

***Declaration of Understanding: English Binding an Ethnically Diverse Camp Community
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Presenters

Mary Lou McCloskey, Teacher Education, US

mlmcc@mindspring.com

Lydia Stack, Teacher Education, US

lstack@mac.com

Molly Staeheli, Camp Director, US

molly_staeheli@hotmail.com

Madalina Linta, Teacher, Romania

linta_madalina@yahoo.com

Sandra Vida, Teacher, Slovenia

sandra.vida@guest.arnes.si

Denise Lowery, Regional English

LoweryD1@state.gov

Language Officer (RELO), Budapest

Gergo Santa, Assistant RELO Hungary

SanthaG@state.gov

Handouts & Info: www.mlmcc.com

RELO Budapest Facebook:

<https://www.facebook.com/pages/Regional-English-Language-Office-for-Central-and-Southeastern-Europe/147478492022560>

Video: <http://www.youtube.com/watch?v=Y7A0ireuyuU>

TTTE6 Wiki: <http://teentolerance6.pbworks.com/>

Sandra Vida's Tolerance Website: <http://teacher.si/>

SESSION GOALS: To describe our program

- Focusing on elements of building community
- For developing cross-cultural understanding, problem-solving, and conflict resolution
- For language development
- From the perspectives of Instructional leaders, Camp Director, Teachers, and Administrators

BUILDING THE TEACHER COMMUNITY Mary Lou McCloskey & Lydia Stack

What is Teaching Tolerance through English?

- A 2-week camp run for the past 6 years on Lake Balaton in Hungary
- For middle school teachers and learners from throughout central and southern Europe
- Focusing on developing English language through learning about peace, tolerance, respect for other cultures, and conflict resolution
- Where learning happens both through participation in the camp community and through focused activities of the English Clubs

Camp Objectives

- Teacher development
- Active/Interactive language learning
- Tolerance and understanding content
- Creating a supportive camp community

Camp Organization

Mornings

- Teachers learn methods for teaching content
- Students participate in wide selection of counselor-led activities
- Camp Organization

Afternoons

- Teachers put into practice their new strategies
- Students participate in interactive language learning

Building the Teacher Community

- Activities to build community in the first days

- Living together in a camp setting
- Modeling team teaching of active, interactive, collaborative activities
- Pairing teachers from different countries & language backgrounds for team teaching
- Encouraging leadership, initiative
- planning ways to carry the camp experiences back to their countries
- ways to maintain the community as a distance community

LAYING THE GROUNDWORK: BUILDING THE STAFF & STUDENT COMMUNITY Molly Staeheli

Components of Camp Community

The objective of each component is to expose students to language and new experiences they can share together.

Teachers

Counselors

- Representing four countries
- Talents in the performing and visual arts, athletics and team building

Country Groups

- Before and after logistics, Culture sharing night, Moral support if native language is necessary

Houses

- Diverse rooms of teachers, students and counselors in each house
- Opportunities to “hang out” with new friends and use language in a relaxed setting.

Teams

- Olympics, Fine arts, Scavenger hunts, Community Service projects, Representation at Camp Council, Daily “Team Snack” meetings
- Counselors lead diverse teams through activities to promote cooperation, community service, and other camp themes.

English Club

TTTE Camp Community

- Daily visits to the lake, Boat trip, Clean the beach community service, Library book donation project, Talent shows and discos, Wide variety of whole-camp activities on the camp grounds and in the greater Balatonlelle community.

The Community Continues

- Facebook and the Magazine Project, Staying connected with a Facebook page
- Students, counselors and teachers share the camp experience in their own words.

BUILDING THE CLASSROOM COMMUNITY – AT CAMP AND BEYOND

Madelina Linta -- Teacher, Romania and Sandra Vida, Teacher, Slovenia

Introducing Fundraising to Romania

- Fundraiser as a democratic system to pay for extracurricular activities, Selling chips, Face painting , Small donations to the club, Selling tickets (50% funds for activity and 50% for club , Money used for community contribution for larger grants.

Multicultural Events

- Halloween, Decorating the Christmas tree, Caroling in the city (Half in native language, half in English) , Valentine's Day craft-fair and dance
- Easter egg hunt, Wear green on Saint Patrick day, Book reports, Travel guides, Restaurant menus in native language and English

Results of Multicultural Learning

- Motivation in the classroom, Improving leadership, Cooperation vs. competition, Giving other students the chance to showcase their talents, Convening that language is linked to culture, Broadening world view by understanding another culture, Giving children agency

