

## **MyChina Village Virtual Chinese Immersion Camp 2009 Activities Conducted**

### **Pre-camp orientation for facilitators**

Facilitators went through a series of orientations via Skype and in-world. We first met to give them technical orientations and check their audio settings. Later we met to practice first day activities and CanDo Quests.

### **Pre-camp technical orientation for learners**

Learners attended a mandatory in-world technical orientation. A list of settings and skills learners needed to acquire was posted on the camp courseware. Each learner went through the list by themselves with help from technical assistants.

<b>Week 1: Water Crisis</b>
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### **Week 1 Goals:**

Learners will:

1. Familiarize themselves with MyChina Village environment
2. Get to know their peers and facilitators
3. Become familiar with the city of Suzhou in terms of geography, industry, and environmental issues
4. Understand key words about water-related environmental issues
5. Gain knowledge about water crisis issues around the world and exchange information and ideas with each other

### **Day 1: 8/3 (Monday) Orientation**

Materials: Hats, PowerPoint

1. Opening (whole group)  
Camp counselors greeted camp participants and introduced camp organizers.
2. Get to Know Each Other (pair – whole group)  
Before Activity: Each participant received a hat with a symbol related to environmental studies during the pre-camp orientation. There were two sets for each hat. One set was given to a facilitator, and the other was given to a learner.

Activity: Participants were instructed to wear their hats, make pairs with a person with the same hat, and get to know each other by asking questions. Then selected pairs introduced their partners in front of all participants.

3. Orientation (whole group)  
Camp overview: The camp director talked about the MyChina Village project background using PowerPoint projected on the screen in the amphitheatre at MyChina Village (funder, project purpose, goals, camp structure).

Courseware: Participants were introduced to the camp courseware and asked to participate in the pre-camp survey and create their profile pages.

4. Homework: Students were asked to complete a pre-camp survey and profile page.

#### **8/4 (Tuesday) Get to Know Suzhou**

Materials: Three posters for Suzhou presentations, PowerPoint, video

1. Suzhou introduction (whole group)  
The camp counselor introduced the city of Suzhou using PowerPoint. The camp counselor also introduced key words with images (e.g., geography, industry, canal) that would help learners with the next activity.
2. Poster session on the city of Suzhou (small group)  
Before Activity: Facilitators made groups of five (3 groups). Each group presented a poster on one of the following topics: 1) geography and population, 2) industry and landmarks, and 3) canal and Tai Lake water crisis. Three posters were then posted around MyChina Village.

Activity:

1. The camp counselor explained the activity and writing assignment using PowerPoint.
  2. Facilitators positioned themselves in front of their posters. Learners were divided into three groups. Each learner group visited their assigned facilitator group to hear their presentation, ask questions, and take notes for the writing assignment.
  3. The camp counselor asked learners to move to the next poster. Learners repeated the above with a new facilitator group.
  4. The camp counselor asked learners to move to the last poster. Learners repeated the same activity with the last facilitator group.
  5. The camp counselor called everyone back to the amphitheater and wrapped up the activity.
3. CanDo introduction (whole group - individual)  
The camp counselor introduced learners to CanDo statements. CanDo statements describe language functions for different proficiency levels (e.g., I can introduce myself in Chinese; I can give directions in Chinese). Each learner had a CanDo database in the camp courseware, which included CanDo statements from Intermediate-low to Advanced-low and language tasks associated with each CanDo statement, called CanDo Quests. Learners were asked to evaluate their current language skills using CanDo statements by choosing from “I can do”; “I can do with help”; and “This is my goal.”

Homework by Sunday: Upload a 200-word summary describing what you learned about Suzhou.

#### **8/5 (Wednesday) Water Crisis**

Materials: PowerPoint, posters for water crisis game

1. Tai Lake water crisis (whole group)

Participants watched a video <http://www.youtube.com/watch?v=E9YJXm1kqk4> projected on the screen and learned about the water crisis happened in Tai Lake near Suzhou.

2. How Much Water Is Left on This Planet (whole group)

Participants teleported themselves to the underwater classroom in Monash University's Chinese Island. The camp counselor orally explained the experiment below and had each participant perform the experiment by themselves. Participants then teleported back to MyChina Village and saw four pictures on PowerPoint, each of which had a drawing of three cups with various amounts of water. The camp counselor checked learners' listening comprehension by having them choose the picture that represented the correct amount of water.

