. First, the pairs present the outcome of their previous discussion. Then all four campers/students try to reach a consensus

- two groups of four get together to form a group of eight. The same steps are repeated
- each group of eight presents the outcome of their discussion to the entire class. This may be combined with a poster presentation
- all campers/students vote for the best solution to the problem at hand

Online version: prior to the lesson, students are divided into groups/rooms. They discuss a controversial issue and take notes to facilitate their drawing conclusions. Is reaching a consensus possible at all? A chosen representative from each group presents the results of their group's debate to the whole class.

Speed chat

Goals: campers will have brainstormed ideas and will be better equipped to express and exchange views while talking to different partners

There can be a substantial outcome in the form of a podcast or archival recording

Language focus: Useful vocabulary for expressing and arguing opinions, asking others to express their opinions; agreeing, disagreeing, turn-taking, summarizing, reaching an agreement

Materials and preparation

- teachers prepare a set of 5–6 open-ended questions for discussion. They should all relate to the topic of the session. The teacher may read out the questions, display them on posters, slides or on the board
- teachers plan groupings and space: learners should stand/sit in two rows, facing each other

Teacher collaboration: teachers help students in language practice (e.g., mini-dialogues, filling in gaps), set up the speed chat, demonstrate a model exchange, monitor the chat throughout its duration and provide feedback on ideas and language after completing the activity

Let's get started:

- the teachers present the topic
- students stand/sit in two rows, facing each other—ideally, 5–6 students per row
- the teacher presents/reads out the first question for discussion
- two students facing each other get 1–2 minutes to answer the question
- after a signal from the teacher, students in one row move clockwise to their next partner and greet them. Within the same time limit, students answer the next question
- when ready, all the students in each row form a group. Each group sits together. Each group gets 10–12 minutes to go through all the questions once again. They haven't talked to each before, so they are hearing each other's own opinions for the first time. Ultimately, they need to agree on their team's answer for each question
- each team prepares a mini-presentation of their answers, with every group member making a contribution. It may be recorded on video or turned into a mini-podcast

Online version: the students work in pairs and discuss the questions prepared by the teacher.

The teacher monitors the timing of changing pairs and eventually splits the students up into two groups. Each team prepares a mini-presentation.

Discussion on the line

Goals: campers will have brainstormed ideas and will be better equipped to express and exchange views while talking to different partners.

Language focus: useful vocabulary for expressing and arguing in favor of opinions, asking others to express opinions; agreeing, disagreeing, taking turns, summarizing, reaching an agreement

Materials: sticky notes and markers

Preparation:

- teachers prepare a controversial statement for discussion
- teachers plan a board/post with enough space for notes above and below a line drawn down the middle

Teacher collaboration: teachers help students in language practice (e.g., mini-dialogues, filling in gaps), set up the speed chat, demonstrate a model exchange, monitor the chat throughout its duration and provide feedback on ideas and language after completing the activity

Let's get started:

- teachers present a controversial statement for discussion
- each camper gets 1 minute to decide to what extent they agree /disagree with the opinion
- teachers write *I totally disagree* on one end of the horizontal line and *I totally agree* on the other
- each student comes to the board/poster and writes their name under the line, at a point which illustrates to what extent they agree or disagree with the statement
- students find a partner whose name is proportionally far away from theirs on the line and they sit together. They discuss their statements, trying to convince each other to agree
- when ready, they take a blank sticky note and write a brief summary of their discussion on the note: *We strongly/partly agree/disagree with the opinion that ... because.... Besides, we believe...*
- students sign the sticky note and attach it above the line on the board at the point which illustrates to what extent they agree with the statement
- with the entire class, teachers elicit opinions and justifications from the random pairs, using the sticky note summaries and nominating students who changed their opinion as a result of the discussion

***A tip for teachers:** the line can be also drawn on the ground with chalk. There are no markers or sticky notes needed. Campers stand on the line at the point that illustrates their opinion.

Online version: the teacher presents a controversial statement—students react instantly by using the chat function. The students read the responses and find a partner whose opinions

are different. Then they work together to debate their points and report the results of their discussion to the whole class.



