



METHODOLOGY ADDITIVE

INTRODUCTION OF TALENTUM FOUNDATION AS THE HOLDER OF THE PROJECT

The Talentum Foundation has been founded in 2002, and aims to develop society, and to maintain individuals, bottom-up initiatives and non-governmental organisations with trainings. In order to reach these goals, Talentum leads the Volunteering Centre of Csongrád County, the Labour Market Service Centre, and the Methodological and Developer Centre.

The Volunteering Centre of Csongrád County coordinates the thematic volunteering programmes, volunteering actions on county level, and trains volunteers and hosting organisations, and coordinates volunteers. Additionally, our Foundation has been involved in international projects, like the European Voluntary Service (EVS), in which functions as a sending, hosting, and coordinating organisation. Since 2013, Talentum regularly applies for Erasmus + projects like EVS programmes, youth exchanges and trainings.

Within the framework of the European Voluntary Service, the Foundation coordinates short and long term EVS projects, hosts individuals and groups as EVS volunteers. Our short term summer programme for EVS groups has already been organised 2 times in a year. Within the framework of this project, 10 youngsters from 5 countries spent their August in Szeged, Hungary to develop the



English knowledge and speaking of local young people with non-formal learning methods, to represent and share their history, culture, traditional gastronomy, folk dance and music. Year by year, this intercultural English-speaking summer camp is getting more successful and popular, and attracts more and more participants.

This methodology additive was created related to our second project which contains the whole conception, the basic knowledge of the participating countries which should be taught by the volunteers, the description of the suggested and used games, and the experiences and advice of the volunteers.

BASIC CONCEPTIONS

Our methodology publication – which was created with the contribution of the involved volunteers and their experiences – aims to help those organisations and communities who want to organise intercultural camps for children and teenagers. Using this methodology description may provide guidance for the involved volunteers and camp leaders to organise camps more easily, and to learn practical methods and games. We hope that using this methodology which contains effective and successful language-learning methods can provide a prosperous guidance for other organisations. We believe in this, because with supplementing the non-formal learning methods, and with its tolerant, conforming character and non-formal techniques, it gets the volunteers involved in several activities, develops knowledge and usage of languages. Moreover, this methodology is suitable for spreading and transmitting the ideas of Europe, increasing tolerance, accepting foreign people and increasing the tendency of mobility.



AIMS OF THE CAMP

There's a reason why our intercultural camp is not just about practicing a foreign language. The camp's priority is not practicing the grammar, doing tasks and getting to know more and more grammatical rules about the given language. Learning the given language is just a side effect of the camp. With the help of the volunteers being there and being involved in the process, the participants learn to express themselves with the words and grammar they already know, and learn to understand different accents. Moreover, they learn that their knowledge acquired with formal learning methods isn't useless, they can still communicate articulately with foreign people. So the emphasis is on the active usage and communication in foreign language, and on the development of communication skills. Of course the participants' vocabulary develops a lot when asking questions, speaking and interacting with the volunteers. That's why the thematic segments are flexible and need permanent openness from the contributors. The real outcome is defined by the volunteers' personality, their faith in their culture, their presentations, and the forced cooperation between the volunteers and the participants during the workshops.

Besides, the camp-leader volunteers can not only speak in English, but can use their mother tongue as well to teach some basic expressions and words to the participants, that's how this camp becomes really intercultural, because it contains minimum 7 languages.



APPLIED METHODS

The camp works with non-formal methods, experiential education and team work. In the beginning of the day starts the first segment with knowledge transfer of the given country's historical background, social and geographical features. This knowledge can be transferred by quizzes, playing lottery, holding presentations, watching thematic videos, starting debates or contests. In the afternoon, the second segment continues with workshops and the given country's culture: music, dance, singing, cooking, baking cookies, traditional folk games, doing sports. Each block begins with energizers and ends with evaluation, which helps maintaining the camp's dynamics. It can be challenging to the volunteers, who lead the first day of the camp, to be able to use team building elements and create a trustful atmosphere besides the presentation of their countries. That's why the volunteers should prepare some icebreaking and team building games for the first day. The same refers to the camp's closing day, because this is the time to say goodbye, to process and understand the new experiences, or just to try to articulate all the new effects and happenings besides getting to know the volunteers and their culture. It is a significant experience that the camp is effective for participants with low self esteem and weak-spiritedness too, because this event doesn't discriminate, doesn't rate and doesn't call anybody account, just makes it visible how it feels like learning and acting in an intercultural environment. Additionally, the shyer and more reserved participants react and start to communicate with the help of common games and activities, which have an anxiolytic and relaxant effect on them. These methods make shyer participants open up and communicate from the second day.



