



2017 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK Central		
Program Title:	STARTALK Korean Summer Camp		
Curriculum Title:	Korean New Year		
Language:	Korean	Grade(s) of Learners:	Grades 6-8
Language Background:	Heritage Speakers	Program Setting:	Non-Residential
Duration:	3 weeks / 15 days	Contact Hours:	90 hours
Target Proficiency Level: (by end of program)	Novice High	Target Performance Level: (during and by end of program)	Novice High
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STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

In this 3-week camp, heritage students with novice-mid proficiency in Korean will explore Korean New Year, *Sul-Nal*, which is one of the most significant and traditional Korean holidays. They will learn about facts related to Korean Lunar New Year, such as its name and date, customs and ritual, traditional food, and folk games. As they learn the things that take place before *Sul-Nal*, they will be able to talk about family and relatives, make a New Year card with dates, create a shopping list for food, and plan prep work for Korean New Year, such as cleaning the house and preparing traditional clothes. As students explore routines associated with Korean New Year, they will be able to greet people, talk about traditional food, perform traditional rituals with a special saying, and play a folk game. As they visit all things about Korean New Year, they will be able to make a comparison with Gregorian New Year celebration in the West and talk about the importance of remembering and celebrating holidays from their heritage country.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

Be sure to label the mode and proficiency level of each statement.

PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS

Number the Can-Do statements here and then transfer to Stage 3.

Interpersonal Communication

▪ **Novice High:** I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

1. I can greet people in a culturally appropriate way.
2. I can exchange information about myself, such as my name, school, grade, and where I live.
3. I can use numbers from 1-100 to ask and answer questions about age, number of family members, date, time, and prices.
4. I can ask and answer questions about things related to Korean New Year, such as traditional food and games.
5. I can orally exchange information about Korean New Year celebrations with others.
6. I can use special traditional sayings at the *Sebae* ritual and the meal time.

Presentational speaking

▪ **Novice High:** I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

7. I can introduce myself to people with my name, age, and grade at school.
8. I can talk about my daily routines, including chores, such as cleaning and cooking.
9. I can present my extended family and relatives to others.
10. I can describe traditional Korean clothing and food with proper adjectives, as well as talk about my preferences.
11. I can talk about Korean New Year rituals and my family's Korean New Year celebration in US.

Presentational writing

▪ **Novice High:** I can write short messages and notes on familiar topics related to everyday life.

12. I can make a traditional New Year card for Korean New Year and write greetings and wishes.
13. I can write a shopping list for food and a to-do list for a New Year celebration.
14. I can write an email about my Korean New Year in the US to my Korean relatives.

Interpretive Listening

<ul style="list-style-type: none"> ▪ Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said. 	<p>15. I can understand a simple recipe of a traditional Korean dish from a teacher’s cooking class.</p> <p>16. I can understand a description of a Korean folk game from a video clip.</p> <p>17. I can mostly understand simple conversations about foods, rituals, and games related to Korean New Year from watching a Korean cartoon.</p>
<p>Interpretive Reading</p>	
<ul style="list-style-type: none"> ▪ Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. 	<p>18. I can understand a simple sentence about <i>Sul-Nal</i> from a storybook.</p> <p>19. I can understand the names of foods and games related to Korean New Year.</p> <p>20. I can read and understand a message on a Korean New Year card.</p>

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<p>Students watch two video clips of New Year’s Day in 1992 (Seoul and US). Then, given a chart with two columns and a list of words in English, they are to demonstrate their understanding on which tradition is Korean and which is American by choosing which column a tradition belongs in.</p>	<p>Teacher prepares a survey on Korean New Year celebrations in the US. Using the survey questions, students will interview a partner and talk about their families’ Korean New Year celebration in the US and find the similarities and differences among families. Then with the partner, they share their appreciations on being a heritage learner of Korean and make a list of things fascinate to them about Korean New Year.</p>	<p>Students will pretend they will have a Korean New Year celebration in a couple weeks. They are in charge of the celebration and students are asked to form a small group and choose one part of the celebration plans from a written list, such as food, prep work, shopping, ritual, or game. Then they are to give an oral presentation on a plan of their choice as a group, preferably with visual aids. This assessment requires the teacher to give the class the list of items on the celebration plans ahead of the assessment time, so that students can choose one item from the list, prepare a short oral presentation about their choice, and practice it.</p>
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
<p>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</p>	<p>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</p>	<p>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</p>
Interpersonal Speaking		
<p>1. I can greet people in a culturally appropriate way.</p>	<p>Hello! It has been a long time.</p>	<p>(Skit: Greetings) With an assigned small group, students come up with a skit greeting each other</p>

