



Summer language camp for minority language speakers: a case study of English speaking children in Wakayama, Japan

Monica Rankin
Kinki University

Reference data:

Rankin, M. (2007). Summer language camp for minority language speakers: A case study of English speaking children in Wakayama, Japan. In K. Bradford-Watts (Ed.), *JALT2006 Conference Proceedings*. Tokyo: JALT.

Many foreign parents in Japan work consistently with their children to promote the minority language. Routine overseas home visits may also be an option. However there are families who, for financial, family, or other reasons, are unable to make overseas home visits on a regular basis. Children in this situation may, consequently, miss some important opportunities to develop communicative competence in the minority language. This paper introduces a successful parent-organized community-based 5-day intensive language camp, established for young, bilingual children aged three to six, that has been running annually since 2004. The primary goal of the camp is to allow and encourage the children to play and interact in English in an intensive English immersion environment. Both the camp set up and activities for this age group have been described.

この論文では、バイリンガルのための夏季英語キャンプについてご紹介いたします。このキャンプは、幼稚園の後半から小学校の低学年の子供たちを対象としたもので、地域活動の一貫として、親が企画・実行をします。また、キャンプの間は全て 英語で活動が行われますので、親にとっても子供にとっても、自信を持って英語で自己表現する ための良い経験になります。ここで話をする2つのテーマは、①キャンプの企画や具体的な準備 の方法、②お勤めの楽しい活動内容、です。

Scollon and Scollon (1981) suggest that a child's native language is vital in order to maintain her cultural identity. They also argue that each language carries with it a network of cultural values which are a major force in shaping the individual's self-awareness, identity, and interpersonal relationships. In monolingual societies such as Japan, it can be a great challenge for parents, in particular those in interlingual families, to raise children to be active bilingual speakers. However, the research

regarding such language situations (Oketani-Lobbezoo, 2006; Verrier, 2003; Yamamoto 2001, 2002) encourages families to persevere, actively using and cultivating their minority languages with their children.

White (1987) found that children with foreign language skills were not valued. According to The Language Socialization Theory, speakers of minority languages need both parental and community support in order for their language and culture to be maintained (Shieffelin & Ochs, 1986). The theory additionally argues that children learn linguistic and cultural knowledge through communication with other members of their social group.

This paper is a case study of an intensive summer English camp. The data is based on my observation and participation in three camps as well as detailed oral and written interviews with the four participating mothers. The first section of the paper will describe in detail how the camp was set up, including goals, participants, community locations, and schedules. Following this is a discussion of activities that were found to be appropriate, as well as those that were not. Finally, there is an evaluation of the camp and an examination of the findings resulting from interviews.

In an environment in which people conduct their daily life almost exclusively in Japanese, it is recommended that parents provide as much bilingual stimulation as possible (Baker, 2000; Yamamoto, 1987). When I had my first daughter in Wakayama City, Japan in 2000, I began to speak English to her. Because my Japanese husband and I, a Canadian speaker of English and a competent Japanese speaker, are planning to raise our children in Wakayama, a rural community offering little support to bilingualism, we made the conscious

decision to bring them up bilingually as well as bi-culturally. At the time of our first child's birth, there was no English language support group for bicultural parents in Wakayama, nor had any ever existed. Furthermore, all kindergartens and elementary schools in the Wakayama area provide instruction entirely in Japanese and do not offer any support for home languages that are not Japanese. In an interview with the local elementary school principal, recommended by a representative of the Wakayama City Board of Education, six months prior to enrolling my eldest daughter, I was informed that the school could not support any of the following:

1. the child being excused from twenty minutes of morning janitorial jobs in order to study English.
2. the child being permitted to use the LD room for studying English during class time.
3. the child being excused from class three times a week to study English.
4. the child being allowed to stay after school on early dismissal days to study English.
5. the child being allowed to study English on the school premises.