DEVELOPMENT OPTIONS, OUTLOOK AND VISION

One of the development options is to change the day-broader feature to residential type, with this we create the possibility for the participants and the volunteers to make deep friendships and make long-lasting cooperations. On the the other hand, the residential type would increase the responsibilities towards the camp leaders and the organisation, as the participants are under age.

Additional development option is organising an after party for those who have participated in at least one camp, to provide the possibility to be together, play and party together with the volunteers for the last time.

The camp's daily programmes can have a structure that lets all the volunteers participate in the workshops, not just the ones who present their countries. Thus more time and possibility would remain for the volunteers and participants to spend more quality time together, and get involved in more activities.

Besides the camp, some other events can be prepared for youngsters, who are at advanced level and have strong foreign language competences. For example, a roundtable debate is suggested to be prepared with topics like women's status in society, stereotypes, situation of refugees and Europe, etc. This would help to fully exploit the volunteers' capacity and would be a great occasion for those participants who have strong English-speaking skills.



SELECTION AND PREPARATION OF THE VOLUNTEERS

When selecting volunteers, we should take their experience with youth and practice in organising camps into consideration, but it is not compulsory. It is more important to be enthusiastic and have lots of creative ideas regarding the presentation of the countries. Of course having strong English-speaking skills is essential. It is quite effective for the participants if the volunteers have some creative hobbies which can be interesting for the youngsters, like playing the guitar, handcrafting, making videos or photography.

Besides the preparations before the careful selection and starting, training and teambuilding of the volunteers are a must. Their preparation should contain information about voluntary, the physical and mental features of teenagers, comparison of formal and non.formal learning methods and time management. It's necessary to provide time, mentoring and guidance for the volunteers to help them organise the activities and to try some games before the camp starts. It is advisable to warn the volunteers to be flexible with their time and schedule, to prepare more and different types of games depending on the weather conditions and the changeable quantity of participants. It is significant to draw their attention to the importance of evaluation, because they can develop and learn from the feedbacks of the participants. Besides, it is needful to provide a permanent attender, an experienced trainer or a coach for the volunteers who manages the camp, takes pictures, helps doing the administration, helps the volunteers and gives them feedback at the end of the camp, if needed.



Possible schedule of the volunteers' preparation

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Getting to know each other, teambuilding	Discussion about fears, expectations with non-formal methods	Non-formal educational basic concepts	Trying out non-formal methods	Getting to know new games and good practices
Afternoon	Getting to know the target group, the teenagers	Getting to know the schedule, distribution of activities (small groups, collaboration, planning,	Preparing the schedule of the days	Create and trying out the games	Preparing of the workshops

Camp's weekly schedule prepared by the volunteers

C.A.M.P! - TURKEY

Time	Topic/Aim/Method	Tools	Responsible person
10.00-10.20 10.20-10.35 10.35-11.00	Presentation Blindfold Game Wonders Quiz&Info	Speaker, Laptop, Projector, Eyefolds	
11.00-11.15	Break		
11.15-11.35 11.35-11.45 11.45-12.00	Turkish Music with food Traditional dance(Halay+!) Traditional Game(Sandalye Kapmaca)	Ayran, Kisir, Speaker, Laptop, Projector	
12.00-13.00	Lunch		
13.00-13.15 13.15-13.00	Energizing Game		
14.00-14.15	Break		
14.15-14.45	Basketball Game		



1. STORE OF LEARNING

The theoretical materials have been divided into segments by the participating countries. The main themes of each country:


- History
- Folk music
- The language of the given country
- Traditions
- Traditional food
- Traditional drink


5 countries have participated in this project: *Greece, United Kingdom, Turkey, Reunion, Lithuania.*


2. NON-FORMAL METHODS


2.1 GREECE


Singing songs that are connected to Greece

 *Goals:* Teach the children to know more about Greece and its history using this non-formal education method.

 *Materials:* Laptop


 *Duration of the game:* 15 -20 minutes.

 *Number of the members:* 15 people


 *The concrete activity/activities:* Singing songs





Dancing Zorba

 *Goals:* Teach the children to know this fabulous Greek dance, the Zorba.


 *Materials:* Laptop


 *Duration of the game:* 15 -20 minutes.


 *Number of the members:* 15 people


 *The concrete activity/activities:* Dancing.

Storytelling of Aesopus fables

 *Goals:* Teach the children to learn about Aesopus and his fables but also to understand the didactic meaning of every fable.

