

Day one - Laura

8:30 - 9:30

- name game with movements
- Get into order .. First names, surnames, height order, birthdays
- Find someone who
- Create name badges (white stickers needed)

9:30 - 10:30 Adventure (World)

- T-shirt about you (present to the class)
- Map work .. Can they name the countries on a map (bring in a map or globe) with countries worksheet from the cupboard
- Teach the vocab ... I am from (Italy) I am (Italian)
- Do a class quiz if I'm from ... What nationality am I? ..
- Introduce the word flag and show them the British flag
- Give them a matching game of flags and countries and get them to try to match the countries to the correct flag
- To finish they can design their own flag if they were the new president of Italy

10:30 - 11 break

11 -12:15 - activity (perhaps capture the flag) could use the different countries and flags

12:30-14:30 lunch and free time

14:30 -16:30 workshop -Silvia
Game - Laura (dragon races)

Day two

8:30 - 9:30

- Throwing a ball to each other trying to remember each other's names from the day before
- Two teams they have to create shapes with their bodies (numbers, objects etc)
- The knot game
- Musical statues to lead into the lesson

9:30 -10:30 Adventure (world music)

- What different types of music do they know? Make a list on the board and Elliot if needed
- Play different types of music and let them just hear it
- Write different countries on the board and play the music again and get them to guess which country the music comes from
- Which is their favourite? Which do they hate?
- Do they know any instruments from the music? Introduce some instruments vocab on the board and play the different sounds
- Does anyone play an instrument?
- Put them into teams and give each team a different country ... With their bodies and voices they are to create a song they think sounds like music that would come from that country

- design the first two badges for yesterday and today's lesson
- If there's time could do music man song

10:30 -11 break

11 - 12:15 random activity (scavenger hunt?)

12:30 - 14:30 lunch

14:30 - 16:30 workshop - Laura - stick raft building challenge (need sticks, twine and paper and sellotape)
Silvia - game

Day three

8:30 -9:30

- names and movement
- Running dictation
- If did it yesterday refresh music man song otherwise teach it

9:30 - 10:30 Space - Planets (weather)

- flash cards with weather symbols ...do they know what they are .. Elicit
- What is the weather like today? What about about yesterday?
- Review the weather ..they tell me what they are from memory
- Draw on the board the planets .. Do they know their names.
- Give the, the names and they have to match the names to which planet they think
- Play planet song on Pinterest
- Give print out of the lyrics and get the kids to start trying to sing along
- Can they guess what type of weather each planet has? Look at how far it is from the sun ..
- Tell them the answers
- Do the page in their diary books (what have they remembered from the lesson?)

10:30 -11 break

11 - 12:15 random activity (wall e)

12:30 - 14:30 lunch

14:30 - 16:30

Laura - game (build a tower)
Silvia - workshop

Day four

8:30 -9:30

- a different find someone who
- Categories game
- Blow wind blow

How To Play Blow Wind Blow

For this icebreaker game you'll need to set up your chairs in a circle facing inwards. Make sure there is one less chair than there are players.

Select one player to start off in the middle. They must begin by calling out "Blow wind blow". The rest of the group must respond "blow what?" Then the middle player can say some kind of conditional statement like "everyone with red hair" or "everyone not wearing shoes". All the players that fit into that category must get up and switch chairs with another player. This allows a chance for the middle player to steal a chair also. Once everyone has finished switching as quickly as possible, there will be one player left stuck in the middle. Then the process repeats!

If playing with a larger group it can become difficult for everyone to hear what the person in the middle is saying, so it might be wise to have a cordless microphone or a megaphone to use. Alternatively you could have someone else with a microphone outside of the circle calling the shots out.

9:30 - 10:30 Space (Aliens - Body Parts)

- Mix and match game to introduce body parts
- Worksheet with body parts
- Head shoulders knees and toes song
- Body parts team touching game
- Introduce the term alien and show different pictures of interpretations
- What body parts do aliens have? Split into groups and give a different picture of an alien and get them to label
- Design own alien and label
- Do badge in adventure book

10:30 - 11 break

11 - 12:30 random activity (?)