I soon became acquainted with like-minded native English speaking mothers in the community who had newborn children and were also intending to raise their children in English. The need for an environment in which children could play with their peers in English was evident and so, in 2001, an informal bimonthly English playgroup for four families was established and run out of my home. In total, four girls ranging in age from 6-18 months participated.

Over the next two years, the children met regularly to play and socialize in English, and although the mothers were always in attendance, little structure was involved. When the girls were 2-3 years of age, one child stopped attending our playgroup and went to Japanese kindergarten fulltime.

When the three remaining members were 3 years of age, the focus of the group changed from a play session to a phonics lesson with much more structure. The three mothers agreed to use a cooperative teaching method, taking turns preparing and teaching the weekly lessons. After about six months, another child left the group to attend kindergarten fulltime. The class continued with the two remaining members. The need for a wider and richer linguistic stimulation with their peers became evident.

According to Yamamoto (1987), linguistic patterns between peers are a significant factor in becoming bilingual in Japan. She goes as far as agreeing with Dale (1976) who asserts that peers, not parents, are the real teachers of language behavior. Therefore, in 2004, with the approach of summer vacation, I determined that inviting the two girls who were attending kindergarten back to the group for the summer months would be of great value for all. Thus The Wakayama Summer Language Camp began.

Halvorsen (2005) recommends the use of intensive language camps because they are fun, motivating, are often held outdoors, and are informal, thereby helping the learner to relax. The camp discussed in this paper, set up primarily for mother tongue maintenance, is based on the enrichment theory that suggests that high levels of bilingualism provide cognitive and social advantages resulting in educational success (Swain & Cummins, 1979).

The Camp Set-up

This camp was designed for young English speaking children, either in kindergarten or in the lower grades of elementary school living in the Wakayama City area and beginning summer vacation in mid-July. This day camp was modeled after the aforementioned weekly phonics group.

The first week in August was chosen to allow the kids to unwind and begin to think and behave in *English mode*. Like the phonics group, the camp is a full English immersion model, where all instruction is conducted in English and the children are expected to speak in English at all times.

The teaching responsibilities for the five day camp are shared among the native speaking mothers. Each mother is required to work two days a week, one day as the organizer and teacher and one other day as the teacher's assistant. The teacher child ratio is 4:2. Younger siblings who did not fulfill the camp requirements were not present, allowing the two attending mothers to focus on the campers. The camp is free for the children; running costs are kept to a minimum, and the daily cost of materials is covered by the mother teaching.

Camp Goals

Children attending the camp speak the minority language, English, on a daily basis at home, so camp goals were simple and few. Primarily, the camp was established to provide quality opportunities to use English in an authentic manner with peers through a variety of activities. Setting up the camp in a safe and familiar environment was our second goal. Finally, since the children were still very young, we wanted to create an atmosphere in which they could

communicate their basic needs and wants in English, such as wanting more to eat, needing to use the toilet, and so on.

Camp Participants and Teachers

The minimum requirements for children to attend the camp are

1. The child must be able to be without their mothers during the camp hours.
2. The child must be able to eat lunch by herself.
3. The child must be able to communicate their basic needs in English to someone other than their mother.

Four girls attended the first language summer camp in 2004. These same children have attended the camp annually for three consecutive years. The home language in three of the four families is English, and the fourth family uses a mixture of both English and Japanese. The three girls who use English at home are fluent in both English and Japanese, and the girl who uses both English and Japanese is a Japanese-dominant bilingual. All the campers are bi-literate and are enrolled in a continuing English literacy program run by their mothers.

The teachers are the children's mothers. Their educational backgrounds include art and music, early education, and math and science education. Three are stay-at-home mothers and have younger children, and one works part time at a local university.

