Middlebury-Monterey Language Academy
STARTALK Student Program Curriculum

Theme: **Community Forum**  Target Proficiency Level: **Heritage Speakers**

**Number of Hours:** 1.5 hours daily / 5 days a week / 4 weeks = 30 hours total, plus activities from Community Forum are designed to inform additional parts of the daily schedule, particularly toward the end of Week 2 and through Week 3 and Week 4.

**Designed by:** MMLA

**Brief Description of Program** (including curricular context and goals)

Community Forum is an extended, ongoing simulation of a small democracy within the MMLA camp. It is perhaps easiest to picture as a set of parallel activities, each led by a staff member, that require interaction with each other, and through that interaction, influence the direction that the campers in the parallel activities take their activity. Once fully operational, there may be governing bodies, a monetary unit used to buy products and services, small businesses, and other groups, each of which influences the others.

**What Enduring Understandings are Desired:**

*Refers to the big ideas that we want students to retain after they’ve forgotten many of the details. Students will understand……*

**MMLA goal:** Each camper will directly experience, through examples and modeling, that languages besides English are used to convey all of life’s information, large and small, whether it be instructions, ideas, stories, gossip, jokes, or even language instruction itself.

**Strand goal:** Campers will co-construct situations which require communication to work out compromises, find solutions, and negotiate deals. Language use is highly authentic as campers strive to accomplish their own goals – goals which may or may not be in conflict with the goals of other campers, creating the need for real communication.

**What Essential Questions Will Guide this Program and Focus Teaching/Learning:**

*What we want students to think about in student friendly language*

*To what extent or in what ways……*

1. What does it take to work together as a community so each individual member is satisfied with their role and status in the community?
2. What language is necessary to communicate with other in order to convince them to act in a certain way?
3. In what ways is the adage: “Democracy is an awful form of government, but it’s the best one we’ve got” true or false based on individual experiences with Community Forum?

Standards/Goals:

**Major Standards:**

<table>
<thead>
<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>✔️ Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
</tr>
<tr>
<td>✔️ Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</td>
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<tr>
<td>✔️ Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
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<tr>
<td>Cultures</td>
</tr>
<tr>
<td>✔️ Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
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<td>✔️ Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</td>
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<tr>
<td>Connections</td>
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<tr>
<td>✔️ Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
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<td>✔️ Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</td>
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<tr>
<td>Comparisons</td>
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<td>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</td>
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<tr>
<td>✔️ Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</td>
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<td>Communities</td>
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<tr>
<td>✔️ Standard 5.1: Students use the language both within and beyond the school setting.</td>
</tr>
<tr>
<td>✔️ Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</td>
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**Content:**

*What we want students to know and understand*

Campers are expected to know and understand, over the course of the program:

1. the give and take of negotiating with other individuals who share, but only to some extent, similar goals and motivations.
2. language necessary for teaching, convincing, and negotiating with others.

**Key Vocabulary:**

Vocabulary is heavily dependent on the roles that campers adopt with the ongoing simulation.
Skills:  
What we want students to be able to do  

Heritage speakers will be able to assume leadership roles in the simulated community, running for political office or board membership, creating small businesses, and working to instruct, motivate and negotiate with their peers.

Connections to Other Disciplines:

There are significant, though somewhat unpredictable, connections to be made with other disciplines, particularly civics, government, authority roles, and manners of negotiation.

Technology Integration:

Some activities within community Forum will require little or no technology, others may be principally driven by technology, most will require some level of technology use. Candidates for political office, for example, may create campaign literature and websites to support their candidacy; business owners may produce products or services, bankers may establish methods for determining “interest rates” or “stock prices.”

Assessments:

What evidence will show that students understand and can perform?

Performance tasks

Evaluation of Community Forum is heavily dependent on observing camper involvement. Campers will often be expected to produce materials or demonstrations intended to share with other campers, in effect providing instruction in an area that the campers are learning themselves with their staff leader.

