

## Summer Camps Courses Outline

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	
Topic	A new land	Knowing me, knowing you.	Have you made your mind up?	Culture	In the news	"Where words fail, music speaks."	You are what you eat.	Global citizenship	Climate and community	Presenting and Reflecting	
Outcome 1	UO1: Navigate their location and work with other learners in their group (CLO1)	UO1: Strategies to talk about oneself and share and gain information from others (CLO2)	UO1: Strategies for exchanging opinions in the context of pre-conceptions and first impressions. (CLO2)	UO1: Understand text about part of the country's culture (video) (CLO1)	UO1: Understand a news article (written text) about the location (country or city) (CLO1)	UO1: Identify music genres from the country and/or music genres influenced by the country. (CO1)	UO1: To understand the country's food culture by watching a video.(CO1)	UO1: Understand a text (video) to distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity (CO1)	UO1: Reading texts to identify some ways in which the climate emergency is impacting the lives of people and communities around the world	UO1: Deliver presentation to class using language and insights from class and excursions (CLO3, CLO2, CLO1)	
Outcome 2	UO2: Compare their location with their countries/cities (CLO2)	UO2: Using mediation strategies to relay information. (CLO1)	UO2: Language to deal with prejudice, diversity and inclusion in their location. (CLO1)	UO2: Create a text using input from an infographic or synthesising information from infographic and video text. (CLO2)	UO2: Create a blog post about the location (CLO2)	UO2: Use language of opinion and music to debate the importance of music in a culture. (CO2)	UO2: To talk about the impact of other cultures on the local food, or vice versa.(CO2)	UO2: Be able to talk about one's identity in relation to the location and the classmates (CO2)	UO2: Be able to talk about climate change is impacting on their chosen location and propose solutions	UO2: Course Review and Reflection – Be able to reflect on experiences and convince others of my thoughts in a class debate to rank the best and worst aspects of their ES Camp (CLO1, CLO2)	
Outcome 3	UO3: Present an introduction of the location (CLO3)	UO3: Create a dialogue reporting on what you have discovered and still plan to do in the location.	UO3: Prepare for a podcast about your impressions of the location to be recorded on day 5 (CLO3)	UO3: Understand and present data in the form of an infographic. (CLO3)	UO3: Record, Reflect, Re-Record the podcast and SHARE (CLO3)	UO3: Identify a piece of music that represents your country and write a paragraph explaining why. (CO3)	UO3: Create a food connection map to describe where food of the location comes from and global influences.(CO3)	UO3: Create an infographic showing global impact on your country and/or your country's relationship with the location. (CO3)	UO3: Create a persona identity for their location/country showing how climate change has impacted them. (CO3)		
Project Focus	(Week's Project – Podcast)	(Week's Project – Podcast)	(Week's Project – Podcast)	(Week's Project – Podcast - Decide groups and subjects) (CLO3)	(Week's Project – Podcast)	((Week's Project – Presentation – Decide groups and subjects) (CLO3)	(Week's Project – Presentation)	(Week's Project – Presentation)	(Week's Project – Presentation)		
Alternative topic								UO1: Understand a text (video) to distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity (CO1)	UO1: Reading texts to identify some ways in which the climate emergency is impacting the lives of people and communities around the world		