ADVENTURE 2:

Explore drama, improv, and movement

Word football



Goals: boosting students' energy and revising vocabulary

Language focus: vocabulary

Preparation: teachers plan the space: you need enough room for students to stand in line and swap places

Teacher collaboration: Polish and American teachers work together to prepare a list of words/phrases for review; demonstrate how the task should be completed; monitor students' work; provide feedback

Let's get started:

- all the students—except for one—stand in a line (players), with one camper facing them (the goalie)
- the goalie shoots words/phrases—one at a time—at one of the campers in the line-up of players as if they were kicking a ball. The nominated player must respond with the right definition of the word/phrase or with a sentence including the word/phrase
- if successful, the goalie shoots another word/phrase at another player. If they do not manage to define the word, the player joins the goalie and starts shooting words/phrases at the players facing him/her. The faster, the better!
- the game ends when the goalie has all the players standing next to them

***A tip for teachers:** if you're afraid students will find it difficult to come up with their own definitions on the spot, you can work on definition flashcards with them prior to the game. This game goes well with the topic of sports!

This activity is inspired by the improvisation technique called GOALIE aka FIRING LINE, presented by The Canadian Improv Games (2019).



ADVENTURE 3:

Explore team building

Islands and the archipelago



Goals: icebreaking, encouraging teamwork

Language focus: vocabulary connected to geography; useful expressions for making, accepting, rejecting suggestions, agreeing and disagreeing, expressing doubt or hesitation

Materials: poster paper (1 sheet per team), markers, blue tac, one envelope with the 4 challenges listed on cue cards per team, a contour map of Hawaii

Preparation: teachers prepare a mini-presentation on Hawaii, and a model poster of “Teacher’s Island”

Teacher collaboration: the Polish teacher may introduce useful expressions for describing geographical features. The American teacher models and drills the natural pronunciation of the expressions and helps clarify their meaning. All teachers provide feedback after the activity

Let’s get started:

- teachers divide campers/students into teams of 4
- each team gets a blank sheet of poster paper divided into 4 sections, corresponding to 4 challenges hidden in the envelope
- the teacher sets the context for the activity: *Your team has just discovered a desert island in Hawaii. You want to settle there. There are a few challenges to tackle. Appoint a team leader to collect the challenges from the teacher*
- the team leader collects a sealed envelope/bag with 4 challenges:
 1. Give your island a name that says something about your team. Design a flag for your island. Decide what each color/symbol means. Be ready to present it.
 2. Draw a map of the island: include different geographical features. Give each place a name that says something about your team hobbies/interests. Be ready to give a tour of the island.
 3. Write a short constitution for your island: what are the 5 rules your team follows to stay strong? Be ready to present them.
 4. Design a traditional dish for your island. Give it a name, list the ingredients and draw it to show how it is served. Be ready to present it.
- teams complete the challenges by adding information onto the poster. Campers rehearse their presentations
- after each “island team” gives a presentation, all the teams work together to create a map of the archipelago that includes all the islands, drawing the map and deciding on a name for the archipelago together

Random acts of kindness

Goals: this is a very “campy” activity—it is designed for the first and final day of the camp. It helps students understand the importance of random, anonymous acts of kindness.

Language focus: useful expressions for speculating

Preparation: cards with students’ names

Teacher collaboration: Polish and American teachers work together to set up the task on day one, moderate the session where the names are revealed on the final day, and provide feedback at the end of the activity

Let’s get started:

Day 1:

- the teacher introduces the concept of random acts of kindness
- campers draw the name of one of their new camp friends from the box. They keep it secret throughout the duration of the camp. At the same time, they secretly look after this person, acting as their “guardian angel” and trying to remain anonymous
- note: campers are not allowed to use money for their random acts of kindness

Final day:

- campers sit in a circle
- each person guesses who they think their “guardian angel” is. The “angels” say nothing in response
- in the second round, each person reveals who they were looking after

*A tip for teachers: pay attention to any evidence of hostile behavior or isolation to ensure all the campers experience random acts of kindness from their “guardian angels.” If someone seems isolated, stand in for the “guardian angel” in secret to ensure that they get to experience their share of pleasant surprises.



ADVENTURE 4:

Explore the story of Tadeusz Kościuszko

Tadeusz Kościuszko was the main engineer of the construction of West Point fortifications in 1778. The life of cadets at West Point may provide an inspiration for multiple projects. One of the traditional punishments for misbehaving cadets was called “hours” or “punishment tours” where cadets needed to walk around for a specified number of hours as a penalty for an infraction. For tardiness or messy rooms, they had to spend 5 hours walking the premises.

