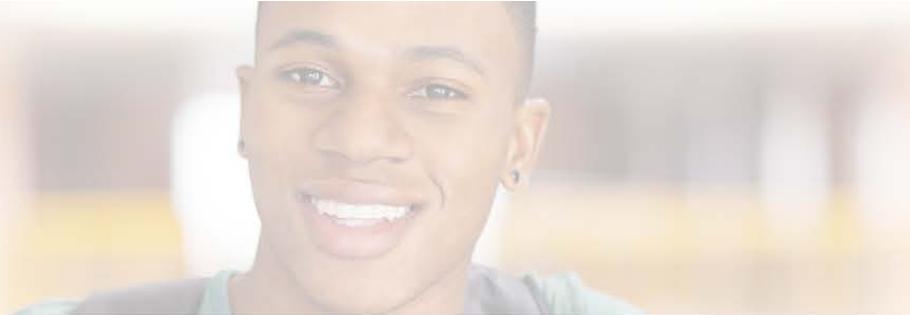## PURPOSE OF THIS GUIDE

We all have been blindsided by Covid – 19 but you want to do some sort of AP/IB Camp this summer. Perfect. Now, you just need to plan what your camp is going to look like. You may find yourself asking, "Where do I even begin? What are the essentials to a great camp online? Well we don't know because this is a first. But have no fear. This CAMP Guide was written for you. Below, you'll find a "shell" that you can leverage to fill in specifics to meet the needs of your students and your school building.

BEST WAY TO USE THIS GUIDE

In the *Before You Get Started—Some Suggestions,* you'll find some recommendations to keep in mind before you get too far down the planning road that will help with the look and feel of your program.

In the *5 Essential Components to a Successful CAMP*, you'll find the aspects we recommend your program addresses. Under each section, you'll find a suggested activity that supports that component. We have more great ideas, but intentionally have not shared them all here because YOU HAVE GREAT IDEAS related to your specific school context that need to be put on a page. For each component, we recommend you ask yourself the following questions:

1. What activities do we already have, or have I seen elsewhere that support this component?
2. If the sky was the limit and money was no object, what activities would I create to support this component?
3. Given all the ideas everyone has had, what two ideas can I not live without?
4. Where do these ideas fall on the Priority Matrix? (See Appendix)
5. Does this activity send a message of ability and belonging to students?

We have a few sample schedules and structures for you to consider:

- In *You Only Have Two Hours. A Sample Schedule* section, you will find a rough schedule that keeps in mind the essential components that must be included. We highly recommend creating two, two-hour virtual sessions of CAMP, this schedule gives you a sense of what is possible, however, if a shorter time is needed, then think about what is most essential and use that.
- Another idea is to offer short *Modules* that are only 45-60 minutes. Students could sign up and attend those that fit their interests and needs. They could also be offered multiple times, across the morning and afternoon, to accommodate schedules.

BEFORE YOU GET STARTED—SOME SUGGESTIONS

IF YOU BUILD IT, WILL THEY COME? CONSIDERATIONS TO ENSURE A WELL ATTENDED ^CA^MP (all of this will now have to be online, Instagram, Tik Tok, Facebook, Snapchat, personal phone calls, email etc.)

1. **Task Current AP/IB Students with Planning ^CA^MP.** Students know what would have been helpful to them in transitioning to AP. Establish a diverse group of current AP/IB students who will plan the agenda for ^CA^MP. Provide advisement and approval of their final agenda. Be sure that underrepresented students have a strong voice.

2. **Leverage your Trusted Adults**. Trusted adults should both encourage attendance at ^CA^MP and be key facilitators at ^CA^MP if available. (they can make phone calls to not only check on students but encourage them to attend the Virtual Camp – we can provide Trusted Adults information if needed)

3. **Timing.** We recommend hosting ^CA^MP in the weeks that lead right up to the beginning of the school year. While we might not know when that will be this is something to consider. One option would be to offer ^CA^MP on the weekend right after the first week of school. You may also consider doing another version of ^CA^MP during winter break to check in with students on their progress and offer further support. If you do things right, students will have a blast at ^CA^MP and be excited to come back.

SETTING THE STAGE—^CA^MP LOGISTICS

1. **Point Person.** Things tend to go much more smoothly if everyone knows who oversees ^CA^MP. We recommend assigning one point person to be responsible for the planning of ^CA^MP, although they may delegate many tasks to a larger team. Several sites have indicated that this is key to their success and in subsequent years, this person had the entire year to pull ^CA^MP together.

2. **The Feel.** Students are going to gain some great academic skills over the course of ^CA^MP, but the overall feel of ^CA^MP should be FUN. Students need to relax, feel like they belong, and see their teachers as advocates instead of scary people up at the front of the classroom with a grade book. We will have to work harder to achieve this over the internet, but it is possible.

3. **Length.** Student are on their break and are not going to want to sit in long sessions. Two-hour sessions might be too long, but one hour will feel rushed. Another choice would be three 45-minute sessions, but there will need to be great incentives to return each day.