IMPACT OF CAMP

Denise Lowery & Gergo Santha, Regional English Language Office, Budapest

Resources for Teaching Tolerance through English

For Learners

- Bridges, R. (1999). *Through My Eyes*. New York: Scholastic.
- Bunting, E. (2005). *Gleam and Glow*, by Eve Bunting. Sandpiper.
- Coerr, E. & Himler, R. (1999). *Sadako and Thousand Paper Cranes*. New York: Scholastic.
- Davidson, M. (1991). *I have a Dream- The Story of Martin Luther King*. New York: Scholastic.
- Drew, N. (2004). *The kids' guide to working out conflicts: how to keep cool, stay safe, and get along*. Minneapolis, MN: Free Spirit Pub.
- Fox, D. & Weissman, D. (2007). *The Great Family Songbook*. New York: Black Dog & Leventhan.
- Fresh, D. E. (2002). *Think Again*. New York: Scholastic [with CD]
- Kamkwamb, W. & Mealer, B. (2012). *The Boy Who Harnessed the Wind*. New York: Dial.
- Khan, R. & Gallinger P. *Muslim Child* Fleischman, P. (2004)
- Lombard, J. (2006). *Drita, My Homegirl*. New York: Scholastic.
- Ludwig, Trudy. (2010). *Confessions of a Former Bully*. Tricycle Press.
- Lyon, George Ella. (2011). *All the Water in the world*. Athaneum.
- McBrier, P., & Lohstoeter, L. (2008). *Beatrice's Goat*. Aladdin.
- Milway, K.S. (2008). *One Hen - How One Small Loan Made a Big Difference* Kids Can Press
- Mochizuki, K. (2003). *Passage to Freedom, the Sugihara Story*. Lee & Low Books.
- Moss, P. and Lyon, L. (2004). *Say something*. Gardiner, ME: Tilbury House.
- Muth, J. J. (2002). *The Three Questions* (based on a story by Leo Tolstoy). New York: Scholastic. Paperback.
- Obama, Barack. (2010). *Of thee I Sing: A letter to My Daughters*. New York: Knopf.
- Park, Linda Sue. (2010). *A long walk to Water: Based on a True Story*. Clarion Books.
- Parks, R. & Haskins, J. (1999). *Rosa Parks: My Story*. New York: Puffin.
- Paschkis, J. & Fleishman, P. (2007). *Glass Slipper, Gold Sandal: A Worldwide Cinderella*. New York: Holt.
- Polacco, P. (1998). *Chicken Sunday*. New York: Putnam Juvenile.
- Ringgold, F. (1998). *If a Bus Could Talk*. New York: Scholastic.
- Roop, Peter and Connie Roop. (2010). *Tales of Famous Heroes*. New York: Scholastic *Seedfolks*. New York: HarperCollins.
- Seeger, P. & Hayes, M. (Illustrator). (1994). *Abiyoyo*. New York: Scholastic
- Sis, P. (2007). *The Wall*. Farrar, Straus, and Giroux.

Strauss, R. & Woode, R. (Illustrator). (2007). *One Well: The story of Water on Earth*. Tonawanda, NY: Kids Can Press, Ltd.

Surat, M. M. & Mai, V.D. (1989). *Angel Child, Dragon Child*. New York: Scholastic.

Winter, J. (2004). *The librarian of Basra: A true story from Iraq*. Orlando: Harcourt, Inc.

Winter, J. (2008) *Planting the trees of Kenya: the story of Wangari Maathai*. Aladdin Publishing

Zalben, J. B. (2006). *Paths to Peace - People who changed the world*. New York: Dutton Juvenile.

For Teachers

Bordessa, K. (2006). *Team challenges: 170+ group activities to build cooperation, communication, and creativity*. Chicago, Ill: Zephyr Press.

Crew, Nina. (2011). *The Neighborhood Sing-Along*. Greenwillow.

Drew, N. (2004). *The kids' guide to working out conflicts: how to keep cool, stay safe, and get along*. Minneapolis, MN: Free Spirit Pub.

Fox, D. & Weissman, D. (2007). *The Great Family Songbook*. New York: Black Dog & Leventhan.

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Levine, L. & McCloskey, M. L. (2012). *Teaching Learners of English in Mainstream Classes*. Pearson Education.

Lewis, B. A. (2009). *The kid's guide to service projects: over 500 service ideas for young people who want to make a difference*. Minneapolis, MN: Free Spirit.

McCloskey, M.L. & Stack, L. (2003). *Voices in Literature, Bronze. Unit 5: Peace*. Boston, MA: Heinle (Cengage).

Paschen, E., Raccah, D., Giovanni, N., and Kennedy, X.J., (2005). *Poetry Speaks to Children*. Sourcebooks Publishing [Includes a CD of the poets reading their poems.]

Seeger, P. (Intro.), McWhirter, K.L. (Illus.), Blood, P. (Ed.), & Patterson, A. (Ed.). (2004). *Rise Up Singing: The Group Singing Songbook [LARGE PRINT]*. Bethlehem, PA: Sing Out.

The Ave - from Treehouse Books. <http://treehousebooks.org/>
www.teachingtolerance.org