Community Locations for the Camp

Wakayama City is located quite far from the nearest English Immersion Summer Camp in Osaka, which is nearly impossible for young kids to commute to on a daily basis. Because of this, I decided to establish a camp in Wakayama for the children living in and around the city. Besides using our homes, we meet at a variety of places in the local community. To date we have utilized the following locales for our camp:

- parks
- museums
- swimming pools
- the zoo
- the beach
- the local castle

As mentioned earlier, it is essential to check to ensure that facilities are child-friendly and open on the day you plan to go. See the camp schedules (Appendix 3) for the complete list of camp locations.

Camp Schedule

Each year the summer camp is organized using the following table.

Table 1. Format for camp planning

Day	Start When and Where	Day Plan	Staff	Materials	Finish Where and When

Parents are asked to choose one day to be the teacher and another day to be the assistant. The camp usually runs from nine a.m. to one p.m. for five consecutive days beginning on a Monday and ending on a Friday. In 2006, however, the children were older and physically stronger, so we finished between one thirty and two o'clock. The schedule, however, has varied. One year, camp began after lunch and finished up before dinner. This was done midweek to allow all children and teachers a relaxing morning. In 2006, we chose to have a free day instead of structured activities, taking the children to an outdoor swimming pool. On this day, the starting and finishing times were flexible, and people came and went at their convenience.

The meeting place is decided by the day's teacher, for example in 2004 the children gathered at Monica's home on Monday, and at a restaurant on the beach on Tuesday. Children are also required to bring materials with them each day (See Appendix 3).

Selecting Successful Activities

The biggest challenge facing the teachers of the summer camp is selecting activities. Camp organizers were interviewed, focusing specifically on the selection of activities. Although all questions and responses appear in Appendix 1, this section will discuss responses to Question 2, "What do you consider before selecting your camp activities?"

Factors to consider when selecting activities

- *Realistic-goals, time, materials and abilities
 - *Familiar and fun
 - *Language Skills
- *Process and final product
- *Balance Indoors and Outdoors
- *Alternative Plan

Figure 1. Teacher responses regarding activity selection

When asked to report what factors they considered before choosing activities, the teachers identified the points listed in Figure 1. Firstly, keeping the goal of the activity realistic and age appropriate in terms of time, materials and abilities. If the activity is too difficult, the children will have little time to chat with each other. An activity that is new but similar to what they have experienced either at home or at school will help to maintain a non threatening atmosphere. The third point to consider is the language necessary to complete and understand the activity. Learning something new which may have accompanying language with which they are unfamiliar could be too stressful. Practicing the activity before the camp with children of a similar age is recommended, as this will demonstrate what vocabulary is needed. The next point the teachers considered was the process involved in completing the activity. Over the period of the 5-day camp the participants in a total of ten activities. Producing something tangible to take home is ideal but not necessary. Creating

a final product gives the child a feeling of achievement but may also put undue pressure on the organizer. Furthermore, depending on the project, the process is often just as, or sometimes more, important. Another point considered was camp location. Outside activities such as nature walks, have worked well in our camps. All camp organizers noted that it was absolutely necessary to check the facilities before taking children to a camp site outdoors. And finally the teachers agreed that it was necessary to know when to quit an activity and move on with plan B.

Factors to consider when planning activities	Reason	Recommendation
Realistic (goals, time, materials and abilities)	If the activity is too difficult, the children will have little time to chat with each other.	Check the time allotted for the activity and allow for more.
Familiar and fun	An activity that is new but similar to what they have experienced either at home or at school will help to maintain a non-threatening atmosphere.	<ul style="list-style-type: none"> Choose an activity that has been done at Japanese kindergartens. Use resources such as art and craft magazines published in Japan.
Language Skills	Learning something new, which may have accompanying language with which they are unfamiliar, could be too stressful.	Practicing the activity before the camp with children of a similar age is recommended, as this will demonstrate what vocabulary is needed.

