

**Integrated Summer Project 2011  
Colegiul Silvic Gurghiu, Romania  
Children's High Level Group**



**James Allen's Girls' School  
Community Action**

This is the 20<sup>th</sup> year of partnerships between English schools and Romanian authorities to create summer educational projects for children with special needs, run by volunteer Romanian and English High School students. These partnerships were established by Muir John Potter, MBE, Director of Community Action at Christ's Hospital school in West Sussex, and for the last 12 years have also involved James Allen's Girls' School (JAGS) in London. The summer projects run by both schools in various regions of Romania have been central to the development of the National Strategy for Community Action (SNAC) in Romania. The SNAC, which began in September 2004, now involves over 100,000 young people from High Schools, Special Schools, Placement Centres and other institutions across the whole country, and is a model for the development and sustainability of volunteering amongst young people on a national scale.

### **COMMUNITY ACTION – DEFINITION**

- Community Action involves the creation of a Partnership between High Schools and Boarding Schools, Auxiliary Schools and Special Schools (as well as other residential care homes and centres). It helps to establish a real 'Partnership of Learning'.
- Community Action is the integration of High School volunteers and children from Boarding Schools, Auxiliary Schools and Special Schools. This integration is achieved by the organisation of an activity programme involving both the volunteers and the children which includes a wide range of creative, imaginative and expressive activities used as vehicles for social integration.
- Community Action is not a 'subject' to be taught and examined in the timetable of schools but an educational experience within the General or High School Curriculum to be shared and enjoyed and evaluated by all who are involved.
- Community Action is a formative experience for young people helping them to become more involved, appreciated, integrated and aware.
- Community Action helps all those involved to develop their individual potential – a fundamentally important educational aim – and encourages them all to 'help others to enjoy being themselves' – a step towards the creation of a 'true' Community of Carers within society.



This year the JAGS team returned to Mures County for the fourth time, and to Colegiul Silvic Girghiu for the third time. Colegiul Silvic Gurghiu is a specialist forestry school situated in Gurghiu, a scenic village just 45 Km from Targu Mures, in the heart of beautiful countryside, and with its own forest in which students learn the skills they need for their vocational training. As last year, the Director of Colegiul Silvic Mr. Mandru made available to us all the classrooms, sports hall, boarding accommodation and for the first time computer facilities, with the most helpful co-operation of the ICT teacher, Emilia Dan. We aimed to build on the successful integration of children with special needs, brought from foster care in Tiurgiu Mures, with local children from the village, many of whom had social and educational needs. The Community Action project, which took place from July 11<sup>th</sup> to July 24<sup>th</sup>, was organised in partnership with the Romanian Children's High Level Group, the city and county authorities of Targu Mures, the Mayor of Gurghiu, the Inspector General of Schools and the Inspector for Extra Curricular activities for the county, Felicia Ionesco. As in previous years, the JAGS project was organised in close partnership with colleagues from Christ's Hospital, who this year were returning to run a project for the fourth time at Galaciuc in the county of Vrancea. The JAGS group of 20 volunteers was led by Vikki Askew, Head of Sixth Form and Director of Community Action at JAGS and Chair of the National Working Party on Community Action in Independent Schools in the UK, and by Chantal Gillingham, teacher of Art at JAGS. A former student volunteer, and now graduate student, Hannah Beecham, returned for her sixth project, but this time as a member of staff.

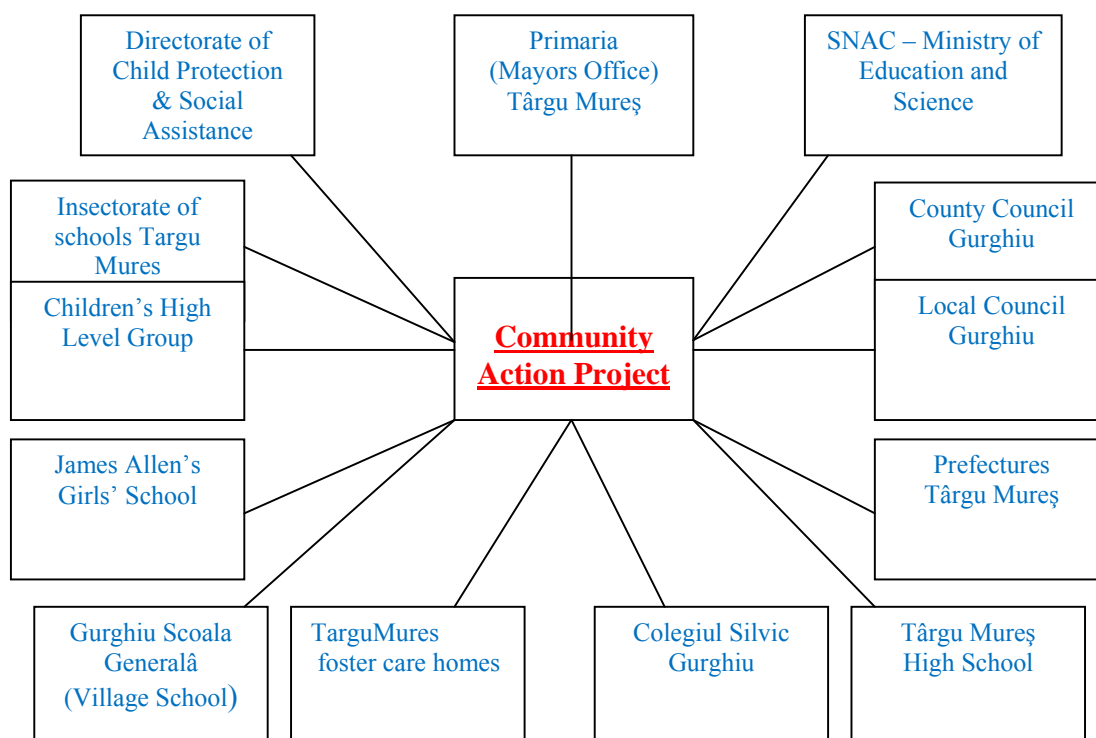
The English team worked in partnership with 16 Romanian High School students from High Schools around Targu Mures, 3 from Sighisoara, 1 from Craiova and 4 from Botosani, forming a truly national team of Romanian volunteers. Many of the English and Romanian volunteers were returning for their second, third or even fourth project, and most had extensive experience of Community Action, although some had not worked with children with special needs before. Their experience enabled them very quickly to form a very strong team, which was able to work flexibly and take advantage of opportunities as these were presented, as well as foreseeing and counteracting difficulties. The Romanian volunteers were again organised and supported by Iolanda Catinean, National SNAC Coordinator, and Kinga Hojte, Psychologist and Co-ordinator of Community Action at one of the local schools. Their planning and organisation at local and national levels, as well as their recruitment and direct knowledge of the students, were vital to the project's success.

