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## PLEASE SUMMER CAMP e-DIARY

TEACHER: Gina Manos

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| <p>DAY 1 Monday<br/>06.07.2015</p> | <p>After the participants had arrived Amelia spoke to them about the project and then they were divided into two classes according to their level of English. The lesson began at about 9.30. The participants looked enthusiastic. I introduced myself and told them that we would play a warm up game so I could learn their names and so we could get to know each other. (Tool Lets get physical) I realised that they understood what I was saying quite well with the exception of a couple of adults. I wrote what they had to say on the board (I'm _____. This is for you _____. Thank you _____. I.m _____ etc ) and then I explained the game. We all got up and formed a circle and then we passed each other a soft ball introducing ourselves. As the ball went round, it got faster and faster. Then I asked them to throw the ball to anyone they wanted quickly so they all had to be alert. It was fun because they had to be quick and surprise the next person. They enjoyed it and they laughed a lot.This took about 30mins then we were seated again.</p> <p>10 am Tool What are you wearing<br/>I revised clothes and colours on the board. They would tell me what they knew and I added some they didn't. I said "I am wearing black trousers, a red t-shirt and black shoes. What are you wearing today?" They all got up in turn and did the same. As there was no internet connection I asked them to find a picture in a magazine and describe what they were wearing. When their pictures were found, I gave them A4 paper and asked them to glue their picture and then describe it.. That all took about 30mins. After the break they each stood up in front of the class and presented their work. It was an interesting activity and as the participants were girls only they loved looking for pictures of clothes to describe.</p> <p>11.30 (Tool Colour Hunt) I left the colours written on the board and I explained that they had to get up and find 3</p> |
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|                                     | <p>objects in the classroom which were in the colour that they were given. I gave each pair a different colour and the first to bring them to me were the winners. It was exciting for them as it was a competition so they wanted to do it again. The second time I gave each pair another colour and the third time I asked them to leave the classroom and go anywhere in the school to find their objects for the next colour. The adults wrote their objects in their copy books as they could not bring them back into the classroom while the children did most of the searching. Some did not know what the object was called in English so they wrote it in Portugese. When they returned to the classroom I gave them the English word and so it turned out that they learned some new words as well as revising their vocabulary and colours. That took about 45mins so we had about 15 mins before the lesson ended so I seated them down and I asked them to take pictures at home with their cameras of objects they have in the kitchen and bring them to class the next day with their computers and USB so as to upload them and make a file the following day. (Preparing Tool Vocab in the kitchen).</p> <p>The lesson ended and I thanked them for the lesson and they all looked satisfied and said they were looking forward to the next day. I had no trouble implementing those three tools and everything went as I had planned. They all seemed to understand me but were a little hesitant to express themselves in English so they would sometimes talk to me in Portugese. They would occassionally turn to Sofia for help, who was in the lesson the whole time, and she rightly told them that they had to make an effort and try to speak to me in English . By the end of the week they did so without as much difficulty. No unexpected problems apart from not having internet but searching for pictures in magazines instead of the net was just as fun.</p> |
| <p>DAY 2 Tuesday<br/>07.07.2015</p> | <p>The lesson began at around 9.15. They set up their computers and started working in pairs, uploading their pictures they had taken at home of kitchen objects. They worked efficiently together without much help. A pair didn't have a computer. They had a tablet which meant they couldn't upload their pictures so they borrowed a computer from another pair when they had finished. That caused a bit of a delay but the work was done. I asked them to label their objects and put them in one file. They did so without any trouble and I would go around the class monitoring their work and helping with any unknown vocabulary. I was impressed by the way grandmother and child would work together so well. I explained that as we had no internet so they could and share their files on the PLEASE group on facebook at home. Sofia and I showed them on the interactive board how they could become members and then showed them some other pictures and work done by other participants in Spain and</p>  |