Process and final product	<ul style="list-style-type: none"> Creating a final product gives the child a feeling of achievement but may also put undue pressure on the organizer Depending on the project, the process is often just as, or sometimes more, important 	Producing something tangible to take home is ideal but not necessary, e.g. cooking, roasting marshmallows, learning a new song or game.
Balance Indoors and Outdoors	Conducting activities outdoors is a way to avoid squabbles over toys, etc. Young children at this age still have difficulty sharing their possessions and spending at least part of a day outdoors can alleviate this problem.	Determining appropriate camp locations: Outside activities, such as nature walks, have worked well in our camps. All camp organizers noted that it was absolutely necessary to check the facilities before taking children to an outside camp site.
Alternative Plan	In case the activity proves to be inappropriate i.e. too difficult or too boring.	Know when to quit an activity and move on with plan B.

Activities for 3-4 year olds

The following activities worked well.

Finger painting

This activity was appropriate for this age group simply because it was fun and engaging. The paints were prepared and the children wore aprons brought from home. The teacher read *The Rainbow Fish* story and then asked them to paint a picture of the fish and his friends.

Nature scrap book

Another successful activity for this age group involved taking a nature walk and making a scrap book. The children walked through a nature trail and were instructed to collect any leaves, flowers, rocks, and sticks they found interesting. After the walk they sat down and using crayons and a shading technique, they made a scrap book of the different designs made from their collections.

Water bells

In the Water Bells activity eight jars are filled with water, one for each note in the musical scale. Each jar contains different amounts of water, one eighth for the highest note, one fourth for the next note, three eighths for the next note, and so on. Food coloring can be added to the water for fun and to help the children to differentiate the jars. The children enjoyed making their own music by tapping a metal teaspoon on the glass jars. For further detail, see <www.creativekidsathome.com/activities/activity_6.html>.

Dance and movement

In another musical activity the three and four year olds involved listening to music and interpreting using with their bodies. While listening to a variety of short pieces of music such as a slow, low piece followed by a quick, high-pitched one the children are instructed to move their bodies any way that they felt matched the music.

Not recommended at this age

There were some activities done with this age group that were not so successful. Simple cooking projects when the children are older are recommended, however most 3-4 year olds are still unable to use a knife and found cooking too difficult. Complicated art projects that include detailed cutting, gluing, and coloring are best avoided. The organizers end up doing most of the work.

Activities for 4-5 year olds

When children are 4-5 years old, their physical abilities and mental capacities noticeably improve, opening up a much broader selection of activities (For details see camp 2005 schedule, Appendix 3). The following are a selection of activities that worked well in our camp for this age-group.

Making instruments

Making musical instruments such as drums, tambourines and maracas together with learning new songs are simple and fun activities for this age group. On camp days when there was singing, the children were encouraged to sing along using these hand made instruments.

Making postcards

One outdoor activity with great success involved making summer postcards. The day began with a visit to the local castle, followed by a postcard exhibition at a history museum. After a picnic lunch the children sat and sketched and painted drawings of the castle.

Other activities

1. Games such as hot potato, musical statues, and musical chairs. These games can be played both in- and outside.
2. Making their own bubble solution
3. Making paper airplanes

Not recommended at this age

Beading, card games, and making mosaic place mats are more suitable for older children. When beading, the size of the bead must be considered: the larger the bead the easier it is. Card games for children with no experience may be difficult, resulting in the children feeling frustrated. The size of the pieces of paper to be glued onto the base in mosaic art projects must be considered. Like beading, the bigger the size, the easier it is for the child.

Activities for 5-6 year olds

Working with 5-6 year olds is a lot of fun. The children are motivated; they are physically stronger and have a keen understanding of things. Additionally, children in this age group are beginning to read, and the focus shifts slightly from the teacher to the learner. The following activities worked well with 5-6 year olds.

Ice cream making

The kids work in pairs and are given two zip lock bags, placing the smaller one inside the larger one. In the large one

they put ice cubes and salt and in the small one they measure and add some milk, sugar, and vanilla essence. The two bags are closed and the timer is set for five minutes while they massage, knead, and roll their bags. Bags are then placed in the freezer for a few hours, and the children can enjoy eating their own hand made ice cream at lunchtime.