 *Materials for the game:* Laptop


 *Duration of the game:* 15 -20 minutes.


 *Number of the members:* 15 people





2.2 LITHUANIA

Pulse game (non-verbal, cooperation)

 *Goals:* To see which team can cooperate better.

 *Materials for the game:* Coin, keys, chairs.

 *Number of the members:* 10-20 people

 *The concrete activity/activities:* Grabbing keys faster than the other team.

INSTRUCTION: Two teams have to sit on chairs in two lines in front of each other holding hands of their team members. Also, one person sits in between of two teams in the front and has a coin who he/she flips. If it tails, the first person has to send pulse to another person by pushing her/his hand and than the following person has to do the same to another and ect. When the last person of each team feels the „pulse”, he/she has to grab the key. The team which grabs the key faster has to move one position (last person to first person’s place). Game ends when team members get back to their starting position. The team which does it faster wins the game.



The big team game (cooperation, consists of small games)



Goals: To encourage competition, cooperation, creativity.



Materials for the game: Ball, food, paper, plastic cups, tape, towels, puzzle pieces, pens, drawings.



Number of the members: 8-20 people.



The concrete activity/activities: Various team games. (Chinese football, painting on each others' backs, building a tower, throwing balloons and paperballs, doing puzzle.)

INSTRUCTION 1 – *The Chinese football:* Participants have to stand in a circle with their backs turned backwards and legs spreaded. They have to slide a ball through the other team members' legs and they have to try to catch it with their arms. If a participant does not catch the ball he/she has to stand out of the circle.

INSTRUCTION 2 – *Puzzle:* Participants are given cut pieces and they have to make a picture from them. The team which does it faster wins.

INSTRUCTION 3 – *Building a tower:* Participants are given paper, tape, plastic cups and they have to build as high tower as possible only using these materials. The finished tower has to stand for at least 30 seconds.

INSTRUCTION 4 – *Throwing paper balls:* Participants have to stand in two vertical lines (seperated in groups) and throw balls made from paper to bins standing in front of them. The team which makes more shots wins the game.


INSTRUCTION 5 – *Painting on each other:* Participants have to sit in two vertical lines. First of all, the last person in the line sees a picture and has to copy it on the following person's back using





fingers (only first person can see the picture). The following person does the same until the first person in the line gets the painting on the back. Then he/she has to copy it on the paper. The team which paints the picture more similiarly to the one showed in the beginning wins the game.


INSTRUCTION 6 – *Who eats faster*: One person from each team gets food and has to eat it as fast as possible. The one who finishes eating faster wins the game.

„English poema” (English teaching, cooperation)

 *Goals:* To teach English language for children with non-formal methods.

 *Materials for the game:* Papers, pencils, the list of English words (20 words).

 *Number of the members:* 5-6 people/group.

 *The concrete activity/activities:* Every group needs to create a poem or song from given words and present the result for the other groups.

INSTRUCTION: Every group has the same list with English words from different topics (the words are chosen and prepared by the volunteers). Before starting the game, the volunteers and the children need to find out the words from the list which they do not understand. After this, every group needs to create a song or a poem of three columns (in English language) by using words from the list. The group choose four words from the list which they do not need. After 10 or 15 minutes, each group needs to present their poem or song in front of the other groups.



„BOOM” (energizer)



Goals: To get more energy and stay active.



Materials for the game: The participants themselves.



Number of the members: All the people who participate in the event.





The concrete activity/activities: Everyone need to stand in a circle and do the moves which are shown before the energizer.


INSTRUCTION: The leader (volunteer) needs to show the moves for all the group. Everyone is standing in a circle and needs to shake their left hands, right hands, then left legs and then right legs from 6 times to 1. In the end they have to say “boom” loud. For example: one, two, three, four, five, six with left, then with right hand and the same with different legs. Then one, two, three, four, five with left hand, than with right and the same with legs and this should continue until one and after the participants say “BOOM”. Everyone needs to count loud and do the moves quite fast.



“English crossword – what do you know about the country” (teaching, cooperation, competition)

 *Goals:* Teaching English and spreading information about the country.


 *Materials for the game:* Papers with prepared crosswords.


 *Number of the members:* 5 people/group.


 *The concrete activity/activities:* Filling the crosswords.


INSTRUCTION: The volunteers need to prepare the crosswords and use the questions based on their presentations about their country. Participants need to be separated to groups of 5 people and try to answer the questions faster than the other groups. After that, the groups and volunteers need to check the answers and also try to find out words which they do not know.