Quizzes, Tests, Prompts, Work Samples

It is likely that work samples of activities within Community Forum become part of the camper portfolio, depending on the type of activity that campers are involved with. To use an earlier example, a camper that created campaign materials on the web could potentially include the website in his or her final portfolio.

Unprompted Evidence (observations, dialogues)

Participation in Community Forum be monitored by staff members.

Can do Statements From Linguafolio

| ✓ | Listening |
| ✓ | Reading |
| ✓ | Person-to-Person Communication |
All activities under Community Forum, considered together, will require all five major components of the Can Do statements. The degree of emphasis on each area will differ depending on the activity.

**Required Resources:**

Resources will vary and will, to a large extent, be determined by which activities the campers pursue. Staff members guiding and monitoring Community Forum will assist with the acquisition of particular resources as they are needed.

**Differentiation of Instruction:**

Campers will contribute to the activities within the Community Forum at their instructional level. To an extent, campers will self-select (with staff guidance) activities that afford them linguistic access. For example, a beginner probably will probably not join a media group as a writer or news anchor in the first week. It certainly would be possible for a beginner to assume such a role, with staff and camper assistance, but probably not in the first week.

Heritage speakers will find that they have a significant role in shaping the interaction, as they can influence the actions of others through language – as long as heritage learners are able to communicate effectively at their peer’s language proficiency level. In this manner, the instructional level of all campers is generally (not always) accounted for, since non-communication is an impediment that both beginner and advanced camper want to avoid in order to accomplish the task they’ve set out to do.

**Instructional Strategies:**

Community Forum, during Week 1, may be the most difficult time of the day because campers are not used to the degree of freedom that is required to make an ongoing simulation effective. During Week 1 staff members need to significantly shape the interaction and design lessons with a clear idea of the components of the activity during the Community Forum time.

On the other hand, once Community Forum is running well, staff will need to change their perspective to shaping the interaction (instead of trying to create the interaction) between campers. Campers may try to take their adopted (simulated) roles to earnestly or simply too far. Staff always maintain the right to intercede, to change the rules, and to redirect the activity of the campers.

**What do they already know that will help them learn new information?**

*May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents*

Campers will have the appropriate schema to work well within Community Forum, but staff will need to continually assist with target language needs and with communication between campers, as well as establishing productive directions for activities that are getting off track.

**Links to relevant web sites:**
Relevant websites will be determined by specific activities.

**Sub-theme(s)/unit(s)**
*The program may consist of one or more sub-themes/units*

It is likely that activities under Community Forum will spread to other parts of the day (see Stage 4 below).

**Lessons that support the subtheme/unit:**
*Daily instructional plan*

NA

Because Community Forum is not a typical language class activity, an additional description follows.

Think of Community Forum as a time during the day when there are several small “classes” running in parallel so that occasionally (or often!) what is happening in one “class” can be informed by what is happening in another “class.”

The following description of Community Forum builds the interaction between these parallel “classes” in distinct stages. The stages are:

**Stage 1:** Limited interaction between “classes”

**Stage 2:** Moderate to much interaction between “classes,” but mostly limited to during the afternoon Community Forum time

**Stage 3:** Moderate to much interaction between groups of students (“class” just no longer fits), aided by the introduction of additional roles for campers to adopt that generate additional interaction, but still mostly limited to Community Forum

**Stage 4:** As much interaction as possible, including letting the activities of Community Forum expand beyond the designated afternoon time into other parts of the day

In each stage, four possible activities are described. These activities are only examples, and only a subset of the possible activities at a specific language camp. The activities in your specific language camp that are going to be most effective are the activities for which the staff member in charge, and in which the campers who participate (and can become in charge over time) have an interest.

There is no one right way for Community Forum to function and as we move from Stage 1 through Stage 4 below, you’ll see that the instruction and learning look less and less like something you’ve experienced in a traditional school setting. Actually, you’ll probably find that Stage 1 already represents a style of teaching that, although possible in a traditional school setting, is not all that common.

**Stage 1**
Here are four possible “classes” (not Class time, like in the morning, but groups of kids learning language together) in the Spanish camp. Each class functions as a stand-alone, independent language learning opportunity, meeting daily over the course of the week.