Scavenger hunts

When the children are able to read and work at their own pace, they enjoy this activity in an atmosphere of excitement and challenge. Pairing the children up helps; one can read the list while the other searches for it.

Making clay magnets

The children are provided with a prepared sand, cornstarch, and oil mixture. Together as a group they knead the sand into clay, then using play dough tools and cookie cutters, they roll it and cut out shapes. Thumb imprints are made on the back and the clay is baked them in a low oven. After the shapes are cooled small magnets are glued onto the backs. Finally the front sides are decorated using paints.

Other activities

1. Water play is used every year in the camp; however the children seemed to enjoy it more when if they are experienced and comfortable in the water.
2. T-shirt painting
3. Rock painting.

Free Playtime

The two main activities that the children participate in are structured and require the children to pay attention to instructions that may result in insufficient output in terms of language practice. Because of this, it has been agreed upon by all the teachers in this program that downtime, or free playtime, between the activities is vital. In addition, summer temperatures can make concentration difficult, so water play under sprinklers, in pools, and at the beach are great ways for the children to feel refreshed between the activities. Lunchtime, when all the campers get together and eat their packed picnic lunches, also provides further opportunities for the campers to chat freely. We sometimes play music with which the children are familiar in order to create a relaxed atmosphere.

Interviews and Camp Evaluation

The camp was evaluated by the mothers who taught at the camps as well as the four children who participated in all three camps. Interviews were conducted in two parts; a written questionnaire was first sent out via email to each mother and then, two weeks later, individual oral interviews were held and the answers discussed. The five questions on the questionnaire are as follows:

1. As a mother what part of the camp was most valuable for your child?
2. What did you considered before selecting your camp activities?
3. How can we maximize the kids English speaking time during the camp?

4. What are two things we could do to make the camp for enjoyable for the teachers?
5. What are 2 things we could do to make the camp more fun for children

See Appendix 1 for complete interview questions and answers.

Based on the data collected through the interviews, it is clear that the mothers/teachers are satisfied with the summer camps. There are four main reasons for this. As all the teachers are mothers with small children, the teaching responsibilities, consisting of one teaching day and one assisting day, are manageable. Secondly, the wide variety of experiences and activities made available to the children is impressive. The twin experiences of a full English immersion experience along with daily non-stop opportunities to communicate with peers in English are viewed as the most valuable by all mothers. And finally, the fact that the camp is held locally and is free of charge made it convenient and very appealing to all. The follow-up interviews show that the children's mothers are consciously aware of the time and sacrifices necessary to maintain their children's minority languages.

The interviews also revealed several lessons learned by the camp organizers. These will enable us to create a better camp in the future, as well as guiding those parents wishing to set up a similar program. Because this camp is primarily for young children, keeping things simple is recommended for fun results for the children as well as the teachers. When planning the activities, keeping the goal and the materials simple and having realistic expectations for the teacher and

the kids is a must. Being flexible and prepared, even just in case a child becomes sick, is necessary. In the first two camps some children became ill. This may have been due to the children being overtired. In the third year, the camp was started later in the day, and on one day the camp was scheduled as afternoon fun followed by dinner. See Camp Schedules 2005 and 2006 for details.

The four children who participated in the camps for three consecutive years were interviewed in a less formal way. They were asked to write a story about how they felt about the camp. They all wrote positively, mentioning things they liked and disliked, their favorite days, and the friendships they made. To read their complete stories see Appendix 2. In addition, in order to ensure that these summer English immersion experiences have lasting impacts, after each camp a follow up activity is carried out (Halvorsen, 2005). On the first day of the camp each year, the children are each given a disposable camera that they use on each day of the camp. They are permitted to take pictures of anyone and anything they like. At the end of the summer holiday, they meet to exchange photos and make a camp photo album. This activity has proven to be an excellent way to get the children interested in and excited about the following year's camp.