„Banna song” (energizer)

 *Goals:* To get more energy and stay active.

 *Materials for the game:* The participants themselves.

 *Number of the members:* All the people who participate in the event.

 *The concrete activity/activities:* Everyone needs to stand in a circle and repeat the moves while singing.

INSTRUCTION: Everyone needs to stand in a circle and sing the song: form banana, split banana, cut banana, eat banana, remove banana. While singing, everyone needs to show moves, which means every part of the song.



“Stand in the line without speaking” (energizer)



Goals: To get more energy and stay active.



Materials for the game: The participants themselves.



Number of the members: All the people who participate in the event.



The concrete activity/activities: Everyone needs to stand in the line without speaking, they're only allowed to use movements.

INSTRUCTION: Everyone needs to stand in the line by different topics without speaking. For example, one person stands in the line without speaking by the month of his/her birthday month, by the size of his/her shoes and ect. from the lowest / first number, month and ect. until the highest / last number, month and ect.

2.3 REUNION

Guessings (energizer)



Goals: To create a more cooperative atmosphere and learn more about the country.



Materials for the game: Papers.



Number of the members: All the participants.





The concrete activity/activities: Find out the riddles.


INSTRUCTION: The participants are divided into 3 teams. Some riddles are stored in a box. Each participant has to choose one and try to find the answer. If the team finds the answer, get 1 point.




„Trilingue memory” (learning English)

 *Goals:* Learning new words in English


 *Materials for the game:* Paper, pens.


 *Number of the members:* All the participants.


 *The concrete activity/activities:* All the participants have to find the English words and translations of words written on the paper.

INSTRUCTION: A paper pasted on the wall is divided into 3 columns. One for Creole, English and Hungarian. Some words are written and the participants have to find the English words and the translation in Hungarian. After this, the paper is hidden and the participants have to remember the English word when the volunteers show them the pictures.

Drawing workshop (simulation)

 *Goals:* discover Reunion Island’s culture.

 *Materials for the game:* Paper, pens.

 *Number of the members:* All the participants.

 *The concrete activity/activities:* Drawing a picture of a Dodo.

INSTRUCTION: Each participant has a pen and a paper. They have to do draw the same picture by following the movements of the volunteer. At the end, they have to discover what picture it is.



Koh lanta (energizer)



Goals: Get the most stuff with covered eyes.



Materials for the game: scarves, some smaller stuffs.



Number of the members: All the participants.



The concrete activity/activities: Find as much stuff as possible.

INSTRUCTION: The participants are divided into 2 teams and have to make 2 queues. In front of them (20 meters), some stuffs are stored. The first one of the queue has his/her eyes covered by a scarf and he/she has to get the stuffs in front of them. The other participants of his/her team have to help him/her by saying "RIGHT, LEFT". Each team has their own area. If a participant goes to the other area, he/she has to stop and start again.



Treasure hunt (cooperation)



Goals: Find as much clues as possible to find the final treasure.



Materials for the game: A treasure (cakes, sweets or juice), and printed clues.



Number of the members: All the participants.





The concrete activity/activities: The participants have to find the final treasure. This game is better to play outside.


INSTRUCTION: We first give them the first clue that sends them to a second one. On it, they can find a clue to go to another clue. On each clue, there are a letter and a number. All the letters form a sentence that indicates where the treasure is. The numbers indicate the position of the letter. The participants have to read the clue, memorize it and write down the different letters they find, because they have to keep the clue here for the others.



Sing a traditional song

 *Goals:* Sing together in our 2 different mother tongues and in our common language: English too.


 *Materials for the game:* Instruments.


 *Number of the members:* All the participants.


 *The concrete activity/activities:* Sing together.


INSTRUCTION: We share with them some parts of our traditional songs, so they can learn about our oral literature, we translate it into English and they translate it into Hungarian. And we sing in three languages.

Banana pancake (cooking and cooperation)

 *Goals:* Cook a sweet banana chocolate pancake.

 *Materials for the game:* Bananas, eggs, chocolate, flour, milk, sugar.

 *Number of the members:* Those who wants to take part in this game.

 *The concrete activity/activities:* Cooking

INSTRUCTION: Mix the ingredients, make pancake – shaped pasta in the pan and fry them!



Hand presentation (energizer)



Goals: Keep the rhythm!



Materials for the game: -



Number of the members: All the participants.



The concrete activity/activities: Clap at the same time when others do, and play when its your turn.

