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SUMMER CAMP HANDBOOK:

COMBINING ENGLISH LANGUAGE STUDY, AMERICAN CULTURE, AND LEADERSHIP SKILLS

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English Language and American Culture Summer Camps: A Handbook

This handbook gives guidelines on how to organize and implement an English language *In-City Summer Camp* to combine both leisure activities and intensive study of the English language and American culture for middle and secondary school students during the summer vacation period. The project described is based on a three-week, U.S. Department of State funded program that was held in Ufa, the capital city of the Republic of Bashkortostan (Russian Federation), from June 23-July 9, 2004. That project was targeted at children from socially-disadvantaged families in this rich multicultural community. The aim of this handbook is to provide readers with a useful, step-by-step guide when setting up similar projects around the world, addressing logistical and methodological issues. The camp project was also a precursor to the ECA-funded **Access Microscholarships Program** as the same children from the camp received two-year ACCESS scholarships for longer term training at the American Bashkir Intercollege (ABI, www.abic.ru).

The handbook additionally provides numerous examples of classes and activities held in this context, thus making it useful for anyone who might wish to try to run a project of this kind. Reference is made throughout the handbook to the 2004 Ufa In-City Summer Camp.

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1. INTRODUCTION

In Russia, the last two decades have been marked by fundamental social changes. It is no secret that the transition to new forms of society does not always proceed smoothly, nor does it bring about only positive results. One of the negative consequences of such fundamental reorganization refers to the stratification of the society, specifically the rise of the so-called *socially-challenged* layer characterized by an extremely low income level per family member.

In contrast to the United States and other western countries, the category of socially –challenged families in Russia involves not only the destitute and homeless, but also families with both working parents who have secondary and even higher education, but who work in state organizations or small private companies. Families of students, physicians and teachers having 2 or 3 children and also families where one of the parents is registered as a disabled or unemployed automatically fall in the category of needy families.

First of all, such negative phenomena affect children and, especially, teenagers between the ages of 12 and 16. At this critical age, any injustice in the social order, even a seeming banal one, is perceived painfully by teenagers. In fact, they have no life experience which may assist them to estimate objectively the situation they may fall into. As a result, they quite often come under the unfavorable effect of the environment, get into the habit of smoking, drinking, and taking drugs, and become involved in criminal groups.

All these preconditions, as well as the ideas incorporated in the Federal target program "Children of Russia" and the legislation related to "Orphan Children" (the Resolution of the Russian Federation from October, 3, 2002 No.732) underlie the conception behind this project of assistance for socially-challenged families, developed by the American-Bashkir Intercollege in Ufa.

In the summer of 2004, the *In-City Summer Camp* provided 70 children from socially-challenged families in Ufa in the Republic of Bashkortostan with 135 hours of study of English (intermediate and advanced levels) and American culture. The project was implemented with the assistance of the Embassy of the United States in Moscow and the support of the Ministry of Education and Science of Republic of Bashkortostan. The project was coordinated by U.S. Embassy Moscow's English Language Office (ELO), Public Affairs section.

The project was obviously unique. It was the first international educational project of the kind

not only in Russia, but in the world. It was developed by a young team of managers, teachers, and counselors of the newly established American-Bashkir Intercollege (ABI) at the Bashkir State Pedagogical University, all of whom are alumni of either U.S. government exchange programs, funded by the U.S. State Department's Bureau of Educational and Cultural Affairs (ECA) in Washinton, D.C., or other U.S. educational programs. This included alumni of the following programs: Fulbright, FLEX (Future Leaders Exchange Program), ECA International Visitors (IV) Program, FSA Undegraduate Program, Junior Achievement, and Camp Counseling USA. Additional support was provided by Ufa-based English Language Fellow (ELF), Erik Lundell.

Educational establishments of different levels were involved in the implementation of the project, from the high school where the camp took place to the Pedagogical University. The Ministry of Education of the Republic of Bashkortostan and municipal and community departments of public education of Ufa city were instrumental partners as well.

The children from families which are hard pressed for funds were selected to participate in the project, following guidelines set by the English Language Office (ELO); funding and additional methodological support also came from the U.S. State Department and ELO.

In addition to educational purposes, the Project is aimed at developing skills of effective intercultural interaction between the peoples of the USA and the Republic of Bashkortostan which represents a rich and multi ethnic Russian culture.

2. GETTING ACQUAINTED: AMERICAN – BASHKIR INTERCOLLEGE

The American-Bashkir Intercollege (ABI) was established in 1996 at the Bashkir State Pedagogical University and was intended to prepare students to pass entrance examinations to the university. But, as early as 1997, it was registered as an independent non-commercial, non-state educational establishment for community-college type vocational training.

Today, the American-Bashkir Intercollege offers coursework to secondary school graduates and and issues certificates in "Foreign Languages", as well as certification relevant to the following specializations: "Interpreter for Professional Communications" and "English Language Teacher for Elementary Schools". Teachers from the USA, England and Australia hold classes at the Intercollege, but the main emphasis is on studying the American variant of the English language and American culture.

