

Description of the Child	His/Her needs	His/Her activities
Continuous Growth.	Need to play games that push the organism to a healthy fatigue	Heavy games: Climbing, running, jumping
S/He likes rough games.	Participate in activities that involve a certain degree of contact	Body-to-body games
Sexual characteristics start to show. Rejection of the other sex is a possibility.	Appreciates his/her identity as part of his/her sexual group. Likes mixed activities, but activities that involve only members of one sex as well	Group games (sports)
Reactions are quite different depending on the circumstances.	Participate in activities that offer a choice of material and equipment.	Individual, small group and big group activities
S/he has a strong sense of competition and seeks for recognition.	Succeed in cooperative games; s/he likes to take part in activities which provide personal satisfaction	Activities that are individually challenging. Activities that put forward his/her abilities (arts).
Wants to be more and more independent and wants to help.	Having responsibilities in planning, directing and evaluating.	Take care of the group/subgroups. Take care of younger children. Be in charge of certain elements.
Wants to be accepted/integrated and shows loyalty towards his group/team.	Be part of different groups/teams. Participate in a variety of activities.	Team games (sports) Team work (pairs)
Wants to get approbation from others, and won't want to sacrifice his relationship to the group.	Be respected and approved by others	Participate in activities that enable him/her to shine.

Translated from *Jeux et Créativité du moniteur*, FQCCL

### OVERVIEW

<u>Monday</u>	<u>ACTIVITES</u>
Monday	Functional language
Tuesday	Directions, prepositions
Wednesday	City places
Thursday	Future
Friday	Wrap-up

<u>WEEK 2</u>	<u>ACTIVITIES</u>
Monday	Restaurant
Tuesday	Sports and actions
Wednesday	Question words
Thursday	Wrap-up
Friday	English Academy

**WEEK 1**

**Day 1: What About You**  
(functional language)

**General Objective:** Children should be able to introduce themselves to the group.

**Specific Objective:** Children should introduce themselves to their partners using the simple present (to have/to be). Telling their name, age, where they live, their favorite sport and talking about their family (brother/sister). They should be able to present their partner to the whole group using his/her.

These are some examples:

**Vocabulary:**

Sentences	Questions
Hello, my name is...	What is your name?
His/Her name is...	What is your favourite...?
My favourite ... is ...	What is that?
I am... years old.	How old are you?
I have... brothers/sisters.	Do you have brothers/sisters
I have a dog/cat/fish.	Do you have a pet?
My mother's/father's name is...	What is the name of your mother/father?
I go to... school.	Where do you go to school?
<b>Magic Words</b>	Can I go to the washroom, please?
Please	Can I go drink, please?
Thank you	How do I say... in English?
You're welcome	

**Ice Breaker activity:**

*Who are you?*

Time: 20 minutes

Principal objective: To get to know each other.

Secondary objective: To answer questions with personal information.

Material: Paper, pencils, questions.

Explanation: Write 5 or 6 questions on the board among the ones cited above. The only one you should not write is 'What is your name?'. The children have to answer the questions on their sheet using complete sentences (ex. My favourite sport is soccer.). Then, they have to make a plane with their sheet and throw it around. Each child will pick a plane and they have to find the owner by asking questions to everybody. Wrap up by having each children describe their partner using his or her plane (ex: This is Julie's plane. Her favourite sport is soccer.)

KEEP THE PLANES FOR NEXT WEEK (THURSDAY)

**Activities:**

*First Impression*

**Time:** ± 20 minutes

**Principal objective:** To get to know each other better.

**Secondary objectives:** To answer questions.

**Material:** Pencils, strips of paper (about 10 per children)

**Explanation:** This is a first impressions game, the counselor will name a certain characteristic and the children have to write on a strip of paper who they think it represents best in the group. Give the results after each question. The children who have the most votes have to explain whether they agree that this characteristic describes them. Examples of characteristics: curious, relaxed, sporty, busy, athletic, fashionable, patient...

