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PLEASE SUMMER CAMP e-DIARY

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DAY 1 Monday
06.07.2015

We were taken to the school at 8.45am. The lesson was supposed to start at 9.00. The participants slowly gathered into one classroom. At some point the supplies that we had asked for were brought by Rachel. At 9.15am everyone had arrived. Amelia talked to them about the PLEASE project and what the goal was. She also introduced us to the people there. We then divided the students into two groups according to the level of English. The actual lesson started at 9.30am which was natural since it was the first day. Miss Carla stayed with me in order to assist me in anything I should need. Miss Gina had taken the advanced students so the first thing I asked was how much English my students knew. But everyone just looked at me and nobody said a word. I asked Miss Carla to ask them in Portuguese and that is when I realized that the adults had no knowledge of English at all and the children had very limited knowledge. I knew I had to change my approach. The first tool was GR/1 Let's Get Physical. The first thing I did was write my name on the white board. I demonstrated showing myself and saying "I am Miss Markella" still they looked at me so I asked Miss Carla to help me by translating what I said and the instructions I was giving in English. She explained that my name was Miss Markella and that her name was Miss Carla showing herself and me. I wrote, I am name explaining that after I am they should say their name and Miss Carla translated. I wrote their names in English on the whiteboard. Everything I wrote or said they wrote down in their note books. They seemed very eager to learn. After repeating the names and I am Till they seemed confident, I went on to write this is for you on the white board. Miss Carla translated. We repeated that till they felt ok with it and explained that we were going to play a game with the simple structures they had just learnt. I took the stuffed animal, a little Teddy Bear and demonstrated with the help of Miss Carla how the game is played. I didn't put them in a circle. They sat next to each

other. I stood in front of every student and for the first round I said the phrases they repeated. Then we played a second round. This time starting from me I passed the teddy to the first student and he passed onto the next. They needed help and guidance from me throughout the whole game. Repeating the routine helped feel more confident and be less shy. The ice was broken. We clapped at the end and commended the effort. This took 40-45 minutes. It was 10.15am. I had 15 minutes till break. I moved on to the next tool, PT/27 The Very Hungry Caterpillar. I asked if they knew the days of the week with the assistance of Miss Carla. Apart from one student a 13 year old boy and Amelia no one else did. I wrote the phrase The days of the week on the whiteboard and Miss Carla translated. Then I wrote the days of the week in form of a list under the phrase. Each day I wrote on the board was translated. They copied everything in their note book. We repeated the days and focused on the pronunciation. I would say a day, they would repeat. They finally managed to get accustomed to the days. The time was 10.30am. We had half an hour break. At 11 we started class. With the help of miss Carla we explained what we were going to do next. I drew The Hungry Caterpillar on the white board. Then I gave them plain A4 paper to copy my drawing and colour it. We then used the interactive board to listen to the story on Youtube. We then repeated the story filling the circles of the drawing with the days of the week. I put the drawings on the wall with blue tak. I wrote key words and the simple phrases of the story on the board. We repeated everything many times focusing on pronunciation. Everything was translated. We went on to explain the next step. We were going to make a big caterpillar to put up on the wall using coloured cardboard. I explained that every day we would write a day of the week in every circle. They really enjoyed themselves. By the time they were done it was time to go home. 12.30pm.

DAY 2 Tuesday
07.07.2015

The lesson started at 9.15am by the time everyone came and settled down. To start the day we repeated the days of the week. I asked them what the day of the week was so we can write Tuesday on the second circle of the caterpillar. Most of the students answered without help. I realised that they had gone home and studied what we had done the previous day. The students were less shy and showed willingness to learn new things. To start with I used the interactive board and we did a song on the days. "Today is Monday by Eric Carle on YouTube. They enjoyed it! With the help of Miss Carla we repeated the song and we broke it down sentence by sentence and worked on the meaning of the lyrics of the song. I wrote the song on the whiteboard. We worked on the pronunciation. After 20 minutes I started working on the first tool of the day which was GR/3 Action game. I wanted to revise our names and use the game as a warm up for the next tool which was PT/2 colour my world. Before we played the action game I wrote the verb to be on the board. They kept notes of everything. With the Help of Miss