Upon graduating from ABIC, in addition to receiving their diplomas, our graduates receive docu-

mentation certifying their proficiency in American English, as well as a guide-interpreter certificate. These documents can help them to find a good job and apply their professional skills. ABIC graduates who wish to continue their education have a unique opportunity to enter a special three-year (vs. five-year) program at the Bashkir State Pedagogical University.

Since its inception, the American - Bashkir Intercollege offers language educational services to the population by way of supplementary educational programs. The Intercollege has a "Preparatory Department" for children in grades 1 through 8, a "Small Faculty" for pupils of in grades 9 and 10, and also a "Preparatory Department" for training adults with any initial level of English language knowledge (from beginners to advanced and TOEFL level).

Students of the Intercollege pass obligatory entrance exams based on the Michigan test and tests developed at the Intercollege. It allows the formation of groups of students and the selection of curricula taking into account their English language proficiency.

At ABI, *English Language Teachers Clubs* and the *English Language Lovers Club* hold regular meetings. English language teachers from schools in the capital and other cities of the Republic of Bashkortostan have many good opportunities to improve their skills in teaching English at seminars arranged every year by the American-Bashkir Intercollege. Additionally, English language teachers from remote areas of the Republic of Bashkortostan show special interest in a new kind of educational service: our master classes conducted by English language instructors from ABI, the Bashkir State Pedagogical University, and native English-speaking instructors. The participants of such seminars are rewarded with a corresponding certificate.

3. PHOTO GALLERY

Founders and Participants

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4. PROJECT TARGET

The project described in this handbook was targeted for children from socially–challenged families, specifically those with low incomes. Seventy children from families with income levels not exceeding 1,789 rubles a month (66 USD) were involved in the project. The families with such income fall in the category of needy families in the Republic of Bashkortostan.

The project was designed to be run for two years. Its overall objective at the first stage became the organization of leisure activities for children during summer vacations. In most cases, children from such families are left to take care of themselves throughout the summer vacation months as their parents have to continue working. They cannot take advantage of the services of health centers or summer country camps as the cost of staying in such establishments is expensive with 1-2 months of the budget of such families.

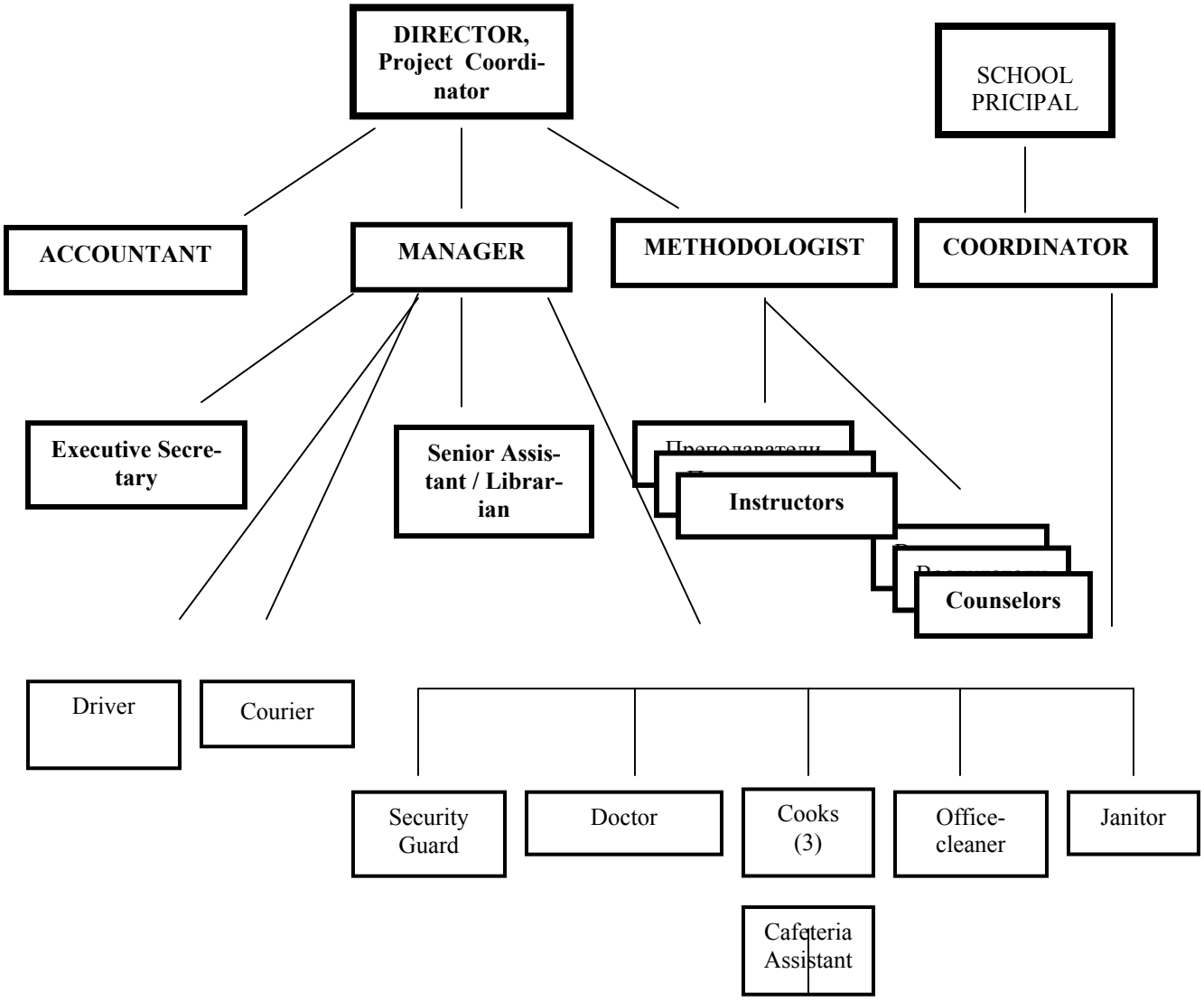
The concept of the project incorporates such tasks as familiarizing the children with general human values, civic education responsibility, leadership skills, and helping them understand that a foreign language is not simply a means of communication, but rather a way of acquiring new opportunities in