**Soccer**

One staff member and a group of eight campers meet each day to learn about playing soccer in Spanish and in the Spanish speaking world. The objective over the course of the week is to set up a soccer tournament for the entire Spanish language camp. Activities the teacher has planned include (1) soccer drills, (2) short soccer games, (3) soccer vocabulary, (4) soccer fan vocabulary, (5) common soccer chants, (6) biographies of selected soccer players, (7) video clips of soccer games, (8) a contest to be the best soccer sportscaster: “Goooooooooool!,” (9) creation of signs, (10) assignment of campers to specific teams and a creation of a tournament bracket.

Except for the tournament, which involves the entire camp, this week-long unit on soccer runs is set up like an independent class. The staff member has a general plan for the week, but like any good teacher, as campers come up with ideas of their own the teacher adapts the plan to campers’ interests.

**Flamenco**

One staff member and a group of nine campers meet each day to learn flamenco. The objective over the course of the week is to create a short exhibition of flamenco for the other campers. Activities the teacher has planned include (1) watching video clips of flamenco from the web, (2) teaching some vocabulary of flamenco, (3) making posters in student pairs about flamenco, (4) practicing some flamenco dance moves, (5) learning about the regions of Spain where flamenco is most popular, and (6) setting up and performing at the end of the week for other campers.

Except for the dance performance, which involves the entire camp, this week-long unit on flamenco is set up like an independent class. The staff member has a general plan for the week, but like any good teacher, as campers come up with ideas of their own the teacher adapts the plan to campers’ interests.

**Famous Artists**

One staff member and a group of seven campers meet each day to learn about famous artists of Latin America. The objective over the course of the week is to examine the style of one artist per day, trying to emulate that style using paint, pencil, or (approximately) whatever medium the artist used. Activities the teacher has planned include (1) learning a little about the life of each artist (particularly the rumors and details that make humans interesting!), creating a group poster, (2) learning a little about the cities where the artists lived, (3) looking at famous works of the artist on the web, (4) learning the vocabulary to describe different styles, (5) emulating the work of each of the artists, and (6) displaying the poster of each artist with the campers’ attempts to emulate that artist’s particular style at different locations in the halls of the classrooms and the dorms.
Except for the poster display, which involves the entire camp, this week-long unit on Latin American artists is set up like an independent class. The staff member has a general plan for the week, but like any good teacher, as campers come up with ideas of their own the teacher adapts the plan to campers’ interests.

**Evening News**

One staff member and a group of eight campers meet each day to learn about typical newscasts in Mexico. The objective over the course of the week is to video record a handful of news reports in the style of Mexican television. Activities the teacher has planned include (1) watching some videos of Mexican newscasters on the web, (2) learning to use the digital video camera, including some content specific vocabulary (e.g. press the green button, rewind, zoom in…), (3) writing very short newscasts about world events, (4) practicing the newscasts while recording them, (5) editing the newscasts on the computer, and (6) showing the finalized newscasts to the rest of the camp.

Except for the showing the newscasts, which involves the entire camp, this week-long unit on the Evening News is set up like an independent class. The staff member has a general plan for the week, but like any good teacher, as campers come up with ideas of their own the teacher adapts the plan to campers’ interests.

**Summary of Stage 1**

Four staff members have created four hands-on units that are camper-centered and allow campers of mixed-proficiency to be creative as they learn and play in cultural areas of sports, dance, arts, and the media. Each unit culminates in an activity or product that can be shared with other campers. There are constant opportunities that require use of the target language, supported by the Internet, writing, oral/aural examples, and concrete goals that need to be accomplished.

**Stage 2**

Here are the same possible “classes” in the Spanish camp. In Stage 2, the staff members have decided to incorporate, when not overly contrived, some interaction between each class. In Stage 2, the classes still function independently, but additional opportunities for use of the target language arise out of the built-in interactions between the classes.