Carla, I explained the personal pronouns and did the Present Simple(positive form) of be : I am , you are, he is , she is , it is, we are, you are, they are. I said and they repeated after me. Then we did the Present Simple (positive form) of the verb I like. I followed the same procedure. The next step was to help revise or for those who didn't know teach colours with the use of flash cards. Again I wrote everything on the board. We worked on the pronunciation and meaning of the words, both verbally and taking notes. Once I had finished with the preparation and warm for the Action Game I explained the game to them and demonstrated how it is played. Miss Carla translated. I wrote: "I'm name. I like colour". You're name. You like colour." I started the game and went on to the next and so on guiding and helping the students. I said they repeated. We repeated the game and at every round they felt more comfortable and managed to do better and better. At the end we cheered and clapped. They were happy. There was a sense of achievement. It was 10 minutes before break time. I started preparing for the next tool. We put desks together with the students and created a bigger table; we put chairs around it and covered it to protect it from the water colours. They sat around the table; I gave them water colour, paint brushes, A4 paper, plastic cups and pencils. It was 10.30 am. Time for break. After break we continued where we had left off. I sat with them and told them what to do. They followed my lead. We did primary and secondary colours. They really had fun with that. The students that finished first asked for some more paper to paint a picture. I let them. When we had finished There was still half an hour left till the end of the lesson. I went on to start the next tool which was GR/24 My Wonderful World of Disney. Unfortunately the Wi- Fi signal was very weak to nonexistent so we didn't use the computers at all. I had photocopies with me from Greece which I gave out. I explained that we were going to colour them and make posters with their drawings. We practiced colours, the imperative (give me..., take...) Thank you, please. We finished the tool by 12.30.

DAY 3 Wednesday
08.07.2015

We started the lesson by preparing for the tool Sp/ Clothes- Dress up. For this tool the student's needed to know vocabulary related to clothing, colours and numbers. I decided to start with numbers. In this case I was lucky. The children knew how to count from 1-10. I wrote the numbers on the board and asked the children to help their grandparents with what we were going to do. By this time the children had opened up more and felt more confident. They could understand a little more than they could speak. Miss Carla was in the classroom but I tried not to have her translate as much. The children helped their grandparents very much. They wrote everything in their notebooks. I gave them photocopies of numbers from a picture diary, which I had brought from Greece, to colour and we went over the numbers. We did 1-20. Then I gave them a drawing of Euro flags to colour (Euro-colours). They had to colour by numbers. 1. Red, 2. White, 3. Black, 4. Yellow, 5. Blue, 6. Green, 7. Orange. I also used the interactive board and Googled Euro flags. This helped them with the labeling under each flag. When they were finished I showed them a map of Europe and showed them where I had come from. I asked if anyone had been to Greece. I also showed them the Greek flag and asked them to tell me the colours of it, which they did. Then I asked them to show me Portugal on the map, show me their flag and tell me its colors which they did. It was

time for break. When we got back from break I used the interactive board. I chose to show them a song on YouTube: This old man he played one..... As with all the songs we listened to it again. Then we broke it down, wrote it on the board and worked on the vocabulary and pronunciation. The children picked up on the songs quicker than the adults. What was pleasantly surprising was that they all practiced everything we did in class at home. The next thing we did was a drawing, colouring by numbers. They had to read a list of colours and match it to the numbers to colour a parrot. They also had an exercise there was a picture of colourful fish. Each fish had a number. Under the picture there were sentences describing the colours of the fish. The students had to look at the picture and match the fish to the sentences. I explained what they had to do. I just observed while they were working. The children assisted the adults and they did just fine. The next thing we did was the months of the year and the seasons. I put up a poster on the board of the seasons and what months go with each season. I wrote the phrase: Months Of The Year on the board and started teaching the months and seasons. One adult (Amelia) and one child new the months and helped me with the translating. They wrote everything down in their notebooks. We worked on the pronunciation and repeated the months and seasons. I said and they repeated after me. By the time we were finished it was time to go home.

DAY 4 Thursday
09.07.2015

The lesson started with a revision of the months and seasons as well as the numbers. I put the poster of the months and seasons on the board. I gave out coloured photocopies that I had brought with me from Greece. There were two exercises to do. I explained what they had to do. In one exercise they had to match months to seasons and in the other they had to label pictures depicting different weather conditions naming the seasons they belong to. For example a picture showing a child eating an ice-cream Would be labeled summer. In the end they had to draw a picture of their favourite season and say which one it was. Throughout the whole exercise I observed and helped where necessary. The children helped the adults and Amelia assisted her two Grand children as always. By this time we needed the Help of Miss Carla less and less. They did very well. It was finally time to do my next tool which was Clothes Dress Up. I gave out a copy of clothes taken from my picture dictionary. I Worked on the vocabulary and pronunciation with them and looked to see if there were any similarities with the mother tongue. Once we had finished. I gave them. A photo copy depicting A Pirate and his ship mates on a beach. Each character had a bubble over them describing something they were wearing or holding. For example: The map is yellow and blue or my hat is red and my clothes are blue and white. As they coloured I observed and helped where necessary. When that was over. I put up a poster depicting a family of dinosaurs dressed up attending a wedding. In the border line of the poster were bubbles with different labeled clothes such as skirt, dress, socks, shoes, shorts, t- shirt, boots, trousers, sneakers, jacket, sweater, track suit, coat. I explained what I wanted them to do. I wrote the question: "What is this?" on the board. We translated it in Portuguese with the help of those who understood. With my finger I pointed on the clothes and asked a student: "What is this?" he answered "a t- shirt." I did this with all the students pointing at a different garment every time. I then told them to come up to the board and ask each other. I helped and tried to