one's future professional life.

When learning about English and American customs and culture through games, the Internet, songs, videos, films, and competitions and not only in the classroom, but also in the gymnasium, on the playground, and out of town, the experience will be remembered forever. Such a Language Camp can become a reference point on the scale of vital values. It can widen the horizons of students and they will learn to dream and to realize their dreams.

5. THE CAMP MANAGEMENT CHART

After having reviewed and coordinated the project with each and every authority at the regional and city level, we came up with the following structure of Camp management:



As seen from the above, their were 31 staff members staff involved in setting up and implement-

ing the Summer Camp project for 70 children. A number of these individuals participated on site in the Camp itself, while other office and management personnel worked form early April until late July, 2004.

6. PARTICIPANTS OF THE PROJECT

At the initial stage of planning, it is essential to define the list of the necessary administrative positions that provide effective and successful functioning of the Camp, and also to distribute administrative duties between them in a detailed manner. The following describes the roles developed during the summer 2004 camp in Ufa.

The Coordinator of the Project, Camp Director develops the concept of the Summer Camp and communicates with the Ministry of Education, as well as with educational authorities on the local level and any other sponsoring organizations. He was responsible for securing contracts related to the cooperation between the Intercollege with the school involved and a public catering establishment.

The coordinator actively worked on the selection process of the pedagogical staff from among graduates of the USG exchange programs and international teachers, including native speakers of English, following guidelines set by ELO. He also fulfills representational functions when the Camp is visited by mass-media, supervising bodies or representatives of the Ministry of Education, and international organizations and states represented in Russia.

He directly supervises the work of the accountant, the manager, and the curriculum writer(s), and also engages in direct contact with the principal on project-related questions.

The Accountant is in charge of calculating the budget of expenditures, participates in the conclusion of the contract with a public catering establishment, organizes the conclusion of labor contracts with the personnel serving the Project, and pays expenditures, etc. She was responsible for submitting reports to the funding organization (U.S. Embassy Public Affairs/ELO).

The Manager carries out the bulk of organizational-preparatory work. The manager participates in the development of the concept of the project, drawing up of its budget, and inspection of school facilities for carrying out the summer camp. Duties include also the organization of official registration of papers (certificates, certificates of participation). The manager also monitors attendance.

The Methodologist participates in preparation of the curriculum and develops the system of requirements to designing syllabi and cultural-educational activities. His/Her duties include carrying out of faculty/staff meetings and briefing instructors and counselors. Daily monitoring of the educational proc-

ess is the methodologist's responsibility. Another important part of this function is the preparation of various questionnaires to estimate objectively the quality instruction and other activities, and also to react quickly in reply to any change in the feedback of a subject matter or the teacher. The methodologist prepares for texts of press releases for the mass media.

The Coordinator - As the representative of the on-site school administration, the Coordinator organizes work with students and their parents, participates in assemblies, distributes and collects documents, and checks the correctness of their registration. Later, he/she participates in carrying out of testing and distribution of teenagers to groups, making primary lists of students.

The Executive Secretary. The Executive Secretary processes and orders applications, photocopies documents, monitors information from parents.

The Senior Assistant organizes the daily delivery of necessary techniques and the equipment to teachers and tutors. He/She makes the necessary photocopies for instructors and counselors.

The Courier is responsible for sending project-related correspondence.