West Point cadet traditions



Goals: designing and pitching ways for West Point cadets to take responsibility for their actions

Language focus: vocabulary related to the topic of education systems and school traditions (or crime and punishment); useful expressions for describing cause and effect, sequencing information, comparing and contrasting

Materials: poster paper and markers—1 set per group

Preparation: prior to the session teachers:

- research the role of Tadeusz Kościuszko in the construction of West Point fortifications for a brief introduction
- research the life of West Point cadets to engage the campers in the topic with some trivia
- research the traditional punishments for West Points cadets to prepare a 3-minute speech, together with a gap-fill quiz
- prepare 2 stories of misbehaving cadets as prompts for group discussions

Teacher collaboration: teachers set up the discussions (instructions and models), monitor group work to help students with ideas and language as needed, and keep everyone engaged, providing feedback at the end of the task

Let's get started:

- after presenting Kościuszko's role in the creation of West Point and including some trivia on the life of West Point cadets, the teacher gives a 3-minute presentation on traditional punishments for misbehaving cadets at West Point. To make sure that students listen carefully, the teacher gives out a gap-fill test to complete while they listen
- students compare the gap-fill answers in pairs before open-class feedback
- the teacher presents the stories of 2–3 “area birds,” who were cadets who get into trouble frequently (e.g., tardiness, messy room, missing duty, etc.)
- in groups, students decide on how many hours of the selected West Point punishment the culprits deserve, and they share their opinions with the rest of the class

- the teacher initiates and moderates a brief discussion on how useful and “constructive” these kinds of punishments are
- in new groups, students must design their own “constructive” punishment for misbehaving cadets and pitch the idea to the West Point Deans. The new punishment needs to tick off all or some of these boxes (these features are displayed on the board):
 - *it is linked to the West Point tradition of taking away some of the cadets’ free time*
 - *it is safe for cadets*
 - *it teaches cadets to be responsible for their actions*
 - *it makes good use of cadets’ time in penalty*
 - *it helps the local community*
 - *it shows cadets how not to make the same mistake again*
- during the presentation, groups:
 - *present the story of a misbehaving cadet*
 - *present a constructive punishment*
 - *describe its advantages*
 - *use a poster or a sketch note to support their message with visuals*
- in the end, teachers award 1 point for each feature mentioned in the presentation (the students confirm the score based on their notes) and appoints two groups with the most points
- students act as West Point Deans and hold a secret vote to select the winning pitch out of the two

Online version: the students follow the teachers instructions (above) working in their separate rooms. The final outcome depends on the technical solutions available—an interactive poster, a radio broadcast, PowerPoint presentation, etc.

The polonaise (polonez) is a traditional Polish royal dance. All Polish teenagers must learn it and it opens the prom night dance for high-school students in Poland. The most famous polonaises were composed by Fryderyk Chopin but there are two polonaises (falsely) attributed to Tadeusz Kościuszko. The attribution was symbolic—at the time Poland was facing its final partition (a division of the land between Russia, Prussia, and Austria), while Kościuszko was seen as a national hero and a hero of the American Revolutionary War.

Polonaise (dance, music, school traditions)

Goals: teaching American volunteers how to dance the polonaise.

Language focus: useful expressions for giving instructions and sequencing information

Materials and preparation: before the session:

- research the story of the polonaise being falsely attributed to Tadeusz Kościuszko
- prepare a simplified description of the polonaise dance steps in English

- select dance videos to show to campers

Teacher collaboration: the Polish teacher helps with the Kościuszko story and a polonaise dancing session. Both teachers keep everyone engaged

Let's get started:

- the teacher introduces Tadeusz Kościuszko and asks students about what they know about him
- in groups, students decide whether it is true that: *Kościuszko was a music composer and wrote two polonaises in 1792*. Afterwards, the teachers gives the right answer with an explanation
- students watch a video of the polonaise and think about how to describe its steps in English. The teacher helps them with the right vocabulary
- in groups, students prepare a short polonaise tutorial for their American teacher. Their task is to teach them the basic steps. Everyone uses the same soundtrack (there are numerous polonaises to choose from!)
- when ready, each group teaches the American volunteers how to dance. The final performance should be recorded for posterity!