Experiment:

- a. Get three cups of the same size.
- b. Pour water into the first cup to the top.
- c. Transfer 97 percent of the water in the first cup to the second cup. The water in the second cup represents the amount of salt water on Earth. The remaining water in the first cup represents the amount of freshwater on Earth.
- d. Next, pour two thirds of the remaining water in the first cup into the third cup. This amount (2% of the original amount of water in the first cup) represents the amount of freshwater that is locked in ice caps and glaciers. The remaining water in the first cup (1% of the original amount) is the amount of freshwater available for everyday use. This represents all the potable water found in rivers, lakes, streams, and groundwater aquifers on Earth. This demonstration shows the relatively small amount of freshwater water available to support all the living beings on the planet.

3. Water crisis game (whole group)

Before Activity: Four letters of the alphabet (A, B, C, and D) were posted on the four walls around the amphitheatre.

Activity: The camp counselor presented a series of multiple-choice questions about water issues using PowerPoint. Participants indicated their answers by moving themselves close to the letter that corresponded with their answer. Participants received points, which were kept on a score board, for selecting the right answer. This activity presented key issues and vocabulary to learners. (See appendix of water crisis questions.)

**8/6 (Thursday) My Story, My Perspective**

Materials: Costumes used in skit performance, PowerPoint

1. Model interview skit

Activity:

1. Skit project explanation (whole) The camp counselor explained the first group project. The project was to create and perform a skit based on an actual environmental incident. The skit could be either someone interviewing two people with conflicting opinions or creating a story.
2. Skit activity (whole group) Participants watched a model interview skit performed by three facilitators. In the skit, an interviewer asked questions to a Wuxi citizen and a government official on the Tai Lake water crisis. Learners challenged people in the skit by asking tough questions.
3. Categorization activity (individual) Learners saw a list of different opinions projected on the screen (e.g., The government did everything to clean the lake. The quality of water is more important than a pursuit of higher GDP.). Learners then categorized each opinion into “government” and “citizen.”
4. Mini debate (small group and pair)  
Each participant was assigned to play either a government official or a Wuxi citizen and make groups with the people with the same role. Each group came up with ideas that supported their stance. Participants made pairs with a person with a different role and had debate.

2. Skit/story preparation (group)

Participants made groups of three and brainstormed their skit/story.

**8/7 (Friday) Open House**

Materials: Registration desks, boards with pictures of participants, balloons

We designated every Friday as open house day and made the session open to anyone to join the campers. The purpose of the open house was to give learners opportunities to demonstrate what they learned during the camp and to promote MyChina Village.

The first open house served as an introduction of MyChina Village. Each participant was assigned a role from the following list:

- a. Front desk
- b. Guide
- c. Water crisis game host
- d. Suzhou poster session presenter
- e. Model skit presenter
- f. Giveaway presenter at dorm lounge
- g. Open market

The open house was scheduled to start on 6 p.m. PDT. We spent the first hour before the open house assigning each participant their task and having them practice their task. Contrary to our hope, no guests arrived. Campers ended up spending their time chatting.

Based on this experience and participants’ feedback, we decided to continue our regular session on Fridays and have guests (if there were any) observe the session and join activities.

<b>Week 2: Ecological Living</b>
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**Week 2 Goals:**

Learners will:

1. Be able to express opinions on environmental incidents in their presentations and casual conversation
2. Learn about Suzhou Industry Park and exchange information on other environmental initiatives
3. Gain knowledge about ecological living and exchange ideas
4. Decide on their final project
5. Start building a sense of community
6. Work toward their individual goals by performing CanDo Quests and receiving evaluations

**8/10 (Monday) Final Project Explanation and Suzhou Industry Park**

Materials: PowerPoint, video

1. Final project (whole group – small group)  
The camp counselor explained the goals of the final project and presented two options for campers to choose from as a whole group. One option was to make MyChina Village a more ecologically friendly town. The other option was to turn their dorm into a green building. The camp counselor gave participants time to discuss in groups which they preferred and why.
2. Suzhou Industry Park (whole group – small group)  
The camp counselor gave a general introduction about Suzhou Industry Park and explained some key vocabulary. Campers watched a video about the park: <http://www.tudou.com/programs/view/OdWVoTwd3t4/> (from 0:00 to 4:36). In groups, learners asked their assigned facilitators questions about the initiative.
3. CanDo Quests (pair)  
The counselor explained the procedure of performing CanDo Quests. Each learner performed quests for their target CanDos with their assigned facilitator. After completing each quest, facilitators evaluated learner performance on the courseware.