	<p>How have you been? 안녕하세요. 오랫만이에요. 어떻게 지내셨어요?</p> <ul style="list-style-type: none"> • Proper language register: using titles, rather than names • Culturally appropriate greeting gestures: bowing, eye contact, and hand gestures 	<p>with fake family titles, such as uncle, aunt, cousin, etc.</p>
<p>2. I can exchange information about myself, such as my name, school, grade, and where I live.</p>	<p>What is your name? Which school do you go to? What grade are you in? Where do you live? 이름이 뭐예요? 어떤 학교에 다녀요? 몇 학년이에요? 어디에 살아요?</p> <ul style="list-style-type: none"> • Appropriate sentence endings: a choice made according to the interlocutor 	<p>(Interview: Find Another Me) Teacher prepares two identical sets of cards that includes personal information, such as name, school, grade, and place of residence. Each student picks one card, pretending that the information is their own. They are to walk around to ask questions about other's personal information and collect data until they find a person who has the same information as themselves. Students interview each other until everyone finds their match.</p>
<p>3. I can use numbers from 1-100 to ask and answer questions about age, number of family members, date, time, and prices.</p>	<p>How old are you? How many people are in your family? What is today's date? What time is it? How much is it? 몇 살이에요? 연세가 어떻게 되세요? 가족이 몇 명이에요? 오늘은 몇월 며칠이에요? 몇시예요?</p>	<p>(Song: Number Song) Students learn a song for practicing numbers. (Video Song: Months and Dates) Students watch a video of Korean children singing about months and dates. (Survey: Find Some Who) Students ask all their peers about their birthday and birth time. The person who finds the youngest and oldest from the class wins a prize.</p>

	<p>얼마예요?</p> <ul style="list-style-type: none"> • Native Korean and Sino-Korean Numbers 1-100 • Counters: -살(age), -명(person), -원(Korean currency) • Honorific words for age: 나이 vs. 연세 	
<p>4. I can ask and answer questions about things related to Korean New Year, such as traditional food and games.</p>	<p>What are traditional foods for Korean New Year? What are traditional games for Korean New Year? 설날의 전통 음식은 무엇이에요? 설날의 전통 놀이는 무엇이 있어요? (Food) rice cake soup (음식) 떡국, 만두국 (놀이) 윷놀이, 연날리기, 제기차기, 널뛰기</p>	<p>(Flash Cards) Each group of 4 – 6 students receives a set of food photo cards and a set of food word cards. They put all the cards on a table facing down, and each student takes turns to flip two cards. If the cards match, then she/he has another chance to flip two cards. If not, she/he puts the cards back to the places where they were picked. This can be used for traditional games.</p>
<p>5. I can orally exchange information about Korean New Year celebrations with others.</p>	<p>Do you celebrate Korean New Year? What do you do on Korean New Year? What do you eat on Korean New Year? What do you play on Korean New Year? 한국설을 지내요? 설날에 무엇을 해요? 설날에 무엇을 먹어요? 설날에 어떤 놀이를 해요?</p>	<p>(Ball Toss: Share Your Korean New Year) Students sit in a big circle. Student who catch a ball answers to a question about what he/she does, eats, or play on Korean New Year. After answering, the person throws the ball to another person, while asking a question regarding activities or food on Korean New Year. It can go until all take turns. During the activity, relevant pictures/website/ event information about Korean New Year can be presented by students when answering to a question.</p>
<p>6. I can use special traditional sayings at the <i>Sebae</i> ritual and the meal time.</p>	<p>Best wishes for a happy new year. Happy New Year. Bon appetite. I will enjoy the food. I really enjoyed the meal. 새해 복 많이 받으세요. (to older people)</p>	<p>(Two Lines: <i>Sebae</i> Performance) Students line up in two lines. The students on one side act as if they were parents of the other line of students. First, the parents sit on the floor. The virtual kids perform <i>Sebae</i> while articulating the traditional saying. After performing <i>Sebae</i>, the virtual parents</p>

