

## Second Language Camp

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**9-18 May 2016**

**Kemp Fulnek- Jerlochovice**

**Czech Republic**

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## A. The Czech educational system

School attendance in the C. R. is compulsory from the age of 6 to 15. Most children attend state school, but there are also newly established private and church schools. Education at state schools up to 18 is free of charge but students at secondary schools must pay for their textbooks. Children don't wear uniforms.

The school year is divided into 2 terms. The average number of lessons at a secondary school is about 30 a week. Classes begin at 8 a.m. and there are from 4 to 7 lessons in a row, followed by a lunch break and then afternoon classes sometimes. Afternoon classes end between 4 and 5 at the latest. Breaks between the lessons last from 5 to 20 minutes. Pupils and students are evaluated by marks from 1 to 5. Each term, students get their school report. Educational system includes three levels: Pre-school, primary, secondary and tertiary.

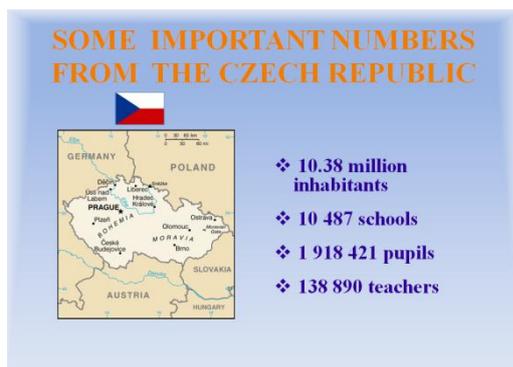
Pre-school education is provided by creches for children up to 3 years and kindergartens for children from 3 to 6. At 6, children go to primary schools and they stay there until 15. Then they transfer to secondary school. Some pupils transfer to grammar school at the age of 11 after they have passed an entrance exam. After the graduates have passed their school-leaving exam they receive the School – Leaving Certificate and they can apply for studying at universities and colleges.

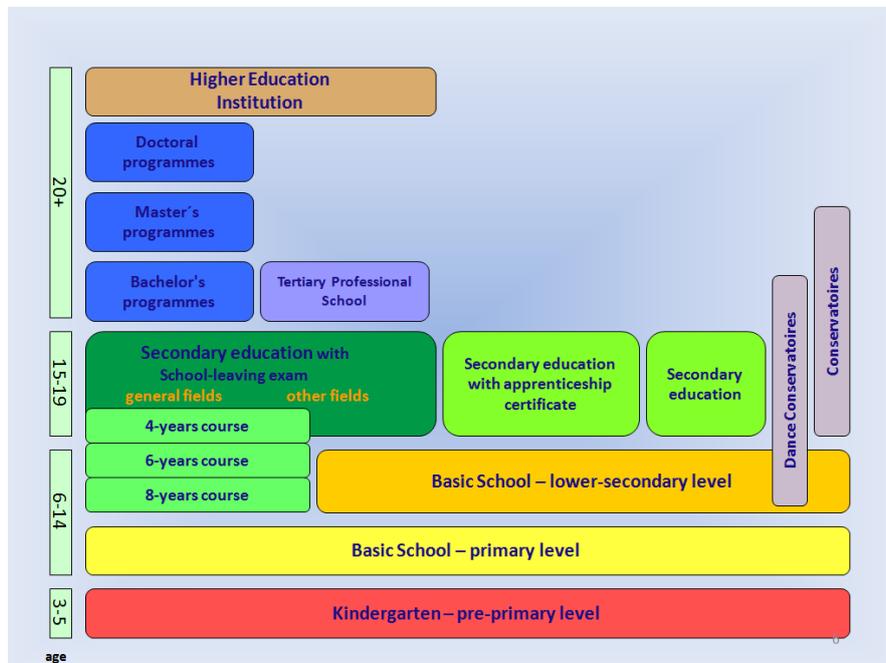
At the age of 15 pupils can choose among a variety of secondary schools:

- Grammar schools-which prepare students for university study
- Special schools – which include technical colleges, specialized in building, chemistry, engineering, business
- Vocational schools – training workers to be for practical job

Secondary education lasts 4 years. At grammar and specialized schools finish with a school – leaving examination which is required by all universities and colleges. This examination is taken in 4 subjects at grammar schools: Czech, a foreign language and two optional subjects: foreign languages, science subjects or humanities. The examination is held in May and is mostly oral except Czech in which an essay is written about a month before. After the graduates have passed their school-leaving exam, they receive the School-Leaving Certificate and they can apply for study at universities and colleges. Universities and colleges provide tertiary education which lasts from 4 to 6 years. Graduates are accepted if they pass the entrance examination. The oldest University in C. R. is Charles University in Prague, established by Charles IV in 1348. Older notable universities are Masaryk University in Brno, Palacky University in Olomouc and Purkyne University in Usti nad Labem.

Students can enroll to 3 years courses for Bachelor's Degree or four and five year courses for a Master's Degree. Medicine takes 6 years. It finishes with a state examination and every undergraduate has also to write a thesis in order to receive a diploma. Doctoral Degrees are awarded after another year of study and the completion of another thesis.





## About the school

**Odry Komenského primary school** was built by German architect from 1931 to 1932. School used to be a gymnasium for more than 900 students, during second world war school used to be a hospital for soldiers. There are two connecting buildings – “little building” for 1st and 2nd grade children and “big” building for 3-9 grade students. There are one ground floor and three upper floors.