encourage them. Things went well. Then I wrote the question: "what colour is this?" on the board. We translated it and explained it. I went back to the poster and asked what colour the different clothes were and they answered very well. After that, I put flash cards on the board and asked them to help me label them. As they did that I wrote under the flash cards. Then, I asked them to help me match clothes according to the season they belong to. I showed them a season, they answered by choosing clothes. For example, I would say winter, they would say coat. After rotating the questions and answers repeatedly, we stopped for break time. Then I gave them photocopies of a person's body without clothes and they had to dress it by drawing clothes on it. When they finished I showed them how to draw lines from each garment, and label the clothes they drew. The next thing we did was tool SP/ 24 Headbands. I used flash cards related to clothes. I put them face down and asked the students to pick one but not look at it. I partnered them up. A grandparent and a child. I demonstrated and explained that they had to take turns. One would hold the flash card without looking at it and ask questions so that the other could give information on the garment on the flash card that their partner was holding up. It was fun. They did need encouragement and help but using this tool they had to use colours, numbers, seasons and vocabulary on clothes. This way they revised everything we had done so as to be able to do the tool Dress Up. I also gave them a picture cross word puzzle to do. When they finished I moved on to tool GR/6 Family Tree. I gave out Photocopies I had made in Greece from a picture dictionary with words related to Family. I wrote the words on the board. We translated them and worked on the pronunciation. (Mother, mom, father, dad, brother, sister, grandmother, grand-mom, grandfather, grand-dad, grandchild, aunt, uncle, baby, cousin, parents, niece nephew, man, woman, boy, girl). After working on the vocabulary I drew my family tree on the board explaining what a family tree is and how we make one. I asked them to make their own. I observed and helped where needed but some children knew some of the words and helped the grandparents. We did one last photocopy Depicting members of a family on a family tree which were numbered, under it there were sentences for them to fill in. E.g. Number 1 is my father. His name is.... Number 2 is my mother and so on..... I helped them complete the sentences. We clapped and cheered because this was the end of the tools. At the end of the lesson we uploaded pictures on the Closed PLEASE project face book and I showed them the other members of the program and what had been done in summer camps in other countries. The time was almost 12.45pm. We had finished for the day.

DAY 5 Friday
10.07.201

On Friday there was no teaching. Amelia had planned a ceremony to give the student's their certificates of participation and the adult students had to fill in the questionnaires concerning the Summer camp they participated in Portugal. This took place at the school. We had the honor to have Maria Margońska from Poland visit and attend the ceremony. Amelia introduced her to the students to whom she spoke to about the program and asked their opinion about it. Everyone was pleased and excited and asked if this could be repeated next year. After Maria's communication with everyone there, the vice mayor came and spoke to the participants of the program showing his support to the idea .He gave out the certificates and gifts were exchanged. A party followed at the

cultural center.

Everything went well. This was a great experience. It was very interesting to teach adults of that age with their grandchildren. It was great to work in a public school in Portugal in co-operation with the Portuguese teachers Miss Carla Silva and Miss Sofia Coelho. Their help was valuable. The co-operation among the students was successful.

The tools can help learn, practice or revise the language. The teacher must be very well prepared. I had to make many changes in all my tools. My adult students spoke no English at all apart from one. They had never had any contact with the language what so ever. The children knew numbers from 1-10, six colours, the ABC, good morning, bye-bye very little English. Only one student was of a little higher level I simplified everything. I needed the help of a Portuguese to teacher to translate especially when giving instructions. Tools GR/9 Seaside holidays and PT19 Farm animals were not used due to the fact that they were scheduled for Friday 10-07-2015, the day of the party. Furthermore, the tools GR/6 Toy box and SP/5 Vocabulary in the bathroom were not used due to all the changes and things I had to teach so as to apply the other tools. All the above occurred because I had no information on the level of the students beforehand. Knowing this I prepared many different things to use in Greece just in case (to have as backup). No matter the difficulties I faced I adapted to the needs of the students and we all had a great experience, we had a lot of fun and I consider things to be a success.