One of the most unique components of our Project was the extensive involvement of USG exchange program alumni (Fulbright, FLEX, FSA, IV, etc.) as instructors and counselors. Instructors holding a Ph. D., senior lecturers and senior teachers of the Intercollege, the Bashkir State Pedagogical University, and also teachers with a Masters degree in Humanities (USA, UK, and Australia) working in the ABIC, were also invited as instructors.

Inexperienced young teachers of English and students of the senior years majoring in English language teaching (ELT) were chosen to be counselors.

Let us acknowledge the huge help rendered to us throughout the Project by Mr. Erik Lundell, U.S. Department of State Senior English Language Fellow. The methodical seminars and consultations for instructors and counselors of the Summer Camp led by him were of great help to everybody.

Erik Lundell actively participated in the Project at the initial stage. He allowed consultations for administration and for instructors of the Project, practically all children had an opportunity of close interaction with him as with the present native speaker.

7. PREPARING FOR THE PROJECT

The *In-City Summer Camp* project for the in-depth study of the English language and American culture by children from socially-unprotected families in Ufa, Republic of Bashkortostan has been real-

ized under the patronage the of USA Embassy in Moscow and support on the part of the Ministry of Education and Science of Republic Bashkortostan, Department of Education of Ufa, the Department of Education of the District of Ufa, the Bashkir State Pedagogical University, and the Consulate General of the United States in Yekaterinburg.

The first stage of the development cycle of a project of this kind should become scheduling all kinds of activities necessary for the preparation and the realization of the project. One the overall concept of the project is completed, the next stage is estimation of expenditures according to which the financing should be carried out. The contribution of the American-Bashkir Intercollege included provision of modern technical audio-visual facilities, relevant educational-methodical literature, curriculum and the syllabi -- approved of by the Ministry of Education and Science of the Republic of Bashkortostan and the English Language Office (ELO) at the U.S. Embassy. Additional, ABI, also carried out the selection of participants according to the project guidelines.

The Ufa city Bashkir Grammar School № 20 was chosen as the site for the *In-City Summer Camp*. As compared to other city schools, which accept children belonging to their own city districts, this grammar school enrolls children from all the 7 districts of Ufa—thus giving a broad range of students access to this unique summer program. A cooperative agreement was signed with the director of the grammar school. Following this, local authorities were consulted for approval and support. Accordingly, all contracts, syllabi, and the draft schedule were forwarded to the Ministry of Education and Sciences of the Republic of Bashkorostan for final consideration and approval. The positive response to the international Project on behalf of the Ministry of Education and Sciences contributed to the success of this project.

The curriculum was developed taking into consideration that participants would be on summer vacation during this period, following an intensive academic year at their bilingual (Bashkir/Russian) high school. As the majority of children prefer to spend their weekends at home with their parents, the camp worked five days a week.

The curriculum consisted of 105 hours of academic and 30 hours of cultural-pedagogical work. It is not always possible, though, to draw a line between these kinds of activities. For example, such subjects as "History and Culture of the United States through Songs" or "Civic and Global Values through the English Language" also are inseparable from the cultural-educational aspect.

Duration of classes was reduced to 35 minutes with 5 minutes' breaks. Traditional subjects alternated with lessons of leadership and sport activities, taking part twice a day.

To make classes different from the course of regular schooling, the curriculum was designed on the basis of the "team teaching" technique. In Ufa, we had an instructor and counselor working side-by-side in class. In our context, the instructor is in charge of the educational process and bears full responsibility for the performance of the curriculum and the syllabus. The counselor helps the instructor during class, checks attendance and progress, fills out reports, and prepares the classroom setting. The counselors can help with students who are off task and can also use a variety of techniques to involve students, such as warm-ups, ice-breakers, charades, and riddles.

The idea of having a counselor in class who is much younger than instructors helps establish and maintain better rapport with students and makes the learning process more informal and open for dialogue. Another important issue that contributed to the success in class was that there are no grades. Students are praised for their success and they get awards and prizes. The main objective throughout the camp is to build the process on the principles of friendship, trust and fun.

Under such conditions, one of the major factors is to make a perfect "instructor-counselor" team. Their psychological compatibility is of special value. Before the camp started, we had several meetings where instructors and counselors could get acquainted with each other, choose the subject matter most interesting to them, and work closely together.

To make everyone feel part of a *team*, part of the summer camp project, it is good to have a kind of uniform. For our camp, we came up with a camp logo, had special stickers, and also had our own T-shirts with logo and camp information (see photographs).

Later in the program, the T-shirts that initially we meant for our kids only became a hit. This was especially relevant when we had press conferences for newspapers and local TV and radio stations, when our camp was visited by different guests, including VIPs. Now we see that we should have had special T-shirts of bigger sizes to give out to our special guests!

8. SCHEDULE OF WORK AND OVERVIEW OF SUBJECTS

Our main objective was to make the best use of our experience in the sphere of ELT, couple it with traditional models of teamwork, creativity, and cross-CURRICULAR projects. Thanks to our collaboration with the English Language Office in Moscow, we developed a state-of-the-art project.