**Staff:** 35 teachers, 25 female and 10 male teachers

482 students in 22 classes (classes from 1 to 9th grade)

1 psychologist

6 teachers assistants

Number of lessons /per week- 1 grade -20, 2-22, 3 -24, 4-26,5-26, 6-30,7-30,8-31, 9-31 lessons per week.

School club – for about 150 pupils

- Open daily from 5.45 to 7.45 and from 11.25 to 16.00

What school offers:

- Theatre performances 6 times/year
- European club /once a week in the afternoon
- Ecological projects – EARTH DAY and TEREZA excursion
- School library

Afternoon activities (voluntary) in cooperation with centre for afternoon activities (Juventus Odry)

- Volleyball
- Ball games

- Ceramic
- Football
- Floorball

School buffet is located on ground floor. Classrooms are well equipped, there are 40 computers for learning and teaching purposes, all teachers have laptops, 20 tablets, 12 activeboards Wi-fi zone for pupils. Teachers can use two labs: for physics and chemistry together with science. Outside the school you can find: football pitch, basketball playground. School canteen cooks lunches for more than 250 pupils every day.

Subject: 1-5 grade Czech, English, Maths, Reading, National History, Science, Art, Music, P.E., Craft, ICT

6-9 grade : Czech, Maths, English, Geography, History, Physics, Art, Craft, P.E., Chemistry, ICT, Civics, optional subject-2 lessons per week.

English: 1st and 2nd grade – 20 minutes /twice a week

3rd – 9th grade - 3 lessons/week

**Organization** School year has got 2 semesters : I. September 1st – January 31st II. February 1st– June 30th **School holidays** Autumn holidays 29-30th October, Winter holidays (Christmas)-2 weeks, spring holidays – 1 week, Easter holiday -2 days.

**School council** School Council consists of 3 parents, 3 teachers and 3 students. They are responsible for the initiatives to unite school community in order to collaborate and contribute to the school objectives. They have a say about school matters, issues, care about the education quality, learning and teaching process at school, provide any help to the school members.

Traditional school events during the school year:

- Adaptation course
- Olympic games (athletics)
- Skittles tournament
- Beetle day
- Halloween
- High jump competition
- Secondary schools trade
- Dodgeball tournament
- IQ 150 (intelligent competition)
- The best kite
- Table tennis tournament
- skiing courses ( 2-7 grade)
- christmas meeting with parents
- Ice hockey match Teachers x Students
- Winter indoor games
- School evening (music, band, raffle....parents, sponsors)
- masquerade ball
- English conversation competition
- We are looking for new J.A. Komensky
- recitation competition

- step by step to Pustevny, Sněžka
- Trip to Poland (Auschwitz) or to Austria (Vienna)
- Erasmus Day
- Outdoor course (cycling, canoeing, climbing)- 6 grade students
- Magic English- competition for 3-5 grade students
- School academy
- Sleeping in school club
- International children day
- Trip to Italy
- sport's marathon with parents

## B. Language Camp

### Programme

This is the short version of the programme. The full version is available on the site of the project at <http://i-talc.eu/?p=4034>

#### AGENDA OF THE 2<sup>nd</sup> LANGUAGE CAMP

DAY	DATE	MORNING	AFTERNOON	EVENING
SUNDAY	MAY 8th	Arrival	Arrival	Arrival
MONDAY	MAY 9th	DAY 1 Introducing, dividing into groups, rules, organization	walk to Fulnek, Komenský museum	Camp fire - barbecue
TUESDAY	MAY 10th	DAY 2 Group work - lessons T-shirt design workshop	Farm excursion, photo competition	International cuisine
WEDNESDAY	MAY 11th	DAY 3 Visit at school- ODRY Presentation of Odry school	Odry town Church, museums, Inf. Centre	Karaoke night
THURSDAY	MAY 12th	DAY 4 Group work - lessons	Half day trip to Ostrava <a href="http://www.dolnivitkovice.cz/">http://www.dolnivitkovice.cz/</a>	Free time activities
FRIDAY	MAY 13th	DAY 5 Learning by playing - Olympic games	Group work - lessons	Dancing evening
SATURDAY	MAY 14th	DAY 6 Walk to Tošovice - Geocaching <a href="http://www.hejpark.cz/">http://www.hejpark.cz/</a>	Group work - lessons	baloon evening
SUNDAY	MAY 15th	DAY 7 Group work- lessons	Sports activities	National evening
MONDAY	MAY 16th	DAY 8 Group work - lessons, theatre	art afternoon	Brain teasers
TUESDAY	MAY 17th	DAY 9 Beskydy mountains -a whole day trip <a href="http://www.pustevny.cz/">http://www.pustevny.cz/</a>	Hat museum, Car museum <a href="http://www.mestoklobouku.cz/">http://www.mestoklobouku.cz/</a> <a href="http://www.tatramuseum.cz/">www.tatramuseum.cz</a>	Sports activities
WEDNESDAY	MAY 18th	DAY 10 Group work- lessons	Free time	farewell party (camp fire and Disco)
THURSDAY	MAY 19th	Departure	Departure	Departure

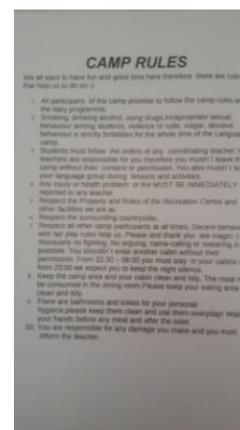
ZÁKLADNÍ ŠKOLA  
ODRY, Komenského 6  
příspěvková organizace

Headmaster : Mgr. et Bc. Josef Hladný

All partner institutions arrived at Kemp Fulnek- Jerlochovice on Sunday the 8<sup>th</sup> of May 2016. The cottage houses were ready for the groups of students and labels with the names of the students and the flags of their countries on each house helped them find their way to their room even late at night. Roommates were mixed and students from different countries had to introduce themselves, make themselves comfortable in the cottage houses and get to know the kids that were going to be their roommates for the next 10 days. They had dinner together and started to communicate with each other.