**8/11 (Tuesday) Eco-Friendly Places**

Materials: PowerPoint

1. A visit to Etopia Eco Village and Architecture Island (small group)
  - 1) Participants were divided into two groups consisting of four learners and four facilitators.
  - 2) The counselor explained the activity. In the activity, participants were instructed to visit their assigned island and find one thing that they think would make MyChina Village more ecologically friendly.

3) Everyone gathered at the amphitheatre and gave a report about their finding.

2. CanDo Quests (pair)

### **8/12 (Wednesday) Climate Change**

Materials: Severe weather setting, video, vocabulary list, and fill-in-the-blank activity handout

Severe weather awaited participants at MyChina Village. Big thunderstorms ran through the village with lightning hitting near the campsite.

1. Global Warming

#### Activity:

Video screening (whole group) Participants watched a video about global warming titled 来自2070年的一封信 (<http://www.youtube.com/watch?v=W2tGE1w-8ds>).

Learners were instructed to learn vocabulary using a document available on the courseware.

Fill-in-the-Blank Activity (individual) Learners worked on fill-in-the-blank activity to check their listening comprehension. Discussion (small group)

Learners checked their answers and shared their feedback on the video in groups.

Sharing (whole group) Participants shared what they discussed.

2. Skit/story-telling practice (small group)

Participants worked on their skit and story-telling.

3. CanDo Quests (pair)

### **8/13 (Thursday) Final Project and Skit/Story-Telling Rehearsal**

Materials: None

1. Final project decision (whole group)

Participants discussed and decided on the final project, which was to hold a contest where campers showcased their ideas to turn MyChina Village into a sustainable city in groups.

2. Skit/story-telling rehearsal (small group)

Participants rehearsed their skit and story-telling.

3. CanDo Quests (pair)

### **8/14 (Friday) Presentation**

Materials: None

1. CanDo Quests (pair)

2. Skit/story-telling presentation (whole group)  
One group presented its skit. The other two groups were not able to present at this time due to absence of group members.
3. Final project group brainstorming (small group)  
With their assigned group members, campers brainstormed their ideas to turn MyChina Village into a sustainable city.

<b>Week 3: MyChina Village Sustainable City</b>
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**Week 3 Goals:**

Learners will:

1. Research and discuss ideas to make MyChina Village environmentally-friendly
2. Discuss ideas for after-camp activities
3. Work toward their individual goals by performing CanDo Quests and receiving evaluations
4. Strengthen the sense of user community and start feeling ownership of MyChina Village

**8/17 (Monday) Final Project Preparation**

Materials: PowerPoint

1. Final project preparation (pair)  
In pairs, participants walked around MyChina Village to observe and discuss the current environment of the village and ideas on how to make the village more ecologically friendly.
2. CanDo Quests (pair)

**8/18 (Tuesday) Final Project Preparation - Continued**

Materials: PowerPoint

1. Final project preparation (small group)  
The camp counselor divided participants into groups of four (2 learners and 2 facilitators) and further divided each group to learner-facilitator pairs. Each group was asked to select four topics from the five topics presented by the counselor (waste control, water use, transportation, green building, and reduction of carbon footprint). First, each group assigned 2 topics for each learner-facilitator pair to discuss. The group met to share their ideas for their assigned topics and came to a consensus on what to propose as a group.
2. CanDo Quests (pair)

**8/19 (Wednesday) Final Project Preparation - Continued**

Materials: None

1. Final project preparation (small group)  
Participants continued to work on their presentations. They were asked to submit their PowerPoint slides and presentation scripts for the counselor to check.
2. CanDo Quests (pair-50 min)

### **8/20 (Thursday) Final Project Preparation - Continued**

Materials: None

1. Final project presentation practice (small group)  
The groups practiced their presentations with their finalized PowerPoint slides and scripts. Facilitators gave feedback to learners to improve their presentations.
2. CanDo Quests (pair)

### **8/21 (Friday) After-camp Plan**

Materials: None

One of the goals of the camp was to create a community of users and nurture participants' ownership of MyChina Village. The camp organizers communicated this message to the participants throughout the camp. The organizers decided to focus on this goal for the rest of the camp.