INSTRUCTION: Everyone chooses one easy hand sign. Everybody memorizes the one of each. One starts and presents himself (his sign) instead of the first clap and then he calls someone else (with his sign) instead of the second clap and then the other person carries on.

Monkey fist ball



Goals: Make a craft.



Materials for the game: Little balls and little ropes, laptop, internet connection.



Number of the members: Those who wants to take part in this game.





The concrete activity/activities: Put the rope around the little ball and do like what the internet says you ☺





2.4 TURKEY

Mirror game (get to know each other, cooperation, energizer)

 *Goals:* To help children reflect their feelings and improve their mimics and jests.

 *Materials for the game:* Music.


 *Number of the members:* 2 teams minimum.


 *The concrete activity/activities:* Copying the person's actions directly by the other person.


INSTRUCTION: Put the children separately in groups of 2 and face them with each other. One will be the mirror and the other will be the person (inner circle or outer). You may group a circle of children also while doing that. When the music starts the circle of mirror will start doing actions like hand moves or dances and the other group has to copy the other groups actions. You may chance the groups after sometime.




Toilet paper (get to know each other, cooperation, energizer)

 *Goals:* An icebreaker activity to help a new group get familiar with each other.

 *Materials for the game:* Music.


 *Number of the members:* 2 teams minimum.


 *The concrete activity/activities:* Getting a random number of paper and talking about yourself.


INSTRUCTION: Have the group sit in a circle. Hold up a roll of toilet paper. Tell the students you're going to pass it around the circle, and they can take off as many or as few sheets as they like. After the roll has gone all the way around the circle, share with them the "twist" to the game: For each sheet that they took, they have to tell the group something about themselves. (EXAMPLE: If Isabel took five sheets, then: 1) I like to dance 2) My favorite color is purple 3) I have a dog named Sammy 4) This summer I went to Hawaii 5) I'm really afraid of snakes.). Not only will the group learn from the information each student shares, but they will also learn personalities based on who took a lot of sheets and who took only a few.




Master, Master, who am I? (get to know each other, energizer, cooperation)

 *Goals:* Development of careful listening skills and get to know each other better.

 *Materials for the game:* Blindfold.


 *Number of the members:* 2 teams minimum.


 *The concrete activity/activities:* Knowing the others carefully not only with physical appearance but also with voices.


INSTRUCTION: Start a Drama circle. Choose one participant to be the Master and to be blindfolded. Tell the Master they are here to listen carefully and try to identify the owner of the mysterious voice. Choose another member to say the words "Master, Master, Who am I?" in a different voice. The blindfolded Master has to guess who is speaking.




Blindfold game (get to know each other, cooperation, energizer)

 *Goals:* Development of trust other people, team member.


 *Materials for the game:* Blindfold, obstacles (chairs, small tables etc.)


 *Number of the members:* 2 teams minimum.


 *The concrete activity/activities:* Moving and be moved by other people to trust them.


INSTRUCTION: Have students form pairs. Person A keeps eyes closed with the blindfold, while Person B is giving orders to Person A like: "Go straight, turn left, step back, jump, bend down " There will be obstacles of chair, tables or else. Halfway through the walk, students exchange roles. Students need to relate their experience, listing sounds, tactile experiences, and so.

The hangman (get to know each other, energizer, cooperation)

 *Goals:* Improve vocabulary.

 *Materials for the game:* Pen, paper (or black board).

 *Number of the members:* Based on the number of the participants.

 *The concrete activity/activities:* To guess the word on the paper (or board) by trying to guess its letters.

INSTRUCTION: Classic Hangman game. Just write the words on the board with lines and every group will try to guess a letter. If they fail, part of the man will be drawn on the board. If man and its gallow will be complete, group will be fail.



Name chain (Get to know each other, energizer, cooperation)



Goals: Icebreaker for new groups.



Materials for the game: -



Number of the members: All the participants.





The concrete activity/activities: Creating a name chain by saying your name and the names before yours.


INSTRUCTION: You may want to seat the group in circle, but it's not necessary. Ask the first person to give his/her name (alternatively, you can ask for favourite colour or some other details). The second person must recite the names and other details, then give his/her own. The third person must recite the information of the first 2 people before giving his/her own, and so on around the group. Keep going until someone breaks the chain and see who can recall the most names!




Broken phone (cooperation, feedback)

 *Goals:* The main purpose of the Telephone Game is the amusement of the players. However, there are some additional benefits for those playing. Helps clearly show how small misconceptions can end up making a huge difference; help young children or those learning English develop their active listening skills.

 *Materials for the game:* -

 *Number of the members:* All the participants.