On the first day of the language camp, the coordinator of the project, Mr Lahachmi Mechkouk, officially opened the camp and presented the national teams. Before starting the activities, the learners were introduced by the host and organiser of the camp Mr Radek Hendrych to the teachers of the camp and the rules of behavior in the camp.





After that, the participants were invited to join their transnational team: The seven groups were formed and named after important czech personalities, such as King Charles Group and Komensky (Comenius) Group. Each group included 10 students and three teachers of different nationalities. According to the programme of the language camp, elaborated by the project coordinator, 70 pupils took part in the following activities :

- A. English classes through games
- B. Spanish/ French/ Sign Language classes through games
- C. Drama games: build friendship links / foster tolerance / physical contact / how to express one's feelings / acquire life skills / Express one's opinion)
- D. Competition: "The best photo"
- F. Creative workshops with drawing, painting, woodwork, embroidery etc
- G. Sport activities through different competitions
- H. Intercultural evening (national cuisine, national dances)
- I. Camp fire
- J. Disco
- K. Goodbye Ceremony- Awards and Certificates - Farewell Party

Pupils also attended excursions, and cultural visits, watched an interactional theatre play and visited the Základní School in Odry.

## I. Lessons

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### a. English Classes

Regarding the english classes, a syllabus of the activities to be implemented during the camp classes was created within collaborative work between the teachers and under the supervision of the coordinator of the project. These lessons were organised and uploaded to the site of the project by the coordinator and the czech team before the camp, so that all the teachers share work and ideas and get ready beforehand for the classes they were going to give during the camp (See Lessons and Activities on <http://i-talc.eu/?p=4043>).

The objectives of the lessons:

- to develop the students' oral communication competencies
- to motivate students to use English confidently in real life situations
- to acquire social skills

To make teaching and learning during the language camp more attractive, all the teachers used games and roleplays during their classes. The students had access to the English language through a lot of different games:

- linguistic games - phonetic, lexical, morphologic or grammatical games - that help students to improve their pronunciation, to speak more fluently and correctly in English, to enrich their vocabulary
- creativity games, that involve the students' imagination such as riddles or anagrams
- cultural games that help students to learn more about the cultures of the countries involved in the project and to understand better their colleagues
- role playing, sketches, simulations and dramatization games that promote interaction, give the students the opportunity to develop their social skills, increase students' motivation to communicate, put students in real communication situation, help them speak more fluently, develop their imagination and offer them the chance to know themselves and the others better, teach them to find creative solutions to their problems, give them more confidence in themselves. Use of games and roleplays during foreign language classes had a great success among young learners. All teachers reported a high level of students' participation to the lessons. They also agreed that pupils made progress in terms of their communication skills and became more confident about their spoken English.

We will further describe indicatively some types of activities as published by the project coordinator Lahachmi MECHKOUK on the official website of the project [www.italc.eu](http://www.italc.eu).

### **Ice Breakers/ Games/ Getting to know each other**

#### ***The group in circle***

*Each participant says his/her name and accompanies it by a simple action or sound (the same every time). Then the whole group repeats his/her name and his/her action. The process is repeated several times. Then the group repeats all participants' actions/ sounds without the names as if they were the steps of a choreography. The activity produces a dance, enhancing the sense of the group's uniqueness and the participants' belonging to it. Participants get to know each other's names.*

*Variation A: variation of the activity includes name accompanied by a word that starts from the first letter of the participant's name and characterizes him/her (encourage participants not to think a lot about the word but say the first that comes to their mind - not necessarily in English it could be a word in their mother tongue). The whole group repeats each participant's name and word. Here language is involved. In debriefing students are encouraged to engage in spontaneous communication to explain the word they chose (if in mother tongue) and how it could characterize them. (Translation by facilitators may occasionally be used if participants find extreme difficulty to express themselves in English). Participants get to learn words in the other students' mother tongues.*

***Snowball Fight Age/Level:*** Young learners ***Time:*** 25 minutes ***Players:*** Individual ***Aim:*** For students to introduce other members of the class ***Here is an inventive way for students to introduce each other on the first day of class. This Give each student a piece of recycled paper. Ask them to write their name and five things about themselves on the paper. Then, split the class into two teams and have them stand facing each other at opposite sides Tell the students to crumple up their paper into a snowball. When you say go, the snowball fight commences. When you shout stop, anyone who is holding a snowball must go and find the person whose name is on the paper and introduce them to the class using the information written inside. Students continue the snowball fight until everyone has been introduced to the class. You could***

also use this activity to review a topic by writing a question on each piece of paper. Then, when you shout stop, anyone holding the snowball must answer the question.

### **Activities focused on oral skills**

#### **“Crack the word”**

Students sitting on the floor have to look at the card teacher gives to each one of them. Each card has a calligram and students should observe, deduce the meaning and prepare orally the explanation of the calligram they have. Each student shows the flashcard to the rest of the group and gives his/her explanation: Conversation and further brainstorming on the topics can be conducted by the teacher accordingly. Students could be encouraged to create draw their own calligrams. Calligrams visualize the meaning of various words in a funny and creative way.