1. After-camp plan (whole group – small group)  
The camp director reiterated our goal to make MyChina Village sustainable after the camp. The counselor had participants discuss what they wish to do after the camp in groups, share ideas with the entire group, and decide on their future activities at MyChina Village.
2. CanDo Quests (pair)

<b>Week 4: After-camp Plan</b>
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### **Week 4 Goals:**

Learners will:

1. Give a presentation on their ideas to turn MyChina Village into a sustainable city
2. Make a video on their experiences and achievements during the camp
3. Finalize their plans for after-camp activities
4. Complete CanDo Quests and evaluate their achievement
5. Strengthen their sense of user community and ownership of MyChina Village
6. Become aware of other opportunities and various ways to utilize virtual environments

### **8/24 (Monday) MyChina Village Sustainable City Contest**

Materials: A desk and chairs for judges and trophy, PowerPoint



1. MyChina Village Sustainable City Contest (whole group)  
Three groups gave presentations in front of three guest judges and other participants. Judges scored presentations based on criteria including presenters' performance on answering their questions. After all the presentations were complete, the camp participants voted for the best group by moving themselves to a designated location to indicate their choice (e.g., in front of the scoreboard to vote for Group 1). The camp organizers counted the number of participant votes, combined them with judges' scores, and showed the final results on the score board. The winning team was presented a trophy. The contest was concluded with general comments from judges.
2. Announcement of a collaboration opportunity by Professor Scott Grant (whole group)  
Professor Scott Grant, who administers Monash University's Chinese Island in Second Life, visited the camp to recruit people to help with a student project for his Chinese Media Studies course. The camp participants were invited to receive interviews from his students for their news report project in Second Life.

### **8/25 (Tuesday) A Visit to the Center for Learning in Virtual Environments**

Materials: None

1. A visit from Dr. Jonathon Richter with the Center for Learning in Virtual Environments (whole group)  
Dr. Richter gave a tour of the Center's island in Second Life. Participants saw different ways to utilize virtual worlds for learning, including a game for experiencing collaborative learning and a virtual library.
2. CanDo Quests (pair)

### **8/26 (Wednesday) Video Project**

Materials: None

1. Video project (small group)  
Participants were divided into groups of four. The camp counselor explained about the video project. The project involved creating a short-length video about participants' experience and achievement during the camp. Groups teleported to a private location to plan for their video.
2. CanDo Quests (pair)

### **8/27 (Thursday) Video Project - Continued**

Materials: None

1. Video project (small group)  
Participants continued to plan and make their videos. One group decided to make a video on new friendship formed during the camp with a series of snapshots they took. Another group scripted a skit and acted out scenes to edit them into a movie. The

last group built a new island on the sea and was planning to make a video out of it, but they did not finish the video.

**8/28 (Friday) Farewell and After-Camp Plan**

Materials: None

1. Camp director's final remarks (whole)
2. After-camp plan (whole)  
Participants elected two leaders (one student and one camp facilitator) to lead after-camp activities. The two leaders facilitated the discussion of an after-camp plan, including type of activities, schedule, and communication methods. Participants decided to hold weekly language exchange meetings (one hour in Chinese and one hour in English).
3. Video project (small group)  
Participants continued their work to finish their video projects.
4. Farewell (whole)  
The camp counselor gave a final remark to conclude the camp.

Appendix 1: Water crisis game questions

节水问答

1. 在一栋房子当中通常哪个房间用去总用水量的三分之二？
  - a. 厨房
  - b. 卫生间
  - c. 卧室
  - d. 户外水系统
  
2. 可饮用水占全世界总水量的百分之多少？
  - a. 0.01%
  - b. 5%
  - c. 10%
  - d. 70%
  
3. 下列哪项可以节约用水？
  - a. 刷牙的时候关掉水龙头
  - b. 在冰箱中存放一些水，而不是直接从水龙头接冷水
  - c. 不要为了好玩而随便冲马桶
  - d. 以上都对
  