The boarding facilities at Colegiul Silvic this time were used for 35 of the Romanian and English volunteers and 23 children with severe educational special needs from the Targu Mures area. These children were joined on a daily basis by 82 local children from Gurghiu, many of whom come from socially deprived backgrounds.

Once again, integration of volunteers and children, special and social needs and mainstream, local and visiting children was central to the project. The children were again organised into integrated groups which all contained a mixture of local children and those in foster care, and this required both careful planning in advance and flexibility during the sessions to ensure that all children were included and enabled to enjoy the sessions and make progress at their own pace.

We also aimed to increase the integration of the project into the local rural community, both by increasing the number of local children involved and by holding our final performance and exhibition in the Village Hall and inviting the whole population to attend. Community Action is less well developed in the rural areas of Romania than in the cities, and the project has been made very welcome over the last four years in Mures .

### PARTNERSHIPS





### **PARTICIPANTS**

The strength of the project has always lain in the teamwork and sharing of experience and fresh enthusiasm which results from such a group of young volunteers working with professionals in education and social care to provide an exciting and challenging experience for a diverse group of children. This year's group included 10 JAGS volunteers with previous experience of the project, and a similar number of experienced Romanian volunteers. Their support enabled the newcomers quickly to grasp what was required, while the careful planning undertaken by the JAGS students could be reviewed and adapted by all the students in the light of the realities of the classroom.

As before, English students planned and worked in the activity sessions, while Romanian students worked both in these and as Group Leaders, an extremely responsible role which required them to get to know a group of up to 18 children very quickly, and support them through each of the activities. Although the English students had developed lesson plans for each of the 5 sessions for each activity in advance of the project, the Romanian volunteers shared in adapting these plans and taking leadership of the activity sessions, and were encouraged to construct organised lesson plans to formalise this process; some of these, together with lesson plans from the English volunteers, have been included at the end of this report.

**Group Leaders: Raul Ganta, Ana Maria Nicolau, Andrea Nistea, Csabi Orban, , Francisc Szali, Ionut Toriay, Adriana Pop**

<b>Activity</b>	<b>Romanian High School Students</b>	<b>JAGS students</b>
<b>Art</b>	<b>Simona Andrioaie Andrea Boier Otilia Medrea</b>	<b>Anna Brightman Shamica Ruddock</b>
<b>Dance</b>	<b>Adelina Ghiortu Ioana Savu Radu Ursan</b>	<b>Rachel Blackman-Mack Abi Karas Ese Overo-Tarimo Luiga Senteza</b>
<b>Crafts</b>	<b>Adrian Chelariu Zsuzsanna Geczi Mark Timis Ioana Todoran</b>	<b>Iona Ashworth Megan Wikely</b>
<b>Sport</b>	<b>Iulia Muresan Viorel Suceanu</b>	<b>Rhea Bhadresha Amelia Coe Sophie Garforth-Bles Elise Goodwin Amy Wildgoose</b>
<b>ICT</b>	<b>Adrian Busdugan Diana Curtean</b>	<b>Naa Acquah Daniel Askew (St Paul's School)</b>
<b>Music</b>	<b>Ioana Oreian Adina Pescarus</b>	<b>Jessica Brough Alicia Johnson-Cole</b>
<b>Drama</b>	<b>Bianca Fabian Bianca Stancu Kristian Belenyasi Cristina Ursuleanu</b>	<b>Alice Parker Alice Patchett Alice Strong</b>

## The Children

The model of integration used to form the groups last year had worked very well, and both staff and student volunteers were keen to repeat it. The Romanian educational and care staff consulted to group the children roughly according to age, and with a fair balance of behaviour



and personalities. As ever, the success of the project depends on the cooperation between students and the permanent staff who know the children so well; this year the students were especially quick to see the need for and value of this cooperation, and the care staff themselves were very keen to be involved in all our activities, and to talk to us about the children and their needs, and the best ways to work with them. This teamwork was an especially strong feature of the project, and much of it happened informally in the course of the working day, building a real sense of collaboration and common purpose in the whole team.

## **COMMUNITY ACTION – BENEFITS**

Community Action Programmes represent a valuable learning opportunity for High School students and children through a special “Partnership of Learning”. This is a type of learning that does not come from studying textbooks, but comes through an active and personal involvement in the learning process. It is an educational experience which engages the use of the “head, the heart and the hands”.