Regarding future camps, both the children and mothers look forward to continuing the Wakayama Summer camp and are excited to see how they evolve over the next few years. This paper was written in the hopes of encouraging other parents who speak minority languages and who may want to set up a similar intensive summer language camp. For those who live in monolingual communities with little support from the educational system, it is vital that the

parents realize that they may be the best support against minority language loss.

Acknowledgements

I would like to express my profound gratitude to the mothers and children who participated in the summer camps and made my original idea become a reality.

Monica Rankin, B.Ed., M.Ed. is a Canadian mother who has been living in Wakayama for the last 20 years with her Japanese husband and her two daughters. She works at Kinki University and her academic interests are bilingualism, biliteracy, and biculturalism.

References

- Baker, C. (2000). *A Parents' and Teachers' Guide to Bilingualism*. New York: Multilingual Matters.
- Cummins, J. (2000). *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Clevedon, England: Multilingual Matters.
- Halvorsen, J. (2005). *Organizing Intensive English Camps: With activities based on Gardner's Theory of Multiple Intelligences*. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.), JALT2004 Conference Proceedings Tokyo: JALT.
- Oketani-Lobbezoo, H. (2006). *Raising Children As Bilinguals*. Ypsilanti, MI: Eastern Michigan University Publications.

- Swain, M., & Cummins, J. (1979). Bilingualism, Cognitive Functioning and Education. *Language Teaching and Linguistics Abstracts*, 12(1), 4-18.
- Scollon, R., & Scollon, S. (1981). *Narrative, Literacy and Face in Interethnic Communication*. Norwood, NJ: Ablex.
- Shieffelin, B., & Ochs, E. (1986). *Language Socialization Across Cultures*. Cambridge: Cambridge University Press.
- Tokuhama-Espinosa, T. (2001). *Raising Multilingual Children*. Westport, CT: Greenwood.
- Verrier, S. (2003). *Raising A Child To Be Bicultural*. Tokyo: YAC Planning Inc.
- White, M. (1987). *The Japanese Education Challenge*. New York: The Free Press.
- Yamamoto, M. (1987). Significant Factors For Raising Children Bilingually in Japan. *The Language Teacher*, 11(10), 17-23.
- Yamamoto, M. (2001). Language Use in Interlingual Families: A Japanese-English Sociolinguistic Study. Clevedon: Multilingual Matters Ltd.
- Yamamoto, M. (2002). Language Use in Families with Parents of Different Native Languages: An Investigation of Japanese non-English and Japanese-English Families. *Journal of Multilingual and Multicultural Development*, 23(6), 531-554

Appendix 1

Interview with Mothers: Questions and Answers

Q1. As a parent what was most valuable about the camp?	Q2. What did you considered before selecting your camp activities	Q 3. How can we maximize the kids English speaking time during the camp?	Q4. What are 2 things you could do to lessen the stress for teachers?	Q5 What are 2 things you could do to lessen the stress for children?
The variety of activities	Make an activity that everyone can participate	Plan play time in between the structured activities	Make sure your children are properly supervised? Does the teacher on duty have enough adult assistants to help out?	Do some fun/easy activities—games on the first day to familiarize everyone, get to know everyone to set tone for the week
The Intensity of the week	Making an activity that has a realistic goal, one that I can complete.	Spread out the activities so that the kids get some down time=play time	On field trips especially make sure there is enough supervision, SAFETY is no1.	Teachers should concentrate on keeping the kids happy and comfortable
The opportunity to watch and learn from others' peers	Can the kids physically complete this task?	Remind them to speak in English.	Knowing that my child knows what to do if they get lost	Let the kids sit with whoever they like.
Being able to go to a different setting each day.	Will the kids be interested in this task?	Get support from parents i.e. have the parents reinforce to their own kids before the camp and in the mornings whenever possible	Keep the objectives simple and clear	Do pair work sometimes to insure no one is left out.
Having my child immersed in an English speaking environment.	Will the kids understand the goal?	Keep them inside and doing structured activities under supervision at least for the first day or 2.	Have an example of the project to show the kids.	Make sure everyone can follow the activity.
Opportunities to learn in new contexts.	Will this activity have some value in terms of language learning?	Do a familiar activity something that the kids already have the vocabulary for.		Make sure the kids are physically capable of doing the activities.
Knowing my child was in a safe and fun environment with teachers I knew very well.	Will the facilities be convenient to use? i.e. tables/chairs toilets/	If they have already done something like it they can warm up by discussing it in Japanese.	Teachers must have LOTS of energy on their day.	Make sure everyone is feeling well before you begin your day.