 *The concrete activity/activities:* Telling words to other persons' ears only 1 time and it should be correct at the end.

INSTRUCTION: Players must sit in a circle or stand in a straight line. They need to be close enough that whispering should be possible, but not so close that players can hear each other whisper. The first person in the line or circle whispers a word or phrase into the ear of the person sitting or standing to their right. Players whisper the phrase to their neighbours until it reaches the last player in line. The last player says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.



Fishnet game (cooperation, feedback)



Goals: Being the last person in the fishnet of the fisherman.



Materials for the game: A large garden for un, escape.



Number of members: All the participants.



The concrete activity/activities: Participants who were chosen to be fish, should try to escape from the Fisherman.

INSTRUCTION: One children will be selected as fisherman and the others will be fishes in the game. Fishes start to escape from the fisherman in the garden. When fisherman touches a fish, fish becomes a part of the fishnet of the fisherman and they together try to catch other fishes. But only the bottom sides of fishnet can catch the other fishes.



Improvisation (cooperation, feedback)



Goals: Creativity, using English language.



Materials for the game: Small papers on which topics should be written.



Number of the members: Groups of 3-4 people.



The concrete activity/activities: Participants should improvise based on the given topic.

INSTRUCTION: Each group draws one topic randomly among small papers on the topics (You can also let children to choose their own topic by showing a list to make activity easier). Give 3 minutes for each group to think about their acting, words and to design actions in their play. Considering their English level, declare a minimum number of minutes that they have to stay in the stages with talking English.

TOPICS:

- Two construction workers find a buried treasure
- Trapped in a lift
- At a funeral home
- Woman is at home when husband returns home late
- Family at a dinner table where they each have an announcement to make
- Teenage partner meeting girlfriend's parents for the first time
- First date
- Giving birth
- Robbing a bank
- In a competition
- Chosen 3 words must be used



- They must speak only in questions
- A girl brings a dog (not another actor-imagine it is there) into her house who "followed her home". She tries to convince her mother to let her keep the dog.
- Two siblings play a game. One accuses the other of cheating. An argument ensues.
- A grandparent and grandchild have a talk about what they did during their day.
- The child expresses a desire to be older, and the grandparent wishes to be younger.
- A teacher tries to teach the multiplication table to a student who only wants to talk about TV shows.
- One friend tries to convince another friend that she has seen a UFO. The friend is disbelieving.
- A child tries to convince parent to stay home from work and let
her stay home from school.
- A young child is at the doctor's office with his/her mother to get a shot. The child is very frightened and the doctor has to use tactics in order to give the shot. The mother is very nervous.
- One sibling tries to convince another who is shy to come to a party.
- Babysitter tries to get a child to go to bed. The child will not fall asleep, because he/she is afraid of a monster



Writing a song with today's vocabulary (cooperation, feedback, energizer)



Goals: Using the days' words in a sentence and practice them.



Materials for the game: Papers and pencils.



Number of the members: All the participants.



The concrete activity/activities: Writing songs by using the words they learnt today.

INSTRUCTION: Give paper to children and tell them to write a song with 6 or 8 row the days' vocab on the wall. It shouldn't be a great song but it will include at least 6 or 8 word that they learned. They may use background music from Internet.

Creating a story circle (simulation, cooperation, feedback)



Goals: Practicing English speaking skills and creativity.



Materials for the game: -



Number of the members: All the participants.



The concrete activity/activities: Create a story circle by adding sentence from everyone.

INSTRUCTION: Start with a sentence like "A man was walking on the street and thought about he needs money..." and everyone will add 1-2 sentences to the story. Story should be related or not but it would be connected.



Wonders Quiz (cooperation, feedback, simulation)



Goals: Practicing knowledge about Turkey and creativity.



Materials for the game: Big coloured paper (carton), pictures of wonders from Turkey and the world.



Number of the members: All the participants forming some groups.



The concrete activity/activities: Competition between groups to choose from wonders which one is Turkey.

INSTRUCTION: Prepare a presentation about wonders of your country. Then, Children will try to pick the wonders of your country among foreign wonders in a small quiz includes 5-10 questions to check their attention your presentation.



2.5 UNITED KINGDOM

Odd one out (get to know each other, cooperation, simulation)



Goals: Teach new words based on different categories.



Materials for the game: Power point presentation or printed pictures.



Number of the members: As many as wished, if few individually, if more participants they can be divided in groups.



The concrete activity/activities: The activity consists of guessing which picture/word does not belong to a certain category.

