Holding a language camp can be a fun and effective way to improve language learning, raise cultural and intercultural awareness, and increase community connections

Summer Camp Suggestions for Activities

We encourage the providers of Summer Camp for post primary students adopt a task-based and action-oriented approach where students will learn develop their language skills in their heritage language or a new language through fun and interactive activities as well as challenging projects. The focus will be on helping them improve their communication skills in the heritage language or new language, including reading and writing. Research shows that when students work towards an end project engagement is increased. In their effort to complete the tasks, students are engaged in learning through performance activities and not through grammar or vocabulary drills. A carefully planned syllabus, with ongoing oversight will ensure that the participants progress across language skills as well as in cultural and intercultural awareness. The following are some suggestions

* **Quizzes:** Students work in teams to prepare quizzes based on their language and culture. Every day a team group presents their quiz to the other teams. At the end of the week a team with most correct answers is the winner.
* **Planning a trip to the heritage or target language country: Students** research cities and monuments to visit as well as plan meals, transport etc. They have to respect an allocated budget. Students present their trips and the group votes for the one they would like to participate in.
* **Arts and crafts:** Students engage in creating traditional artefacts such as Easter eggs,
* **Traditional Games**: Students learn and play traditional yard and family games from the country whose language they are learning
* **Exploring stereotypes:** Students work on projects exploring stereotypes from Ireland and their heritage country or target language countries
* **Exploring Literature:** In this project, students work on a poem or short story. The students are assigned a different reading task each day: they summarize, illustrate, explain key ideas, imagine sequels, state opinions, and formulate hypotheses. They also link what they read to their personal experiences, or to the realities of today’s world. Eventually, the students make posters to display their work or prepare a presentation.
* **Cinema: In t**his project students watch a movie from their country of heritage. With the help of class discussions, they become improvised film critics. They can also work on preparing an alternative ending and the rest of the class choose the best.
* **Portfolio or Blog:** Here, the students work on portfolios that include presentations, interviews of a family member or a speaker of the target language, and short texts on subjects such as the cultural differences and similarities between the Ireland and their countries of origin or the countries where the language they are learning is spoken.
* Students create a board game typical in their country or adapt an existing board game to include features of the language and culture of their heritage country.
* **Other suggestions:** creating short plays/ drama, a short movie or writing comic strips, cooking traditional dishes, creating a boardgame, visiting a place in their community related to the countries of the language. This could be a local shop, a restaurant, cultural institute etc.