**Soccer**

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*To increase the interaction between the campers in this unit with campers involved in other units, the staff member directs the campers into the following additional activities:*
a. Campers make posters on Day 1 to announce the soccer tournament. Posters are
displayed in the area that Community Forum takes place (most likely in and around the
classrooms).

b. Campers create tickets on Day 1 for the soccer tournament, which every camper needs
for admittance. On the poster, they advertise the exact times during Day 2 and 3 that
tickets will be available. When the other campers come to get the tickets, they have to
“pay” by learning and shouting out a soccer cheer. The staff member ensures that on Day
1 and Day 2 the campers have learned some cheers well enough that they can teach them
to other campers.

c. Campers decide they want to advertise on the newscast, so they ask the Evening News
“class” if they will do an interview with them.

d. Campers decided to host “training” on proper vocabulary and a few of the skills they’ve
learned during drills. Campers create posters with sign-up opportunities for other
“classes” to come practice soccer skills.

Now, besides the actual tournament at the end of the week during the Evening Assembly, this
week-long unit on soccer is an independent class that has created programming opportunities for
every other independent class and has turned the campers into peer tutors for other students
(teaching other students soccer terminology and popular soccer chants). The staff member is
spending a little less time leading the activity and a little more time directing the leadership the
campers are beginning to embrace.

As before, the staff member has a general plan for the week, but like any good teacher, as
campers come up with ideas of their own the teacher adapts the plan to campers’ interests. In
Stage 2, there are more opportunities for the campers to take charge and for the staff member to
move into a support role in the background. The staff member is giving up a little of the control
in exchange for more opportunities for campers to use language in a meaningful context.

**Flamenco**

One staff member and a group of nine campers meet each day to learn flamenco. The objective
over the course of the week is to create a short exhibition of flamenco for the other campers.
Activities the teacher has planned include (1) watching video clips of flamenco from the web, (2)
teaching some vocabulary of flamenco, (3) making posters in student pairs about flamenco, (4)
practicing some flamenco dance moves, (5) learning about the regions of Spain where flamenco
is most popular, and (6) setting up and performing at the end of the week for other campers.

*To increase the interaction between the campers in this unit with campers involved in other
units, the staff member directs the campers into the following additional activities:*

a. Campers create flyers about flamenco dancing in the computer lab. The flyer also
advertises lessons in flamenco at the end of the week and the flamenco performance at
the beginning of Club Time at the end of the week.

b. Some of the campers in the flamenco group teach appropriate vocabulary and a few steps
to any campers from other classes that have signed up for lessons.

Now, besides the flamenco performance at the end of the week at the beginning of the Club time,
this week-long unit on flamenco is an independent class that has created programming
opportunities for every other independent class and has turned the campers into peer tutors for other students (teaching other students flamenco terminology and flamenco dance steps). The staff member is spending a little less time leading the activity and a little more time directing the leadership the campers are beginning to embrace.

As before, the staff member has a general plan for the week, but like any good teacher, as campers come up with ideas of their own the teacher adapts the plan to campers’ interests. In Stage 2, there are more opportunities for the campers to take charge and for the staff member to move into a support role in the background. The staff member is giving up a little of the control in exchange for more opportunities for campers to use language in a meaningful context.

**Famous Artists**

One staff member and a group of seven campers meet each day to learn about famous artists of Latin America. The objective over the course of the week is to examine the style of one artist per day, trying to emulate that style using paint, pencil, or (approximately) whatever medium the artist used. Activities the teacher has planned include (1) learning a little about the life of each artist (particularly the rumors and details that make humans interesting!), creating a group poster, (2) learning a little about the cities where the artists lived, (3) looking at famous works of the artist on the web, (4) learning the vocabulary to describe different styles, (5) emulating the work of each of the artists, and (6) displaying the poster of each artist with the campers’ attempts to emulate that artist’s particular style at different locations in the halls of the classrooms and the dorms.