**For students** participation in Community Action Programmes will:

- advance their knowledge and skills in important aspects of education, in an enjoyable and exciting way
- enhance their understanding and awareness of the individual needs and challenges faced by others in their community
- encourage their resourcefulness, intelligence and creativity to respond to these community and individual needs
- give them the sense of fulfilment in undertaking challenging and useful work
- improve their awareness of important social issues
- help to break down social prejudices and remove ignorance
- develop and enhance their attributes of patience, commitment and dedication

**For children**, participation in Community Action Programmes will mean:

- becoming further involved and more fully integrated into their local communities and enjoy developing new and personal friendships with volunteers;
- gaining greater self-esteem, and more fully appreciate their own value and worth - which, in turn, would be appreciated by others;
- stimulating their creative, imaginative and expressive abilities through the organisation of a variety of different activities;
- developing new physical skills through a diverse programme of sporting and other physical activities;
- becoming more balanced individuals - gaining personal and emotional security and confidence;
- developing their own individual skills and talents and pursuing their own special interests;
- feeling a part of their community and not apart from it.

For both students and children taking part in Community Action programmes can be an enjoyable, rewarding and formative experience

# 2011 New Worlds

## THEME

Each year a theme is created around which to organise and link activities. This year's theme was New Worlds, which was immediately recognisable to Romanian and English participants, and allowed the imagination to explore themes encompassing global culture as well as space exploration.

## PROGRAMME OF ACTIVITIES

This year there were seven separate activities, with the introduction of sessions in Computing, expanding the programme and opening the way possibly to computer sessions for adults, especially the elderly, in future projects, and to linking the project with other community action projects internationally.



The timetable alternated active and (relatively!) sedentary activities. Each activity was led by both English and Romanian volunteers, and the emphasis on pre-planning, adaptation and evaluation of each session continued to develop. Constant communication with group leaders, as well as their own reflections on each lesson, helped the activity leaders to adapt their plans to enable all to participate at their own level, and to challenge them to exceed their own expectations. The larger number of activities reduced the time spent in each activity, with only five sessions over the two weeks, and so the themes and activities directly needed for the performance were introduced earlier in the two weeks than in previous years. This gave a clear sense of purpose to each session, but also reduced the time available for wide exploration within each activity; we will need carefully to review the activities before next year, to decide on the optimum number.

## Activities

Date	Activity	8.45 - 10.00	10.15 - 11.30	11.45 - 12.45	2.00 - 5.00	5.00 - 6.00	Evening
<b>Tue 12 July</b>	Art	Training And Preparation Time		A	Meetings/ Free time	B	Happy Hour
	Dance			B		C	
	Crafts			C		D	
	Sport			D		E	
	ICT			E		F	
	Music			F		G	
	Drama			G		A	
<b>Wed 13 July</b>	Art	C	D	E	Free	F	Happy Hour
	Dance	D	E	F		G	
	Crafts	E	F	G		A	
	Sport	F	G	A		B	
	ICT	G	A	B		C	
	Music	A	B	C		D	
	Drama	B	C	D		E	
<b>Thu 14 July</b>	Art	G	A	B	Free	C	Happy Hour
	Dance	A	B	C		D	
	Crafts	B	C	D		E	
	Sport	C	D	E		F	
	ICT	D	E	F		G	
	Music	E	F	G		A	
	Drama	F	G	A		B	
<b>Fri 15 July</b>	Art	D	E	F	Free	G	Happy Hour
	Dance	E	F	G		A	
	Crafts	F	G	A		B	
	Sport	G	A	B		C	
	ICT	A	B	C		D	
	Music	B	C	D		E	
	Drama	C	D	E		F	
<b>Fri 15 July</b>	Art	D	E	F	Free	G	Happy Hour
	Dance	E	F	G		A	
	Crafts	F	G	A		B	
	Sport	G	A	B		C	
	ICT	A	B	C		D	
	Music	B	C	D		E	
	Drama	C	D	E		F	
<b>Sat. 16 July</b>	Art	A	B	C	Free time		Free time
	Dance	B	C	D			
	Crafts	C	D	E			
	Sport	D	E	F			
	ICT	E	F	G			
	Music	F	G	A			

	Drama	G	A	B			
<b>Sunday 17 July</b>	Visit to Tirgiu Mures and swimming						
<b>Mon 18 July</b>	Art	D	E	F	Free	G	Happy Hour
	Dance/	E	F	G		A	
	Crafts	F	G	A		B	
	Sport	G	A	B		C	
	ICT	A	B	C		D	
	Music	B	C	D		E	
	Drama	C	D	E		F	
<b>Tue 19 July</b>	Art	A	B	C	Free	D	Happy Hour
	Dance	B	C	D		E	
	Crafts	C	D	E		F	
	Sport	D	E	F		G	
	ICT	E	F	G		A	
	Music	F	G	A		B	
	Drama	G	A	B		C	
<b>Wed 20 July</b>	Art	E	F	G	Free	Sports Day	Happy Hour
	Dance	F	G	A			
	Crafts	G	A	B			
	Sport	A	B	C			
	ICT	B	C	D			
	Music	C	D	E			
	Drama	D	E	F			
<b>Thu 21 July</b>	Art	B	C	D	Free	E	Talent Show
	Dance/	C	D	E		F	
	Crafts	D	E	F		G	
	Sport	E	F	G		A	
	ICT	F	G	A		B	
	Music	G	A	B		C	
	Drama	A	B	C		D	
<b>Fri 22 July</b>	Art	F	G	A	Dress Rehearsal	Sighisoara Theatre group	
	Dance/	G	A	B			
	Crafts	A	B	C			
	Sport	B	C	D			
	ICT	C	D	E			
	Music	D	E	F			
Drama	E	F	G				
<b>Sat 23 July</b>	Final Run Through		Performance	Packing	Children's Party	Celebration	
<b>Sun 24 July</b>	Depart for Tirgiu Mures						

## INTEGRATION, PROGRESSION AND DIFFERENTIATION

Integration is now at the heart of the project, and there are countless examples, both within the activities and in informal moments, of how the children from Gurghiu and those in foster care learned to enjoy each others' company and share in the learning and achievements of the project. Many of the children had been here last year, and the volunteers noticed much progress in their social behaviour and ability to focus and achieve in their sessions. Differentiation was built into both the planning and delivery of the sessions, partly through providing different activities and partly through individual, sustained attention to ensure that the child grasped each step before moving on.



