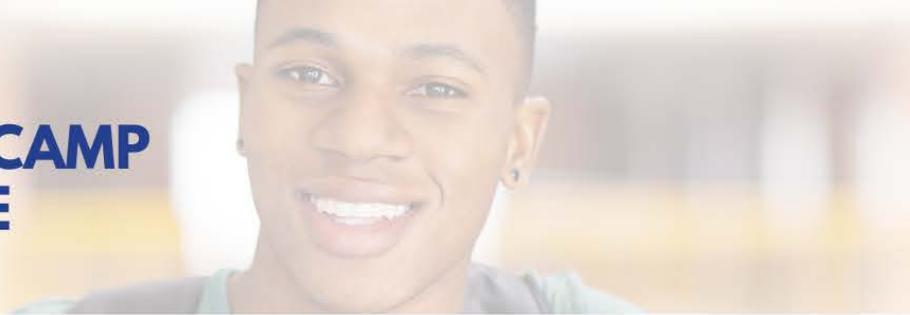# VIRTUAL AP/IB CAMP MODULES GUIDE

## BEFORE YOU GET STARTED

Once the boot camp is over, students will still need some support and attention as they navigate their first AP/IB course. We have created Boot Camp Modules focused on Belonging and Essential Skills. These modules can be used weekly, every two weeks, or once a month. They can be used in any order, however and whatever way that works best for you. As you try out the modules, remember that nothing is perfect the first time: gather feedback from students and teachers about how to improve their usefulness, timing, and frequency. Below is the general information for each module and the skills.

**Base of the modules:**
- Introduction
- Belonging Icebreaker
- Essential Skill
- Action Item for next week

## BELONGING ICE BREAKERS

### WHAT I WANT YOU TO KNOW
*How to Play*
1. Hang a sheet of paper up with the following questions:
   - *What I think about me …*
   - *What others think about me …*
   - *What might be misunderstood about me …*
   - *What I need from you …*
2. Explain that participants will be completing the four prompts to whatever degree they are comfortable. This is a written activity.
3. Introduce the four prompts to be said of each participant by modeling them yourself.
4. Allow each person time to state their names and complete all four prompts.
5. Move on to debrief questions to get conversations about each person started.

**I AM BUT I AM NOT**
*How to Play*
1. Participants will be asked to fold their paper in half and re-open it to create 2 columns. On one side, the heading will be "I am." On the other side, the heading will be "I am not." Instruct participants to write the word "but" in the middle of the two columns.
2. Students will be asked to write at least five "I am, but I am not" statements on their paper. Demonstrate one example to the group, such as, "I am Asian, but I am not good at math." Participants should use this opportunity to introduce their identity and dispel any stereotypes about them.
3. Make sure there are no questions and allow time for everyone to write at least five statements.
4. Allow participants to share their own after emphasizing listening skills and respect.

**FACT OR FICTION**
*How to Play*
Have each person tell one thing about themselves. The others determine if it is true or not. (Variation) Two truths and a lie. Everyone tell 3 things about themselves; one is not true. The others must discern which is which.

**IF**
*How to Play*
Ask the following questions and allow people to answer. Discuss.
- If you could go anywhere in the world, where would you go?
- If I gave you $10,000, what would you spend it on?
- If you could talk to anyone in the world, who would it be?
- If you could wish one thing to come true this year, what would it be?
- If you could change anything about yourself, what would you change?
- If you could be someone else, who would you be?
- If you could have any question answered, what would it be?
- If you could do your dream job 10 years from now, what would it be?
- If you had to be allergic to something, what would it be?
- If you sat down next to Jesus on a bus, what would you talk about?
- If money and time was no object, what would you be doing right now?
- If you had one day to live over again, what day would you pick?

**DESCRIBE YOURSELF**
*How to Play*
Ask each person to think of a song that best describes them. Have them tell us why

**ONE GOOD THING**
*How to Play*
Ask each person to share one good thing that has happened since we last met

**ZOOM SCAVENGER HUNT**
*How to Play*
https://www.theandroidsoul.com/zoom-scavenger-hunt/

**PARTNERS IN PEN**
*How to Play*
Have everyone grab a piece of paper, and some random object from their house. (Nothing too familiar, but something that is mildly obscure.) Then, each person takes a turn describing their hidden item while everyone else tries to draw it from their description they give. The person who is closest wins and gets to describe their hidden item next.

## ESSENTIAL SKILLS

- Study skills
- Time management skills
- Note taking skills
- Organizational skills
- Stress Management and Self-Care
- Technology
- Collaboration
- Motivation
- Communication
- Asking for help
- Perseverance
- Adaptive Thinking
- Critical Thinking

## ACTION ITEMS

After each module students will be assigned an activity based on the essential skill presented. These are adapted for online or in person.

### EXAMPLES

**Study Skills:** Create a small lesson on how to best study to present to the other students

**Time Management:** Create a timeline (or roadmap see next page) on time management skills

**Note Taking:** Write out step by step your note taking skills to share with the others

**Organizational Skills:** Create a short video of how you have organized yourself after the lesson

**Stress Management and Self-Care:** Prepare and lead the others through one stress management skill and/or self-care skill you use

**Technology Skills:** Research the new technologies that have been created since Covid-19 and/or any helpful technology AP students can use to support them. Write a paper on the topic

**Collaboration:** Assign students to work together. Provide a small project for them to collaborate on, in class work for example

**Motivation:** Have students create a Tic Tok video on their motivation skills

**Communication:** Using (appropriate) emojis (4-5) explain your communication style. Be prepared to explain

**Asking for Help:** Research best ways to ask for help and write two sentence stems. Practice by asking a family member or friend to help you accomplish a task or learn a new skill (i.e. baking, juggling, rearrange a room).

**Perseverance:** Interview a parent, family member, or friend about perseverance

**Adaptive Thinking:** Come prepared to go into a breakout room to discuss how you have adapted to change in your life (for instance, with online learning). What specific steps did you take to successfully adapt (and/or what did you learn from missteps)?

**Critical Thinking:** Research famous people and/or quotes of critical thinkers. OR explain characteristics of critical thinkers