ADVENTURE 5:

Explore collaborative learning and problem solving

Four corners



Goals: boosting communication in writing and conversation skills

Language focus: useful vocabulary and grammar for expressing opinions, supporting them with examples and arguments, sequencing information, comparing, contrasting, and drawing conclusions

Materials: a blank sheet of paper for each team, sticky notes in 4 different colors, markers, blue tac to attach the posters to the walls

Preparation: teachers should prepare the space for group work, set up teams of four

Teacher collaboration: teachers work together to formulate a problem that needs solving, teach the useful vocabulary, demonstrate the task and monitor its execution

Let's get started:

- the teacher presents a problem worth solving. Its description should not exceed one paragraph. Here are some examples:

TOPIC: *School shootings in the US*

PROBLEM: Film production companies shouldn't make films about school shootings showcasing that type of violence. List two arguments in favor or against the statement

TOPIC: *National symbols*

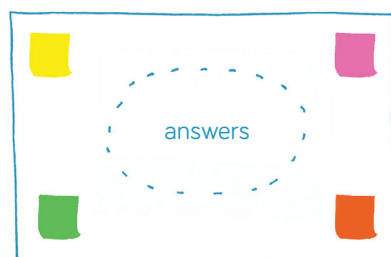
PROBLEM: Americans are proud of the Statue of Liberty and its message of freedom. What monument could be a similar symbol for Poles? List two arguments in favor or against the statement

TOPIC: *NASA and space exploration*

PROBLEM: Imagine you can go to Mars with NASA as a student astronaut. You can only take one personal object with you. What would you take and why?

- students are divided into 4 groups of different colors: yellow, green, orange, and pink
- each student gets one sticky note that matches their group's color
- students take 2–6 minutes to write the answer to the problem—it should fit on one sticky note
- when ready, learners form color-coded groups of 4—each member of the new group has a sticky note in a different color

- the teacher gives each group a blank sheet of paper (A4 or A3 in size). Group members stick their notes in the four corners of the paper:



- each group discusses their answers and creates one statement that incorporates all the best ideas. Students write their answer in the middle of the poster
- groups display their posters and present their ideas in an open session
- students take a closer look at the posters and vote on the one that has the best statement by drawing a smile with their initials on the poster
- the teacher announces the winning idea
- if time allows, teams can come up with a solution that can improve/refine the winning idea and discuss their contributions.

World café

Goals: brainstorming ideas together, negotiating solutions and answers while respecting the culture of communication

Language focus: useful vocabulary and grammar which facilitates asking questions, expressing, supporting and augmenting opinions, sequencing information, making suggestions, comparing and contrasting

Materials: sheets of poster paper with the problem/question written on it, one set of sticky notes in different colors for each station, markers, pens, crayons, highlighters, blue tac to attach posters to the walls

Preparation: each station needs a table or floor space which will fit 3–4 students, with a blank poster. Teachers prepare 2–4 problems/questions for students to sort out/answer

Teacher collaboration: Polish and American teachers work together to formulate problems/questions for each group, prepare a model poster to set an example, monitor the task, and provide feedback at the end of the activity

Let's get started:

Stage 1: Planting ideas

- Teachers present problems that campers need to solve (the same that are written down on the posters). Here are some useful examples:

TOPIC: *Steve Jobs, Stephen Wozniak, and Apple*

PROBLEMS:

- You are part of a design team for the new iPhone. Design 3 special features that make this model special. Think about functionalities for boys and girls
 - iGlasses didn't sell but your team of accessory designers is not giving up. You are designing an iJacket—a piece of clothing with in-built sensors, trackers and applications. When wearing the jacket, you don't need to carry your phone around. Design the iJacket with 3 or more apps/features/sensors/trackers. Think about functionalities for boys and girls and different weather conditions
 - You are working on new accessories for dogs: an iCollar and an iCoat. Design 3 or more special features that could be useful/fun. Think about what the dog and the owner need.
- students, in teams of 3–4, appoint their “reporter”
 - team members read the problem/question and take 8–12 minutes to brainstorm ideas. The “reporter” takes an active part in the discussion but their role is primarily to motivate team members to present their ideas on the poster, pace things if they are working too slowly, let everyone in the team express their ideas, and report what the team has come up with to the next team that visits the station
 - when the teacher gives the signal, all team members stand up and move together to another station, where they find a new problem. The reporter stays behind
 - when the teams settle at the new station, the “reporter” recaps what their team has come up with using the notes/drawings on the poster. It takes about 3–5 minutes. The new team may ask questions (the reporter may want to write them down especially if they don't know the answer)
 - when ready, the new team starts adding ideas to the poster. The same steps are repeated, until each team has visited all the stations

