



## Active Citizenship for Sustainable Learning

KA2 - Schools Only Partnership 2515-FR01-KA219-015184 1

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## Second Active Citizenship Language Camp

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17 - 26 April 2017, England

Emmaus Youth Village,

Pemberton Road

Allensford, Consett, Co. Durham DH8 9BA

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<http://www.ymt.org>

### A. Educational system in England

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Until 1870 all schools were charitable or private institutions, but in that year the Elementary Education Act 1870 permitted local governments to complement the existing elementary schools in order to fill any gaps. The Education Act 1902 allowed local authorities to create secondary schools. The Education Act 1918 abolished fees for elementary schools.

**Education in England** is overseen by the United Kingdom's Department for Education. Local government authorities are responsible for implementing policy for public education and state-funded schools at a local level.

England also has a tradition of independent schools (sometimes termed "public schools") and home schooling alongside state schools; legally, parents may choose to educate their children by any suitable means. State-funded schools can be categorized as grammar schools, which are selective, or comprehensive schools, which are not. These can be further subdivided into free schools, other academies and state-run schools. More freedom is given to free schools, including most religious schools, and other academies in terms of curriculum, but all are subject to assessment and inspection by Ofsted.

The state-funded education system is divided into stages based upon age: Early Years Foundation Stage (ages 3–5); primary education (ages 5 to 11), subdivided into Key Stage 1 (KS1) Infants (ages 5 to 7) and Key Stage 2 (KS2) Juniors (ages 7 to 11); secondary education (ages 11 to 16), subdivided into Key Stage 3 (KS3; ages 11 to 14) and Key Stage 4 (KS4; ages 14 to 16); Key Stage 5 is post-16 education (ages 16 to 18); and tertiary education (for ages 18+).

At age 16 the students typically take exams for the General Certificate of Secondary Education or other Level 1/2 qualifications. While *education* is compulsory until 18, *schooling* is only compulsory to 16, thus post-16 education can take a number of forms, and may be academic or vocational. This can involve continued schooling, known as "sixth form" or "college", leading (typically after two years of further study) to A-level qualifications (similar to a high school diploma in some other countries), or a number of alternative Level 3 qualifications such as BTEC, the International Baccalaureate or the Cambridge Pre-U. It can also include work-based apprenticeships or traineeships, or volunteering.

Full-time education is compulsory for all children aged 5 to 18, either at school or otherwise, with a child beginning primary education during the school year he or she turns 5. Children between the ages of 3 and 5 are entitled to 600 hours per year of optional, state-funded, pre-school education. This can be provided in "playgroups", nurseries, community childcare centres or nursery classes in schools.

All children in England must currently therefore receive an effective education (at school or otherwise) from the first "prescribed day", which falls on or after their fifth birthday until their 18th birthday, and must remain in school until the last Friday in June of the school year in which they turn 16. The education leaving age was raised in 2013 to the year in which they turn 17 and in 2015 to their 18th birthday for those born on or after 1 September 1997. The prescribed days are 31 August, 31 December and 31 March. The school year begins on 1 September (or 1 August if a term starts in August).

## B. Consett Academy

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**Consett Academy** opened in January 2012 on the sites of the two former schools, Consett Community Sports College and Moorside Community Technology College. During academic year 2014 - 15 the Academy moved into a new multi-million pound purpose built campus in the heart of Consett. The Academy Lead Sponsor is New College Durham and we are co-sponsored by Durham County Council.

As an Academy the key priority is drive up standards and transform the lives and aspirations of the students. They aim to be the first choice place of learning for students of all abilities living in Consett and the surrounding area. It's a self - evaluating Academy focused on continuous improvement in all areas.

### **The three core principles are: Inclusion, Progression and Excellence**

The principle of Inclusion will provide for all students of all abilities, aspirations and backgrounds and involving staff, governors, students and the wider community in determining the future of our Academy. The curriculum will be broad and challenging, with academic success of students at the heart of what they do.

To encourage Progression, the Academy will provide effective advice and guidance. This will enable learners to make informed and appropriate decisions for future study and employment, encouraging them to take on new challenges and reach higher levels of achievement.