INSTRUCTION: The participants will be divided into groups. A selection of images divided by categories will be shown, one by one. For each category the groups need to guess which picture does not belong to that category. After each round (category), the category and the words need to be explained.



Rock, paper, scissors (energiser, cooperation)



Goals: Energize and support others.



Materials for the game: -



Number of the members: Bigger group is better, minimum 8 people in each group.



The concrete activity/activities: Consists of playing normal rock, paper, scissors in rounds. Until just two people remain for the final round. They will be supported by cheering by the ones they lost before.

INSTRUCTION: Participants will be divided into pairs. Each pair will play one round of Rock, paper, scissors. The winner will move on, whereas the other will follow the winner cheering for him/her. Finally at the end there will be two people remaining, with their supporters by their side. They will then play the last round to see who is the winner.



Word association (cooperation and educational)



Goals: Teach new words.



Materials for the game: Paper, pens and a timer.



Number of the members: Minimum 2 groups, but it can be played individually.



The concrete activity/activities: Finding synonyms of given words.

INSTRUCTION: The participants will be divided into groups. The game consists of a certain number of rounds. For each round, groups will receive a paper with one word written on it. Time will be set (45 seconds is recommended) for the groups to find and write down the biggest number of synonyms they can for the given word. After the time is up, each group will have to read their words to the other groups. The group with more words win the round. After that you can proceed to the next round.



Musical chairs (energiser, cooperation)



Goals: Develop attention skills.



Materials for the game: Chairs and speakers for the music.



Number of the members: Minimum 5 people.





The concrete activity/activities: Dance around the chair, until the music stops. Then quickly find a place to sit.


INSTRUCTION: Chairs (1 less than the number of participants) need to be set in a 'circle' with the seat facing outside. A song will start playing and the participants need to walk/dance around the chairs, in an organized circle. At some point the music stops. The participants need at this point to find a place to sit. The one that can't find a seat (there will be one less as mentioned before) is out of the game. Then one chair will be removed after each round, and the game goes on until there is just one chair and two participants, and they will compete for the victory.




Blind man bluff (non-verbal communication)

 *Goals:* To reach the person at the finish line, whose back is turned the other way, without the person realising.


 *Materials for the game:* Space outside.


 *Number of the members:* All the participants.


 *The concrete activity/activities:* Reach the person at the end line without being caught. Once the person turns around everyone should freeze and only turn around when the person at the finishing line back is turned.

INSTRUCTION: Try to touch the person at the finishing lines back without the person turning around and seeing you move. Requires attention to timing, agility and fast movement.

Dodgeball (team collaboration, communication, motivating each other)

 *Goals:* Manage to hit everyone in the other camp and send them to the 'prisons'.


 *Materials for the game:* Sports hall space, soft ball.


 *Number of the members:* All the participants.


INSTRUCTION: Pass the ball to your team mates and try to hit the opponent side. If you manage to hit them with the ball they are sent to the 'prisons' and must pass the ball to their team mates. The goal is to hit as many people from the other team and the team with the last person untouched by the ball wins.




Song gaps (individual activity, writing in English and listening to spoken English.)

 *Goals:* Fill in the gaps of a popular British song- The Beatles, learning new words and listening to English in a different medium.


 *Materials for the game:* Soundspeakers, paper, pens.


 *Number of the members:* All the participants.


 *The concrete activity/activities:* Educational learning game.

INSTRUCTION: Listen to the song twice and fill in the gaps of the song through paying attention to the lyrics on the screen.

Fill the bucket (team work, efficiency, motivating each member)

 *Goals:* Fill the bucket with water with small cups, one person and cup at a time. All the while competing with the other teams in order to beat the time they take to fill in the bucket.

 *Materials for the game:* Bucket, water, small cups, outdoor space.


 *Number of the members:* All the participants.


 *The concrete activity/activities:* Sports game/social activity.


INSTRUCTION: Fill in the bucket to the line drawn with small cups. One person must walk with the cup to the bucket competing with two other teams.



Egg and spoon race (team work, efficiency, motivating each member)

 *Goals:* Everyone in the group should reach the finish line without dropping the egg.


 *Materials for the game:* Spoons, hard—boiled eggs, outdoor space.


 *Number of the members:* All the participants.


 *The concrete activity/activities:* Sports game/social activity.


INSTRUCTION: Run with the egg to the finish line and then relay the egg to the other people in your team, whilst trying not to drop the egg. If a person in your team drops the egg they must go back to the starting point and re-run.

Cupcake session (energiser, cooperation)

 *Goals:* Get to know British culture more deeply.