#### **Mime game (20 min.)**

Some students love mime and others are not so keen. Adolescents can get very self-conscious and embarrassed, so don't push it upon them. Students between 8 and 12 usually love them. I have had many adult students who liked them too. Prepare slips of paper with instructions like these:

*You're knitting on a fast train.*

*You're eating spaghetti with chop sticks.*

*You're sweeping leaves outside on a windy day. You're washing a big, angry dog.*

*You're a clumsy waiter.*

*You're a drunk tightrope walker.*

*These can be relatively easy or very complicated linguistically depending on your students.*

- Give a slip of paper to one student with the instructions that she is going to mime the activity and the others must guess what she is doing. No words, in any language, can be spoken.
- The first person to guess – in English what she's doing is the winner and gets the next slip of paper. (If the same students always guess, let others have a chance to mime). Once they get the idea of the game, get students to write similar instructions on slips of paper. This can get incredibly funny. Circle game (20 min.) This game is great for listening. Arrange chairs in the classroom or pillows in nature so that everyone is sitting in a circle. Give instructions like:
  - Everyone who has a sister change seats
  - If you live in a flat or house with an even number change seats
  - If you are wearing brown shoes change seats
  - Everyone with blue eyes change seats Again instructions can be graded so that even students with little English can play – using colours, clothes, family etc. Those who fit the description must stand and change seats, the others remain seated. After a few turns, remove a chair at each instruction, so that one person does not manage to get a seat and they are out – they could then give the next instruction. The last student remaining is the winner. Be careful with boisterous classes – there may be some overenthusiastic pushing.

### **Grammar – Vocabulary Lessons**

#### **Basic Difference between DO and MAKE- Common english collocations**

Students learn the difference between “do” and “make” in common english collocations. Teacher gives them the outline of the use of those two verbs in collocations: Use DO for

actions, obligations, and repetitive tasks. Use **MAKE** for creating or producing something, and for actions you choose to do.

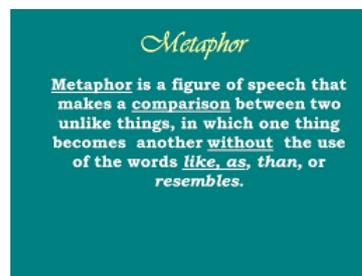
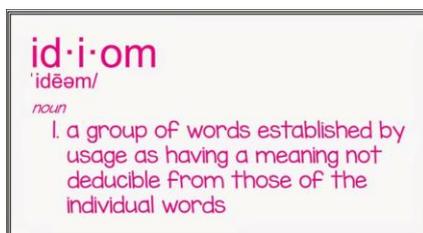
Teacher gives a variety of examples orally. He can select collocations and examples from the following list:

### ***Learning and using idiomatic phrases***

#### ***Material***

- ***flashcards with idioms***
- ***flashcards with the meaning of the idioms***

The goal of the lesson is to teach students the usefulness of the english idioms in every day communication and encourage them to produce sentences and even short dialogues with the correct usage of the idioms taught and provided.



After eliciting the definition of “idioms” and “metaphor”, the teacher asks the students whether they can think of an idiomatic phrase either in the english language or their native one.

Next, the teacher presents a variety of idioms on flashcards. Each student picks up one and tries to explain the meaning, first literally and then metaphorically, provoking the rest of the group to express their own opinion. They can be helped by the flashcards with the definitions, which, of course, have been jumbled. Each student should try to match his/her flashcard with the corresponding definition and explain in which situation it could be used.

After having explained all the idioms provided, the teacher encourages the students to form groups of two or three and produce sentences or short situation-dialogues, where the meaning of the idiomatic phrase/ phrases they have decided to present is clearly depicted. They perform their dialogues in front of the rest of the group.

In the end, according to the level of the group, the idioms could be used in a miming game, where a students keeps one of the idioms taught in mind and tries to make the rest guess which one he refers to, through miming gestures and faces.

The idioms chosen for this lesson are:

- *it rains cats and dogs*
- *it's not rocket science*
- *keep your fingers crossed*
- *you rock*
- *pull a rabbit out of a hat*
- *pull yourself together*
- *once in a blue moon*

- *piece of cake*
- *costs an arm and a leg*
- *hit the books*
- *cry over spilt milk*
- *every cloud has a silver lining*
- *it takes two to tango*
- *I am under the weather*
- *early bird*
- *night owl*
- *pain in the neck*
- *feel blue*
- *on cloud nine*
- *go red*
- *burn the midnight oil*
- *couch potato*
- *ring a bell*
- *the ball is in your court*
- *black sheep*
- *spill the beans*
- *I am all ears*
- *a crybaby*

### ***Synonym Scramble***

#### ***Before the Lesson***

*This fun activity requires advance preparation of a deck of cards. You'll need one card for each student and one for yourself. The prep is simple:*

*Make a list of synonym word pairs that are appropriate for your grade level. Examples:  
sad and unhappy*

*mistake and error*

*sleepy and drowsy*

*perhaps and maybe*

*A thesaurus is a great and easy source for finding grade-appropriate synonym pairs.*

*You'll find two lists below, one for use with students in grades 2 to 4 and the other for use in grades 5 and up.*

- *Use a blue marker to write on blank index cards or 3- x 5 paper the first word in one of the synonym pairs. (For example, write sad on the first card, mistake on the second card, sleepy on the third card) Keep the cards in order.*
- *Use a red marker to write on the back of the first card the second word in the second synonym pair on your list (error). Continue by writing, in sequence, the second words in each synonym pair. So, on the back of mistake is drowsy; on the back of sleepy is maybe. On the last card, write the second synonym in the first word pair on the list -- in the example above, it would be unhappy.*