*To increase the interaction between the campers in this unit with campers involved in other units, the staff member directs the campers into the following additional activities:*

a. Campers, when emulating the style of the Latin American artists, are asked on Days 3 and 4 to create artwork depicting scenes from other classes. The campers take their paper and art supplies and observe campers instructing other campers in basic soccer skills, flamenco dance. They notice a group of campers making video recordings of these soccer players and flamenco dancers as well. One of the campers does an interview with the Evening News crew about the picture she is painting of the flamenco dancers in the style of Fernando Botero, a famous Columbian artist.

Now, besides the artwork that is displayed in the halls, classrooms, and elsewhere, this week-long unit on Latin American artists is an independent class that is using the activities of the other campers as part of its curriculum. The staff member in this case has sent the campers of the class out to observe other campers, with a concrete task to perform that relates to the week long lesson.

As before, the staff member has a general plan for the week, but like any good teacher, as campers come up with ideas of their own the teacher adapts the plan to campers’ interests. In Stage 2, there are more opportunities for the campers to take charge and for the staff member to move into a support role in the background. The staff member is giving up a little of the control in exchange for more opportunities for campers to use language in a meaningful context.
Evening News

One staff member and a group of five campers meet each day to learn about typical newscasts in Mexico. The objective over the course of the week is to video record a handful of news reports in the style of Mexican television. Activities the teacher has planned include (1) watching some videos of Mexican newscasters on the web, (2) learning to use the digital video camera, including some content specific vocabulary (e.g. press the green button, rewind, zoom in...), (3) writing very short newscasts about world events, (4) practicing the news casts while recording them, (5) editing the newscasts on the computer, and (6) showing the finalized newscasts to the rest of the camp.

To increase the interaction between the campers in this unit with campers involved in other units, the staff member directs the campers into the following additional activities:

a. The staff member changed the focus of the newscast from (3) writing very short newscasts about world events to (3) writing very short newscasts about other “classes” in the Community Forum time. This shifted the focus of the class from “the world out there” to “the world right here that we are living in.” Camper motivation increased, as the campers were now reporting on their peers. Campers in other “classes” were also highly motivated to watch the newscast, because their friends, or they themselves, were in it!

b. Campers from the soccer “class” asked the Evening News “class” to advertise on the newscast, so they did interviews with a few members of the soccer “class.” The Evening News “class” also decided to cover the soccer tournament, and began to give live updates each day during Community Forum on the progress of the tournament and the members of the teams (as the soccer “class” develops them).

c. When the campers from the flamenco “class” learned that the soccer “class” was being interviewed and advertising, they sent a representative the Evening News “class” with a press release about their dance activities. They, too, were interviewed.

d. Instead of waiting until the end of the week to show their recorded newscast, the Evening News “class” decided to do a 5-minute live newscast at the end of the Community Forum during Days 3, 4 and 5.

Now, besides the newscast that was video-recorded and could be showed to other campers at the end of the week, this week-long unit on Mexican-style newscast is an independent class that is using the activities of the other campers as it reason for being. The staff member in this case did not need to find any news events – news events are going on naturally during the Community Forum.

As before, the staff member has a general plan for the week, but like any good teacher, as campers come up with ideas of their own the teacher adapts the plan to campers’ interests. In Stage 2, there are more opportunities for the campers to take charge and for the staff member to move into a support role in the background. The staff member is giving up a little of the control in exchange for more opportunities for campers to use language in a meaningful context.

Summary of Stage 2

Staff members are working with their individual groups of campers, which no longer look very much like “classes.” These are now groups of campers who are working on a weeklong project that they can define to some degree for themselves. Staff members are still helping them, but
Campers can now react with each other across “classes,” creating new groupings of students, each with a mutual short term purpose. The interaction between classes creates new need for communication. Sometimes the communication is difficult and slow, due to language limitations, but since the entire point of MMLA is learning communicate by constantly communicating right at the limit of one’s ability, it doesn’t matter how long a task takes, as long as the task is being completed in the target language.