The focus on Excellence underpins all that they do whether in learning areas, working in the community or governing and leading the Academy.

### **Academy's Vision:**

*'An **inspirational learning hub** that allows all students and colleagues to achieve all that they can; has an ethos that **ignites a passion for learning, discovery and creativity** and nurtures a **moral code and self worth** that stays with our young people all their lives'*



## C. Programme of the Camp

This is the short version of the programme. The full version is available on the site of the project at [www.ac4sl.eu](http://www.ac4sl.eu)

FROM 17TH TO 26TH APRIL 2017

### DAY TO DAY PROGRAMME

Monday 17/4	Arrival in the UK. Travel to accommodation. Students communicate with families via social networks.
Tuesday 18/4	Welcome + establish group rules. Learners are divided into eight international groups for workshops and drama games to get to know each other. English lesson through games and learn another language. Welcome Ceremony, meeting with local representatives. Creative workshop – recycling of T-shirts to the values of ERASMUS+. Travelling booklet.
Wednesday 19/4	Visit to local history museum and participation in citizenship activities based on historical events. <a href="http://www.beamish.org.uk/">http://www.beamish.org.uk/</a> Visit to Durham City to see the Cathedral and Castle. Travelling booklet. Sharing of national games, musical and drama.
Thursday 20/4	Learners are divided into eight international groups for workshops. Drama games to get to know each other. English lesson through games and learn another language. Workshops looking at creating things with green/ recycled materials. Preparation of the intercultural evening: each national team prepares typical food and drinks, a traditional dance or song (could be national anthem). Travelling booklet. European party.
Friday 21/4	Day visit to Edinburgh: Edinburgh Castle, Scottish Parliament, Botanical Gardens, time to visit the town.
Saturday 22/4	Learners are divided into eight international groups for workshops. Drama games to get to know each other. English lesson through games and learn another language. Active Citizen workshop. Travelling booklet. Preparation and performance of drama piece.
Sunday 23/4	Learners are divided into eight international groups for workshops. Drama games to get to know each other. English lesson through games and learn another language. Multinational team competition looking at use of recycled materials leading to a Trashion show. Travelling booklet.
Monday 24/4	Visit to Consett Academy to complete range of Active Citizenship activities and video recording in school. Travelling booklet. Karaoke/film evening.
Tuesday 25/4	Sporting Activities at local Sports Centre. Interviews. Travelling booklet. Pupils' feedbacks online. Evaluation of communication and social skills. Photo of the group. Packing. Diplomas to pupils. Travelling booklet. Farewell party.
Wednesday 26/4	Departure of participants.

All partner institutions arrived to Emmaus Youth Village in Consett on Monday the 17th of April, 2017. The cottage houses were ready for the groups of students and labels with the names of the students and the flags of their countries on each house helped them to find their way to their rooms even late at night. Roommates were mixed and students from different countries had to introduce themselves, make themselves comfortable in the cottage houses and get to know the kids that were going to be their roommates for the next 10 days. They had dinner together and started to communicate with each other.

On the first day of the language camp, the coordinator of the project, Mr Lahachmi Mechkouk and Mrs. Helen Potter – the host and organizer of the camp in England officially opened the camp and presented the national teams. Before starting the activities, the learners were introduced by Mrs. Helen Potter to the teachers of the camp and the rules of behavior in the camp. The students were also welcomed by the Consett Academy's principle – Mr. Kevin Reynolds, also by Alex Watson, Owen Temple – the Durham Council's representatives and Brian Stobie – international projects' coordinator.



After that, the participants were invited to join their transnational team: the four groups were formed and named after important English personalities, such as Bronte, Nightingale, Cook and Stephenson. Each group included about 20 students and 4 teachers of different nationalities. According to the programme of the language camp, elaborated by the project coordinator, 80 pupils took part in the following activities:

- A. English classes through games in different themes like "Togetherness", "Equality", "Comradery", "Helping the Environment", "Social Justice", "Global Warming", "Active citizenship".
- B. Spanish/ French/ Italian/ Greek Language classes through games.
- C. Drama games: build friendship links / foster tolerance / physical contact / how to express one's feelings / acquire life skills / Express one's opinion
- D. "Erasmus" song: rehearsals and recording of the song.
- E. Drama play according the project's theme (Ecology) + the group's theme.
- F. Creative workshops with drawing, painting, creating music instruments from the recycling materials,

etc. Trashion show.

