



Week 1: Bug investigator

Overall Project Objective

AIM:	Learn about nature and insects, their habitats, what they eat, their job in nature.
TALK:	Talk about all things insects and nature; What are they called and what is their function in nature. How many legs do they have, what spaces are they, where do they live, what do they eat etc.
CREATE:	Create a mini-insect field book. Make a bug house. Make large scale insects from recycled materials and paper-mache.

Project Summary Detail	
What?	How?
Introduce the topic of nature and bugs.	3 – 5 years: Learn some insect names, what do they look like, start the first pages of your mini-insect field guide book by drawing your first insect and naming it. 6 – 8 years: Pick an insect to be your subject for the day and learn all about it. Write a sentence, draw and speak about it. 9 – 12 years: Pick an insect to be your subject for the day and learn all about it. Write a mini story, draw and speak about it.
Make a bug hotel.	Each group to make their own bug hotel using sticks, leaves, stones and other recycled materials: 3 – 5 years: Make a simple hotel and label all parts of the hotel. 6 – 8 years: Create a bigger bug hotel and write one sentence about each part of the hotel and its function. 9 – 12 Create a larger bug hotel and write a short instruction guide on how it is used. Add a sketch of the bug hotel that you will build the next day.
Make a large-scale insect using paper mâché	3 - 5 Make ladybirds using paper mâché 6 – 8 Make beetles (different kinds) using paper mâché. 9 – 12 Make spiders and butterflies using paper mâché. Add more information about your creatures to your field guide.
Learn about flowers – parts, colours and uses.	All ages to create some largescale flowers and plants from recycled materials which will become part of a combined display. Add information about flowers to your field guide book. Older groups to write more, younger group can do more pictures.
Combine all the large project elements.	All groups to combine their large projects together/ show each other what they have made and found out. This can be done in the style of a 'science fair'. Write or draw one last entry into your field guide.



Week 2: Become a Scientist

Overall Project Objective

AIM:	Learn about some simple and fun summer science experiments in order to get students to interact and learn about the world around us.
TALK:	Talk about cause and effect, reactions, observing changes, making predictions and asking questions.
CREATE:	Conduct science experiments using different tools and equipment. Keep a diary where learners can write down predictions and what they observe.

Project Summary Detail

What?	How?
Make a lava lamp	Make a lava lamp by pouring vegetable oil into water and then adding a fizzing tablet to make the blob of oil move. The aim is to make learners talk about what happens when you mix oil and water.
Magic milk experiment	Pour a few drops of food colouring into a shallow plate that has some milk in it. Then, use a cotton swab soaked in dish soap to make colours swirl across the surface of milk.
Baking soda balloon experiment	You need plastic bottles, vinegar, baking soda and balloons. This experiment is to demonstrate how gas is created as a result of the chemical reactions. The aim is to inflate balloons for the next activity.
Balloon race	This experiment teaches children about forces and motion. Learners could prepare their character to stick onto a balloon so that they could take part in a race. We could use straws and cardboard tubes to create a race track.
Create a vortex inside of a bottle	In this experiment learners will observe the creation of a water vortex by swirling water in a bottle. The swirling motion of the bottle creates a vacuum.
Make a volcano	Through this experiment learners observe a chemical reaction between an acid and a base. The vinegar reacts with the baking soda and produces carbon dioxide.
Walking water rainbow experiment	In this experiment students will learn how water and colour travel and is absorbed by paper to create a beautiful rainbow art.
Invisible ink	Create your own coded message for your friends using invisible. Students learn about the chemical reaction when combining water and baking soda.
Skittles experiment	Add hot water to skittles and watch the sweets dissolve and the colours run off into a beautiful pattern. Designed to teacher learners about melting points of different objects.
Float or Sink	Have the learners find out what sinks and what floats. They will keep track of what they observe by creating a science journal where they can write down a list of floating or sinking objects. The aim is understanding density.

Week 3 : Become an Author



Overall Project Objective

AIM:	Learn about how to write a story by describing background, events, characters and endings.
TALK:	Re-tell a favourite well known story by changing the events, the end and talk about how the characters are different in the new version of the story.
CREATE:	Make a comic book or a pop-up book and write a story based on an image.