**Stage 3**

In Stage 2, the entire camp is engaged in activities that run in parallel and begin to inform and influence each other. There are many opportunities for communication because (1) there are multiple goals and agendas and (2) student motivation is generally high, because students have a genuine say in how each activity moves forward. Staff may find themselves very busy or, in certain moments, feeling more like observers, ready to jump in and redirect activity that may be headed toward less productive language learning time.

When staff are comfortable being “molders” of the interaction (a student stance, or student centered instruction) instead of authorities of the interaction (a teacher stance, or teacher centered instruction), it is time to introduce Stage 3 activities to the Community Forum.

In some cases, it may be possible to introduce Stage 3 activities right from Day 1. In other cases, the staff member who ultimately oversees the Community Forum may want to wait with Stage 3 activities until the staff members working with small groups have their activities underway and have experienced a bit of Stage 2.

In Stage 3, the parallel and interacting activities of Stage 2 are given a context by introducing new roles that campers may or may not choose to be involved in, depending on how much latitude is offered.

There are four sample activities above: soccer, flamenco, art, and media. In Stage 3, you might call those same four activities:

- The Park Board
- The Center for Dance and Movement
- The Council on Fine Arts
- Channel 3

Simply renaming the activities moves Community Forum from interacting parallel activities to an extended role play.

Additional roles that can easily be adopted include:

- The City Council, complete with an elected mayor and a board of council members

There is a lot of room for communication here, as the mayor and council members could be required to stage a campaign, give campaign speeches, create campaign literature (electronic and paper), and, once elected, set policy for the Community Forum time.

- The Central Bank, complete with chairperson and directors
The introduction of a currency, or a barter system, or whatever the central bank decides on, introduces a whole new element of interaction to the Community Forum. Remember how the soccer team was giving out tickets to the soccer tournament? Perhaps they could raise “money” through sales of tickets. Remember how the flamenco dancers were offering lessons? Maybe they could charge for their services. But what do they do with the money?

- Small businesses

Perhaps there are some goods and services that could be provided, for a cost, to some of the other organizations. For example:

- the mayor and city council might like to hire a “public relations firm” that helps manage their campaigns (perhaps the service is a collection of campaign slogans, copied on flyers);
- perhaps the Park Board would like to hire someone to get any sports equipment (in the MMLA equipment office) that is needed – a type of “equipment courier” service.
- everyone might like to have a courier service (like FedEx) that could handle letters and packages mailed between campers; and
- beginners who are working on posters, flyers, and other activities that require more advanced language skills might like to hire an interpreter (a camper or pair of campers with more advanced language skills)
- everyone might like to consider speculating in the stock market. The rules for the stock market could be based on rolling dice (a 2, 3, 11 or 12 doubles your money, a 7 loses your money …). Investors might have to pay a fee to take part.

- A School Committee (or School Board)

School committee officials, who might also have to run an election campaign, could decide educational policy for Community Forum. What promotes good language learning? How should that behavior be rewarded? What detracts from good language learning? How should that behavior be discouraged?

- A police force?!

With the introduction of money (Central Bank and Stock Market, businesses) and rules (City Council and School Committee), there might be a little temptation to “break” the rules. Breaking the rules (within reason) is NOT a problem, as long as it’s done in the target language. In fact, the need to reign in the campers with a (friendly) police force provides more real reasons to communicate. Plus, being “sneaky” takes creativity and smarts, both qualities that make learning fun and challenging for everyone.

- Lawyers and judges?!!!!

Well, if there are rules to break, then there is going to be interpretation of the rules, and interpretation (which promotes language use) leads to the gray area between black and white (which promotes continued language use).
You get the point. Once you start introducing a few roles, more roles suggest themselves. Community Forum begins to look like a mind map, or a map of a large metro subway system, or a spider web.

**Summary of Stage 3**

Once into the role playing of Stage 3, the Community Forum has a life of its own and staff members, although they may have a plan, may find that individual campers and some groups of campers have to a great extent taken over the instruction. This is a desired outcome, not a problem. At this point, staff members adopt the responsibility of managing the role play, injecting encouragement or discouraging certain activities by helping campers or inserting variables into the role play that change power structures. (Remember, although the campers are truly beginning to own the Community Forum time now, the adults are still ultimately in charge!).