The counselor can ask the children to give other characteristics.

*Find someone who ...*

**Time:** ± 20 minutes

**Principal objective:** To get to know each other.

**Secondary objectives:** To learn how to ask questions.

**Material:** The sheet, pencils

**Explanation:** Give a *find someone who* sheet to everyone. They have to go around and find someone who corresponds to each criterion and write his or her name down on the sheet. Remind them that they have to speak English.

**\*You have to make a sheet or print one.**

*The Counselor's Turn*

**Time:** ± 10 minutes

**Principal objective:** To get to know the counselor.

**Secondary objective:** To practice the vocabulary.

**Material:** pieces of cardboard with your personal information (age, family, favorite food/movie/sport/etc. studies or job...)

**Explanation:** Write different things about yourself on little cardboards and sticks them on the wall. The group has to find the question that corresponds to each piece of information. Once they have found the right question, give the answer in a complete sentence to the kids.

*Knots of People*

*\*Use this activity only when your group are tired because there are no linguistic aspects.*

**Time:** ± 10 minutes

**Principal objective:** To cooperate.

**Secondary objective:** To develop a strategy as a group.

**Material:** none

**Explanation:** Have each kid join their right hand with the hand of another kid in the group, but it has to be someone who is NOT standing immediately to the left or right. Then, each kid joins their left hand with that of another person in the group, again someone who is not standing immediately to the left or right nor can it be the same person holding his/her right hand. Then the group has to untangle itself without letting go of their hands.

*Who am I?*

**Time:** ± 20 minutes

**Principal objective:** To work in groups (cooperation).

**Secondary objective:** To ask questions.

**Material:** none

**Explanation:** The child who is in front chooses one person (in his or her head) among the group. The others have to ask questions to discover who it is. They have to use the information they previously learnt. Ex: Is it a girl? Is her favorite sport soccer? The person who discovers who it was goes to the front and chooses someone of their own.

## **Day 2 : *Where do I go ?*** Directions and Prepositions

**General Objective:** Review vocabulary related to giving and asking for directions.

**Specific Objective:** The children should be able to ask for directions and to give directions. They should also be able to use prepositions to describe the location of things.

### **Vocabulary**

<b>Names</b>		<b>Directions</b>	
Street	Tunnel	Turn left on...	In front of/Behind
Avenue	Railroad crossing	Turn right on...	Beside/Between
Boulevard	Intersection	Go straight ahead	On/In
Road	(City) block	Keep going	Through
Highway	Traffic light	Back up	Across from
Bridge	Stop sign	Over/Under	Near/Close to

### **Activities**

#### *The Map*

**Time:** 20 minutes

**Principal objective:** To review directions

**Secondary objective:** To cooperate

**Material:** Chalk or cardboard and pencils

**Explanation:** The children will have to draw a map on the pavement or on cardboard . In teams of 2, they will have to give directions to their partner. The person giving the instructions has to correct his or her partner if he/she is not right.

#### *A Relay race!*

**Time:** ±25 minutes

**Principal objective:** To review the prepositions

**Secondary objective:** To cooperate

**Material:** Camp objects such as balls, chair, etc.

**Explanation:** Have the group prepare a race. The group will get some objects and put a cone at the starting point and at the end. One member of each team will have his eyes blindfolded. The goal of the game is not to touch the objects while following the instructions of their teammates. If the kids do touch an object they must start over. The group must give instructions (turn right, turn left. Go straight ahead, back up ...) to their team mates. After each player, the group must make small changes in the order of the objects. Time the children. The fastest member of the group is the winner.

#### *The Flower Bunch*

**Time:** ± 10 minutes

**Principal objective:** To work in teams

**Secondary objective:** To tolerate being close to others

**Material:** A rope and obstacles

**Explanation:** The children will stand up and the counsellor will tie them up together with a rope in teams of 4. Then, the group will have to move at the same time and go through different obstacles. The leader either the counsellor or a child will be the one giving the instructions to the others.