Stage 2: Harvesting ideas

- the “reporter” for each station gives a poster presentation of the outcomes. Students may ask extra questions, help the “reporter” with details, suggest new or better solutions. The teacher uses sticky notes to add the new solutions to the poster
- all students hold a secret vote to select the best solution to the issue at stake (e.g., the most creative idea, the best-selling idea, the funniest idea, the idea they personally identify with)
- the teacher announces the winner and gets students to explain their choice

***A tip for teachers:** make sure your “reporters” are confident communicators and good, empathetic team leaders. The activity is easier to manage if the “reporter” is assigned to the station throughout the activity.

Online version: the teacher explains the idea of “the world café” to the students. Then they assign the topics and appoint the reporter in each room. The students discuss three different problems in their room. The teacher monitors the time of each stage of the exercise. Finally, the posters are presented.



ADVENTURE 6:

Explore music and literature

Quotes gallery: Music and poetry



Goals: exploring the style of selected song lyrics and poetry by American authors, reading their biographies, speculating about the authors of selected quotes

Language focus: vocabulary connected to music and poetry. Useful expressions for speculating, guessing, disagreeing, supporting opinions with arguments, comparing and contrasting, expressing preferences and asking about them

Preparation:

- teachers gather quotes (minimum 3) from song lyrics by famous American artists from different genres and discussion topics for students.
- apart from song lyrics, they should add American poems into the mix, and prepare short biographies about each author
- quotes should be randomly displayed on sheets of paper around the room before the class. The authors' names should be written down in random order on the board

Materials: handouts with the quotes, each one numbered and anonymous, music to play in the background for creative stimulation (instrumental works best!).

Teacher collaboration: teachers work together to select the quotes, prepare glossaries with difficult language use in them, to write down short notes on the authors, monitor the task and keep everyone engaged

Let's get started:

- students walk around the room in pairs and read the information about the artists presented on the classroom walls. They stop at each poster and answer comprehension questions underneath each note
- teachers play sample songs and poems (1 for each featured artist/author/poet, and preferably different from the ones used in the quotes display). Students try to guess the author
- when ready, they are divided into new pairs
- this time, students walk around the classroom focusing on the displayed quotes. Their task is to walk around, guess whether the quote comes from a poem or a song, guess the author, and write down the answer (the quote number, poetry or song, and the author's name). Playing some instrumental music in the background could create better dynamics. Here are some sample quotes:

AUTHOR: Kendrick Lamar (rap)

SONG: Poetic Justice

*If I told you that a flower bloomed in a dark room,
would you trust it?*

AUTHOR: Tupac (rap)

SONG: Starin' Through My Rear View

*then the world ain't no trick no more
the world is a game to be played*

AUTHOR: Emily Dickinson

POEM: I'm Nobody! Who are you?

*I'm Nobody! Who are you?
Are you—Nobody—too?
Then there's a pair of us!
Don't tell! they'd advertise—you know!*

AUTHOR: Robert Frost

POEM: The Road Not Taken

*Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.*

- when everybody is done, the teacher collects the notes (signed by campers) and shares the answers with the class
- the teacher announces the winners and lets students listen to the songs and read the poems in their entirety
- in groups, students express their preferences and select the quotes that speak to them most

***A tip for teachers:** this activity works with just 1 artist and 1 poet, and a couple of quotes from each. Just skip the guessing of the author part if you're short on time.

Online version: before the online session, the teacher sends a list of quotations to each student. During the session, the teacher explains the task and asks students to write their guesses using the chat. Students volunteers and give their opinions.