SCHEDULE OF WORK

Planning the schedule should begin long before the camp starts.

As there were 70 kids in the camp, we divided them into 7 groups. We had what we call the "sliding" type of schedule. This means that an instructor has a class with each of the 7 groups during the day – he moves from one group to another giving one and the same class. This enables the instructor to be more flexible with the material because, depending on the level of language competence of the kids, he or she can adjust the same material for the target group. The kids are able to grasp the material which does not exceed their knowledge and, in the meantime, always discover something new. More importantly, the kids can share their experiences with kids from other groups.

In the work of our camp, we tried to cover various aspects of ELT. Each aspect was designed to cover some important issue concerning the country, the people, and the language. Every teacher and counselor tried to make his or her part of the program motivating and enjoyable, to create a positive attitude not only to the language and learning experience itself, but to the world of the language the students study as well. All in-class and out-of-class EL activities were meant to contribute to the development of creative thinking, communicative skills and intercultural awareness.

For this purpose, we came up with different subjects:

№	**Subject Matter**	**Total number of academic hours**	**Hours of tests**	**Total of contact hours**
1.	English through Communicative Games	15		15
2.	English Grammar through Games	15	1	14
3.	Civic and Global Values through English	15		15
4.	English through the Internet	15	1	14
5.	The History and Culture of the USA through English Songs	15		15
6.	The Geography of the USA	15		15
7.	English through Video	15	1	14
	Sum Total	**105**	**3**	**102**
8.	Cultural-educational Activities	30		30
	Total	**135**	**3**	**132**

OVERVIEW OF SUBJECTS

1. The History and Culture of the USA through English Songs

It is common knowledge that the history of a nation is reflected in its songs and folklore. The principles that form the core of the syllabus are:

- The historical value of a song and of an event reflected in the song
- the role of songs in modern American culture and the occasions for the song
- ability to use the lexical and grammar components in the lyrics in the learning process

The objectives of the course in question are:

- to help children visualize the history, traditions and important events in U.S. history
- to understand the connections between British and American cultures
- to learn more about the Civil war and the way it is reflected in songs
- to learn more about US participation in World War II

The Communicative approach was the leading method in teaching.

To motivate the children different methods were implied:

- "brainstorming" in order to understand the actual events that served as the basis to songs
- holding contests and games on lexical and grammar components of the lyrics
- solving crossword-puzzles and doing charades
- group and solo singing
- singing to karaoke

2. Geography of the United States

The syllabus of the subject meets the following requirements:

1. to acquaint children with the fundamentals of American geography and culture
2. work on formation and perfection of language skills by means which the children are able to communicate orally (speaking and listening activities) and also to read different texts on the given subject (developing language competence).
3. encourage the children's interest to a foreign culture;
4. foster the children's intellectual development;
5. increase motivation in learning the language

The following methods were used:

Communicative – teaching English through communication. All the exercises were aimed at t making the children speak. A class comprised studying new material (using a map, teacher's explanations), training (doing oral exercises with or without the help of some written information), etc.

Games – using gaming techniques and situations that serve as a means of stimulating exciting the children.

3. English through Video

This course was designed to transform students from passive viewers to active learners. *Family Album USA* Student Books provide a wide variety of viewing activities and tasks directly related to the video. These are designed to enhance comprehension and move the students from controlled activities using the vocabulary and grammar to a freer use of the language. Most of these books are designed for pair and group work so that students have ample opportunity to speak English during class.

Most of the exercises call for students to view a scene or scene segment in its entirety before dealing with it as a learning exercise. This encourages students to extend their attention span and also allow them to enjoy the drama and humor that are the stimulus for learning – before beginning extensive work.

Another important aspect of human intercommunication that was relevant in this course that should be mentioned is the question of tolerance, multiculturalism, and diversity. No one would deny that these issues are of vital importance, especially nowadays. And, thanks to this course, we had every opportunity to discuss various controversial topics in a lively, natural, and spontaneous way. The students felt at ease to speak their mind: any important skill for any student.

Experience has shown that by using educational video in class we can give our students a chance not only to master the language, but also to raise their self-esteem and assure them that they can do much in English and can independently express their thoughts in the language.

4. English through the Internet

The main aim of this course is in-depth study of how to use the Internet by means of educational games and other software, not through random searches, but by carefully studying instructions to the games and also by taking on-line tests in English. The children learn to use the computer and simultaneously master the language in a step-by-step manner.

Having computer-based tests helped take the focus off of the instructor's evaluation of students, while allowing for self-assessment and direct feedback on their progress. At the same time, using educational software fosters self-reliance and creativity in children.

Less able students, comparing their results with the results of others, gradually understand the necessity of preliminary work with texts and instructions, allowing them to achieve better results and to become group leaders by carefully following outlined steps, instead of wasting time with feverish and chaotic searches via the "trial and error method". Advanced students, trying to keep abreast of others, acquire skills of faster information processing and decision-making --this also fosters leadership skills.