G. Sport activities through different competitions.

H. Caring about the environment: Community Service activity (working in a nearby wood).

I. Intercultural evening (national cuisine, national dances).

J. Goodbye Ceremony- Awards and Certificates - Farewell Party.

Pupils also attended excursions and cultural visits in Durham, Edinburgh and Consett.

## I. Lessons

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### a. English Classes

Regarding the English classes, a syllabus of the activities to be implemented during the camp classes was created within collaborative work between the teachers and under the supervision of the coordinator of the project. These lessons were organized and uploaded to the site of the project by the coordinator and the English team before the camp, so that all the teachers share work and ideas and get ready beforehand for the classes they were going to give during the camp.

The objectives of the lessons:

- to develop the students' oral communication competencies
- to motivate students to use English confidently in real life situations and to acquire social skills

To make teaching and learning during the language camp more attractive, all the teachers used games and role plays during their classes. The students had access to the English language through a lot of different games:

- linguistic games - phonetic, lexical, morphologic or grammatical games - that help students to improve their pronunciation, to speak more fluently and correctly in English, to enrich their vocabulary
- creativity games, that involve the students' imagination
- cultural games that help students to learn more about the cultures of the countries involved in the project and to understand better their colleagues
- role playing, sketches, simulations and dramatization games that promote interaction, give the students the opportunity to develop their social skills, increase students' motivation to communicate, put students in real communication situation, help them speak more fluently, develop their imagination and offer them the chance to know themselves and the others better, teach them to find creative solutions to their problems, give them more confidence in themselves. Students could also solve different themes of nowadays world like togetherness, equality, etc. and it was really interesting for them. Use of games and role plays during foreign language classes had

a great success among young learners. All teachers reported a high level of students' participation to the lessons. They also agreed that pupils made progress in terms of their communication skills and became more confident about their spoken English.

All the activities in the camp were organized like on a carousel, every time switching the groups like in a carousel.



## b. Spanish / French / Italian / Greek Language Lessons

During the language camp, teachers from Spain, France, Italy and Greece gave Spanish, French, Italian and Greek Language classes. Each national group attended classes in those languages. Using games and music, teachers offered to the students a trip to other cultures and codes. They taught them how to introduce themselves, count or speak about their favourite colours and managed to increase the students' curiosity about other languages and cultures. The students and the teachers in the language camp enjoyed practicing this natural means of communication.



## II. Excursions – Cultural visits

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**Durham – 19<sup>th</sup> of April**

**Durham** (/ˈdʌrəm/, locally /ˈdɜːrəm/) is a historic city and the county town of County Durham in North East England. The city lies on the River Wear, to the west of Sunderland, south of Newcastle upon Tyne and to the north of Darlington.

The most exciting thing during the language camp was the knowledge about English culture and traditions. The participants of the camp had a great opportunity to visit **Durham**: The Durham's Castle, Cathedral and town. The students and the teachers were invited to a County hall where the Meyer of Durham presented the town's history, told about his guards and made an excursion in a County Hall. The teachers and the pupils got very good impressions about this town and especially – about English culture and nice people.



## Beamish museum

The same day in the morning, the pupils also visited the famous Beamish museum. Beamish is a living, working museum, set in 300 acres of beautiful Durham countryside. Costumed folk bring to life the Town, Pit Village, Home Farm and Pockerley Old Hall in North East England in the 1820s, 1910s and 1940s. The pupils and the teachers could experience a real sense of English history.

The most exciting was a real history lesson when all the students had to find a missing in a war boy and decide or find the answers why he had gone to the war if he was only 15 years old. It was the most memorable interactive museum for all the countries – partners.



## **Edinburgh – 21<sup>st</sup> of April**

The Old Town, although only about a mile long and 300 yards wide, represents the total extent of the twin burghs of Edinburgh and Canongate for the first 650 years of their existence, and its general appearance and character remain indubitably medieval with its tortuous alleys and tightly packed closes. Containing as it does the majority of the city's most famous tourist sights - including the Castle and the Royal Mile - it makes by far the best starting point for your explorations.