*Now you're ready to play the game!*

#### ***The Lesson***

*Mix up the cards and distribute them to students, one card per student -- don't forget one for yourself. Have students look at the blue word on the card they hold. Start the game by showing and calling out the red word on your card. The students must look at their cards to see who has*

*the blue word that is a synonym for the word you call out. That student should call out the synonym.*

*For example, if you show and call out the word error, the student who is holding the blue word that is a synonym for error -- in this example, mistake -- must call out that word.*

*Then, the student holding the card on which was written the synonym for your card (mistake) flips over his or her card and reads the red word (drowsy) on the back. Students look at their cards to see if they hold the blue word that is a synonym for drowsy. The game continues until you have gone all the way through the deck of cards.*

#### **Variations on the Game**

- *Time students to see how long it takes them to complete the game. When the game is finished, collect the cards and redistribute them so students have a different card than the one they held in the first game. Play the game again. Try to beat the time it took to play the first round.*
- *Prepare several decks of cards and play the game with different sets of synonyms.*
- *Make the game more challenging by selecting difficult synonym pairs.*
- *Play the same game using antonyms (opposites).*
- *Play the game using words and their definitions.*
- *Play the game using foreign language synonyms; or foreign language verbs and their English meanings.*

*center, middle*

***damp, wet***

*hurry, rush*

***gaze, stare***

*hear, listen*

***lost, missing***

*lump, chunk*

***odd, strange***

*stop, halt*

*paw, foot*

*paste, glue*

***present, gift***

***quick, fast***

***get, receive***

***funny, silly***

***sad, unhappy***

*small, little*

*smile, grin*

***stay, wait***

*stream, creek*

*tow, pull*

***pick, choose***

*lid, cover*

***neighborhood, community***

*big, large*

***harm, hurt***

*fire, blaze*

***fight, battle***

***hate, dislike***

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## English Lessons



## b.Spanish / French /Sign Language Lessons



During the language camp, teachers from Spain, France and Romania gave Spanish, French and Sign Language classes. Each national group attended classes in Spanish/ French /Sign language. Using games and music, teachers offered to the students a trip to other cultures and codes. They taught them how to introduce themselves, count or speak about their favourite

colours and managed to increase the students'curiosity about other languages and cultures. Romanian team offered to the students interesting lessons of sign language, a



tool of nonverbal communication that helps hearing-impaired people interact with each other. Nonverbal communication based on facial expressions and gestures has been used by human beings since the beginning of humanity and it continues to play an important role in our lives. The students and the teachers in the language camp enjoyed practising this natural means of communication. They were also very satisfied they could communicate with the romanian hearing-impaired students of “Saint Mary” Special Middle School for Hearing-Impaired. The Sign Language lessons created a bridge of



communication between the hearing-impaired students and the students from the other countries.



## II. Excursions – Cultural visits

- **Walk to Fulnek town:** On the 9<sup>th</sup> of May Erasmus Camp Team had the chance to walk to Fulnek and enjoy the wonderful countryside on the way to the picturesque town where Comenius lived. Pupils were divided into two groups which visited in turn the museum Jan Amos Komensky and the Fulnek Square, the Church and the Monastery.



The town of Fulnek was established in the second half of the 13<sup>th</sup> century at the time of the great colonization of the north-east of Moravia as the capital seat of the extensive manor which was the possession of many prominent noble houses.



### A.J. Comenius Memorial

A two-storey renaissance building with one-nave Gothic Chapel are the only extant buildings in



which the famous pedagogue and philosopher provably resided. Other buildings on the territory of the Czech Republic in which Comenius worked were destroyed. John Amos Comenius and his family lived here from 1618 to 1621. He worked here as a Brethren congregation preacher, a warden and a teacher of a German Brethren school. The congregation ceased to exist in late May of 1621 after

Comenius fled Fulnek before the imperial army. During the subsequent fights between Catholics and Protestants around Fulnek, the church was damaged and the school of the Unity of the Brethren was completely destroyed.

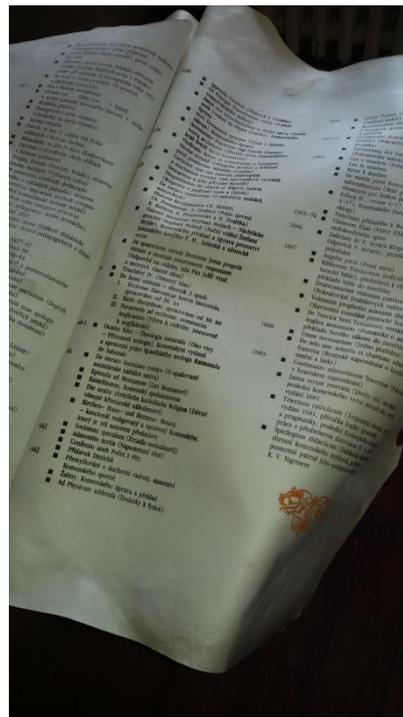
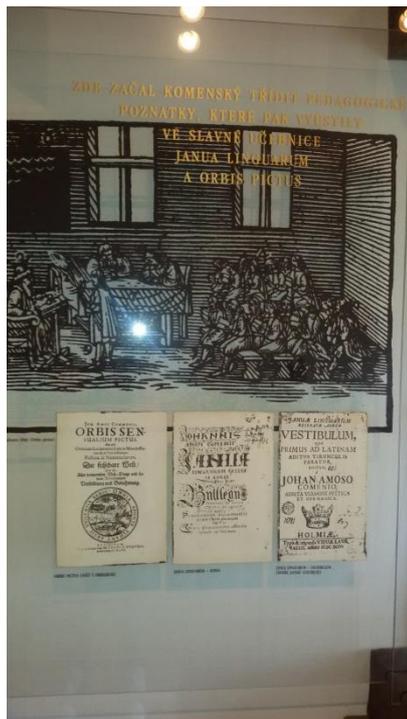