Knowing that my child was in a familiar/ comfortable=stress free environment with friends.	Are the surroundings too distractive/hot/noisy?	If they feel comfortable/ excited/confident about it and the explanation is clearly understood things will go smoothly.	The demands of the leader must be considered.	
Knowing that my child was participating in a camp I fully support.	Is this activity age appropriate? How long will it take? How long can the students stay on task?	The more English speaking supporters= more spoken English will be heard	Taking a day off mid way.	
Watching my kids interact with other kids in English	Is this activity attractive/ inviting?	Make the activity available to all students so that they can finish about the same time. Teachers must be aware of the individual abilities i.e. who needs extra help.	Starting late one day.	
Taking part in some of the activities myself.	Can the students have fun=chat with each other while doing this activity?	Use songs and short action games for fillers, these will get the kids talking even for short periods of time.	PLAN, Plan and Plan Be well prepared with a backup plan	
Meeting the other mothers.	Will this boost their confidence in English? Can they see/hold something at the end? Can they take this home with them?	Having snack times between the activities.	Communicate clearly what your day involves to all parents,	
	Are the materials appropriate? Are the students familiar with them? Do they have the language to use them?	Having a meal together.	Practice your activity with kids [not the camp kids] beforehand.	
	Do I have an alternative plan?	Giving them roles i.e. one child gives out the materials, ones reports back to the teacher about X, etc	Make sure your assistant is clear about their responsibilities.	

	Do I have enough materials for all the students?	Creating a relaxed atmosphere = having realistic and simple goals for each activity. Don't try to do too much especially with small kids. Allow time/ encourage for chatting while working.	Check facilities beforehand.	
	What will I do with a student/s who does not take interest in the activity?		Finish on time	
	Will the kids be interested?			
	How long is appropriate for each activity.			
	When to introduce a new activity?			

Appendix 2

Camp Stories Written by the Children

Summer Camp

I had fun at the camp for many reasons. First I laughed at my Daddy when he sang at the campfire. Second, I learned something new when we used corn starch and sand to make clay. Third, the most interesting art projects were the nature bracelets and the nature t-shirts. Finally, it was challenging walking up the hills at Wanpaku Park in the heat. I didn't like it but I was happy when we got to the top. But most of all, I liked to be with my friends. **Alyssa. Age 6**

Summer Camp

I liked roasting marshmallows at the beach. It was fun to sing English songs by the campfire. It was also fun to make my own T-shirt design. I loved making and eating ice cream. I had lots of fun at this year's camp. I can't wait for next year's camp. **Asuka. Age 6**

Camp

There were some things I did like and some things I did not like about summer camp this year. I did not enjoy racing on the can-stilts and decorating the wind-chimes. I did not like sitting on the rock at the beach-it was too scary! I loved eating the ice cream that we make and playing in the pool. **Enna. Age 5**

My Favorite Day at Summer Camp

Three years ago I started going to the summer camp. I was 4 years old. Now I am six. I am going to write about the campfire on the beach this year. The kids washed the rice and cut vegetables. I liked eating curry rice. After dinner I ate smores, they were yummy. We took a bath in a hotel. The size was just perfect. I could swim and I could touch the bottom. That day was the best. **Leola. Age 5**