4. **Food.** Since this is virtual, encourage students to bring a snack and a drink and leave time to have a break or two on screen.

5. **SWAG Bag.** Lanyards. T-shirts. Key chains. Bumper stickers. Candy. Pens. Pencils. Notepads. Drawstring Bags. These are all things that make a great SWAG bag and you know your students love swag! If the budget allows, send students (or have them come pick up) a swag bag with the instructions to not open them until the Camp – have them open them all at once on screen they will love it!

6. **Translation and Assistance.** Make sure that you have translators available for ELL students who may require language interpretation and support for special education students who may require assistance.

7. **Budget.** There are a lot of things that will cost you nothing or that you can get donated. However, you need to put some dollars into CAMP. This may be one of the most impactful supports for students who are beginning AP for the first time.

8. **Registration Process.** Make sure you have an easy registration process for students. Mail home fancy invitations, automatically register students when they sign up for an AP/IB class with an option to opt out, etc. If using an online registration tool, be sure to think through who has internet access and who does not and make sure that does not become a barrier.

9. **Incorporate Experienced AP Students.** Leverage students who have already taken AP courses to help you with CAMP. They will serve as key mentors to the new AP students as they move through CAMP. Make sure these aren't just your AP all-star 4.0 students. Have a good mix of students that are relatable. It is also very impactful to bring back any college students who were previously a part of your AP Program who may want to be involved.

10. **Active Learning.** Try to make the academics of CAMP fun. Research interactive activities to do virtually or design learning stations in breakout rooms. The more interactive CAMP is, the better.

5 ESSENTIAL COMPONENTS TO A SUCCESSFUL CAMP

1. TEAM BUILDING

   - *Objective:* Help students feel comfortable and get to know the other students at CAMP.

2. AP NUTS AND BOLTS

   - *Objective:* Help students feel comfortable with the skills needed to take an AP course and teach them skills they may have not yet learned.

- *Example:* *Skills Workshop.* Have your AVID coordinator (or AP Coordinator, or teachers) teach students how to take notes and how to use a planner.

3. BELONGING

- *Objective:* Help students have a sense of belonging in the AP program.

- *Example:* *Myth Busters.*
  Collect a list of common concerns or "myths" fears, things you hear around AP. Have a student panel to address. Write each thought on a piece of paper. After the student panel crumple it up and throw away along with everyone else on the call.

4. AP FAIR/TEACHER INTERACTION

- *Objective:* Help students feel comfortable with the instructor(s) that will be teaching their AP course(s) and with other experienced AP students.

5. PERSONAL MOTIVATION

- *Objective:* Help students examine why they personally want to be in AP and the value that the courses have for their life.

- *Example:* *Vision Boards*
  Have students create an online vision board (see resources). Set a prompt for them such as "What do you hope to gain out of your experience in AP?" or "What do you want your life legacy to be?" to create a "board" that reflects their vision. Ask them to share in breakout rooms what they have created.

YOU ONLY HAVE TWO HOURS. A SAMPLE SCHEDULE

We know that times are different now, but it is still important to integrate and prepare students for AP. However, if you only have two hours, here is a sample schedule to give context to the items that should be top of mind when planning.

Introductions and Purpose of ^CA^MP (10 minutes)

Team Building (20 minutes)

Essential AP Skills (40 minutes)

Belonging Activities Led by Current AP Teachers (40 minutes)

Your Personal Motivation and Wrap-Up (10 minutes)

DAY ONE

Introductions and Purpose of CAMP (10 minutes)

- Play music as the students enter the Zoom chat
- Make sure everyone is acknowledged on the screen as they enter

Team Building (20 minutes)

Icebreakers

- "Who is This?"
  - Each person submits 3 emojis/pictures (1 hobby, 1 favorite food, 1 favorite animal) in advance. Create a power point with each submission.
  - Show the pictures and have students try and guess who it is (the zoom poll can be used to list the students' names)
- Don't smile
  - Tell everyone they cannot smile and then tell some bad dad jokes whoever smiles first is Out!
  - Continue until one person is standing

Essential AP Skills (40 minutes)

(AVID Coordinator could teach this portion – if not AP Coordinator or senior AP teacher)

- Organizational Skills
- Note Taking Skills
- Study Skills

Belonging Activities Led by Current AP Teachers (40 minutes)

- Students Breakout into rooms with AP teachers
  - Teachers tell a bit about themselves and the students do the same
  - The rooms are rotated so all the students meet the teachers (if there isn't enough time only have the teachers introduce themselves. Give them two or three things to say)

Your Personal Motivation and Wrap- Up (10 minutes)

- AP Tik Tok
  - Tell students to come tomorrow with a 2-minute Tik Tok video that explains their upcoming AP course OR
  - Group students in pairs and have them create a 2-minute Tik Tok video for the next day
  - Create a vision board with the same information or information about how they are feeling about the course

Remind them to create the video and give them the assignment to write a letter to themselves of how they feel going into AP. (provide some prompts if needed)

*this exercise will allow them to recognize how they feel and encourage them to envision the end results. They hopefully will make connections to what AP means towards their future goals.