Playlists

Language focus: vocabulary used to describe moods and emotions, musical genres; useful expressions for making recommendations and justifying them

Materials and preparation: teachers prepare:

- a sample playlist of songs that match a mood (relaxed) or situation (workout)
- a mobile device with loudspeakers to play the music that campers/students choose

Teacher collaboration: Teachers work together to create a sample playlist, set up the task, monitor its execution, try to keep everyone engaged and provide feedback at the end

Let's get started:

- the teacher helps students practice the vocabulary for describing emotions/moods and songs
- students are divided into groups of up to 5 members. Each group selects a mood and creates a collaborative playlist to match it. They brainstorm ideas for pieces, agree on five tracks and prepare to present their playlist via Spotify to the classroom
- after the presentation, all students cast votes on which playlist they would subscribe to
- the teacher announces the winners

***A tip for teachers:** monitor closely whether the song lyrics are appropriate for the audience. If there is an American teacher present, ask campers/students to create a playlist of Polish songs they like and admire.

Online version: the students prepare their personal playlist and present to the whole class justifying the choice they made.



ADVENTURE 7:

Explore stories

Interview the character



Goals: understanding a chosen story and acting out an interview with one of its protagonists

Language focus: vocabulary used in the story; questions: subject/object, direct/indirect, question tags; useful expressions for initiating, maintaining and ending a conversation

Materials and preparation: teachers choose a story they want to work on with students and add questions to check their understanding of its content. If available, they print out a picture of the story's protagonists

Teacher collaboration: teachers work together to select the story, teach campers how to form full, well-pronounced and well-constructed questions, monitor the task, keep everyone engaged and provide feedback at the end of the activity

Let's get started:

Stage 1: Reading

- teachers engage students in the topic of the story and hand it out to students to read
- students read the text for a global understanding and answer questions about it in pairs
- the teacher elicits answers with justifications from the whole class, covering the meaning, form, and pronunciation of any vocabulary words that might be useful
- students read the text again, this time for a more detailed understanding, and answer questions about it in pairs
- the teacher elicits the answers with justifications in an open session, along with an individual response to the text from students to personalize the topic

Stage 2: Interview

- students select the most interesting character in the story. The teacher displays the character's photo, if available, on the board
- the teacher divides students into pairs. They prepare a list of 3 questions they would like to ask the character. The answers to these questions are not in the text
- when ready, either the teacher or a teaching assistant sits facing the rest of the group, with the photo of the interviewee behind their back. Their task is to impersonate the character and answer the questions
- the students take turns to ask one question each. They also take notes of the answers
- after the interview, each pair gets back together and uses the notes from the interview to write a longer version of the story

- the extended stories are displayed on the walls, the teacher provides feedback on language, and the best three stories get awarded

Online version: the teacher explains the task. The students decide on their own who they want to work with. In their pairs, they work on the text and prepare an interview. Finally, they write a new version of the story and present to the whole class.

5-3-2

Goals: sharing stories inspired by images

Language focus: useful expressions and structures used for narrating events: past tenses (past simple, past continuous, past perfect), time linkers (*at first, next, eventually*), adverbs and adverbials (*suddenly, unfortunately, to everyone's surprise*)

Materials: one photo for each group of 3 students that can act as a prompt for stories, e.g., the photos from the New York Times' collection *What's going on in this picture?*, a model story based on one of the photos to use when setting up the task

Teacher collaboration: Polish and American teachers work together to clarify the meaning, form, and pronunciation of the past narrative tenses and plan a short, controlled practice task to focus on accuracy. Teachers also select photographs for story prompts, monitor the task and provide necessary feedback

Let's get started:

- the teacher displays a photo from the New York Times' collection
- students talk in pairs about what the story behind the picture might be
- everyone discusses their ideas. Then, the teacher presents the true story from the NYT
- in groups of 3, students take one random photo from the pile and keep it secret from other groups
- the groups take around 6 minutes to tell the story shown in the photo, taking care not to describe literally what they see in the picture
- when ready, groups rehearse their storytelling in three subsequent stages, without using notes: they take 5 minutes to tell the story, then 3, then 2. In that way, all group members get to practice their fluency
- when ready, the teacher collects all the pictures, and randomly displays them on the board
- the groups take turns to tell their stories, while the rest of the class guesses which photo inspired the narrative

Smugglers

Goals: boosting students' energy, learning about and retelling American folk stories

Materials and preparation: teachers prepare an American folk story that's easy for students to understand and retell, and sum up vocabulary for revision

Teacher collaboration: teachers work together to prepare words for revision, putting each one on a separate card, selecting the story themselves, demonstrating, monitoring and summarizing the task.