5. English Grammar through Games

Guidelines of this course are:

- to gradually move the simple to the more difficult
- form explanation – through revision – to grasping the material
- maintaining motivation by means of communicative games

The basic principle behind this syllabus is to systemize knowledge of grammar rules, ensuring the basis for successful work of the students on other aspects of the English language.

The basic method used was team-teaching or training children in cooperation with other teachers and students who came to the class upon invitation (as Mr. Erik Lundell, Senior ELF, Ufa), attended the class to exchange experiences (other teachers of the English language), or were present during classes as observors (the students of ABI).

6. English through Communicative Games

The major principle of communicative games has been incorporated as a basis for the syllabus: not to increase indefinitely the amount of lexical units and grammar structures offered to the student, but to activate their present knowledge and also to encourage interest to the English language through games

and activity.

We tried to help children overcome communication barriers, to teach them to think in English, to freely discuss various simple topics, and to activate passive vocabulary. The results were obvious: the children mentioned that "There is nothing scary in speaking English!", "The main thing is to be understood!". And, most importantly, after classes the children said that they still think in the English language!

The basic methods used during class were "brainstorming" and informal training. Two assumptions appeared in the consciousness of children "There is no teacher – there is a friend", "We are a team and our unifying objective is to learn to speak in English ".

Daily timetable

# of period / time	Group # 1101	Group # 1102	Group # 1103	Group # 191	Group # 192	Group # 181	Group # 182
1st period 9.00-9.35	Civic and Global Values through English	English through Internet	History and Culture of the USA through English Songs	Geography of the USA	English through Video	English Grammar through Games	English through Communicative Games
2nd period 9.40-10.15	English through Communicative Games	Civic and Global Values through English	English through Internet	History and Culture of the USA through English Songs	Geography of the USA	English through Video	English Grammar through Games

3rd period 10.20-10.55	English through Video	English Grammar through Games	Civic and Global Values through English	English through Internet	History and Culture of the USA through English Songs	Geography of the USA	English through Communicative Games
10.55-11.25	Cultural-educational activities						
11.25-11.40	Breakfast						
4th period 11.40-12.15	English through Communicative Games	English through Video	English Grammar through Games	Civic and Global Values through English	English through Internet	History and Culture of the USA through English Songs	Geography of the USA
5th period 12.20-12.55	Geography of the USA	English through Communicative Games	English through Video	English Grammar through Games	Civic and Global Values through English	English through Internet	History and Culture of the USA through English Songs
12.55-13.25	Cultural-educational activities						
13.25-13.50	Lunch						

6th period 13.55-14.30	History and Culture of the USA through English Songs	Geogra-phy of the USA	English through Communi-cative Games	English through Video	English Grammar through Games	Civic and Global Values through English	English through Internet
7th period 14.35-15.10	English through Internet	History and Cul-ture of the USA through English Songs	Geography of the USA	English through Communi-cative Games	English through Video	English Grammar through Games	Civic and Global Val-ues through English

9. METHODOLOGY

During the course of the work, our main objective was to help children understand that this experience is all very much different from regular school classes.

The most important thing in a program of this kind is *to build up the team spirit*. This can be achieved through communicative games and informal intercommunication. Also, we tried to help our students break through the so-called "language barrier". Thus, the children are supposed not just study the language as an academic subject, but to become part of the linguistic intercourse using their knowledge, though developing over time. The key point of every syllabus is communication: the instructor's participation being minimized whereas the student is the leading figure in the process. The whole process of drawing up curricula was carried out under this guideline.

Speaking of effective teaching practices, we were able to judge how effective and successful they were by reading the weekly questionnaires that were completed by the students. This regular feedback enabled us to be more flexible when choosing strategies and techniques to be used in class.

One of the questions in the questionnaires was: "What do you like about the camp most of all?" One of the most popular answers was "EVERYTHING!" The following items provoked the greatest response:

Cultural-educational activities. The kids have ample opportunity to play, work on posters and project, compose songs and poems, dance, compete, etc.

Outdoor games. Sports and different competitions.

Additional activities:

- Singing karaoke
- Working with the Internet
- Having breakfast and lunch during the day
- Out of town trips

Sometimes the questionnaires gave us some surprising results. For example, the subject "English Grammar through Games" was at the bottom of the list after the first round. Later, when the questionnaire was filled out the third time, already the subject shifted upwards on the list and occupied the second position. This means that even such a scholastic subject could be taught in a lively and interesting way.

Here are the requirements to be met by prospective instructors:

1. Ability and wish to work with children, natural informal of communicating with them.
2. Be optimistic, unselfish, open and have a sense of humor.
3. Have a good command of English.
4. Be not a teacher to the children, but a friend.
5. Have the ability to learn and to be flexible in the educational process.
6. Be open for dialogue
7. Be very tolerant, ability not pass judgments on students.
8. Be a leader, but without suppressing or frustrating the children's feelings.