12:30 - 14:30 lunch

14:30 - 16:30

Silvia - game

Laura - workshop (space rockets)

Day five

8:30 - 9:30

- Stand on the blanket (bring in big blanket)

Explain to the group that because the ground is so cold, you've provided a nice cozy blanket for them to stand on. Spread the blanket on the ground or floor. Ask the whole group to get on it so that no body parts are touching the ground off the blanket. Once the group successfully completes standing on the blanket, advise them that you've received a report that another group needs half of their blanket to keep their feet warm, too. Ask them to get off and fold the blanket in half. Repeat the above process as many times as possible. Each time you fold the blanket, the group will need to be more creative (and cozy) to successfully stand on the blanket.

- Cereal box game (bring in cereal box)
- I went to the supermarket and bought ...

9:30 - 10:30 Space - Spaceships (houses and rooms)

<https://learnenglishkids.britishcouncil.org/en/word-games/rooms>

- Sit in a circle and ask them if they know the word room if not explain with drawings on the board. How many rooms do they have in their house? Can they name any of the rooms? Put up website above and as a group can they label the rooms?
- Give them a wordsearch to complete containing the different rooms vocabulary (create wordsearch beforehand)
- Sit back to back and give each child a piece of paper they take it in turns for one to draw the rooms of the other persons house ... Put up adjectives on the board such as big, small etc to help ..also left and right
- Show a picture of a spaceship ... What is it? Who lives inside?
- They have to imagine they are designing there own spaceship for the alien they created yesterday ... Draw and colour (label?)
- Do page in adventure book

10:30 - 11 break

11 - 12:30 random activity (Dodgeball themed as star wars?)

12:30 -14:30 lunch

14:30 - 16:30

Laura - British bulldog

Silvia - workshop

LESSON PLAN (Silvia)

DAY ONE

First hour: 8.00 – 9.30

Energizers/cooperative games

- Name and adjectives game: Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henri and I'm happy". Or, "I'm Alice and I'm amazing." As they say this, they can also mime an action that describes the adjective.
- Introduce yourself game -> write 3 things that you like/about yourself on a small piece of paper but don't write your name on it. Put it in a bag and let the teacher read it out loud and guess the person with the help of the other students.

Second hour: 9.30 – 10.30

- Setting the rules: decide the rules for the 2 weeks together and write them on the board;
- Key words/expressions: elicit expressions and words that will be useful for the students during the 2 weeks (ex. "Can I go to the toilet, please?") and write them on the board;
- Creating posters: divide the class into 2 groups, provide them big blank posters/markers and make them write down the rules and the expressions.

Third hour: 11.00 – 12.15

- Give them time to finish the posters;
- Introducing UP: show them the flashcards and let them guess the movie. Show them the trailer, ask them to tell you the story and after, show them a video related to the Adventure Book.

Workshop: 14.30 – 16.30

- Adventure book

DAY TWO

First hour:

8.00 – 9.30

Energizer/Ice breaking game:



- Juggling ball game: Everyone stands in a close circle. (If the group is very large, it may be necessary to split the group into two circles.) The facilitator starts by throwing the ball to someone in the circle, saying their name as they throw it. Continue catching and throwing the ball establishing a pattern for the group. (Each person must remember who they receive the ball from and who they have thrown it to.) Once everyone has received the ball and a pattern is established, repeat the game another time, following the set pattern.
- Knots: Participants stand in a circle and join hands. Keeping their hands joined, they move in any way that they want, twisting and turning and creating a 'knot'. They must then unravel this knot, without letting go of one another's hands.

Second hour: 9.30 – 10-30

- Use the "Balloons Science Fun" printable and display it on the IWB. Read it out loud with the students and translate the concepts that they don't understand. Then divide them in 4 teams and ask them to answer the following questions by using the formula in the printable (<https://www.sheknows.com/parenting/slideshow/680/printable-games-activities/34>):
 - o How many balloons would it take to raise a sumo wrestler/a bicycle/a dog/a small house?
- Balloon science experiment: inflate balloons with soda powder and vinegar, then draw the school on a poster and attach the balloons in "Up" style, writing the names of the kids on each one.