The students visited the Edinburgh castle. Later it was a really good lesson through the coach's windows admiring English nature and landscape.



## **Visit to School (Consett Academy): 24<sup>th</sup>, 25<sup>th</sup> of April**

The host school – Consett Academy greatly invited the students and the teachers to spend two days in their building and to have different activities. The Academy's principle Mr. Reynolds welcomed all the participants and made an excursion for the teachers. First impression was really incredible when students saw such a new modern school and nice people there. The feeling was that we were in the future. The first day, spent in Academy was full of interesting lessons about the environment protection, science, friendship. The second day was prepared with the variety of interesting and the most popular sports activities in England. The students and the teachers could play rugby, football and basketball together. The Academy's teachers had lessons with the campers and showed a very big attention to everyone. Those lessons in Consett Academy were unforgettable.



### III. Activities in the camp

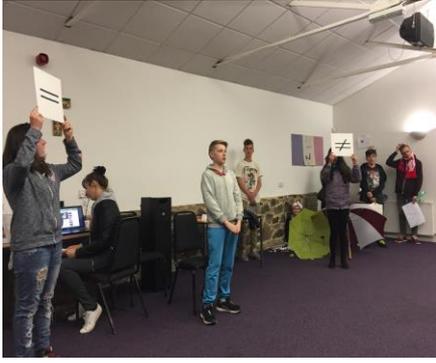
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- **ERASMUS song**

One of the aims of the camp was rehearsing and recording the Erasmus Song of AC4SL project. Partner countries had prepared the song in their countries, later they rehearsed it in the camp almost every day. All the campers enjoyed the daily rehearsals which offered the groups a great opportunity to socialize and interact together. Finally the ERASMUS song was recorded in Consett Academy.

- **Drama classes (Drama performances)**

Drama classes were very important component in the camp's pedagogical activities. The students were divided into 8 different groups and had to create the play with the different topic according to the project's aims like Active Citizenship, Friendship, Helping the Environment, Social Justice, Comradery, Togetherness, Equality and Global warming. It wasn't very easy to play drama because all the students were from different countries, with the different spoken English skills and some of them were too shy to be on the stage. The teachers made everything to make students speak and perform. The evening, when the drama performance took place in the Embassy hall, everyone felt excited because the plays were very interesting. The common project's spirit was felt in the air.



- **Community Service activity** (working on creating a “forest trial” in a nearby forest, public park)

20<sup>th</sup> of April all the participants went to a public park to work on creating a “forest trial” in a nearby forest. The local rangers explained the tasks to the groups of pupils they had to do: clean the park by picking up the litters, cut the branches, colour the fences, plant the flowers and help each other working together. Everyone enjoyed working and being in a fresh air.

- **Active Citizenship Workshop**

- a) Students brought white t-shirts of their own (stressing the recycling idea) and markers from home and they drew and coloured their AC4SL camp’s t-shirts in their national teams. The students represented how they imagined the project’s idea and aim. The students really liked it. After that the students had an opportunity to make Erasmus T-shirts’ fashion show and take the common camp’s participants photo.





b) Campers spent a creative art afternoon participating in different recycling workshops. The pupils in the international groups could attend as many workshops as they wanted. They could paint on a silk, make the frames for the camp's photo, make some things from the glue and paper, but the most interesting was when they had an opportunity to make the music instruments from the recycling thing and later on to play the drums. They had a lot of fun trying everything and meeting new people around every activity.



## • Two-day visit to Consett Academy

First impression was really incredible when students saw such a new and modern school with nice people there. The feeling was that we were in the future. The first day, spent in Academy was full of interesting lessons about the environment protection, science, friendship. The second day was prepared with the variety of interesting and the most popular sports activities in England. The students and teachers could play rugby, football and basketball together. The Academy's teachers had lessons with the campers and showed a very big attention to everyone. Those lessons in Consett Academy were

unforgettable.