Project Summary Detail

What?	How?
Introduce the topic of making a comic strip or a pop-up book and talk about how we write stories (sequence of events, setting, characters, problem/conflict to solve and ending).	Younger students (3-5 and 6-7) to make a pop-up book, older students (8-10 and 11-12) to work on creating a comic strip. Students learn the stages of writing a story and the vocabulary words such as: characters, protagonist, antagonist - the villain, the sidekick - the protagonist's best friend, types of characters, etc.
Continue making the comics and pop-up books.	Focus on the cover by designing an image to represent their story and give it a title. Also, older students will learn how to summarise the key points of the story and write a synopsis for the back of the book/comic.
Re--tell a favourite and well-known story.	Learners choose a favourite story and start to change the characters, the events and the ending being as imaginative and creative as possible. Younger students (3-6 years) will retell their story through drawing/ pictures and short sentences.
Poet for a day (8 – 12 years) A is for Author (3- 7 years)	Poet for a day: Go through the steps we follow in order to create rhymes. Brainstorm ideas related to the subject that the students want to write about. A is for Author: Write a list of words A to Z with a one-sentence description of each one. During this activity students and teacher walk around the garden to get inspired.
Book market day	Each student will present their book and those who wrote a poem will also read it. Students and teachers can vote for the best book and poem. We could give prizes for the best ones.

Week 4: Become an Artist



Overall Project Objective

AIM:	To let our creative minds wonder and create a kaleidoscope of imagery
TALK:	Use vocabulary based on the subject including paint, colours, brushes, clay, modelling and more.
CREATE:	Create many different types of Artwork including paintings, sculptures and installations using lots of different materials.

Project Summary Detail	
What?	How?
Introduce the topic of art Colour theory	3 – 5 years: Learn/ revise the colours with a song (Rainbow song?). Learn what happens when we mix the colours by doing some 'splodge painting'. 6 – 8 years: Practice colours and make a rainbow painting using fingers and hands. 9 – 12 years: Make a colour wheel and learn about complimentary colours. Create a piece of art that demonstrates this.
Colours of emotions Create a rainbow mood board	All ages to create a mood board using different colours by taking magazine, paper, natural and recycled materials. Older groups should do so with less teacher involvement.
Sculpture day. Create a sculpture using natural, recycled and e-waste materials	3 - 5 Create a sculpture depicting animals and nature using natural materials (clay, wood, leaves, flowers etc.). 6 – 8 Create a sculpture depicting the sea using plastics from the recycled material source. 9 – 12 Create a sculpture depicting the future using e-waste.
Create a large project that combines with the other age groups with a theme of summer camp.	3 – 5 years: Create some life-size people (draw around themselves and paint it). 6 – 8 years: Create a backdrop featuring the marquees, tables and classrooms. 9 – 12 years: Create some sports and games models. Combine together to make a large installation that we can explore.
Investigate patterns and create artwork to show it off.	3 – 5 years: Using old potatoes make some patterned art. Do some butterfly painting. 6 – 8 years: Create a butterfly painting. Look for patterns in the camp then paint or draw them. 9 – 12 years: Look for patterns in the camp then paint or draw them. Create art of existing things but overlay patterns on it.

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Week 5: Become an Inventor

Overall Project Objective

AIM:	To inspire creativity and innovation, teaching about the invention process, and encouraging participants to think like inventors by identifying problems and creating inventive solutions.
TALK:	Discuss key concepts such as invention, innovation, problem-solving, famous inventors (like Thomas Edison, Nikola Tesla, Marie Curie), and their inventions. Introduce the steps of the invention process: identifying a problem, brainstorming solutions, designing, building, testing, and improving.
CREATE:	Design and construct a simple invention using everyday materials. Sketch invention ideas and prototypes.

Project Summary Detail	
What?	How?
Introduce the concept of invention and the impact of inventors on society. Brainstorm problems that need solutions:	Discuss what invention means and why it's important. Learn about famous inventors and their inventions. Create a diary to write your ideas, to sketch your designs and to write your explanations on how it will work, what materials do you need, and to record the progress of your invention. Identify, brainstorm and deep dive into the Invention process.
Invention Prototyping, each group to make their own inventions:	3 – 5 years: Create simple models of their inventions with clay, playdough, or construction paper. 6 – 8 years: Build their invention prototypes using recyclable materials, explaining how their invention solves a problem. 9 – 12 years: Develop more complex prototypes, make sure to write the process in the diary. How can this invention be used? What is the purpose of it?
Refinement and Testing	Discuss the importance of testing and refining an invention. Explain that many inventions didn't work perfectly the first time and required adjustments. Test, refine and improve models
Presentation Preparation:	Prepare a simple explanation of their invention with visual aids they can show and tell. 3 – 7 years: Draw or craft a background setting for their invention to be displayed on during the expo. Ages 8 -12 years: Practice their presentations in small groups, providing constructive feedback to each other. Create visual aids, ensuring they clearly communicate their invention's purpose, function and process.
Inventors' Expo:	All Ages: Arrange a space where each invention can be displayed. Do an Expo Walkthrough with the students: Students to give short presentations, focusing on the problem they aimed to solve, how their invention works, and the process of creating it. Finally, there will be a question-and-answer session.