Third hour: 11.00 – 12.15

- Random activity with Laura
- 20/30 minutes to fill in their adventure book for day 1

Games: 14.30 – 16.30

- Different games from different parts of the world (use the UISP/Seacoop summer camps' lesson: show a world map, elicit the countries/continents that they already know, show them the flags and let them guess the countries).

DAY THREE:

First hour: 8.00 – 9.30

Energizer/Ice breaking game:

- **Planets:** Ask everyone to choose a particular spot in the room. They start the game by standing on their "planet". Instruct people to walk around the room and carry out a particular action, for example, hopping, saying hello to everyone wearing blue or walking backwards, etc. When the facilitator says "Stop", everyone must run to his or her original "planet". The person who reaches their place first is the next leader and can instruct the group to do what they wish.

- **Who is the leader?:** Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

Second hour: 9.30 – 10.30

- Introducing Wall-E: show them the flashcards and let them guess the movie. Show them the trailer, ask them to tell you the story.
- Game: They have to leave the earth because it's too polluted. Where would they like to live? Give them the photocopy and ask them to draw their own planet and name it.
<https://www.education.com/download/lesson-plan/the-solar-system/attachments/make-a-planet.pdf>
- 20 minutes to fill in their adventure book for day 2

Third hour: 11.00 – 12.15

Workshop: 14.30 – 16.30

- Workshop: the milk experiment + preparing a poster where to attach the "galaxies"

DAY FOUR:

First hour: 8.00 – 9.30

Ice breaking/cooperative games

- Quickly revise direction/movements
- **Robots:** Divide the participants into groups of three. One person in each group is the robot controller and the other two are the robots. Each controller must manage the movements of their two robots. The controller touches a robot on the right shoulder to move them to the right, and touches them on the left shoulder to move them to the left. The facilitator begins the game by telling the robots to walk in a specific direction. The controller must try to stop the robots from crashing into obstacles such as chairs and tables. Ask participants to swap roles so that everyone has a chance to be the controller and a robot.

Second hour: 9.30 – 10.30

- Recycling with Wall-E: elicit the word "recycling" and elicit related words that the students already know. Show some flashcards if needed, in order to teach them extra useful vocabulary. Show an extract about recycling from the movie and ask the students to talk about it.

- Game time: Tumbling tows game and other similar activities (https://www.momjunction.com/articles/recycling-activities-and-games-for-kids_00397175/#gref, a lot of aluminum cans needed)

- 20 minutes to fill in their adventure book for day 3

Third hour:

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Workshop:

- Creating Space Helmets

DAY FIVE

First hour: 8.00 – 9.30

Energizers/cooperative games:

- **Dancing on papers:** Facilitators prepare equal sized sheets of newspaper or cloth. Participants split into pairs. Each pair is given either a piece of newspaper or cloth. They dance while the facilitator plays music or claps. When the music or clapping stops, each pair must stand on their sheet of newspaper or cloth. The next time the music or clapping stops, the pair has to fold their paper or cloth in half before standing on it. After several rounds, the paper or cloth becomes very small by being folded again and again. It is increasingly difficult for two people to stand on. Pairs that have any part of their body on the floor are 'out' of the game. The game continues until there is a winning pair.

Second hour: 9.30 – 10.30

- **Wall-E and EVA dance:** show them flashcards to elicit "to dance". Show them the video of Wall-E and Eva dancing and ask them to talk about it.
- Revise parts of the body with flashcards
- **Marionette dancing:** Explain to students that marionettes are a type of puppet that have strings attached to different parts of their bodies. The puppets move by the puppeteer pulling on the strings. Ask students to pretend that they are marionettes. Call out one body part and a direction (eg: arm, up) at a time and have the students move as though the string attached to the body part is being pulled in the direction called out. Call out directions that would encourage students to practice their balance, as well as their use of the space around them.

Third hour: 11.00 – 12.15

Games: 14.30 – 16.30