

FRIENDS OF THAILAND  
PCV Small Project Assistance Funding  
REPORT FORM

**PREPARE YOUR REPORT TO INCLUDE THE FOLLOWING INFORMATION.**

Date of Report: 3/15/2016

Total Funds Received: 37,068 B

Type of Report (check one):  Final  Ongoing (If this is an Ongoing Report, it is \_\_\_ (e.g. #1) of \_\_\_ (e.g. 3) Reports to be Submitted)

Title of Project: Nong Chok Community Wide English Camp

Dates of Project: 3/9/2016-3/11/2016

Name, Group Number and Address of PCV: Jennifer Glotzhober YIND 127  
40 Moo 9, Nong Chok, Ban Rai Uthai Thani Thailand 61180

Location of Project: Nong Chok Elementary School And Nong Chok High  
School, Tambon Nong Chok, Amphur Ban Rai, Uthai Thani Thailand 61180

Individuals/Groups Responsible:

- PCV Jenny Glotzhober
- English Teacher's from each School
  - o Kru Jaruk
  - o Kru Orathai
  - o Kru Tip
  - o Kru Noi
  - o Kru Aom
- SAO Community Development Officer (P'Hut)
- OEG English Teacher (Kru Stephanie)
- PCV attendees
  - o Janelle F.
  - o Jia R.
  - o Jenny W.
  - o Erin C.
  - o Amber L.
  - o Angie K.

**PLEASE PROVIDE INFORMATION ON THE FOLLOWING.**

## Background Information of the Program/Project:

**Over the past few years Each of the 4 school in Tambon Nong Chok have hosted their own English camp. In the beginning of my service here I was ask to assist with the development of English camps at multiple different locations. After discussing with fellow teachers and community Leaders it was presented that the community have one large camp, instead of duplicating efforts and resources. While Nong Chok is a very active community, this will be the first Community Wide Event for school aged children. In the past activities for this population has been considered a responsibility of the school.**

## Describe how the Program/Project's Objectives and Benefits were met:

The students that were in attendance of the camp were introduced to a variety of games and activities that encouraged them to develop creative and critical thinking skills (see the attached lesson plans). Over the course of the 3 day camp, students were encouraged to have fun learning, the had to work on their listening and team work skills, use cognitive development skills to complete puzzles and activities and built up their confidence in their English speaking ability.

Due to some scheduling conflicts, the youth that were supposed to volunteer for the camp were no longer available. Instead, I was able to use 8 6<sup>th</sup> grade students to help with the younger student with teaching and participation, 6 additional students helped to prepare snack and facilitate rotating classes.

The first day was the biggest success in the transferring of skills from PCVs to Thai English teachers. It was this day that the Thai English teachers were the most present and active in participating. Over the course of the 3 days in the intense heat many of the Thai teachers failed to participate to the extent they originally had agreed upon.

## Describe how the Program/Project Schedule and Initiatives were implemented:

The camp was divided into 3 days, Day 1: 2 groups attended; lower elementary students and upper elementary students. The upper elementary students (4<sup>th</sup>-5<sup>th</sup> grades) were divided into 4 groups and attended classes on Verbs, Nouns, Adjectives and Categories. The Category Tic Tac Toe and Verb activity were the most successful. The students worked on their listening skills and on their confidence in speaking English words. The Verb activity students were able to work on constructing sentences and understanding what work in the sentence is the action word.

The younger students (1-3<sup>rd</sup> grade) learned ABC phonics, Shapes, and numbers. The most successful activities were the number popsicle stick puzzles and the "what time is it mr. Fox game". They youth really showed their

understanding of time and counting through these activities. The puzzle game allowed them to work on developing their cognitive development skills.

Day 2: 2 groups attended: Middle school (6<sup>th</sup>-8<sup>th</sup> grade) and High School (9<sup>th</sup>-12<sup>th</sup> Grade). The middle school students stayed in one big group and learned about different ways to greet each other in English, parts of the body, listening and following directions, places listening activity and an ASEAN cultural activity. The body part bust was a very successful activity, it allowed for the students to first work independently and then together in a team to properly identify parts of the body. The Places Listening activity (Where am I?) really allowed for the students and groups who are most interested in working and developing their English skills to practice listening and comprehension skills. The students were given a series of clues for a different location (room, building or place) and they had to come to the conclusion of what this location was. Some places (home and bedroom) were very easy for the group to conclude to, however others (beach and kitchen) were much more difficult. The last game played with the group was an ASEAN game. The students were given the 10 ASEAN flags in their groups, they then listened to a song from each of the countries while trying to identify what country the song came from.

The High School Students spent the day in 5 groups rotating between learning about conversation, parts of speech, tenses, music listening activity and careers. The conversation game was very successful mainly due to the full participation of a Thai Teacher. This session allowed for students to build their confidence in speaking Thai and working on speaking in full sentences. The students had so much fun playing verb charades in the tenses session that most of the session was spend on this, however it worked out because it allowed the students to build upon their vocabulary and learn from one another. The music listening activity took a popular song in English and allowed the students to finish off the verses and time to practice singing the song correctly.

Day 3: the middle school students returned for a second day of camp and learned in small groups about careers, adjectives opposite and played category tic tac toe. Day 3 the students were in groups of 20-25 students and got a lot more time for building confidence in speaking and understanding. At the end of day the students proved to have a larger understanding of opposites in English and different career words (such as pilot and pharmacist).

Detail the Program/Project Budget as implemented:

Please see the attached budget report.

Detail any Community Involvement (if applicable):

I was able to get a local photographer to donate his time and skills with taking pictures for 2 of the days at camp. He was also very help in motivating the kids and helping organize the activity, i.e. get in a circle or drawing everyone attention. Throughout the 3 days SAO staff was present at the Camp, helping

with setting up and transportation of PCVs, translation and registration. All the food for PCVs and teachers was provided by the community.

Describe the Program/Project Sustainability (if applicable):

The first day of camp proved to be the most successful in terms of sustainability. There were 4 Thai Teacher's present and active in teaching with either PCVs or EOG teachers. These 4 teachers learned new games and approaches to working in the classroom. Additionally on days 2 and 3, 3 Thai High School teachers were present off and on in either a small group classroom or the big group setting. However they did not consistently stay to help with the students and did not gain as much from the camp as I would have hoped. As for the PCVs present, they each reported learning new and exciting activities to teaching English or working with their communities.