Let's get started:

Stage 1: Explore the story

- the teacher uses visuals, keywords, and the general context to get students to predict what the story that they will be working on is about
- students read the chosen story for a global understanding, and answer questions related to the text
- the teacher checks the answers and justifies the right ones together with the whole class
- students read the text again, this time for a more detailed understanding, answer questions, and check their answers in pairs
- the teacher elicits answers, justifies them, and discusses them with the class, adding their personal response to the topic

Stage 2: Expand the story (revision)

- each student gets 1–3 slips of paper with words/phrases for review
- the class sits in a circle while the teacher begins to retell the story
- every student adds one sentence, “smuggling” one new word from their review list into the sentence. Words for revision may be hardly related to the story, so students must use their imagination and sense of humor in their contributions. Naturally, the story will take a different path than the original
- the story ends when all students have used up all the words on the list
- in the end, in pairs, students try to recreate the new version of the story in writing. They highlight or underline all the “smuggled” vocabulary

***A tip for teachers:** urban legends, mini sagas and microfiction are other good themes for this activity.

Online version: the students are divided into rooms to work on their story. The teacher “smuggles” review words by sending a different set to each group. Finally, all the groups share their stories and guess the “smuggled” words. The teacher checks their guesses and gives points for correct guesses.



ADVENTURE 8:

Explore American & Polish cultures

Cupcake challenge



Goals: designing cupcake flavors and topping inspired by symbols of both Poland and the U.S.

Language focus: vocabulary related to typical American and Polish flavors and ingredients

Materials:

- a list of flavors typical for Polish and American cuisines
- a list of icons/symbols for each country
- a list of landmarks for each country
- a contour of a cupcake on the board (so campers can copy)
- photos of creatively decorated cupcakes as an inspiration
- a blank poster (one per group of three students)
- a set of markers/highlighters/crayons (one per group of three students)

Teacher collaboration: Polish and American teachers work together to prepare lists of national symbols, demonstrate, monitor, and complete the task

Let's get started:

- the teacher draws two mind maps on the board: for Poland and the U.S. Each mind map has three elements: flavors, icons/symbols, and landmarks
- the teacher adds one idea to each category on the US mind map. They elicit ideas from campers/students who then add them to the board. Teaching assistants and peer tutors are encouraged to help as well
- the same steps are repeated for the Polish mind map
- when ready, the teacher displays photos of decorated cupcakes and sets up the task
- students/campers are divided into groups of 3. Each group needs to design two cupcakes—one that represents the United States, and one that represents Poland. Ideas from mind maps can be used but campers are encouraged to go beyond that. Each poster needs to include drawings of 2 cupcakes and information about the flavors and symbols used
- when ready, each group displays and presents their cupcakes to the entire class
- after the presentations, campers take a secret vote to select the winning Cupcake US and Cupcake Poland

*A tip for teachers: this can be changed into a birthday cake challenge or any sweet challenge you like!

Online version: an extremely imaginative task for interactive posters and fun presentations!

Time capsule

Goals: two time capsules destined for Mars, representing the cultures of the USA and Poland

Language focus: useful expressions for making, accepting and rejecting suggestions and offers

Materials:

- a blank poster-sized piece of paper (1 per group of 3 campers)
- a set of markers/highlighters/crayons (1 per group of 3 campers)
- blue tac to attach the posters to the walls

Teacher collaboration: teachers work together to teach the useful language, set up, monitor, and conclude the task

Let's get started:

- the teacher sets up the context: NASA engineers are launching an aircraft to land on Mars. They want to place time capsules representing different nations, their history, and culture in the aircraft
- in groups of 3–4, students must decide which 10 items to include in their Polish and American time capsules. They may refer to the list of categories teachers put on the board (national emblems, landmarks, history, the arts, famous people, nature, fashion, household, food, technology, design, transport, science, school and education, food)
- at camp, groups are encouraged to interview the teacher, assistant teachers, and peer tutors to choose the items for the American time capsule
- when ready, each team puts their capsules on display. Everyone is invited to ask questions and find out more
- other teachers at school/on the camp vote on which capsule should travel to Mars

Online version: another great task for an interactive poster!