In the second half of the 20<sup>th</sup> century, in 1954, the J.A.Comenius Memorial was founded here, and, in 1962, the whole complex was declared a national cultural museum. According to a recent research, John Amos Comenius was born in March 28, 1592 in Nivnice, and died at the age of 78 in Amsterdam on November 15, 1670.



John Amos Comenius was a philosopher, writer, and, above all, a pedagogue of world importance. He is considered to be the founder of modern pedagogy. This is why he is often referred to as the Teacher of Nations. The *Visible World in Pictures*, the *School of Infancy*, the *Great Didactic*, the *Gate of Languages Unlocked*, and other books belong among his most famous works. These works were translated into many languages. The content and the volume of his life's work made Comenius deservedly one of the greatest figures in the Czech history. His thoughts are also spread in foreign countries and they are still up-to-date.

life's work made Comenius deservedly one of the greatest figures in the Czech history. His thoughts are also spread in foreign countries and they are still up-to-date.



## Pupils' Grove



The pupils' Grove is the place where John Amos Comenius taught his pupils a love for nature and sensory perception. Comenius sat with his pupils under a massive oak and taught them about things in the nature that they could see or even touch.

## Most Holy Trinity Church and staircase

The staircase with the Empire entrance and rich cultural decoration was originally surrounded with the buildings of the four-sided square behind which the monumental baroque Church of the Most Holy Trinity was hid.

Roman Catholic parish church of the most Holy Trinity in Fulnek belongs to the most prominent baroque buildings of whole north-east Moravia. The oldest church in Fulnek was dedicated to Saint Philip and James. At present, the chapel forms some kind of an “extension” to the nave. In 1389 a monastery of men’s religious order of the Augustinians was founded at the church, which was newly dedicated to the Most Holy Trinity.



- **Visit to Odry Town:**

On the 11<sup>th</sup> of May the Camp team had the chance to visit the Základní Secondary School, walk around the town of Odry and visit St Bartholomej Church and Odry Historical Museum.

### **Visit to School:**

A warm reception ceremony was organised by the hosting czech team for the delegations of the project. The Principal, the Deputy of the school, the Mayor of Odry and the school staff welcomed the coordinator of the programme and introduced each national group. After that, czech students presented a range of performances in:

Gymnastics: The long and rich tradition of Czech Republic was fully demonstrated by an impressive gymnastics performance of young students who practise at least three times a week.

Singing: The school got the second place in Local Competition.

Choir

Drum Band: The remarkable drum band of the school has already recorded a CD and a DVD

After the ceremony, students were divided into national groups and were guided into a tour around the school. Teachers as well visited the premises of the school, attended some lessons and had a short meeting during which they exchanged opinions and impressions. The I-TALC team (teachers and students) had lunch at school.





**St Bartholomej Church:** It was a gothic church rebuilt in the baroque style during the period from 1691-1692. The oldest Moravian bell dating from 1374 rings in the church's tower. The interior includes pictures by Opava artists Gunther and Lux and the church also boasts a newly rebuilt organ. The building of the rectory, which was rebuilt into its current appearance in 1700, is also a protected monument. Students and teachers enjoyed an impressive organ concert during which the organ player introduced the playing details and other interesting information about the instrument itself.



**Odry historical museum:** The town is located in the picturesque valley of the Odra Basin, it is surrounded by the forested slopes of the Low Jeseník Mountains and opens to the South-East into the Moravian Gate, through which an ancient trade and war route led from the River Morava along the Odra Valley from Poland – the so-called “Amber Route“. During the 14<sup>th</sup> century Odry became an important local centre.



- **Trip to Ostrava: Interactive Science Center – Shopping mall Nova Karolina**  
**Interactive Science Center**

On the 12<sup>th</sup> of May the group visited the city of Ostrava and discovered the world of science in



the most creative and interactive way. Situated in an old factory, the museum helps the visitor discover the remarkable technological and industrial revolution in a playful and stimulating way. Students could



touch, try, interact with the exhibits and discover by themselves the value of the technological research and evolution in different areas: Energy, Industry, Sound, Light, Water... Interesting Idea: Some units of the museum were separated and represented by huge books with different chapters from novels of Jules Verne, the novelist who sensed first in his science fiction books, the perspectives of technological progress.



- **Hat Museum and Tatra Car Museum**

On the 17<sup>th</sup> of May another wonderful experience was waiting for the I-TALC campers.

**Tatra Car museum in Kopřivnice:** The students got to know more about car technology, the tradition that Czech Republic has in the mass car and lorry production and discovered some of the oldest, particular and interesting car models.