*Actions*

**Time:** 10 minutes

**Principal objective:** To learn the prepositions

**Secondary objective:** To be able to illustrate the prepositions.

**Material:** nothing

**Explanation:** Say some actions that the group must do Some kind of a work out: -Walk, turn left, turn right, stop, turn around, stand on one leg, Jog straight ahead, Put your arms in front of you, bend on your knees , Jump 10 times, walk 10 steps on the side. Back up 8 steps, move 1 step forward, Put your hands in the air, sit down on the floor.

**\*\*ALTERNATIVE:** Have them create a choreography with music in different groups and have them compete against each other.

**Day 3 : In the city**

City and Places

**General objective:** Children should be able to name the different places around the city and to add them to the map they created the day before.

**Specific objective:** Children should practice saying and recognizing the places in the city.

**Vocabulary**

- ☺ Shopping Mall
- ☺ Elementary school
- ☺ Grocery Store
- ☺ Hospital
- ☺ Police station

- ☺ Church
- ☺ Gas station
- ☺ Restaurant
- ☺ Corner Store
- ☺ Post office
- ☺ Park

- ☺ Soccer field
- ☺ Basketball field
- ☺ Cinema
- ☺ Video club

**Activities**

*In my neighbourhood!*

**Time:** ±15 minutes

**Principal objective:** To go over the places vocabulary in order to prepare them for the activities.

**Secondary objective:** To memorize the vocabulary

**Material:** None.

**Explanation:** Ask the group what they can find in their neighbourhood. You will play a memory game. Each kid will say: “In my neighbourhood I have...” Adding a place/building. The next kid has to remember all the places that were said and add a new one.

*Guess Where?*

**Time:** ± 15 minutes

**Principal objective:** To review the places.

**Secondary objective:** To expand vocabulary.

**Material:** none

**Explanation:** Divide your groups into teams. Ask the children to describe a place and the others have to find which one it is. Every time they have the right answer they get 2 points, but if they say the wrong answer they lose 1 point. You can use this example: This place is + adjective.

*The Map!*

**Time:** 20 minutes

**Principal objectives:** To review the places.

**Secondary objective:** To revise directions

**Material:** The map which was done the previous day and chalk.

**Explanation:** Take the map that the children made the day before and add the different places around the city. In teams, the children have to give directions to go from one place to the other. Ex: go from the mall to the hospital. Or one partner gives directions and the other has to say where he is.

*Ready or not here I come!*

**Time:** ± 30 minutes

**Principal objective:** To review the vocabulary

**Secondary objective:** To write descriptions

**Material:** Paper, pencils, tape

**Explanation:** Divide the group into two teams. Each team must decide what places (post office, cinema...) they will hide in the school. They write down the names of the places on little pieces of paper and on another sheet, the hints. They have to hide 10 place names and to write on their sheet where they hid them (Ex: The hospital is under the chair) When they are finished, they go and hide the words.

When everyone is ready, the teams exchange hint sheets, then say go and start the timer. The goal is to find all the places in the shortest time.

*The Ball Web!*

**Time:** ± 10 minutes

**Principal objective:** To review the vocabulary

**Secondary objective:** To consolidate their learning

**Material:** A ball

**Explanation:** Say a word and give the ball to another player. He/she must answer using a word related to this word. For example, the counsellor says *food*; the player can say grocery or restaurant. If the counsellor says *movies*; the player can say cinema or video club. The counsellor starts the game and the next player must continue by adding a word and then he/she can add the next word.