The requirements to be met by counselors:

1. Be young, optimistic, open and active.
2. Have the ability to establish warm and friendly relationships with children.
3. Have a good command of English.
4. Have a good sense of team work.
5. Be tolerant with children.
6. Have various talents, skills, etc.

10. PROVISION OF TRAINING AIDS AND TECHNICAL FACILITIES

At the very beginning, the resources of the Intercollege served as the basis for developing curricula.

For example, the subject "English through Video" is built up on the series "*Family Album, USA*". The videos provide an excellent source for listening comprehension and vocabulary enrichment, while the accompanying print materials contain listening, speaking, reading, writing, vocabulary, and grammar activities.

The subject "History and Culture of the USA through English Songs" is based on course "*If You Feel Like Singing*" and "*Old Favorites for All Ages*" (U.S. Department of State English language materials).

When the project was approved of by the Ministry of Education of our Republic and the Embassy of the USA in Moscow, we enjoyed an inflow of state-of-the-art and really unique materials.

We should acknowledge our deepest gratitude to Dr. Bridget Gersten, English Language Programs Officer for Russia, and Mr. Erik Lundell, Senior English Language Fellow, Ufa, for their kind help and generous contributions to our library and laboratories. The books and audio-visual materials donated to the camp made the classes lively, interesting, and enriching. Every single book immediately attracted everyone's attention. Materials on the Internet were also very helpful to the instructor. They are "*Internet English*" and "*Search the Internet*".

With the children the most popular text-books were "Look Again Pictures", "Bingo Games for ESL Learners" and "Index Card Games for ESL".

The scholastic subject "*English Grammar*" turned out to be quite exciting when enriched by "*Grammar Activities*", "*Grammar Games and Activities for teachers*".

As far as audiovisual facilities are concerned, the choice for the most part depends on nature of the subjects to be taught. Some of the subjects required extra support materials, video series and audiocassettes.

For example, "*History and Culture of the USA through English Songs*" requires a huge variety of popular songs in the English language both British and American variants. It was also essential that every child has his/her own copy of the lyrics. So having a photocopier on hand is a very important issue.

The subject "*English through Video*" was entirely based on the video series "*Family Album, USA*". Most people have a kind of "*entertainment response*" to television. They are used to the TV as a diversion from daily responsibilities. Educational television introduces the concept of taking responsibility for learning. The premise of the course in question is that the two approaches are not mutually exclusive. The children are able to both learn and enjoy themselves.

Other very useful facilities were an overhead projector, a karaoke Set, and a laptop with a projector. Having all these enabled us to make a class more active. The visual aids just "stole the audience" because the children have hardly ever seen or used anything of the kind.

And last but not least worth mentioning are cameras. Every single day we made several rolls of film about the camp life. Also we tried to record most interesting moments and memorable events, like the Talent Show or Sport's Day. At least one class of every instructor was recorded.

11. PUBLIC RELATIONS

Public relations turned out to be a very important aspect of our camp life. First, it was a way of promoting the idea of such projects. Second, it was a means of reporting our work to the official bodies and local authorities. Third, it was also through the mass media that we were able to express our gratitude to our international sponsor, the founders and the participants of the project.

During the course of our camp project, reporters from local newspapers, radio, and TV stations attended the opening and closing ceremonies, the classes, the Talent Show and the roundtable that we held with representatives of the Public Affairs section of the American Embassy in Moscow and the Consulate General of the USA in Yekaterinburg.

One of the most impressive highlights of our Camp life was the Digital Video Conference (DVC) with Ms. Patricia Harrison, Undersecretary for Educational and Cultural Affairs (ECA), representing the Department of State in Washington, D.C. The DVC was organized by the English Language Office of the American Embassy in Moscow with the on-site support of Bridget Gersten, U.S. Embassy Moscow's English Language Officer. At this DVC, 15 of our kids had a unique chance to talk "on the air" with Ms. Harrison in Washington, D.C. The children asked and answered questions impromptu, talking about their camp life and their experiences. The topics raised were not only about the camp, but they covered various aspects of everyday life. The DVC showed that we are all open and ready for dialogue between the two cultures even irrespective of age difference. It also gave these children another opportunity to see how their English language skills can be put to use in the real world, for authentic communicative pur-

poses.

Also we had cameras working their day and night to make every single moment memorable.

12. CULTURAL-EDUCATIONAL ACTIVITIES

The main principles that served as the basis for this second mainstream activity of our camp were:

- maximizing oral communication between the students with an emphasis on multiple repetition of the acquired word-stock and phrases rather than constant memorizing new lexical units and grammar structures
- having the fullest possible variety of outdoor games, ones that enable students to relax after hourly in-class activities during the day
- motivating the children to move, play, and speak in English simultaneously to help them activate their oral communication skills
- reliance on joint efforts of students and teachers in the creative process in order to bring out inner abilities of an individual
- maintaining the achieved results through positive motivation when preparing billboards or participating in quizzes, "Talent Shows", sports days, etc.