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|   | <p>Greece during their summer camp week and that gave them more incentive to do the same and share their work. That all took about 60-70 mins and then we went on our break.</p> <p>11.00 After the break (Tool – Classes and Subjects at school) I had made my own flashcards of school subjects and I put them on the board and we revised them and then I numbered each subject. When I explained the memory game that we were about to play I started first. I turned my back against the board and the participants had to give me a number and I had to remember which subject it was. When I didn't remember something it was someone else's turn to come to the board. The adults had some difficulty remembering but they still enjoyed it. The game lasted about 30 mins and I told them that my favourite subject at school was English. I did English on Mondays and Wednesdays and my teacher's name was Mrs Smith. I asked them what their favourite subject was and what days they did them and who their teacher was. The adults couldn't really remember what days they did their favourite subject which made it a little more difficult for them. I then asked them to do it in writing. I gave them A4 paper and pictures of different subjects which I had prepared (luckily since again there was not internet so we couldn't look for them online and print them). They glued in their favourite subjects and wrote about when they did them etc. It was once again presented to the whole class. The memory game was fun but it would have been more interesting for all if it was on another topic like interests/hobbies as some adults couldn't really relate to school subjects. The lesson ended and I felt that Day 1 was more exciting than Day 2 as there weren't as many games and they were seated most of the lesson.</p> |
| <p>DAY 3<br/>Wednesday<br/>08.07.2015</p> | <p>9.15 (Tool Body Poster) We revised the parts of the body on the board while also showing them. Next we made some flashcards with A4 paper of the body parts to use on our body poster to label the parts. (Each pair made their own) They wrote the body parts and then cut them into flashcards. I gave them large cardboard paper and then the child lay down and the grandparent had to trace the body of the child on the cardboard. ( Great fun doing this) They hung their body posters on the wall and then they started labeling the parts. It was a most enjoyable and fun way to learn or revise the parts of the body. They were so involved in making their poster that they didn't even care about going on their break. Some wanted to colour and even draw clothes on them. We left the body posters on the wall and went on our break. They were very willing to do this activity and the tracing stage was really amusing and entertaining for them. This tool took 90 mins. When we returned from our break very satisfied with their posters , I gave them their own individual miniture A4 body and they coloured and wroter the parts of the body one more time for revision. Nice short activity (20 mins) to consolidate what we did. At about 11.30 (Tool Eat the alphabet) we revised the alphabet very quickly as they new it. I wrote on the board "I am hungry. I am going to eat an (a) apple. The next student had to repeat that and say " I am hungry. I am going to eat an apple and a (b) banana. This went round the class going through all the alphabet, trying to remember what each person had said. It started off well but halfway through the alphabet it started getting tiring and boring. It took at least 30 mins as some had difficulty thinking of a</p>  |

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|                                      | <p>food with the specific letter and we all had to pitch in and help. I felt that they just wanted to finish the activity and get on with something else. My plan was to make a food alphabet online but again there was no internet. I was told by Amelia that Fridays lesson would not take place as they had organised a party and certificate ceremony so I didn't continue the tool the next day so as to go on to another one. I would have made them draw the food instead of looking for pictures online to make their food alphabet but that would have taken too long.</p>  |
| <p>DAY 4 Thursday<br/>09.07.2015</p> | <p>(Tool – Calendar ) We revised the months/days and seasons on the board. I told them that we were going to make our own class calendar. I gave 4 months to each pair (3 pairs) . I had month templates ready and they had to complete the month, dates, days and seasons. Make them as attractive as they could using colours and draw pictures according to the season. Eg. If they had the month May which is in Spring they could also draw flowers or umbrellas for autumn. We joined large cardboard paper and then the class as a whole would work together to bring their calendar alive by sticking on their months in correct order.. They all worked enthusiastically together and they looked like they were really enjoying themselves. When the calendar was hung on the wall they had to say, show and mark when their birthdays were. Special occasions like Christmas were marked and any other special or important events in their county. It took about 90 mins and the result was very satisfying and they were all very proud. After the break I continued by giving them a board game of snakes and ladders to play for more revision on months etc. The game had questions related to months ,days and seasons eg What month is Valentine's Day, What season do we go to the beach? If they didn't answer correctly they would lose a turn. Enjoyable 45 mins. Can be easily used as filler. At about 11.45 (Tool – My monster – Our monster) we had already revised the parts of the body with Tool body poster so I gave them the A4 paper and asked the to draw a head.. As it was a monster I gave silly instructions on how to draw the face eg. “Draw 3 eyes, 5 noses etc. They thought it was funny. I told them to fold their paper so that their partner could not see the head and I gave more silly instructions for them to draw the body. They folded again for the legs and feet. When the monsters were completed, they returned it to their partner and they opened it and saw the final result with fits of laughter around the classroom. It was a great listening exercise . They presented their monsters to the class and compared them. That was the end of Day 4. We finished off with a lot of fun and laughter. I told them that the following day we would not have a lesson and I gave them back all their activities which I had collected. I put them all together and made a little souvenir booklet so they could remember the work they did at please summer camp. I also gave them a little gift each to thank them for being brilliant students and to show my appreciation for their participating and making the lessons so pleasant and great experience.</p> |
| <p>DAY 5 Friday<br/>10.07.201</p>    | <p>The last day was party day. We were all in one classroom and Maria Margonska honoured us with her presence and she spoke to the participants about the project. Certificates were given by the Mayor and views and opinions and gifts were exchanged. Dance</p>  |

lessons were organised at the cultural Centre for the participants . The week ended with mixed emotions by all. Sad that it was over but at the same time satisfied and rewarding that things turned out well and that the lessons were enjoyable yet educational. Some even asked if the summer camp could be repeated next year.

Personally I believe that with my class everything went according to plan. All the tools worked well (except for the one I had planned to do on Friday but could not (Tool PT11 Describing People) because the lesson was cancelled. With good preparations on the teacher's side and the willingness to participate on the student's side the tools are very functional and exceed their goal in reinforcing learning through fun and games with grandparents and children. The experience for all was overwhelming and the work done by the participants was outstanding. Everyone worked hard together to make this project a success.

JOB WELL DONE