**Stage 4**

Perhaps after reading through Stages 1, 2 and 3 you have already anticipated what you are going to read here in Stage 4.

There have already been elements of each activity (called “class in Stages 1 and 2, but starting not to feel like “class” anymore somewhere during Stage 2, and definitely not in Stage 3) in the Community Forum spilling over into other parts of the day. The soccer tournament presumably becomes an Evening Assembly, the Evening newscast can be played for everyone during for example, the Club time, the flamenco dance troupe can do its performances really anytime during the daily schedule when all campers are gathered or for smaller groups of campers. The art hangs on walls all over campus.

In Stage 4, however, the staff and campers are really ready to let the interaction take off. The rules for interaction created by the city council and the rules for good language learning created by the school committee do not have to be limited to the Community Forum time. They can apply (within reason) to many parts of the day. The money that is being created, printed, earned, spent, and lost during Community Forum can adopt purposes during different times of the day. For example, money can be used in an auction for the right to stay up late, or have a special snack, or get dibs on the swimming pool for a specific class. The activities that campers are preparing can become full blown programs for the Evening Assembly, like the soccer tournament. The Center for Movement and Dance (or whatever name campers might choose) can organize a dance, mixing music, making decorations. The courier service for mail and package can actually become the official mail service for the camp. The mail service might be domestic (within the language camp) or international (real mail for sending off campus). The sky is the limit.

Also, as soon as you are setting up role plays, there are plenty of opportunities to explore cultural aspects of how things work. Some cultures may pride themselves on efficiency; others might be more laid back. Some might value indirect speech while others value flowery speech or very direct speech. These cultural elements can show up in the way staff members help campers create the roles of Community Forum. The cultural differences also provide additional fodder for discussion.
You probably also have been thinking, if you read about the projects Senior Teachers are working on with their project groups, that the activities in Stage 1 and 2 feel an awful lot like the project curriculum. In fact, they are. Many of the projects (during Project 1 and Project 2) may actually work very well as activities for Community Forum. Staff could either use the project curriculum during Community Forum time, or alternatively, begin to treat project time like additional Community Forum time, with interaction between project groups when appropriate. As long as it’s in the target language, it is fulfilling the purpose of keeping the campers working hard on by having lots of opportunities to practice communicating.

**Summary of Stage 4**

Hold on to your hat! Once you get a bunch of smart and creative campers and staff in the mindset that their creativity is limited only by the number of hours they can stay awake in a single day, lots is going to happen. You may not feel very in control in a full blown Stage 4 environment – at least not if you are still hanging on the belief that the curriculum needs to be created by the teacher. In Stage 4, the campers are very much dictating the direction of the curriculum. Staff members will always remain in control of behavior and appropriate limits. But in Stage 4 staff members have given campers the green light to educate themselves in ways that will amaze them, and you, and everyone.

**Some notes on logistics**

During the first week of camp, staff members will have to get campers used to the idea of the Community Forum. If you start with a Stage 1 set up and introduce Stage 2 elements, it should not be difficult to get both campers and staff members on board. Staff should discuss Community Forum during the daily meeting so that they are ready to introduce Stage 3 elements. Not everyone is going to feel comfortable with the role play at first! Enough staff members will, though, and in short order skeptical staff members will see the amount of opportunity there is for language interaction.

At the beginning and end of each Community Forum session, bring the entire camp together for announcements. At the beginning of the session, staff members can help campers choose groups (“classes”) by demonstrating the activity, special activities can be announced (the election for city council members; the introduction of a new business; a review of policy rules created by the school committee the previous day, etc …). At the end, establish announcements about what happened, encouraging campers over time to share in the announcement, and if there are performances or other “products” that came out of the session that can be shown to everyone, take advantage of having the whole group together.

Finally, before dismissing everyone, staff members who are leading Structured Activities should announce their activity (with props and gestures!) so that campers know what they can choose to do next!