For the first time, the volunteers themselves, both English and Romanian, were asked to evaluate the impact of their sessions on the children, both through considering evidence of integration, progression and differentiation and through observing the impact of the sessions on individual children. The activity sections below were written entirely by the volunteers.

### COMMUNITY ACTION – AIMS and OBJECTIVES

- **AIMS:** To include children from socially vulnerable families (who may have special needs) and who live in residential institutions more directly in their local communities.
- To involve children with social difficulties, learning needs, teachers, carers, students and other volunteers on a collaborative project.
- To achieve this inclusion and involvement by the engagement of all concerned in an educational programme of activities designed to promote more fully, amongst other things, social integration.
- To introduce students to the practical organisation and implementation of a Community Action Integrated Summer Project in order to assist in the further educational development of these children.
- To encourage students to commit themselves to working with disadvantaged and able children not only throughout the Community Action Integrated Summer Project but also thereafter in order to sustain this process of social integration and educational development.
- To bring together children from placement centres and special schools with local children and others in need in a fully integrated educational programme
- To bring children out of their usual environment and into a new situation where they will meet and work with new adults and children
- To integrate the team of volunteers, both Romanian with English, and experienced with new volunteers
- To develop the volunteers' abilities to plan, implement and evaluate a programme of activities
  
- **OBJECTIVES:** To enhance SNAC programmes of Community Action between volunteers from High Schools and children within Special Schools and Institutions, and involve other groups such as NGOs in these programmes.
- To organise activities for children that will be challenging, engaging and meaningful.
- To stimulate mentally, challenge physically, integrate socially, and develop more fully the abilities of the children through such creative, imaginative and therapeutic activities as Art, Drama, Dance, Sport, I.T., Music, Craft and Aromatherapy - or simply by sharing their time with the children.
- To encourage students to acquire or enhance qualities of initiative, commitment and resourcefulness through their participation in a Community Action Programme.
- To prepare them, through specific training courses, to sustain the work of the Integrated Summer Project through a programme of regular SNAC visits throughout the year.

## PROGRAMME OF ACTIVITIES



**Art**

**Craft**

**Dance**

**Music**



**Computing**

**Drama**

**Sport**



# Art

The first thing we did to was the organisation of table with enough seats and carers to sit around; the activities together in communication. In that children had made did not choose where



them to spend the hour with those they would not necessarily sit with; this naturally encouraged integration. We also set tasks which required group participation- such as painting the sea backdrop for our underwater scene and the trees for a forest. It was great to see special needs children working with the older village girls.

ensure integration in our sessions our classroom. We had one long for all the children and volunteers this means that we all completed one large group, encouraging session 3 we laid out fairy wings in session 2 which meant that they they sat for the lesson. This allowed

**Progression:** In art we planned our lessons so that through the nature of our activities they progress in difficulty. We began withdrawing flags- an activity which can be very simple or rather complicated depending on the ability of the child and the choice of flag that they make. Our lessons then got more and more adventurous and exciting for the children, allowing them to have fun and get messy, such as in session 4 when we did hand painting. Such simple but energetic activities allow progression as they encourage quiet children to get involved and step out of their comfort zone. We have also found that with individual encouragement the children thrive with increasing confidence in their abilities in art. Furthermore, the art team have taken greater authority in the more recent sessions, insisting on calm and sensible behaviour such as being seated and quiet as we explain the lessons. This has allowed great progression as it creates a structured environment in which learning and progression occurs most easily. An example of great progression is one group whose leader felt that they could not cut or draw and that we could not do what we had planned- however we decided to stick with our plan and every single child completed what we had planned. In our more recent sessions they have been brilliantly focused and completed all that we asked.

**Differentiation:** We tried our best to create lessons that were well suited to the varied ages and abilities and that could be easily adapted. Teamwork between Romanian and English volunteers has been essential to providing extra help to some of the special needs children and the village children alike. The main contrasts are in the speeds at which the children work. This meant that in session 1 we had to think on our feet to provide the children with tasks to keep them stimulated for the duration of the session. Equipment such as stencils, templates that we have created such as the leaves in session 4 and the printed visuals of sea creatures that were used in session 3, were brilliant for coping and using for the mixed abilities. Some of the children need more encouragement to begin; they often ask one of us to draw or paint for them, however with a bit of pressure they complete the activities alone and to a very high standard. When making fairy and goblin wings, swords and wands, we recognised that different activities would appeal to the boys and to the girls. It has been great to work as a team, and the Romanian volunteers played a vital and leading role, including planning the final lessons and taking control with great success.