	<p>새해 복 많이 받아라.(to younger people) 맛있게 드세요. 잘 먹겠습니다. 잘 먹었습니다.</p>	<p>also say the special saying. (Roll Play: Visit my Relatives) Some students play the roles of host family and others the roles of relatives. They are now at a meal table. Members of the host family serve food and the visitors get their food. They are to exchange special sayings used at meal time.</p>
Presentational Speaking		
<p>7. I can introduce myself to people with my name, age, and grade at school.</p>	<p>My name is _____. I am ___ years old. I am in ___ grade and I go to _____ school. 제 이름은 _____입니다. 저는 ___살입니다. 저는 _____ 학교 _____학년입니다.</p>	<p>(Self-Portrait) Students are asked to draw themselves on a piece of paper, with their name, age, grade, and school name. All students sit in a big circle holding their self-portrait. The students take turns introducing him/herself with their drawing.</p>
<p>8. I can talk about my daily routines, including chores, such as cleaning and cooking.</p>	<p>I (do) _____. 저는 _____을/를 해요. (time adverbs) in the morning/afternoon /evening, at noon/night (Daily routines) get up, cook, eat meals, study, clean the house, do the dishes, sleep... (일과행동) 일어나다, 요리하다, 밥을 먹다, 공부하다, 청소하다, 설거지하다, 자다... (시간) 아침/오후/저녁에, 정오/밤에</p>	<p>(Daily Routines: I like to ___!) In small groups, each student presents his/her preferable and not preferable daily routines that he/she performs every day (using time adverbs). During this activity, visual aids, such as pictures or a clock, may be used during a student's presentation. At the end, they talk about the results on the most preferable and the least preferable daily routines.</p>
<p>9. I can present my extended family and relatives to others.</p>	<p>This is my father/mother, his/her name is... This is my brother/sister, his/her name is... 이 분은 저희 아버지/어머니예요. 성함은...</p>	<p>(New Year's Day Family Photo) Students bring a family photo taken on a New Year's Day and present each family member to the class. If not available, students can draw a family tree instead.</p>

	<p>여기는 저희 오빠/형/남동생, 언니/누나/여동생 이에요. 이름은...</p> <p>(Family members) mother/mom, father/dad, older brother/sister, younger brother/sister, grandfather, grandmother, twins, uncle, aunt, cousin...</p> <p>(가족구성원) 어머니/엄마, 아버지/아빠, 오빠/형, 언니/누나, 남동생/여동생, 할아버지, 할머니, 쌍둥이, 삼촌, 이모/고모, 사촌...</p>	
<p>10. I can describe traditional Korean clothing and food with proper adjectives, and talk about my preferences.</p>	<p>This traditional Korean clothing item is called ____.</p> <p>I would like to wear _____, because it is ____.</p> <p>I would like to eat _____, because I like ____ food.</p> <p>이것은 한국 전통 의상인 ____ 라고 합니다.</p> <p>저는 ____을/를 입고 싶어요. 왜냐하면 그건 ____.</p> <p>저는 ____을/를 먹고 싶어요. 왜냐하면 저는 ____음식을 좋아하니까요.</p> <p>(Clothing items) pants, skirt, top, jacket</p> <p>(Colors) red, orange, yellow, green, blue, navy, purple, white, black, gray, pink, brown</p> <p>(adjectives) long, short, big, small, beautiful, pretty, expensive, cheap, delicious, so-so, spicy, hot, salty, cold, sweet</p> <p>(Food) rice cake soup</p> <p>(옷) 바지, 치마, 옷도리, 자켓</p>	<p>(Photos: Pick What You Like) Students are given some traditional clothing items in pictures/photos. They choose items they like and glue them on a piece of paper as if a person is wearing them. Then, they color the clothing items with colored pencils. When all students have their own paper figures with Korean traditional clothes, each takes turns to present his/her paper figure with explanations using some adjectives.</p> <p>(Pre-Activity for a Field Trip to a Korean Restaurant) Students will go on a field trip to a local Korean restaurant to experience authentic Korean New Year foods. Before that, students will learn about Korean dishes that are eaten on Korean New Year. As they learn the names of the foods and taste adjectives, they select one dish they would like the most. They present their chosen dish and explain their selection, such as "I'd like to eat..., because I likefood."</p>