**Day 4 : *In the future***

Future tense

**General Objective:** Being able to use the future tense and to describe events which will happen in the future.

**Specific Objective:** Discussing future plans, creating a futuristic event .

**Vocabulary:**

- Will
- Going to
- Tomorrow
- Next week ,month, year
- In x minutes , hours, day

**Activities:**

*My Future*

**Time:** ± 20 minutes

**Principal objective:** To use the future tense

**Secondary objective:** To discuss future plans

**Material:** paper and pencils

**Explanation:** The counsellor has to present a couple of jobs on a sheet which the children could possibly do in the future. Then, the children have to choose one and to write it on a piece of paper. They have to circulate and ask each other questions ( What will you do in the future?) to discover what they want to do. If 2 children have the same job, they have to form groups. Wrap up by naming the most popular jobs.

### *Treasure Hunt*

**Time:** ± 30 minutes

**Principal objective:** To read sentences in the future tense and follow directions

**Secondary Objective:** To cooperate

**Material:** Clues for the treasure hunt (you have to write them in the future tense)

**Explanation:** Place the different clues around the school and the camp site. Divide the group in teams and have them begin the hunt at different places so they don't follow each other. The team who finds all the clues the fastest is the winning team.

### *My English Camp*

**Time:** ±15 minutes

**Principal objective:** To use the future tense

**Secondary objective:** To discuss activities the children would like to do for the rest of the camp.

**Material:** none

**Explanation:** The counsellor will present the question 'What a activities will you do for a week of camp? the rest of the camp?'. Form teams of 4 and the children have to discuss and find activities they would like to do. When they found a couple, come back with the group and they will have to give their suggestions in an affirmative way. Ex: We will play kickball tomorrow. Place the activities on the prog. for next week.

### *Be a counselor*

**Time:** ± 60 minutes

**Principal objective:** To use the future tense

**Secondary objective:** To explain a game to the other teams.

**Material:** none

**Explanation:** Split the group in 4 teams. Each team has to find a game and explain it to the others. They have to use the future tense only.

### *Let's go to the Fortune teller!*

**Time:** ± 25 minutes

**Principal objective:** To go over the job vocabulary in order to prepare them for the activities.

**Secondary objective:** To learn the future verb tense.

**Material:** A ball, an old woman costume.

**Explanation:** Ask the group what job they will do in the future. Have them answer using "I will be ... Say that you know a fortune-teller that can read in your future, but for that you have to guess her riddle. Use the riddle sheet and have the students ask you what will I become? Then, read the riddle to the child. He must guess what the answer is.

## **Day 5: WRAP-UP**

**General objective:** To review the vocabulary seen during the week.

**Specific objective:** Put into practice the vocabulary previously learned.

\*\*\* SUPERVISOR'S BIG GAME DAY \*\*\*

**WEEK 2**

**Day 1: What do you want to eat?**

Restaurant vocabulary

**General objective:** Kids should be able to classify the food into categories such as drinks, starters, main dish and dessert. They must be able to use some restaurant vocabulary orally to order their meal.

**Specific objectives:** To learn how to form information questions.

**Vocabulary :**

<u>Drinks</u>	<u>Starters</u>	<u>Main Dishes</u>	<u>Dessert</u>
Water	Chicken wings	Lasagna	Ice cream
Milk	Soup	Pizza	Cake
Orange/Apple/Grape juice	Salad	Hamburger	Fruit salad
Soft drinks	Bruschetta	Chicken/Beef/Pork	Pudding
		Salmon/Lobster/Shrimp	

**HOW TO ORDER FROM A MENU**

Are you ready to order now?	Yes, I would like a <b>hamburger</b>
Would you like something to drink?	Yes, I would like <b>some orange juice</b>
Do you want some dessert?	No thanks or Yes, I would like <b>some apple pie</b>
Anything else?	No thanks or Yes, I would like <b>some coffee</b>
25 .99\$ please	Here you go
Thank you! Have a good day!	Same to you

**Activities:**

*Let's go to the restaurant!*

**Time:** ±20 minutes

**Principal objective:** To go over the food vocabulary.

**Secondary objective:** To class the food items.

**Material:** Papers, pencils for each kid.

**Explanation:** Ask them what they can have at the restaurant as starters, main dishes, desserts and drinks. Go over each category and have the children say what they know. Divide your group in four. Each group has to name a category with at least 10 food items. Ask them to stick the names on the walls and mix them up. Then, ask the whole group to put each item in the right category.