**Lesson Plan ART**  
Theme: NEW WORLDS

Name of activity leader: ANDREA/SIMONA/OTILLIA

Aims of lesson: **Make them draw what they liked about the project.**

Lesson structure – give approximate timings for each section. Each lesson is one hour

	The Teacher will	All pupils will	Some pupils may
Introduction	Explain possible ideas to draw: e.g. sports day Collecting materials	Sit down and listen Discuss ideas	Need help to think of ideas to draw Need extra explanation
Main Activities	Offer help or extra encouragement Provide materials	Complete activity	Lose concentration Finish early
Conclusion	Make sure the children have finished Praise work Organise the children to leave	Help to tidy up Line up at the door ready to leave	Need extra activities if they have finished for example, bracelet making

Materials and resources used: **Paper, cello tape, masks, pipe cleaners, thread, rubbers, sharpeners, pencils, colour pencils**

Planned activities for individuals or groups within the class: **Masks, bracelet, jewellery making**

Evaluation of lesson: **The children enjoy remembering their favourite parts of the project**

What would you change, and why? **We would have prepared strips of cellophane earlier as we ran out of pipe cleaners.**



# Craft



This year the craft team was formed of both experienced and new volunteers making for a tight and organised team providing fun, interesting and creative lessons. One of the most important values craft aims to teach is that every child's work matters, so in the first lesson we made sure each child designed a folder to store their work. Those who finished particularly quickly had the option to make fans and consequently we made sure that for every lesson we planned we had another activity for the faster workers. Having taught craft now for three years one of the main things that has struck one of us is how there is an immediate interaction, respect and understanding between the special needs children and the Girghiu village children. There is no distance between them, rather they happily sit together and interact. This has been really clear in the activity where each group worked collectively to make a large collage of the map of the world.

The craft teams have taken various aspects of the theme 'New Worlds' to plan their lessons incorporating clay imaginary creatures, monsters, masks, moving dragons, maps, birds and the solar system. A particularly memorable moment for one craft leader was when she helped a boy make a monster mask. Every child did a design first and after some demonstration A quickly picked up the concept of colouring between the lines and made a very neat drawing. Because it was something he designed he was so thrilled to be able to paint it. The same concept learned from drawing on paper applied and A began to carefully follow each line and use the right colour; you could tell he was concentrating, sticking his tongue out as he fixated on the mask. It got to the point where the leader only had to lightly hold the paint brush while A got to work painting the mask covering every square of white space. Similarly another volunteer highlighted how children responded differently to various activities as one girl seemed less focused when making folders whereas when it came to making monster masks she retained much more concentration. We ensured all children designed a creature or monster before sculpting it, so they actually had the opportunity to think through an idea without rushing it and as the children planned we found that they often paid more care and attention when realising their designs. As one volunteer observed 'some children have ambitious plans while others have more simple ideas but their creations are quite amazing'.

## 1. SEQUENCE OF LESSONS : CRAFT

### LESSON 1

Theme: NEW WORLDS

Aims of lesson: To create a folder to put work in over the next 2 weeks

*(NB- All italic writing will be specifically for the older children)*

	The Teacher will	All pupils will	Some pupils may
Introduction 0-10	Introduce the lesson and aim. Brainstorm with the class ideas on what they think "new worlds" means and themes they relate with it	Listen to instructions	Have less focus and need more help to listen.
Main Activities 10-45	Help all pupils carry out the task	Make a folder with their name on and decorate it with their concept of new worlds.	Finish very quickly. Need more help than others to decorate their folder.
Conclusion 45-60	Draw the lesson to a close. Lay out all folders so all the children can see them- if time allows possible discussion of the most imaginative design	Listen Tidy up	Make more contribution in discussion than others

NB- if the class as a whole finishes very quickly younger groups can make a paper fan and older groups a cone bird (coloured paper)

Materials and resources used: Sugar paper, stapler, coloured pencil

### LESSON 2

Theme: NEW WORLDS

Previous lessons- Made folders to keep work in for the next 2 weeks

Aims of lesson: To design 1/2 imaginary creatures and then sculpt one out of clay. Also for children to begin to understand and use clay modelling tools

	The Teacher will	All pupils will	Some pupils may
Introduction 0-5	Introduce the lesson. Explain the task- they will design imaginary creatures (e.g. with a face of a tiger, body of a bird, legs of a dolphin) Show an example made earlier Demonstrate the use of modelling tools	Listen to instructions.	Have less focus and be unable to concentrate. Some may need more help to listen.
Main Activities 5-25  25-50	Ensure all pupils design at least 1 (or 2) imaginary creatures  Help pupils sculpt one of their designs out of clay	Design and draw an imaginary creature  Pick their favourite design and model it out of clay.	Finish quickly- therefore draw more creatures so they can pick from a variety. Be slower/ be more detailed. Some may need more help understanding the concept of imaginary creatures.  Need help in modelling their design, esp in getting it to stand up. Be more adventurous and use the modelling tools available especially the older children.
Conclusion 50-60	Layout the designs for discussion- room to talk the most imaginative, crazy, successful design etc	Listen Discuss Tidy up	Contribute more to the discussion

Materials and resources used: clay, clay modelling tools, coloured pencils, rubber, sharpener, paper

# Dance



During the project we have been aiming to give the children a chance to move in a way in which the majority of them do not normally have the opportunity to do. Over the past few years it has been possible to see a change in the way the children view dance, especially the older children who appear to be becoming more receptive to our ideas, even allowing us to experiment with teaching other styles of dance such as contemporary rather than just popular forms such as street and modern. The children's progress from year to year has been astounding, for example a boy with special needs whose behaviour was extremely bad causing problems last year has grown so much over the course of a year and is now eager to get involved. It is also possible to see progress within children we had never met before as they take it upon themselves to practice the dances we teach them at home.