**Hat Museum in Nový Jičín:** Students discovered the basic technology for manufacturing hats which has been known since mediaval times. In 1938 the Nový Jičín factory of the Hutfabrik Johann Hückel's Söhne Company owned approximately a thousand various machines, operated four steam boilers and a 1600 kW turbine, which required three wagons of coal every day. The TONAK, National Enterprise Company, which was registered in Nový Jičín, included in the 1950s markets over more than 53 countries worldwide, which were chiefly used to the Hückel brand. The presence of the seat of the primary millinery factory in Nový Jičín resulted in establishment of the Millinery Museum, which later became part of todays Nový Jičín Region Museum. Cooperation between these two institutions resulted in the fact that the museum collection and the permanent exhibition of hats and head coverings titled "Leave it on your head" are one of the most extensive in the world.





- **Mount Radhost in Pustevny**

On the same day campers visited Pustevny. At 1018 m above sea level, visitors reached the place by cable cars. Wedged between two peaks called Radhost and Tanecnice, Pustevny is the most popular tourist center in the Bskids. Pustevny gets its name from the hermits (“poustevnici” in Czech) who once inhabited this landscape. They were seeking a place far from civilisation. The last of them died in 1874. For Pustevny, wooden buildings built in traditional folk style are typical. In winter time it serves as a well-known skiing center.



**Mount Radhost:** Mount Radhost is a place steeped in myths and legends. According to one of these it is home to Radegast, the pagan god of war, victor, the Sun and abundance. The statue of this slavic god dates from the year 1931.





- **Outdoor Adventure Park in Tosovice:** On the 14<sup>th</sup> of May the I-TALC team visited the adventure park where students and teachers experienced a variety of games and activities in the open air of this winter mountain resort: Archery, roller coasters, tree climbing, trampolines etc.



### III. International-Intercultural- Cuisine night (10<sup>th</sup> of May)

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National delegations cooked traditional food from their countries. This was a unique way to help participants discover each other's cuisine and try new tastes. Additionally, national teams had to cook, cooperate, show good spirit, present and explain their foods.





## IV. Sport / Outdoor Activities

**a. Olympic Games (13<sup>th</sup> of May):** Campers walked to Fulnek Football Stadium and participated into a range of sport activities. The activities consisted of 8 disciplines which were designed so as to encourage players cooperate, use their mind, act quickly, memorize etc





**b. Farm excursion – Horse riding (16<sup>th</sup> of May):** Pupils visited an organic farm where they had a guided tour around the stables by the owner. They got to know useful information about the breeding conditions and the value of the biological meat and they then enjoyed horse – riding in the camp.



## V. Dancing Evening (13<sup>th</sup> of May)

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National teams performed folk dances from their countries. Participants got really enthusiastic about new rhythms, music and dances and this event strengthened even more the bond between the campers: In the end, students were looking for a place to practise new dances, so they got out of the hall and started dancing outdoors!



## VI. Barbecue Nights – Campfire

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Czech team offered the experience of barbecue twice during the camp. Students participated happily and enjoyed grilling sausages and preparing their meal from the buffet. Parallely, as a surprise, the turkish team and the lithuanian team had prepared different music performances which they presented during the campfire time. The percussion instruments performance along with the singing performance cheered the campers up and impressed everyone.



## VII. Workshops

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**a. T-Shirt design (10<sup>th</sup> of May):** Students had brought white t-shirts of their own (stressing the recycling idea) and markers from home and they drew and coloured their I-TALC camp t-shirts in their national teams.



**b. Workshops – Craftwork (10<sup>th</sup> of May):** Campers spent a creative art afternoon participating in different czech traditional workshops: Handmade Jewels, Embroidery, Woodworking, Candle Making, Drawing etc. Colourful working stalls were set all around the camp and participants could stroll everywhere and attend as many workshops as they wanted. They had a lot of fun trying everything and meeting new people around every bench.



## VIII. Balloon Evening (15<sup>th</sup> of May)

The balloon night was a unique experience for the campers. Students were invited to write a wish for the future on their balloons and take positions in the centre of the playground in the shape of the letters of the name of the project: I-TALC. Then after gathering and holding each other in the shape of a heart, they let their balloons fly in the air and travel over the camp, over Fulnek, over the world...



## IX. Theatre (12<sup>th</sup> of May)

The **Bear Educational Theatre** is an international travelling theatre company. It specializes in teaching English through interactive theatre shows and other innovative techniques. In this way, students have a positive meeting with English-speaking people and native speakers. This experience motivates them to keep learning English by making them feel confident about the skills they already have.



Students had the chance to watch the play “Murder in Wimbledon”. They then tried to solve the mystery of the murder by discussing and analysing the data with the actors. Parallely, they got acquainted with the role of sponsors and advertising in sports and the dangers of being too ambitious and famous.

As a follow-up activity, teachers made use of the material (handouts and worksheets) the theatre provided, in the afternoon lessons, in order to discuss about the play and its ideas, consolidate new vocabulary and teach grammar (e.g. Conditional sentences).





## X. Dancing Disco Nights

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Students enjoyed dancing and having fun with their new friends during disco nights.

## XI. Photo Competition (16<sup>th</sup> of May)

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Transnational teams took photos and they had to choose only one to represent them. The topic of the competition was “Friendship” and the photos with numbers 1 to 7 were on display in the dining room. Students voted after lunch and the winning group got the first prize during the final farewell ceremony.



## XII. Brain Teasers (16<sup>th</sup> of May)

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Different brain teasers (sudoku, crosswords) and board games invited students and teachers into a new challenge.