 *Materials for the game:* Cupcakes, whipped cream, biscuits, sweets, tea.


 *Number of the members:* All the participants.

 *The concrete activity/activities:* Decorate British cupcakes.

INSTRUCTION: Enjoy afternoon tea and converse with other participants.



Cupcake promotion (team work, verbal communication, creativity)

 *Goals:* Design posters using words describing cakes. The teams will each compete in front of judges, preparing pitches to sell their cupcakes. They must consider pricing, wording, colours etc when designing both their posters and pitches.



Materials for the game: Paper and colouring pens.



Number of the members: All the participants.



The concrete activity/activities: Learning new English words and thinking creatively.

INSTRUCTION: Design posters selling the cupcakes they have made in the previous session.

Dance leading (non-verbal communication, following a group)



Goals: Find out the person who is leading the dance.



Materials for the game: Music, loudspeakers, space.



Number of the members: All the participants.



The concrete activity/activities: Energiser.

INSTRUCTION: Someone will start to dance and make different movements and everyone else will copy the leader. The trick is to prevent the person who previously left the room not know who leads the dance and prevent that person from guessing correctly.



3. FEEDBACKS OF THE FOREIGN VOLUNTEERS

As the volunteers had really different backgrounds and experiences, the feedbacks they gave are various and worth thinking about them.

There were some volunteers who have never taught teenagers before, and this project was a whole new experience for them. Anyway, they have gained lots of great observations and developed many skills. They learnt how to use non-formal methods, how to manage their time and write an useable schedule. Their level of creativity, English language, organisational skills and empathy have increased a lot. Moreover, they made strong connections with the other foreign volunteers, thus they were able to build a cooperative relationship with the volunteers and the participants as well. Others were experienced and professional teachers who wanted to come out of their comfort zones and learn how to use non-formal methods and observe these methods' efficiency.

What is interesting is that the observations of the experienced and unexperienced volunteers have a lot of similarities. For example, after the first day of the Camp, most of the trainers have learnt to be more adaptable based on the participants' needs and reactions, to observe the participants' real needs and correct the schedule based on their observations. They realized that they should make a lot of preparations and an adaptable timetable to be able to manage the whole Camp. Moreover, the trainers learnt to change some types of games, for instance they realized youngsters needed more educational and English language games with some energiser methods as well. They highlighted that every technical device should be checked before starting anything, and every single tool of the



games should be prepared in time as well. It is likable to have some extra games in case of boredom, lack of enthusiasm, or lack of attention.

Our volunteers have gained lots of unforgettable experiences as well. They really enjoyed sharing their culture to local youngsters, but were excited to learn about Hungary and Hungarian language. They experienced that the participating teenagers were pretty mature for their ages, and made lots of nice friendships with the children. The volunteers were glad to be able to sing, dance and cook together, and after some days they felt like not just being trainers, but being mentors and friends of the participants' as well. Additionally, they were amazed by the friendly, calm and inspiring atmosphere they were able to create together. All of the volunteers emphasized the importance of developing several skills and competences, getting to know lots of new people and forming intercultural relationships.

There were some challenges they had to face during their stay. Some volunteers pointed out that they had to change their schedules and timetables several times, but in the process they learnt that this situation was natural when being in an informal atmosphere. Secondly, they realized that the participants needed more various games, and they had to adapt to the youngsters' necessities by changing games and managing their time more effectively.

Finally, our foreign volunteers have gathered some practical advice for the future volunteering trainers on how to deal with various situations, and what kind of attitude should the future trainees have in order to manage the camp effectively:



- Be curious and open-minded!
 - Try to beat your shyness, there's no need to be afraid!
 - Don't be afraid to change your planned methods and games!
 - Let the participants surprise you!
 - Be open and sensitive for the youngsters' needs and problems!
 - You have to be not just a trainer, but a mentor and a friend as well!
 - Consider the fact that these children of the age of 13-18 tend to be surprisingly mature!
- **And the most important is: BE ADAPTABLE AND HAVE FUN! 😊**





CONCLUSION

The Talentum Foundation created this methodology additive in order to help those organisations and communities, who plan to organise intercultural camps for teenagers. This material is freely useable, improvable and modifiable. We would be pleased if all the experiences and initiatives created by the help of this methodology additive could be shared with us. We are open to relation-intended requests, related to similar projects.

Special thank you for the organisations, who have provided volunteers full of creativity, enthusiasm, responsibility and open-mindedness.





AVAILABILITY

WEBPAGE:

<http://talentumonkentes.hu/>

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