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Week 6: Olympic Games

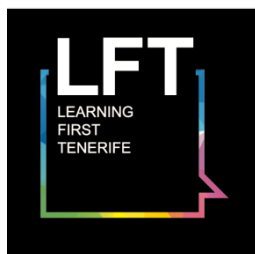


Overall Project Objective

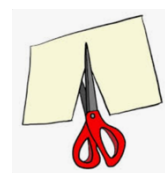
AIM:	To foster an appreciation for the history, diversity, and values of the Olympic Games, emphasizing unity, excellence, and respect.
TALK:	Introduce key concepts like the Olympic values (excellence, friendship, respect), the variety of sports, and the significance of symbols like the torch and rings, alongside stories of notable Olympians.
CREATE:	Design an Olympic Flag, a torch, Olympic Rings and different Olympic elements.

Project Summary Detail

What?	How?
Introduce the topic of the Olympic Games, covering its history, values, and symbols. Decide and sketch a team flag.	All ages: Discuss the origin, history, and values of the Olympic Games. Brainstorm and design an Olympic flag, think about the colour, the meaning, the style and the visibility. First with cardboard and then with material.
Olympic Symbols and Crafts	Each group to make their own Olympic torches and Olympic Rings using recycled materials. They will first spend some time designing them and ensuring that it meets the same criteria as their flag.
Olympic Prizes and Crafts:	Each group to create their Olympic Medals and Laurel Wreath Crown.
Olympic Flags Garland	Create flags representing the countries that participate on the Olympic Games. Students can make their own Canarian flag.
Olympic Games Day	Experience a day as Olympic Athletes. Students will get into teams take part in a torch relay race, ring tossing, an obstacle course, Mini Javelin Throw, Long Jump in a Sandbox, Discus Throw with Frisbees and Sprint Races. Closing Ceremony: Conclude with a closing ceremony where participants can parade with their flags and crafts. Recognize all participants with the gold medals they've created, celebrating their achievements and participation in the spirit of the Olympics.



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Week 7: Design, Make and Play

Overall Project Objective

AIM:	To design, make, analyze and play your own games with friends
TALK:	Talk about what games we like and why, what makes them fun and interesting? Then discuss the rules, design, structure, layout and number of players for your game
CREATE:	Build a prototype of your game you have designed using recycled materials and then explain how to play it to your friends. Test that your rules and layout all make sense when you are playing it. If needed, refine your design form your analysis

*Project Summary Detail	
What?	How?
Make your own version of 'Guess Who'. Learn 'physical characteristic' vocabulary. How to ask and answer questions about a person's physical characteristics.	Create 10-15 characters (from your own imagination or from a template). Make sure they are unique but share qualities. Create the bases from recycled materials and then play the game with a friend. Ask questions for example: Is your person male or female? Do they have glasses? Do they have a hat etc
Make a large board game that encourages you to learn new words in English	Choose a theme, cut your board game into the shape of your theme for example, your favourite animal, transport etc. Split the board into 10 - 20 squares, clearly highlighting the start and end of the game. In each square, put a picture and a question in English related to your theme. Throw the dice, say the vocabulary represented by the picture or answer the question to move forward until you get to the finish point.
Make 'Articulate', a junior version using picture cards.	Create an articulate board game with 4 topics, pick a different colour for each topic. Create an hourglass as a timer. Think of 4 topics, such as food, animals, action verbs, sports and create several different picture cards to represent these different topics. When a player lands on the color theme they need to look at a card and explain what they see without saying the word within the time limit set by the hour glass.
Make your own headbands game	Recreate headbands with 6 different themes and create question cards to help students ask and answer questions
Games day competition	Have a games day competition with all your friends at the camp. Create teams, scoreboards and get playing. You can also include traditional sports games such as handball, football and a treasure hunt etc.