Christmas remix

Goals: Written and oral stories that combine Polish and American Christmas traditions

Language focus: Vocabulary related to Polish and American, past narrative tenses (past simple, past continuous, past perfect), useful expressions for plotting a narrative (time linkers, adverbs, etc.)

Preparation: Teachers prepare a short visual presentation on American Christmas traditions.

Materials: blank sheets of papers, markers, pens

Teacher collaboration: Polish and American teachers work together to pre-teach the language, set up, monitor, and conclude the task

Let's get started:

- the teacher gives a short presentation about Christmas traditions in the USA. Campers/students take notes and ask questions

- in pairs, students prepare mini-presentations about Polish Christmas traditions. Each presentation should be max. 2 minutes long
- students are divided into groups of four. They take three minutes to brainstorm and list all the similarities and differences between Christmas celebrations in both countries
- after a discussion in an open session, students get new speaking partners. They are asked to write a story about Christmas entitled “Christmas Remix”, combining Polish and American traditions. In pairs, they display their finished stories on the walls
- students review the different stories. They need to count how many Christmas traditions from Poland have been added and write the number on the poster under the story. The teacher also walks around and checks the numbers
- in the open feedback session that follows, the authors of the stories count and then confirm how many Polish traditions they have remixed into their American Christmas story

*A tip for teachers: play Christmas songs in the background while students are working; if possible, even put up Christmas decorations before the session to treat your students.



ADVENTURE 9:

Explore the competitive spirit

Hall of fame



Goals: guessing the mystery person in the game

Language focus: questions: object/subject, direct/indirect, question tags

Materials and preparation: teachers prepare:

- a list of famous Americans whose life/achievements students may be familiar with—each name has a number, the list should be secret
- the characters/heroes portraits, if available
- the portraits with corresponding numbers are put up on the wall before the session, turned towards the wall

Teacher collaboration: teachers work together to prepare the list of famous people, their portraits, set up, monitor, and conclude the task

Let's get started:

- the teacher introduces students to the concept of “a hall of fame”
- the teacher presents a gallery of hidden portraits
- students are divided into 2–3 competing teams
- students call out one of the numbers. That tells the teacher who the person is. Each team takes turns to ask one question at a time, which may help them guess the name of the famous person. After each answer, they may make a guess. If successful, they score a point. If not, they lose a point. There are only 12 questions per name. If no one has guessed after 12 questions, the teacher reveals the answer and uncovers the portrait
- the teacher adds up the points and announces the winning team

*A tip for teachers: if you think your campers/students might not know these famous people, introduce their profiles during camp or during the school year.

Online version: it's a great activity that can not only be run as a competition but also as a task for motivating students to listen to what other students say online. The answers can be given as a “chat” exchange. Finally, individual students can volunteer to present their favorite characters.

Teach the teacher competition (camp-oriented task)

Goals: this is the grand finale of all the sessions that take place at camp. Every day, at the end of each class, campers teach (using English only when explaining the meaning) their American teachers 1–3 words/expressions in Polish that are related to their activities. At the end of the camp, students prepare a quiz for their teacher to test how well they remember the Polish words

Language focus: useful expressions for defining words, defining relative clauses (who, which, whose, where, when)

Teacher collaboration: Polish teachers:

- set up the task on Day 1
- ensure that every session ends with a mini Polish lesson for the American teachers
- keep track of the words/expressions taught throughout the camp
- help campers to prepare the quiz
- moderate the competition on the final day

Let's get started:

- Polish teachers set up the task at the beginning of the camp
- at the end of every session, campers teach their American teacher and teaching assistants 1–3 words related to the topic discussed during class. The group leader takes notes of all the words for the final test
- before the final day of camp, Polish teachers help campers prepare a quiz for the American teachers. Each quiz must have 10 items. The teacher can score 1 point for each answer. The format depends on the language level of campers (e.g., open questions, images with a multiple-choice test, filling in gaps etc.)
- the quiz takes place on the final day of camp with Polish teachers as the jury
- after the American teachers complete the quiz, the Polish teachers compare the results for all the groups: the team of campers who have turned out to be the most effective teachers (their American teachers had the best score in the quiz) gets a special prize

*A tip for teachers: don't tell campers/students that this is a competition between different groups. That way, the quiz will be more challenging.





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See you next summer!

*Grażyna Czetwertyńska
Zofia Jaworowska
Aleksandra Kujawska*



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