*I'm going to the supermarket to buy ...*

**Time:** ± 10 minutes

**Principal objective:** To expand the food vocabulary.

**Secondary objectives:** To work on memorization of English words

**Material:** none

**Explanation:** The first kid has to say: I'm going to the supermarket to buy ... the student has to say something that starts with the letter 'a'. The next student has to repeat what the previous kid said and add a word starting with the letter 'b' and keep going as such till the letter 'z'. The child who fails to say a new item is eliminated.

### *Restaurant Menu*

**Time:** ± 30 minutes

**Principal objective:** To reinvest the food vocabulary.

**Secondary objective:** To develop their vocabulary and their creativity.

**Material:** cardboard + colouring pencils

**Explanation:** Have the kids create in teams of 2 or 3 an original restaurant menu. They must invent a name and design the menu in teams (of two or three) dividing the food items in categories. They can invent a name of a restaurant too and there will a prize for the most beautiful menu, the most original and the one with more details in English.

### *Enjoy your meal!*

**Time:** ± 45 minutes

**Principal objective:** To know how to order food in English.

**Secondary objective:** To learn how to form questions.

**Material:** Sheets of paper (bill and money), pencil,

**Explanation:** Ask your children what does *enjoy your meal!* Mean. Tell them that the waiters at the restaurant always say that to the customers. Then, divide the group into two or three teams (maximum 4 per team). Each group will act as if they were either the server, the cashier or clients. The kids must learn the restaurant vocabulary:- Are you ready to order now? Yes, I'd like ...

- Do you want something to drink? Yes, I'd like ...
- Do you want dessert? No thanks
- Anything else? No thanks
- 25 .99\$ please Here you go
- Thank you! Have a good day! Same to you.

Then, they start to play using the restaurant vocabulary. They use the words from *Let's go to the restaurant* to order. The waiter has to say the day's specials to the customers. At the end, the waiter must give the bill to his customers and have them pay to the cashier. Do it at least 2 times in order to be sure that everyone did both role and that everyone presented his or her restaurant.

### *Commercial*

**Time:** ± 25 minutes

**Principal objective:** To create a restaurant commercial using different adjectives.

**Secondary objective:** To speak up in the English language.

**Material:** none

**Explanation:** Keep your groups in the same restaurant menu teams. Ask your groups to take their specials and try to sell it to the rest. Ask them to name some famous restaurant and talk about their advertising. Give them some hints for a good advertisement such as repetition, humour ... Tell them that the commercial should include the name of the restaurant, the location the special and the phone number.

### *Pizza Crust*

**Time:** ± 10 minutes

**Principal objective:** To practice the food vocabulary.

**Secondary objective:** To expand their vocabulary.

**Explanation:** Put one hand down and say PIZZA CRUST. Then the kids, in turn, add their hands and say things that go on a pizza, words like meat, ham, cheese, tomato or pizza sauce, onions, olives.

*Spaghetti game*

**Time:** ± 10 minutes

**Principal objective:** To cooperate.

**Secondary objective:** To develop a strategy

**Material:** nothing

**Explanation:** Tell the kids that they are spaghetti. They have to give their hands to somebody but not their neighbour. After, everyone is mixed up together they have to untangle themselves.

*The King's Meal!*

*\*Use this activity only when your group is tired because there are no linguistic aspects.*

**Time:** ± 15 minutes

**Principal objective:** To review the food vocabulary

**Secondary objective:** To work in teams

**Material:** Food names from the previous activities

**Explanation:** Separate your groups into two teams. Each team has one side of the field. One team is the robbers and one team is the king's servants. The king's servants have to get the King's meal that the robbers have stolen without being touched by the robbers. The meal is in the robbers' hut. Every time a servant is touched he is eliminated. When the king's servants touch a robber he falls asleep for 5 seconds. The game finishes when the servants have the king's meal or when the servants are all eliminated.