Provide another meaningful assignment if desired

DAY TWO

Introductions and Agenda for the Day (15 minutes)

- Play music as the students enter the Zoom chat OR have a DJ play OR show inspirational video at the beginning
- Make sure everyone is acknowledged on the screen as they enter

Team Building (15 minutes)

Personal Motivation (40 minutes)

- Students present their Tik Tok videos/vision boards
- And/or Continue Essential AP Skills (depending on time)

Nuts and Bolts of Summer Assignment (30 minutes)

We discourage summer homework as it can be a barrier for many students. However, if you are dead set on requiring some summer homework, we recommend it be assigned and facilitated through the context of CAMP. This allows students the necessary support they need to complete their first assignment and mitigates the risks of teachers using assignments as weed out tools.

OR

Policies and Procedures and Q&A (30 minutes)

- Share with students' policies and procedures and what to expect on the first day of class (this should be student run with an adult moderator).
- Provide students an opportunity to ask questions

Closing (20 Minutes)

- One Word: Have each student express one word of how they feel about the camp.
- Send a feedback form in the chat and allow the students to complete right away.
- End the session with a motivational quote, thought or message

MODULES (45-60 minutes)

Intro (5 minutes)

Belonging Icebreaker (10 minutes)

- Example: Share your name, and a characteristic about yourself that will help you and others be successful in your AP class this year.

Essential Skill Building

- Possible topics include:
  - Time Management and Executive Functioning Skills
  - Prioritizing Productivity
  - Creating awareness of and maximizing resources (including peers)
  - Common Academic/SEL Skills
  - Perseverance/Grit
  - Effective Communication with Teachers- Self-Advocating Behaviors
  - Modes of writing- getting to the point (humanities vs. sciences)
  - Annotation Skills
  - Tech Training
  - Math skills for sciences and other "non-math" courses
  - Presentation Skills

Action Item/" Put it in practice"

How can students practice these essential skills in their everyday life? These should be easy to complete, and adaptable to any student's daily experiences.

- Example: If working on time management, have students do a "time study" over the next few days.
- Example: If working on perseverance, have students try to learn a new, simple, but challenging skill like juggling. They could even take a video of their first and final attempts to see progress and talk about the experience.

RESOURCES:

- *AP resources* https://apcentral.collegeboard.org/about-ap/start-grow-ap/outreach-support-resources
- *Online vision boards* https://famleeoffour.com/how-to-create-a-vision-board-online-for-free/
- *Online flashcards* https://www.brainscape.com/
- *Tic Tok* https://www.tiktok.com/en/
- *Online Scavenger Hunt* https://en.actionbound.com/ and http://mhbombers.com/technology/Links/How%20to%20Make%20Online%20Scavenger%20Hunts.htm

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Notes:

If teachers cannot attend in person, they can upload videos to YouTube

When sending students to breakout rooms, find different ways, by career goals, by trusted adults, by last name etc.

THROUGHOUT THE YEAR

Many of the principles in this ᶜAᴹP guide can also be taught or embedded within an AP class. However, it is important to provide opportunities for reflection, improvement, and continued learning throughout the year. In the virtual space, there are many ways to build out-of-class modules and workshops for students to attend. As you build these sessions, remember that they should include concrete strategies and skills for students, build a sense of belonging and community, and connect to their motivations, values, and goals. Here are some examples and ideas:

Student-led

- AP Success workshops, with student-selected topics and facilitation on tips and tricks to navigate AP classes
- Community building events like game nights, talent shows, dance parties, Tik Tok challenges, etc.
- Stress management techniques- Group yoga, meditation, exercise challenges
- "What works for me" idea fair: 1-minute mini-presentations on a theme (study strategies, time management, organization, etc.)

School-led

- "Ask the expert" Q&A sessions
  - AP teachers can model vulnerability, growth mindset, and examples of how they are lifelong learners when it comes to these "essential skills" like time management, organization, etc.
- Content review sessions
- Office hours
- CAMP during fall, winter, and spring breaks for students who missed the first one or want to revisit topics
- Town halls led by teachers or administrators, to dialogue about what is and isn't working for students and families

Community-led

- Panels or guest speakers who can connect AP work to career success
  - Schools can invite students by AP subject, or by using career aspiration data from fall surveys.
- Current college students from your high school who can connect AP work to college success

PRIORITY MATRIX

Priority matrix with IMPACT on the vertical axis (Low to High) and EFFORT on the horizontal axis (Low to High). Quadrants: No Brainers (high impact, low effort), Worthwhile Projects (high impact, high effort), Quick Wins (low impact, low effort), Not Worth It (low impact, high effort).