4. 如果没有水，一个人最多可以活几天？
  - a. 三天
  - b. 七天
  - c. 十天
  - d. 二十天
  
5. 什么是世界上主要疾病的病因？
  - a. 粪便
  - b. 昆虫
  - c. 不正确的教育
  - d. 化学废物
  
6. 在贫困地区，一个孩子身上大约会感染多少寄生虫？

- a. 没有
- b. 100
- c. **1,000**
- d. 10,000

7. 一个滴水的水龙头，一天大概会浪费多少水？

- a. 二十升
- b. 四十五加仑
- c. 两加仑
- d. **七十五升**

8. 美国人比欧洲人多用多少水？

- a. **五倍**
- b. 十倍
- c. 二十倍
- d. 三十倍

9. 世界上大多数人为了取水每天要走多少路？

- a. 十英尺
- b. 大约一个街区
- c. **三英里**
- d. 一英里

10. 什么时候世界上三分之二的人口将会面临缺水危机？

- a. **2025**
- b. 2999
- c. 3000
- d. 3030

11. 下列哪一项含水最多？

- a. 人脑
- b. 一只鸡
- c. 一个菠萝
- d. **一个番茄**

12. 下列哪项活动用水最多？

- a. 做饭
- b. 洗澡**
- c. 饮水
- d. 灌溉草坪

13. 世界上最大的淡水资源在哪里？

- a. 红海
- b. 南极**
- c. 五大湖区
- d. 英吉利海峡

14. 一个人一天需要多少水？

- a. 两加仑
- b. 四加仑**
- c. 八加仑
- d. 十加仑

15. 一个美国人平均一天消耗多少水？

- a. 二十到一百加仑
- b. 一百到一百七十加仑**
- c. 一百七十到二百二十加仑
- d. 二百二十到三百加仑

16. 世界上平均多长时间就有一名儿童死于与水有关的疾病？

- a. 十五秒钟**
- b. 一分钟
- c. 五分钟
- d. 一小时

17. 下列哪一地区的水费更高？

- a. 海地**
- b. 美国
- c. 非洲
- d. 俄罗斯

English translation

**Water Questions**

1. Which part of the house uses two-thirds of the total water consumption of a house?
  - a. Kitchen
  - b. Bathroom**
  - c. Bedroom
  - d. Outdoor Water System
  
2. How much of the world's water is usable?
  - a. 0.01%**
  - b. 5%
  - c. 10%
  - d. 70%
  
3. What's one way to conserve water use?
  - a. Turn off the water when brushing your teeth
  - b. Keep a container of water in the refrigerator instead of getting cold water from the faucet.
  - c. Don't flush the toilet for fun.
  - d. All of the above.**
  
4. How many days can a person live without water?
  - a. 3 days
  - b. 7 days**
  - c. 10 days
  - d. 20 days
  
5. What is the cause of the majority of illnesses around the world?
  - a. Fecal Matter**
  - b. Bugs
  - c. Improper Education
  - d. Chemical Waste
  
6. In a poor environment, about how many parasitic worms infect a child's body?
  - a. None

- b. 100
- c. **1,000**
- d. 10,000

7. How much water is wasted by a small drip from the faucet?

- a. 20 litres
- b. 45 gallons
- c. 2 gallons
- d. **75 litres**

8. How much more water do Americans use compared to Europeans?

- a. **5 times**
- b. 10 times
- c. 20 times
- d. 30 times

9. How far must most people in the world walk for water?

- a. 10 feet
- b. A block or so
- c. **3 miles**
- d. 1 month

10. When will two-thirds of the world's population be facing water stress issues?

- a. **2025**
- b. 2999
- c. 3000
- d. 3030

11. What is made up of the most water?

- a. The human brain
- b. A chicken
- c. A pineapple
- d. **A tomato**

12. What requires more water to do?

- a. Cooking
- b. **Bathing**

- c. Hydration
- d. Watering the Lawn

13. Where is the greatest supply of the Earth's fresh water located?

- a. The Red Sea
- b. **Antarctica**
- c. The Great Lakes
- d. The English Channel

14. How much water does a human require each day?

- a. 2 gallons
- b. **4 gallons**
- c. 8 gallons
- d. 10 gallons

15. How much water does the average American use per day?

- a. 20-100 gallons
- b. **100-170 gallons**
- c. 170-220 gallons
- d. 220-300 gallons

16. How often does a child die from water-related diseases?

- a. **15 seconds**
- b. 1 minute
- c. 5 minutes
- d. 1 hour

17. People from which region pay more for water?

- a. **Haiti**
- b. United States
- c. Africa
- d. Russia