**Day 2 : *Let's move your body***

Sports and actions

**General Objective:** The kids should be able to name different sports and associate the sports to the right season. Furthermore, they should be able to say which sport they practice in each season.

**Specific Objective:** In this activity, the kids will also practice orally which sports they like or do not like. They will also learn to say what material they need to practice this sport. Example: To play \_\_\_\_\_, I need a/an \_\_\_\_\_.

**Vocabulary:**

**Sports**

- Skiing
- Hockey
- Skating
- Volleyball
- Swimming
- Baseball
- Soccer
- Biking
- Basketball
- Horseback riding
- Football

**Equipment**

- Helmet
- Bat
- Skates
- Pads
- Ball
- Goggles
- Spikes
- Jersey

**Actions**

- Running
- Diving
- Jumping
- Walking
- Crawling
- Sitting
- Playing
- Climbing
- Standing
- Talking
- Touching
- Sleeping

**Activities:** The group has to be divided into two teams that will compete against each other throughout the day.

*Let's learn about the Olympic Games!*

**Time:** ± 15 minutes

**Principal objective:** To learn the different sports names.

**Secondary objective:** To associate the sport to the picture.

**Material:** Pictures

**Explanation:** Ask the group where the last Olympic Games were. Ask the group what kind of Olympics it was (summer, winter). Ask them if they watched the winter Olympics in Torino and what sport did they see. Take your set of pictures and show them some visual support. Ask them what kind of sports there are in the summer Olympics. Show them the pictures to help them.

*Name that sport!*

**Time:** ± 15 minutes

**Principal objective:** To review the sports' names.

**Secondary objectives:** To review the alphabet.

**Material:** none

**Explanation:** Pick up one picture and hide the name. Ask one member in the group to spell the sport and tell you if it is a winter or summer sport. You give one point for each correct answer (1 point= spelling / 1 point for the season). The winner is the team with most points.

*Mime this sport!*

**Time:** ± 15 minutes

**Principal objective:** To be able to name a sport.

**Secondary objective:** To ask questions.

**Material:** Set of pictures

**Explanation:** Put the pictures in a box. Ask one kid in each team to pick up a sport. The child has to mime the sport and his/her other team has to guess and say in English: Is it \_\_\_\_\_? The child must answer *yes it is* or *no, it is not*.

*Olympics Quiz!*

**Time:** ±20 minutes

**Principal objective:** The ability to understand an oral English speaker.

**Secondary objectives:** To reinvest their knowledge of the Olympics.

**Material:** The quiz prepared for you.

**Explanation:** Ask 1 kids from each team to come up front for each question. When the kid can answer alone he/she gets 5 points and if s/he asks his team s/he only gets 2 points. The volunteers that come up front have to change.

*The Summer Olympics!*

**Time:** ± 40 minutes

**Principal objective:** To learn some action verbs.

**Secondary objective:** To cooperate

**Material:** rope, eggs, spoon, cones

**Explanation:** Give a name to your team (it must be the name of a country). Have them line up to face each event. It is a relay race! When the kid comes back, s/he claps in his/her partner's hand.

- Steps:**
- 1- Do cartwheels to go and to come back
  - 2- In teams of two, tie your shoes together and walk as fast as possible.
  - 3- Each team pulls on either end of a big rope. The rope must go over the line made by the monitor. The winner is the team who can pull the rope over to their side.
  - 5-Jumping contest

**6-The eggs contest:** You have an egg in a spoon. The participant takes the spoon in his hand and must race the other team. If the egg falls s/he has to start back from where it fell. If it breaks, s/he has to start over again. Each teammate has to have a turn.

*Carnival*

**Time:** ± 40 minutes

**Principal objective:** To plan 2 Olympic activities in their teams.

**Secondary objective:** To cooperate.

**Material:** Camp ground material

**Explanation:** To finish up with the Olympic Games, each team must create 2 activities for the other team. You can list the material available for the children to use. You must give your permission for the activities. Then, do these last activities.