	<p>(색) 빨간색, 주황색, 노란색, 초록색, 파란색, 남색, 보라색, 흰색, 검정색, 회색, 분홍색, 밤색</p> <p>(형용사)긴, 짧은, 큰, 작은, 아름다운, 예쁜, 비싼, 싼, 맛있는, 그저 그런, 매운, 뜨거운, 짠, 차가운, 단</p> <p>(음식) 떡국, 만두국</p> <p>• Word order: adjective + noun</p>	
11. I can talk about Korean New Year rituals and my family's Korean New Year celebration in US.	<p>I dress up for the New Year in the morning.</p> <p>I do <i>Charye</i> in the morning.</p> <p>I eat food.</p> <p>I perform <i>Sebae</i> to the elders.</p> <p>I play games.</p> <p>저는 아침에 설빔을 입어요.</p> <p>저는 아침에 차례를 지내요.</p> <p>저는 설날 음식을 먹어요.</p> <p>저는 전통 놀이를 해요.</p>	(Video Project: My Korean New Year) With assigned group members, students pretend they are a family. They make a short film of their Korean New Year. Each group member must have their own title, such as mom and sister, and act accordingly. The film should include Korean rituals, foods, and games, presented by each group member.
Presentational Writing		
12. I can make a traditional New Year card for Korean New Year and write greetings and wishes.	<p>Dear _____</p> <p>Happy New Year!</p> <p>I wish you great health this year.</p> <p>친애하는 _____께</p>	(New Year Card) Prepare a basket of cards, making sure that each card has the name of a student. Have students pick one card from the basket to write a traditional New Year card for. The teacher collects all the cards and checks for writing and interpretive reading skills.

	<p>새해 복 많이 받으세요!</p> <p>새해에도 건강하세요.</p>	
<p>13. I can write a shopping list for food and a to-do list for a New Year celebration.</p>	<p>(Ingredients) dumpling, rice cake, beef stew, egg, green onion</p> <p>(재료) 만두, 떡국떡, 국고기, 계란, 파</p>	<p>(Cooking Demonstration) After watching a cooking demonstration by a teacher, students write down items they would need to buy to make the dish.</p> <p>(Video Story: New Year Day) Students watch a story about New Year's Day that covers food, ritual, and games. After watching it, they recall some words and sentences with a whole class. Then, each student writes down a to-do list for a New Year's Day celebration.</p>
<p>14. I can write an email about my Korean New Year in the US to my Korean relatives.</p>	<p>Hello.</p> <p>How have you been?</p> <p>My New Year's Day in US is _____.</p> <p>I eat/perform/play _____.</p> <p>I miss you.</p> <p>Bye.</p> <p>(Words) good, fun/joyful, okay, not fun...</p> <p>안녕하세요.</p> <p>어떻게 지내셨어요?</p> <p>미국에서의 설날은 _____.</p> <p>저는 _____을/를 먹어요/드려요/해요.</p> <p>보고 싶어요.</p> <p>안녕히 계세요.</p> <p>(단어) 좋아요, 즐거워요, 괜찮아요,</p>	<p>(Email to My Korean Relatives) Students pretend they send an email to a relative that lives in Korea. They write a message containing their New Year Day story in US. Teacher collects all the email messages from the students for checking.</p>

	재미없어요...	
Interpretive listening		
15. I can understand a simple recipe of a traditional Korean dish from a teacher's cooking class.	Prepare ____. Heat ____. Drain ____ and add to ____. Boil and cook. Turn off the heat. Taste. (Ingredients) dumpling, rice cake, beef stew, egg, green onion ____을/를 준비하세요. ____을/를 끓이세요. ____의 물을 빼고, ____에 넣으세요. 끓이고 요리하세요. 불을 끄세요. 드세요. (재료) 만두, 떡국떡, 국고기, 계란, 파	(Cooking Class: Recipe) Students watch a cooking demonstration by a teacher. Students write down the ingredients used and put a list of cooking steps in the proper order to demonstrate their understanding.
16. I can understand a description of a Korean folk game from a video clip.	(Words) <i>Jegi</i> , kick, leg, left, right, take turns... (단어) 제기, 다리, 오른쪽, 왼쪽, 번갈아하다...	(Video Clip: Jegi) Students watch a video clip about a Korean traditional game called <i>Jegi</i> . After watching it, students talk about the game in class for checking their understanding. Then, they play it.