Appendix 3: Camp schedules

Camp Schedule 2004

Day	Start: Where & When	Theme & Day Plan	Staff	Materials	Finish: Where & When
Mon 8/2	Monica's @9am	Cooking cooking, pool, puzzles and peg art, lunch and board game	Monica & Launa	Apron, swim suit, Lunch provided	Monica's @1pm
Tues 8/3	Bagus @9am	Beach sand art project, snack, swimming, Lunch, 'Water Bell' +body movement activities, song	Cathy & Kayla *	BOL Swim suit, floaters, Thermos, sun screen and hat	Cathy's @1pm
Wed 8/4	Monica's @9am	Art Mobile project, pool and snack, painting, lunch, action songs	Monica & Launa	swim suit BOL	Monica's @1pm
Thurs 8/5	Wanpaku Park @9am	Outdoors Forest walk, snack, bug book, lunch, beading	Launa & Cathy	\300, BOL thermos	Wanpaku Park @2pm
Fri 8/6	Terri's @9am	Music kindermusik, snack and pool, finger painting, Lunch, scavenger hunt at park	Terri & Monica	Thermos, lunch, hat, swim suit	Terri's @1pm

*Kayla is Cathy's elder daughter

Camp Schedule 2005

Day	Start: Where & When	Day Plan	Staff	Materials	Finish: Where & When
Mon 8/1	Monica's @9am	1. Making Tambourines & 'The Green Grass Grows all Around' 2. Blowing bubbles and pool time 3. Making butterflies snacks 4. Paper airplane making	Monica & Mary	Swim suit, BOL	Monica's @1pm
Tues 8/2	Castle@ 9am	1. Walk to the top of castle 2. Post card show at History Museum 3. Do art project 4. Stroll through the zoo	Launa, & Mary	BYOL Swim suit, Thermos, sun screen and hat	Zoo @1pm
Wed 8/3	Monica's @1pm	1. Bead work 2. Pomp pomp making 3. Card games 4. Memory games	Mary & Monica	swim suit BYOL	Monica's @1pm
Thurs 8/4	Cathy's @9am	1. Frame Decorating 2. Scavenger Hunt & Do re me 3. Beach Activities	Cathy & Kayla	¥300, BYOL thermos	Manpa Hotel @ 1pm
Fri 8/5	Terri's @9am	1. Making summer mosaics 2. Instrument demos 3. Water bracelets 4. Park play	Terri, Launa*, & Cathy	Thermos, lunch, hat, swim suit	Terri's @1pm

* Launa will baby-sit Terri's kids and Cathy will assist Terri.

Camp Schedule 2006

Day	Start: Where & When	Day Plan	Staff	Materials	Finish: Where & When
Mon 7/31	Launa's @9am	1. Stilt can project 2. Maracas making 3. Wind chimes 4. Lunch	Launa & Terri	Lunch, thermos, hat	Launa's @130pm
Tues 8/1	Fujitodai Pool 10am	Free pool/park play day	Everyone	Lunch, thermos, hat	Pool
Wed 8/2	Beach next to Manpa Hotel @430pm	4. Cooking dinner 5. Campfire prep 6. Eat Dinner 7. Campfire [songs and food] 8. Bath Time	Cathy & Monica	1. Knife 2. Thermos 3. Picnic Sheet 4. Pajamas 5. Towel 6. bath essentials 7. Safe Shoes 8. ¥500	Beach in front of Bagus @830pm
Thurs 8/3	Wanpaku Park @9am	Nature Walk and Bracelet, Snack Kite Flying or Stick Vases, Lunch Nature T-shirts	Terri & Cathy	Lunch, thermos, hat, picnic sheet, ¥400	Terri's @130pm
Fri 8/4	Monica's @9am	4. Sand Clay Project 5. Pool Time 6. Rock Painting 7. Treasure Hunt	Monica & Launa	Thermos, lunch, hat, swim suit	Monica's@ 130pm