### XIII. Erasmus song: Rehearsals



One of the aims of the camp was rehearsing and recording the Erasmus Song of I-TALC. Partner countries had prepared new extra lyrics to be added to the song, so after the necessary changes, students recorded the new version of the song. This could have never been done without rehearsals and the intensive work during the camp of the lithuanian music teacher Audronė Buržinskienė who was assisted by her students who played percussion instruments. All students rehearsed every day. Moreover, thanks to the contribution of the hard working turkish team, along with the spanish ukulele player, the result was excellent. The tuskish team consisted of ten music talented students playing darbuka who let their personal music trace on the performance of the song. All the campers enjoyed the rehearsals which offered the group a great opportunity to socialise and interact.



## XIV. Farewell ceremony (18<sup>th</sup> of May)

During the farewell ceremony Mr Radek Hendrych and the czech team gave prizes to the transnational groups for their scores in the Olympic Games. Kids from different countries could keep and bring home the prize that their group got. In this way, all the countries got a prize. Moreover, a prize was given to Spain for winning the logo competition which had been held online during the year and certificates and gifts were given to all national groups. On this last day of the camp, participants were very emotional, exchanged gifts, shared good memories and promised to keep in touch.



## XV. Everyday life and routine in the Camp

Apart from the number of activities that campers had the opportunity to experience, it is very important to “depict” the daily life and routine in the Camp, as it served as the safety net for the implementation and the development of the activities of the camp.

**Energisers:** Short warm-up activities as 7 a.m. every morning, coordinated by Mr Radek Hendrych assisted by Mr Ali Ulvi Atasoy, helped students wake up, have fun and get to know each other.



### 7:30-8:30: Breakfast

A variety of food was offered to participants for all the daily meals during the camp.



**Snacks and Juices:** During the lessons, between meals in the morning and in the afternoon, campers were given snacks, fruits and juices.



**Booklets:** An hour every day from freetime was spent on completing the booklets. National teams coordinated by their teachers worked regularly on the booklets, looked for new vocabulary, asked their questions.



**12:00-13:00: Lunch:** Different menus were prepared for campers with special needs.

**18:00-19:00: Dinner**

**Free time:** During free time students and teachers played basketball, badminton, in the trampoline and discovered new team games.



**Daily Service:** A different country every day was in charge of the order in the dining room, the security of the children and the night service where children were checked in their rooms before night time at 23:30.

**Exchange of good practice:** Teachers had the chance every morning to meet in the teachers' meeting point, exchange lessons and ideas, cooperate with their European peers, study for the following classes, print worksheets and share experience.

The teachers' hall was big and comfortable with a board on which they could find all the necessary information, news, instructions regarding the camp. Laptops, stationery, dictionaries, cards, books and educational material was in abundance at their disposal all along. Different internet connection was provided to teachers in their area.



**Coordinators' meeting:** Every night at 22:00. Coordinators met every day in order to discuss problems and plan next day. They shared work and services and made the necessary adjustments in case of an emergency.

**Internet connection:** A satellite internet connection was provided to the students.



## XVI. Students' assessment

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A feedback questionnaire was submitted by pupils the last day of the camp and so they could give their points of view on the language camp: the kind of activities, the organisation, the rules inside the camp, relationships with teachers and other European pupils, things they enjoyed or disliked, the impact of the camp on their communication skills, personal self – esteem and self – confidence, things they missed. They were also invited to give recommendations for the next camp.

Students were also evaluated by their teachers in agreement with the “European Assessment Grid for Spoken English”. This grid was used to evaluate the students' abilities to pronounce English sounds more properly, to interact in simple everyday situations, to use simple phrases and sentences to describe where he/she lives and people he/she knows, to get more information about their European project partners, to ask questions easily about everyday life, to use correct idiomatic expressions, to introduce his/her own culture in a native place, to become self-confident, to build friendships, to show tolerance, to use basic vocabulary about all project partners' languages including the sign language, to interact with hearing-impaired pupils.

The questionnaires were submitted online and the synthesis of the results will be composed and uploaded to the website of the project by the coordinator Mr Lahachmi Mechkouk.

A travelling booklet was kept up to date by pupils every day: they filled in all required information about their travel, the transportation means, the route to get to Czech Republic, they described activities, wrote the name of their new friends, described their emotions and their best memories.

## **Conclusion**

By general consent, the Second Language Camp in Czech Republic was a successful camp. Pupils participated enthusiastically in all the activities, showed interest in the lessons, established social interaction and enjoyed all the new experiences of the programme. They developed their oral communication competences in English and they were able to discuss every day matters, ask and give information, react to proposals, understand oral messages, produce oral messages, describe, narrate and explain, present a topic orally, make oral announcements, act a sketch, lead a conversation and answer an interview.

They learned how to work in groups in order to create a dance performance, take beautiful photos, win a sport competition. In this way, pupils improved their self-image and became more self-confident and assertive. Parallely, they developed their empathic and communication skills, they established new interpersonal relationships, made friends, became more sociable.

Moreover, they improved their ecological awareness. Leaving in nature for ten days, taking long walks in the forests, having activities in the open air, adjusting to weather conditions, discovering so many different and wonderful landscapes, visiting farms and talking to people who respect nature and promote biologic agriculture and breeding were experiences that raised their ecological interest and revealed to them an alternative natural and simpler way of thinking and living.

Finally, they learned by experience what it entails to be a European citizen. They learned about other european countries and they intergrated European values such as solidarity, tolerance, equality and freedom. They learned the value of cultural diversity and they perceived national differences not as an obstacle to communication but as a means of further personal improvement through learning and accepting. This new idea, the essence of Erasmus spirit, will hopefully lead in the future, to intercultural tolerance and world peace.

The videos, the photos, the documents (programme, booklet, syllabus), the results and the synthesis of the evaluation are published on the website of the project: <http://i-talc.eu/>

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