**Day 3: I HAVE A QUESTION**

Questions words/Yes-No questions

**General Objective:** To learn all the question words and to know how to use them.

**Specific Objective:** Being able to recognize the question words and the information related to them.

**Vocabulary:**

- |                  |                 |                 |                |
|------------------|-----------------|-----------------|----------------|
| ➤ What (things)  | ➤ Where (place) | ➤ How far       | ➤ What time    |
| ➤ When (time)    | ➤ How much      | (distance)      | ➤ Do I...      |
| ➤ Why (reason)   | (uncountable)   | ➤ How long      | ➤ Does she...  |
| ➤ How (manner)   | ➤ How many      | (duration)      | ➤ Do you...    |
| ➤ Which (choice) | (countable)     | ➤ How old (age) | ➤ Am/Is/Are... |

*Super Duper Rally!*

**Time:** ± 45 minutes

**Principal objective:** To review the question words and the yes-no questions.

**Secondary objectives:** To use the question words and the yes-no questions.

**Material:** List prepared by the counselor.

**Explanation:** The children will be separated into teams of 3 or 4. The counselor will have to create a rally in which there will be information for the children to find. The children will have to ask the other counselors questions in order to collect all the answers. (ex: When do you go to the pool? What do you have in your back pack? Where are you going?)

*I want to be famous!*

**Time:** ± 15 minutes

**Principal objective:** Create questions

**Secondary objectives:** Answer to the questions

**Material:** none

**Explanation:** The children will have to choose a famous person. The other children will ask them questions (not only yes-no questions) to find out which famous person they are.

*Not yes nor no*

**Time:** ± 15 minutes

**Principal objective:** Ask yes-no questions in English

**Secondary objectives:** Answer yes-no questions in English

**Material:** none

**Explanation:** The children will have to answer questions that the counselor has asked them without saying the words yes or no.

*Lie detector*

**Time:** ± 20 minutes

**Principal objective:** Ask questions

**Secondary objective:** Answer questions

**Material:** none

**Explanation:** Three children will have to create two true statements and one false statement (present tense) about themselves. The other children will have to find out which statement is the lie and which are the truths by asking them questions to get details.

*Star questions*

**Time:** ± 20 minutes

**Principal objective:** Ask questions

**Secondary objective:** Answer questions

**Material:** Questions previously prepared by the counselor

**Explanation:** The children will be separated into four teams, which will be placed in four different rows. The counselor will ask a question and when the question is asked, the first person in each row will have to do something (which will be the choice of the counselor ex: the first one in the row has to go between the legs of all the other people in the team and then go and touch the counselor). The first one will have to answer the question correctly in order to have points.

*Question tag*

**Time:** ± 20 minutes

**Principal objective:** Ask questions

**Secondary objective:** Answer questions

**Material:** three or four markers of different colours

**Explanation:** The children with the markers will have to go hide from the other children. Each colour represents a question word (the counselor will explain before which colour goes with the question word). The children will have to find the children with the markers and ask them a question using the question word they represent to have the colour on their hand. The goal is to have all the colours.

## **Day 4: WRAP-UP**

**General objective:** To review the vocabulary saw during the week.

**Specific objective:** Put into practice the vocabulary previously learned.

\*\*\* COUSELORS' BIG GAME DAY \*\*\*

**Suggestions:**

*The Big Fat Greek Rally*

**Time:** ± 45 min.

**Material:** Words written with different colours, plastic bags, paper, markers (the questions must be linked with the vocabulary seen during the week)

**Explanation:** Hide the words somewhere in different places. Separate the children into teams. The team will have to find the words of the same colour and put them in the right order to create a question. They have to ask the counsellor their question..

## **Day 5: ENGLISH ACADEMY**

**General objective:** To show the parents what the children have learned during their two weeks at the English Camp.