- **Trashion Show**

Multi - national teams had a good opportunity to show their creativity by participating in a Trashion Show. Firstly the students were asked to meet in the Embassy hall and listen for the information. Then they had to go outside and look at the trash which was put there and then to come back to their groups explaining and drawing their pictures of the models. Only then they could come and take the trash for the completing of the task – preparing the models for the Trashion Show. Finally, as the result, the show was very interesting and well prepared because it reflected the Erasmus idea and children’s creativity.



- **European traditional dances**

National teams performed folk dances from their countries. Participants got really enthusiastic about new rhythms, music and dances and this event strengthened even more the bond between the campers: In the end, students were looking for a place to practice new dances, so they got out of the hall and started dancing outdoors!



- **Intercultural evening**

National delegations cooked traditional food from their countries. This was a unique way to help participants discover each other's cuisine and try new tastes. Additionally, national teams had to cook, cooperate, show good spirit, present and explain their foods.





- **Travelling booklet**

A travelling booklet was kept up to date by pupils every day: they filled in all required information about their travel, the transportation means, the route to get to England, they described activities, wrote the name of their new friends, described their emotions and their best memories. The pupils also made a lot of activities about the environment protection presented in their travelling booklets.

- **Transnational team activities**

During the multi - national teams' activities the pupils had the great possibility to compete, play different games but the most important - to know each other by communicating in English. Consett Academy's teachers organized very interesting games which took place in the camp all the evening.



- **Farewell ceremony** (local dance demonstration and Ceilidh, presentation of diplomas)

During the farewell ceremony Mrs. Hellen Potter and the English team gave the certificates and gifts to all national groups and all the participants were happy or even sad because such a perfect camp was finished. Kids from different countries could keep and bring home the prize that they got. In this way, all the countries got a prize. Local group Ceilidh demonstrated the local dances with clogs (it's a type of footwear made in part from wood) and the students had a great opportunity to try those dances with clogs and even touch the local culture and spirit.

Moreover, on this last day of the camp, participants were very emotional, exchanged gifts, shared good memories and promised to keep in touch in the future.

- **Coordinators' meeting**

National coordinators had a meeting with the project coordinator every evening at 19:00. They discussed and exchanged on the difficulties met during the day and operated changes for the following day when necessary. Emergency situations were also discussed and measures were taken whenever they occurred.

- **Exchange of good practice**

Teachers had the chance every morning to meet in the teachers' meeting point, exchange lessons and ideas, cooperate with their European peers, study for the following classes and share experience.

- **Students' assessment**

A feedback questionnaire was submitted by pupils the last day of the camp in Consett Academy and so they could give their point of view on the language camp: the kind of activities, the organization, the rules inside the camp, relationships with teachers and other European pupils, things they enjoyed or disliked, the impact of the camp on their communication skills, personal self – esteem and self – confidence, things they missed. They were also invited to give recommendations for the next camp.

## **Conclusion**

By general consent, the Second Active Citizenship Language Camp in England was a successful camp. Pupils participated enthusiastically in all the activities, showed interest in the lessons, established social interaction and enjoyed all the new experiences offered to them within this camp. They developed their oral communication competences in English and they were able to discuss every day matters, ask and give information, react to proposals, understand oral messages, produce oral messages, describe, narrate and explain, present a topic orally, make oral announcements, act drama and lead a conversation.

They learned how to work in groups in order to create a drama performance, clean the environment and protect it, win a sport competition. In this way, pupils improved their self-image and became more self-confident and assertive. Moreover, they developed their empathic and communication skills, they established new interpersonal relationships, made friends, became more sociable.

The students improved their ecological awareness. Leaving in nature for ten days, having activities in the open air, adjusting to weather conditions, discovering so many different and wonderful landscapes, visiting towns and people.

Finally, they learned by experience what it entails to be an European citizen. They learned about other European countries and they integrated European values such as solidarity, tolerance, equality and freedom. They learned the value of cultural diversity and they perceived national differences not as an obstacle to communication but as a means of further personal improvement through learning and accepting. This new idea, the essence of Erasmus spirit, will hopefully lead in the future, to intercultural tolerance and world peace.

All the countries are very thankful for the preparation and perfectly organized camp to Mrs. Helen Potter and all the English team.

This report has been written by Inga Vainutienė, under cooperation with Lahachmi Mechkouk , the project coordinator.

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