Grouping the children by age rather than ability has allowed us to observe integration in every class as the mixture of village children and children with special needs seems to go from strength to strength as they become more willing to talk and help each other out. For example, in one of our classes one of the village children was having difficulty picking up a step and was helped by, a deaf boy, who despite not being able to hear the music can feel the vibrations and so has excellent rhythm and is an exceptional dancer. We were able to build on this integration by creating a final dance for the 'Spectacol' in which all the children, both from the village and those with special needs worked successfully with all the volunteers, Romanian and English

**Lesson Plan : DANCE**  
**Theme: NEW WORLDS**

**Name of activity leader: NISTA**

Aims of lesson: **Spectacol work**

Lesson structure – give approximate timings for each section. Each lesson is one hour

	The Teacher will	All pupils will	Some pupils may
Introduction	Take the warm up	Copy the teacher	
Main Activities	Finale dance	Work on learning the dances	Need extra help
Conclusion	Take the cool down	Copy the teacher	

Materials and resources used: **I-pod and speakers**

Planned activities for individuals or groups within the class: **L needs one on one**

Reasons for these activities: **L has special needs and needs extra help**

Evaluation of lesson: **The children behaved well and worked together**

# Music



Before the first lesson, all four of us, Romanian and English volunteers, were nervous since none of us had experienced the project. However, as time went on we felt increasingly confident and relaxed in our roles as teachers with the children, who in turn became more familiar and at ease with us.

A key aspect of our lessons is one aim of maximising each child's potential including those with special needs thus ensuring that no child is left behind. For example, we held a lesson with one group in which we asked them to write their own verse to the tune of 'In the Jungle'. In order to perform this task we divided the children into 3 groups with the special needs children evenly distributed between them to encourage greater interaction and personal involvement in the task. However a boy with special needs, was having a lot of trouble so we helped him to write his own verse while the others in his group worked on their own verse, which they all performed together at the end of the session. This lesson depicts how in order to fulfil our aim we had to keep a close watch on the children so that we know where their talents do and do not lie. It is then important to subsequently be able to adapt our teaching methods to suit their needs such as with a boy in one group whom, despite showing an interest in writing lyrics, we found to be an avid percussionist with a good sense of rhythm.

Furthermore our first set of sessions encompassed a lot of fun and games which enabled us to firstly gain the children's interest and secondly bring them out of their shell/comfort zone. Consequently many children who were very shy at the beginning came to volunteer to sing solos.

Through the rise in confidence of the children, their abilities have progressed rapidly, but also to different. These differences in ability have resulted in us dividing aspects of our sessions by difficulty level with some songs using low and high harmonies to both address the issue and create fuller sound.

## Music Lesson Plan

<b>Game</b>	<b>Details</b>	<b>Timing</b>	<b>Aims</b>
Pass the Maracas	<ul style="list-style-type: none"> <li>❖ Everybody sits in a large circle and passes around a maraca, shaking it to the beat of the music (either played on an iPod or guitar)</li> <li>❖ The music stops, and the person with the maraca stands up and plays a solo (they may also do a little dance!)</li> <li>❖ Continue</li> </ul>	10 mins	<ul style="list-style-type: none"> <li>▪ Encourage sharing and taking turns</li> <li>▪ Improve listening skills</li> <li>▪ Develop awareness of rhythm</li> <li>▪ Boost confidence</li> </ul>
Emotions in music	<p>Listen to some selected music with a variety of genres/emotions –</p> <ul style="list-style-type: none"> <li>❖ Put children into groups and give each group a card with the name of an emotion on it (e.g. Happiness, Sadness, Anger, etc.)</li> <li>❖ Each group must then make up an improvised piece of music to express that emotion, using instruments and voices.</li> <li>❖ Each group performs their piece in front of the whole class. At the end, the rest of the class guesses which emotion they had been given               <ul style="list-style-type: none"> <li>— Problem: Disappointment of the group if the class does not guess correctly</li> <li>— Solution: Congratulate if they do guess correctly. If they are wrong, explain the importance of different interpretations of music – i.e. different people feel different things = LEARNING OBJECTIVE</li> </ul> </li> </ul>	45 mins	<ul style="list-style-type: none"> <li>▪ To learn that different people are affected by music in different ways</li> <li>▪ To encourage group awareness</li> <li>▪ To enhance creativity and imagination</li> <li>▪ To encourage self-awareness</li> <li>▪ To share personal expression as a group</li> </ul>

# Computing



!

**Integration** is hard in computing because it is a mostly individual activity. However special needs children and the village children did mostly help each other, for example a village child helped a child with special needs to concentrate on her specific activity before we needed to intervene. This is also seen with two other children, when the village child stopped his own work to help a girl with special needs with her pictures.

**Differentiation** There is a huge range amongst the groups, from the children who access computers every day to those who have never used one before. Activities vary from doing a self-portrait on paint to a Google treasure hunt which we devised to help them use various tools in order to search the internet effectively. To some children who finished the treasure hunt game, we would give an extension exercise to keep them engaged, in this case an exercise on PowerPoint animations.

**Progression** From the first lesson we have seen some children progress, such as one girl who at first looked scared of the computers but by lesson three she was using the computer with confidence. Some children, who have used computers before pick up some concepts very quickly and are already familiar with others. On the other hand, the less able children have relished the opportunity to use the computers, with a touching moment when they created a PowerPoint about their favourite activity, and several children included computing in their presentations.

## Lesson Plan - COMPUTING

### Lesson 2

Theme: NEW WORLDS

Previous lessons- Introduction to Word, PowerPoint, web searching

Aims of lesson: To develop the children's web searching skills by giving them a 'treasure hunt' for information and pictures from the internet.

	The Teacher will	All pupils will	Some pupils may
Introduction 0-10	Introduce the 'treasure hunt' theme. Direct the children to the premade PowerPoint containing the things to find.	Listen to the teacher, find the PowerPoint, open their web browser.	Have difficulty finding the file.
Main Activities 10-45	Help any child having difficulty with the task.	Search the web looking for the answers to the questions in the PowerPoint. Type/paste those answers into the correct places in the file.	Not grasp the concept or the use of the tools immediately.
Conclusion 45-60	Show the faster children how to do animations in PowerPoint. Help anyone with saving problems.	Continue the treasure hunt. Find as many things as they can. Save their work.	Finish the treasure hunt. Do a few animations on their presentation.  Have difficulty saving.

Materials and resources used: Computers, PowerPoint presentation with questions for the treasure hunt, the Internet

Evaluation of lesson: Most children quickly grasped the concept and were able to find answers with minimal help.

What went well, and why? : The differentiation of the lesson worked very well as the faster children took well to the extension activity and the others seemed to enjoy the main activity.

What would you change, and why? : If we had known that we had use of a projector, we could have shown all the children how to do things at once, which would have helped them with any problems more efficiently.

# Drama



## **Integration**

Integration in drama is always a big challenge as we strive for all children to be able to take part in all activities. When it isn't possible for a specific child to take part due to special needs, we take them aside individually and adapt the activity to suit them. We have found certain groups to be better at integrating than others, with the special needs children being equally included and capable in each activity. This is sometimes due to the format of the game, but more often due to the deliberate inclusiveness of the able children. For example, group A have a noticeable lack of friendship 'cliques' which allows children such as T and E to be welcomed and integrated. In older groups this is harder due to the combination of close-knit friendship groups and a strong sense of self-consciousness.

## **Progression**

In terms of progression, the basis of our strategy has been to work from simple 'games' towards more complex activities which necessitate acting activities and the removal of self-consciousness. Whilst younger children are more susceptible to this form of learning, it is much more difficult to achieve among the older children, especially girls. In group E, I and L are apprehensive in games such as charades due to the need to act out of their comfort zones. However with a supportive group and exaggerated stillness from group leaders and volunteer's, we have seen a marked change in the self-conscious behaviour and lack of willingness to participate in all of our groups.

## **Differentiation**

AS well as the obvious need to adapt lesson plans for children with special needs, we have found that many able children can also demand more attention. Thus, children such as P in group G and M in group D require us to actively adapt our teaching strategy to ensure that the other children feel that we aren't rewarding attention seeking behaviour with special treatment. On the other hand, children who are noticeably reclusive and quiet such as M in group F and L in group E require encouragement in order for them to participate and overcome their embarrassment. The result of this has been that a range of children have all been able to realize their personal acting ability.

## Romania Drama Lesson Plan

### Aim of the session

To learn the children's names and introduce them to how we plan to teach them drama through drama games. We also aim to focus on the fact that most of these children won't know each other so need to make them comfortable in each other's company!

<b>Activity</b>	<b>Time</b>	<b>Benefits</b>	<b>Challenge and solution</b>
Name game, throwing the ball around the room to learn names	10 minutes	To help everyone learn names.	If a child is unable to throw or catch than we will roll the ball to them or have a volunteer behind them, helping them to catch the ball.
Drop, sit, stand	10 minutes	To help learn names a little better while keeping it interesting for the children.	If a child is struggling to catch then roll it to them and have them stop the ball.
The Boat game (if possible)	10 minutes	Introduce the children to the idea of a pirate ship or boat idea.	Too many children could lead to someone hurting themselves and there could be a language barrier. We would either choose another game or use words they understand.
Grandma's footsteps	10 minutes	To help them learn to be silent and concentrate.	Some children may find it difficult to stand still, but in the past there has been little problems with this game as the children work well together.
The Prince and the Thief	10 minutes	Introduce the idea of the thief almost as the lost boys and therefore they can have a go at the physicality of how these characters move	If a child is struggling to be the thief than put them on the chair as the king immediately. Or alternatively give them a quieter item than the rest of the children.
Kapish Kaposh (alternative to the Prince and the Thief)	10 minutes	Introduce the figures of the pirates as a pirates and Indians game. Maybe change the characters to pirates, Indians and lost boys?	
Sleeping Lions	10 minutes	To calm the children down for the next session without us.	

### Items needed

Balls, Shaker, chairs and speakers.

# Sport

Being involved in running the sports activities this year has posed several challenges. However, it has been extremely rewarding to see the improvements in integration and the skill of the children this year.



Integration was the first issue that arose amongst the groups due to a lack of familiarity and contrasting abilities within the group. Lack of familiarity was quickly combated with a few group activities such as 'The Name Game'. To endure integration, we paired the most able children with those with special needs. We were amazed by the effectiveness of this; the whole group developed a sense of pride in the achievements of each child which was very touching. This was especially evident during the inter-group basketball shooting competition

when the more able children were encouraging those with special needs and enjoying their success. For example, as a girl with special needs scored the final goal to win the competition, there was an unmistakable sense of pride and unity.



## Sports Day

The Sports day is now a very well-tested event. All the volunteers have carefully selected roles, and the children rehearsed the activities in their sports sessions. This really is a challenge for some of the children, who need to remember a variety of different activities and perform them to speed, though with the careful support of their group leaders. All ran very smoothly, and the highlight was the awarding ceremony, where the delight of the children was obvious, as every one received a medal for competing.



**Lesson Plan**        **SPORT**  
**Theme: NEW WORLDS**

**Name of activity leader SALCEANU VIOCEL**

Aims of lesson: Teaching children fundamental basketball shooting and dribbling  
Lesson structure – give approximate timings for each section. Each lesson is one hour

	The Teacher will	All pupils will	Some pupils may
Introduction	Explain warm up games	Play the game	Be distracted and want to do something else
Main Activities	Show how to: shoot and dribble passing in pairs	Dribble the ball properly Pupils will respect their places in the game and pass Obey the teacher	Lose the ball and be frustrated about it Ignore what the teacher says, trying to do things their way
Conclusion	Set up team and play the game	Some competitive children will do everything to win	Get bored Not respect the rules

Materials and resources used: **Basket balls, cones**

Planned activities for individuals or groups within the class: **Children with special needs benefit from more attention.**

Reasons for these activities: **To develop their skills to catch and throw**

Evaluation of lesson: **Most of the lesson went well, apart from passing in pairs.**

What would you change, and why? **Next time we will try putting cones closer for the kids to be able to pass to each other more easily**

## **SPECTACOL: The Island**

This year, the final spectacol was truly a community event. We were invited to use the Town Hall for both an exhibition of art work and a celebration of the performing arts. Posters and programmes were produced by the children in the IT sessions, and were distributed around the village. Art and Craft work was beautifully and inventively arranged in the entrance to the Town Hall, and the collage maps of the world, produced so carefully over two weeks, formed a brilliant backdrop to the stage.

Based very loosely on Peter Pan, the story took the

children to a far away island, where they met strange beasts and exotic plants and enjoyed building their own homes, only to be met by dangerous pirates. Undeterred, they bravely fought off their foes and the spectacol concluded with a rousing rendition of the theme song " I Like to be in Never Land " and the now traditional group dance, ably choreographed by the dance team and involving all the children and students in a joyous celebration of the project. Along the way, were treated to tribal and battle dances, a very convincing sea and shipwreck, and the children's own translation of In The Jungle into Romanian. The Town Hall was packed, with parents, teachers, and many people from the village, for whom these two summer weeks had become a part of their lives.



# EVALUATION

---

## Romanian and English volunteers

### **Integration**

The integration between all the children has been the biggest change over the two weeks. They have developed teamwork and patience from the mixed ability groups. The able children were excellent at supporting the children with special needs and integrating them into a team. The Gurghiu children attached themselves to the children with special needs, helping in each activity. The most important thing is that they (the Gurghiu children) do not "push them aside".

### **Progression**

The children grew closer to the volunteers as they began to trust them more. They smiled more, and were reluctant to leave their lessons. Many are much more willing to participate in activities than they were at the beginning. They have become much more relaxed and better team players.

## Benefits for the children

All the children have more self-worth, since each got a chance to shine in some way. The children have achieved a vast amount of practical skills; more importantly they have developed teamwork and patience from the mixed ability groups, and focus from activities such as yoga. They have more confidence, especially after seeing their hard work pay off in the Spectacol.

## Benefits for the volunteers

Bringing a class together and being able to share my enthusiasm with them. I am no longer unsure of how to act around children with special needs. I have learned so much concerning the value of experience, as well as how to be more diplomatic and co-operative. I have learned that often a child needs space to develop and learn fully, so constant attention is not always beneficial. I have learned not to underestimate cultural differences. It has made me realise that I have previously underestimated children with special needs, and more challenges will help them to achieve their potential. I have become much more confident working with children and feel I am more able to take control of a class and manage problems. I have learned that well said words are worth more than shouting.

## Evaluations by care staff

The children learned new skills, and enjoyed playing with the volunteers. Each one of them improved their skills in some way, and they all were very happy in doing so. The children gained the experience of working in a team, towards a successful performance which gave us all pleasure. The children are more active, more relaxed, and participate more. The children have experienced a wonderful, active holiday full of friends, with the useful opportunity to integrate and socialise. They have become more receptive and communicative. I have great respect for all these young people, and am convinced that in the future they will know what they have achieved.

---

## ACHIEVEMENTS

- - Project returned to last year's venue, Colegiul Silvic Gurghiu
  - Involvement of over 100 children, from Gurghiu, and foster care in Targiu Mures
  - Children with severe educational needs and with social needs integrated into activity groups with other children
  - Local children integrated with children from Targiu Mures
  - 45 Romanian and JAGS volunteers, 20 with previous experience of CA summer projects, 6 with 3 or more year's experience, integrated within the project
  - Partnerships between Regional, County and Local authorities and with Colegiul Silvic and foster homes developed further
  - Local community in Gurghiu involved through invitations to Sports Day and Spectacol
  - A challenging, exciting and varied summer programme provided and delivered by the volunteers, with adults playing a supporting role
  - New activity of Computing introduced
  - Good links made with ICT teacher, to develop computer teaching further and to develop CA links through ICT
  - Possibility being explored of Gurghiu as a hub for CA volunteers from urban areas nearby (Reghin); development of rural CA
  - Those responsible for the everyday care of the children with special needs included within the project through initial briefing, invitation to participate and frequent communication
  - Integration and differentiation for the needs of individual children built into lesson planning and evaluation, and achieved regularly both through planning and flexibility of response
  - A learning experience provided for children, volunteers and adults
  - Initial and ongoing training and support provided for volunteers
  - Both Romanian and English student volunteers produce lesson plans in advance which are then evaluated and refined after the lessons
  - Volunteers and adults encouraged to evaluate the project and their own roles within it continuously and at the end
  - Detailed report on the Summer Project produced to record progress and offer a possible model for other projects
- 

## SUMMARY

This year's project, as ever, built on the success of previous years. The links made at all levels, between Romanian and English colleagues, between adults and volunteers, between volunteers and children, have become so deep rooted as to enable the project to start, on the very first day, with a clear understanding of expectations on all sides. This enables the whole team to work together from the first meeting of the volunteers to the final clear up and celebration with the children; even the farewells, which are inevitably poignant, are handled with tact and sensitivity by all concerned. The lessons learned by all involved are profound and unforgettable; young people, when fully prepared and supported, but not overly directed by adults, can have a profound impact on their own communities, and can transform their own views of their role in society by doing so. The opportunities for young people to have this experience need to be continually developed and expanded, both within and between our countries; all young people should experience, at some level, the challenge of making a difference.

---