Counselors' Participation

Our experience has shown that counselors' participation should be reduced to the least possible extent in order to allow more interactive possibilities between students. It is in this way that "leaders" come up spontaneously. The counselor's role thus is to set the students' energy on the right track, and also to foster the children's leadership qualities, but do so inconspicuously.

This can be illustrated as follows, in an activity designed by on of our FLEX alumna:

One of the teams made it a rule to elect a new "leader" everyday. The person elected was to wear a special badge, assist his counselor and take an active part in planning the day. So, every team member enjoyed his or her chance to act as a leader, meanwhile developing their qualities of working in a team.

Examples of out-of-class activities

The shortened schedule of the events looks as follows:

Day 1 – Meeting each other, team building
Days 2-5 – Preparation of slogans, mascots, newspapers. Newspaper contest.
Days 6-10 – Rehearsing the performances for Talent Show. Holding 'the Talent Show'
Days 11-end – Dress rehearsals for the Gala-Concert. Sports Day

The most memorable events were: The Talent Show, the Gala Concert, the Boat Ride, and the Soccer Game.

Ample use of outdoor games, plays, performances, and projects helped our students forget that they are having classes in the same school as throughout the school year and that there are the teachers. In-class activities played an essential part in our project, but the kids enjoyed having to stay after classes and work on newspapers or dress rehearsals.

13. THE PROGRESS OF THE PROJECT

№	The Stage of the Project	Terms
1.	Developing the Concept of the Project	early April
2.	Agreement on the budget	mid April
3.	Choosing the hosting school	April
4.	Agreement of the Project by the Ministry of Education and Science, City and District Educational Authorities	early May
5.	Signing the contract of cooperation between the Intercollege and the hosting school	early May
6.	Drawing the logo of the Project	early May
7.	Purchase of T-shirts, baseball caps, note-books, pens, folders, stickers	mid-late May
8.	Meeting with the administration and teaching staff of the hosting school to discus the work and appoint a representative from the school	mid May
9.	Selection process of the instructors, counselors. Devising the Camp management chart	mid May

10.	Drawing up: the program; drafts of labor contracts; the structure of the syllabi; job descriptions; requirements for educational materials	mid May
11.	Selecting the children to participate in the Project: holding the first meeting with children of grades 7 through 10 and their parents; distributing a set of required documentation; setting the date for tests	mid May
12.	Drawing up a special test and holding it. Further based on the results of the tests groups are formed.	mid May
13.	First meeting of the instructors and counselors: familiarizing with the Project and program; familiarizing with job descriptions; building up the "instructor-counselor" teams; familiarizing with requirements to the structure of the syllabi; briefing on and setting the deadlines for devising of the syllabi; signing labor contracts; familiarizing with the audio-visual facilities and educational materials;	late May
14.	Drawing up the schedule	early June
15.	Signing a contract with a public catering establishment that is responsible for meals	early June
16.	Second meeting of the instructors and counselors: collecting the syllabi; identifying requests for audio- visual facilities and educational materials; appointing Chief Counselor; collecting health certificates	early June

17.	Second meeting with the children: collecting certificates and contracts; informing of the groups; informing of the schedule and routine requirements	early June
18.	Purchase of the required educational materials and visual aids.	early June
19.	Purchase of the required audio-visual facilities, stationers and gifts	early June
20.	Assigning classrooms and their decoration	mid June
21.	Third meeting of the instructors and counselors: collecting the final syllabi; informing of the schedule and routine requirements; matching groups and counselors; discussing the beginning of the work and everybody's participation in the opening ceremony	mid June
22.	Delivering the facilities and materials to the site	mid June
23.	Decorating the school	mid June
24.	Working on routine and maintenance issues	mid June
25.	Sending out press-releases and invitations to the local mass media and authorities	mid June
26.	The opening ceremony. Distribution of the T-shirts and caps	June, 21st
27.	Monitoring attendance	During the work of the Camp
28.	Supervising the meals	During the work of the Camp
29.	Passing questionnaires to get feedback from the children	once a week
30.	Methodological supervising the quality of the educational process	During the work of the Camp
31.	Inviting and assisting the mass-media	During the work of the Camp
32.	Systematic photographing and shooting of the Camp life	During the work of the Camp
33.	Organizing a boat trip along the Belaya river	third week of the Camp

34.	Preparing the certificates for the children and participants of the Project	third week of the Camp
35.	Holding a DVC	third week of the Camp
36.	The closing ceremony and presentation with certificates	July, 10th
37.	Holding a Talent Show	July, 10th
38.	Devising a report on the work of the Camp	late July
39.	Preparing a photo album on the Camp life	late July
40.	Collecting the articles from local newspapers about the Project	late July
41.	Sending out letters of gratitude to the parties who have contributed to the project	late July