<p>17. I can mostly understand simple conversations about foods, rituals, and games related to Korean New Year from watching a Korean cartoon.</p>	<p>I wear a New Year's dress. New Year's clothes are so pretty. I perform <i>Sebae</i>. Happy New Year. Ttuk-gook is so delicious. I enjoy kite flying. 설빔을 입어요. 설빔이 참 예뻐요. 세배를 드려요. 새해에는 복 많이 받으세요. 덕담을 해주셨어요. 떡국이 정말 맛있어요. 연날리기를 해요.</p>	<p>(Video Clip: <i>Sebae</i>) Students watch a short cartoon of Korean <i>Sebae</i>. (Video Story: New Year's Day) Students watch a story about New Year's Day that covers food, ritual, and games. After watching it, they recall some words and sentences as a whole group.</p>
<p>Interpretive reading</p>		
<p>18. I can understand a simple sentence about <i>Sul-Nal</i> from a storybook.</p>	<ul style="list-style-type: none"> • Vocabulary related to <i>Sul-Nal</i>, like Hanbok, <i>Charye</i>, <i>Sebae</i>, and expressions used on New Year's Day 	<p>(Song: <i>Kkachi Kkachi Sul-Nal</i>) Students learn the New Year song in Korea. By doing so, students will be able to practice reading as well as to learn about <i>Sul-Nal</i> from the song. (Storybook: <i>My My Sul-Nal is</i>) Students read an authentic book about <i>Sul-Nal</i> called <i>My My Sul-Nal is</i> and find a sentence they understand. Teacher collects the sentences and put them in order as a whole class.</p>
<p>19. I can understand the names of foods and games related to Korean New Year.</p>	<p>(Food) rice cake soup (음식) 떡국, 만두국</p>	<p>(Field Trip to a Korean Restaurant) Students take a field trip to a local Korean restaurant to experience</p>

	(놀이) 윷놀이, 연날리기, 제기차기, 널뛰기	authentic Korean foods. They read Korean foods and find dishes that are eaten on New Year's Day. (Let's Play the Korean Traditional Game) Students choose and read an instruction about a Korean traditional game with a small group. Then they demonstrate how to play it. They can eventually compare other groups whether they understand correctly by performing the game.
20. I can read and understand a message on a Korean New Year card.	Dear _____ Happy New Year! I wish you great health this year. 친애하는 _____께 새해 복 많이 받으세요! 새해에도 건강하세요.	(New Year Card) Students receive a card from a peer who wrote them a Korean New Year card. They are to read it to the class.

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Authentic and adapted/created materials

- Self-Portrait Paper
- Korean Traditional Clothing Photos/Pictures
- New Year's Day Family Photo, <http://cfile218.uf.daum.net/image/2578134F54FEA230331E08>
- Family Tree
- Phonics Cards, <https://s-media-cache-ak0.pinimg.com/736x/4d/8e/f3/4d8ef3f33ab325e04f616ae260a9ee0f.jpg>
- Children's Book *My My Sul-Nal is*, <https://www.kyobobook.co.kr/product/detailViewKor.laf?ejkGb=KOR&linkClass=411133&barcode=9788971849606>
- Video Film Making Project
- New Year Day Cards
- Email Samples relevant to New Year
- Photos of Traditional Korean Food and Dishes

- Voicemail on Directions
- Shopping Dialogue
- Restaurant Dialogue

Field Trips and Activities

- Skit: Greetings
- Interview: Find Another Me
- Survey: Find Someone Who
- Sebae Performance
- Roll Play: Visit My Relatives
- Korean Restaurant
- Korean Cooking Class: Making Ttuk-Gook

Games

- Flash Card Matching Game
- Ball Toss
- Korean Traditional Games: 제기차기

Songs

- Numbers, <https://www.youtube.com/watch?v=0axWbjZDIKg>
- Months and Dates, <https://www.youtube.com/watch?v=kevySiwxrh4>
- Kkachi Kkachi Sul-Nal, https://www.youtube.com/watch?v=xgGgqgA_SUI

Video Clips

- New Year's Day Ritual, <https://www.youtube.com/watch?v=ahPMXKP1U4Q>
- New Year's Day Story, https://www.youtube.com/watch?v=2j1_QSldi7U
- New Year's Day in Seoul in 1992, <https://www.youtube.com/watch?v=iO5LcC6Jvnc>
- New Year's Day in US in 1992, <https://www.youtube.com/watch?v=6u5w6pBNtyM>
- Traditional game, Jegi, <https://www.youtube.com/watch?v=jyLjuoY225w>

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY