



## Summer Academic Camp 2016 for Syrian Refugee Children Ages 7-13

# EVALUATION AND REPORT

October 2<sup>nd</sup> 2016

Summer  
Academic  
Camp  
2016



Project Coordinator: Shazia .S. Rashid

Project Funded By RED CROSS

Through VIRCS (Victoria Immigrant and Refugee Centre Society)



## **Summer Academic Camp 2016 for Syrian Refugee Children Ages 7-13**

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## PURPOSE OF THIS REPORT

The purpose of this report is to give an insight of the procedures and processes that were undertaken to make this pioneer project in Victoria a great success.

Additionally:

1. This model can be used for future Academic camp planning for Refugee children.
2. It can be sent out to school districts as a valuable tool for teachers to see Refugee student responses in an academic camp setting.
3. Teachers can request to access the syllabus and resources that were used by the English Teacher and Math teacher for the level 1 class ( Grades 1-4) and level 2 class (Grades 5-9).
4. Teachers who have Syrian refugee students in their classes who participated in this camp, can request to access the student's individual report cards to see their progress and understanding of different concepts in Math and Language.
5. Feedback on student's response from workshop facilitators would also be accessible to schools if required. The two workshops offered were Bullying workshop through Red Cross and a Self care workshop through Expressive journeys
6. This camp consisted of 19 refugee children from the Syrian population. Children's response and behavior was monitored on an individual and cultural group basis. Therefore this report also includes direct feedback from the project coordinator, math and English teachers which can be useful to other teachers.
7. Funders, Schools or future academic camp planners can see some of the successes and challenges that were experienced using this model and use these as tools in their schools.
8. Future academic camp planners for Arabic speaking children can request to access forms that were created and translated in Arabic.

*With the submission of this report, I would like to acknowledge the hard work of all the program staff and volunteers, the commitment of the Parents, the dedication of the students, and on behalf of the Victoria Immigrant and Refugee Centre we would like to thank Red cross for funding this project.*

*Sincerely,*

*Shazia Rashid*

*Project Coordinator*

## PROPOSAL SUMMARY

Proposal was introduced to Project Coordinator on *July 18<sup>th</sup> 2016*.

Based on the Refugee Resettlement Recovery Assistance and Community Integration Community Partnership Application, a summary of the proposal is as follows

**Goal:** a summer school using a camp concept for Syrian children between the ages of 7-13 to receive academic support in Language, Math and community connections. Arabic mentorship expected to play a great role during classes.

**Purpose** To get the children better prepared and more confident for school in the new school year

**Target number:** 15

**Community connection** (Red Cross would provide a bullying workshop)

**Space confirmed** at Colquitz middle school

**Schedule:** 3hrs per session twice a week

**Time:** Tentative location and time was confirmed for first 3 weeks at Colquitz middle school.

**Project Expected Duration** 6 weeks.

## **CAMP LOGISTICS**

### **STRATEGIC PLANNING AND MODEL USED**

#### **Understand Goal and purpose**

This camp focused on improving language and math skills and preparing students to become more confident for Canadian schools.

#### **Arabic Mentorship Component**

In order to encourage children to speak English and to learn in English, Arabic mentorship was limited to only parent teacher communication through translated parental consent forms, during the orientation, in-class concept reiteration when necessary, and emphasizing classroom rules and order.

#### **Class and age group Division**

For each 3 hour session of the camp there were two separate blocks with a half hour break in between. Participants were divided into two levels on day one, based on the assessment at the orientation. Level 1 age range was 7-9yrs and Level 2 age range was 10-13yrs

#### **Academic Camp General structure for 5 weeks**

- ✓ An orientation/Registration session
- ✓ Math classes 3 sessions per week for each level
- ✓ ESL classes 3 sessions per week for each level
- ✓ Social studies through 2 workshop sessions for each level; one on self care/art therapy and one on bullying
- ✓ A fun Day
- ✓ A Graduation ceremony

#### **Incentive**

A light lunch was provided as an incentive to arrive 45minutes before classes begun and during the break; nourishing snacks were provided to keep children hydrated and attentive.

## General Scheduling

TIME	MON & WED	TIME	FRIDAY
1.15-2.00pm	Light Lunch	8.45-9.00am	Morning arrivals
2.00-3.15pm	ESL level 1/ Math level 2	9.00-10.15am	ESL level 1/ Math level 2
3.15-3.45pm	BREAK	10.00-10.30am	BREAK
3.45-5.00pm	ESL Level 2/ Math level 1	10.30-12.00	ESL Level 2/ Math level 1

Figure 1

AT RECESS: options included: Gym, outdoor park, or an Arts/crafts station if necessary

### Location

For an academic camp a school setting is always the best. For **the first 3 weeks** at Colquitz middle school, we had access to two separate rooms, a foods room including a kitchen and a Gym where the kids really enjoyed playing.

**For the second last week** we had to move from Colquitz to the Tillicum Recreation centre where we were fortunate to get two spaces ( the teen room and Lam room) which worked out reasonably well for the first workshops sessions offered by both Expressive journeys and the Red Cross.

**For the Final week** we had to use two spaces in the library for the second set of workshops in which we were well accommodated however, it was not a suitable space for a workshop for kids because they were easily distracted and we found difficulty to keep them contained.

Changing of locations was an issue but parents remained committed to dropping and picking up their children on time.

### Planning Time

Due to limited planning and preparation time, the Academic camp could only run for 5 weeks (instead of 6 weeks originally proposed). The orientation session was set for August 2<sup>nd</sup>

**PLEASE SEE ACADEMIC CALENDER THAT WAS FORMED BELOW**



## Summer Academic Camp for Syrian Refugee Children 2016

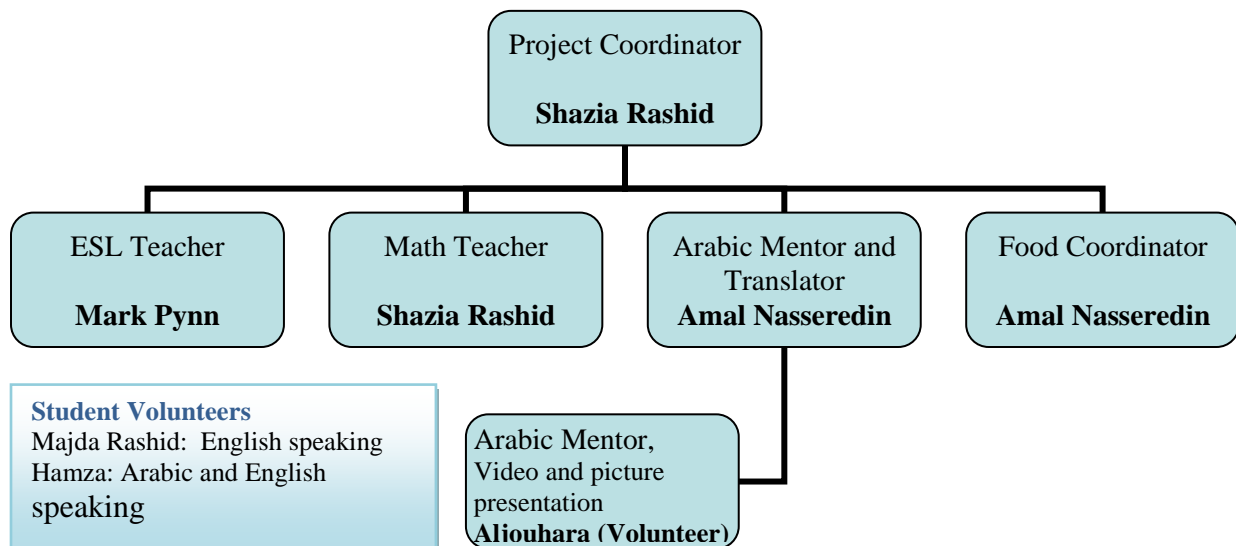
### AUG 2ND –SEPT 2<sup>ND</sup> CALENDAR

Sunday	Monday 2-5pm	Tuesday	Wednesday 2-5pm	Thursday	Friday 9-12pm	Saturday
	1	2 Orientation and Final Registrations 2-3.30	3 First Day of Classes	4	5 Regular Math and ESL classes Level 1 Level 2	6
7	8 Regular Math and ESL classes Level 1 Level 2	9	10 Regular Math and ESL classes Level 1 Level 2	11	12 Regular Math and ESL classes Level 1 Level 2	13
14	15 Regular Math and ESL classes Level 1 Level 2	16	17 Regular Math and ESL classes Level 1 Level 2	18	19 Regular Math and ESL classes Level 1 Level 2	20
21	22 2.00-2.45pm Level 1 ESL Level 2 Math 3-5pm workshops from Red cross and Expressive journeys	23	24 Regular Math and ESL classes Level 1 Level 2	25	26 9.00-9.45 Level 1 Math Level 2 ESL 10-12 workshops from Red cross and Expressive journeys	27
28	29 Wrap up Math and ESL classes Level 1 Level 2	30	31 Fun Day at Gordon Head Rec centre 1.00-4pm	1	2 Camp Graduation Day	

Figure 2

## PROGRAM STAFF RECRUITMENT PROCESS

- ✓ Recruited staff that either have a certification, training, experience or background in teaching or working with multicultural/ immigrant /refugee children.
- ✓ Recruited an additional and very crucial staff member in the program; the food coordinator ( that was not included in original proposal)
- ✓ Selected staff and Volunteers that have good team work skills and who understand the objective of the Academic Camp and who are able to provide exceptional skills to make the Academic camp a welcoming, structured and fun learning environment.
- ✓ Involved 2 additional Canadian born student volunteers of age 10 to assist in different tasks throughout the camp, one of which was bilingual (English and Arabic) and who was able to help with interpretation when needed and the other who had experience as a helper in George jay's lunch program, and as a teacher's assistant.
- ✓ Provided each program staff/member with a contract and summary of Job description before the orientation. A clear picture of roles eventually formed as follows





## ADVERTISING TECHNIQUES USED

- Started off by handing out a simple Arabic translated information flyer which was distributed through different avenues and by different people including VIRCS case managers ( *please find flyer in the appendix*)
- Our Arabic Mentor Amal did one to one advertising to parents who regularly come to VIRCS
- Distributed the handouts at the Mosque on Friday July 29<sup>th</sup> after the Family and domestic violence information session organized specially for Syrian families.
- Emailed out an Arabic translated poster to all Syrian families ( *please find poster in the appendix*)
- Hosted a well organized and structured orientation session that gave parents the confidence to register their children for the camp and to inform others about it.

## ORIENTATION AND PRE CAMP FORMS

### Orientation Agenda

Please refer to agenda below. The goals and guidelines of the Academic camp were clearly explained to the parents and it was also interpreted in Arabic. Parents had an opportunity to ask questions and get clarification



#### Summer Academic Camp for Syrian Refugee Children 2016

Orientation session on Tuesday August 2<sup>nd</sup> at the Colquitz middle school gym

#### Schedule

**1.00-1.15pm: Team members arrive**

**1.15-1.30pm: Brief check in meeting**

**1.30-1.50pm: Set up stations, refreshment table and chairs at the Gym**

**1.50-2.00pm: Welcome parents and participants**

**2.00-2.15pm: Introducing the Academic Camp**

**2.15-2.30pm: Introducing Program staff and Volunteers:**

**2.30-3.15: Registration and Assessment process**

**3.15-3.30: Refreshments**

**3.30-3.50: Clean up**

**3.50-4.00: Staff short meeting and check out.**

#### Stations and Roles:

Station 1: Aljouhara (Short Questionnaire green form)

Station 2: Mark (Intake Form and English assessment blue form)

Station 3: Shazia (Math assessment Orange form)

Station 4: Amal (Parental Consent and Liability Form white form) and hand out journals

## Orientation forms

A structured method of rotation was used to get parents and participants to complete all forms within the 2 hours of the orientation program

### **The following forms were specifically created to be filled out at the orientation**

(Please refer to the appendix for the orientation camp forms which included:

**FORM 1** (Questionnaire for students): used to collect data that can be used for quantitative analysis and evaluation of the academic camp based on student and parent response.

**FORM 2** (Intake and ESL Assessment): used to collect information that can be useful to create the best model of teaching and support required by the students for 5 weeks.

**FORM 3** (Math Assessment): used to collect information that can be useful to create the best model of teaching and support required by the students for 5 weeks.

**FORM 4** (Parental consent and Camp guidelines): used to provide parents with information about the camp guidelines, structure and goals.

## Progress tracking

Each student also received a student journal which was specially designed for this Academic Camp and which included five sections

1. **The Parent teacher communication section** (which was used regularly by teachers and mentors to communicate with parents about their child' progress.
2. **The Math section** ( where students wrote main concepts and where homework was done)
3. **The English Section** ( where students did their ESL assignments)
4. **The My Progress section** ( where teachers would record their tests information or assessment records)
5. **The My Creativity Section** ( where students were free to draw color or do their own creative work)

## DEMOGRAPHICS OF PARTICIPANTS

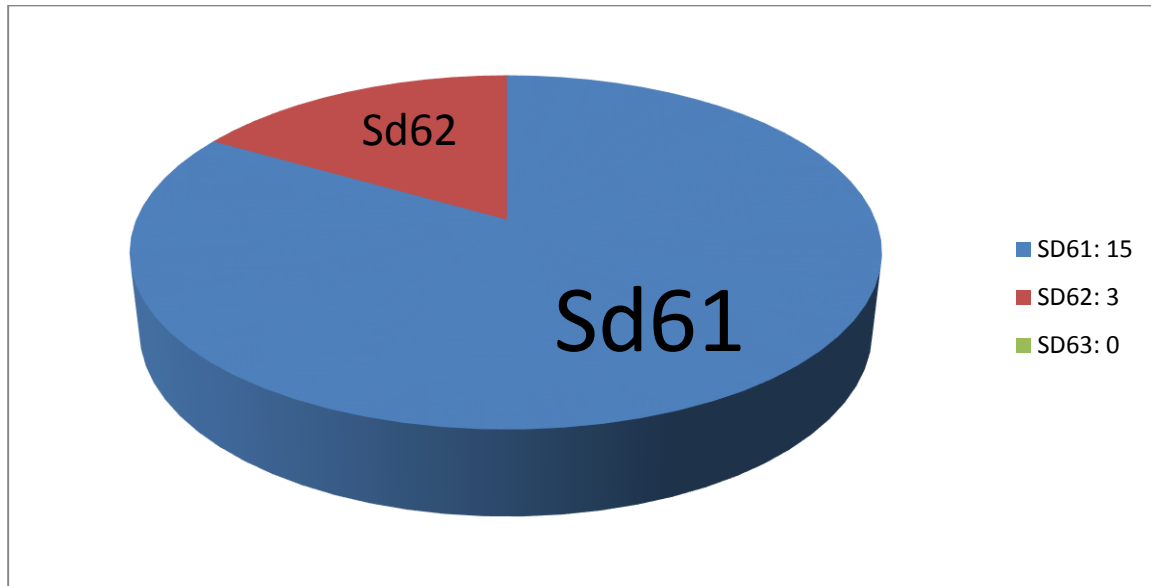


Fig 3: Most students were placed within the sd61 catchment

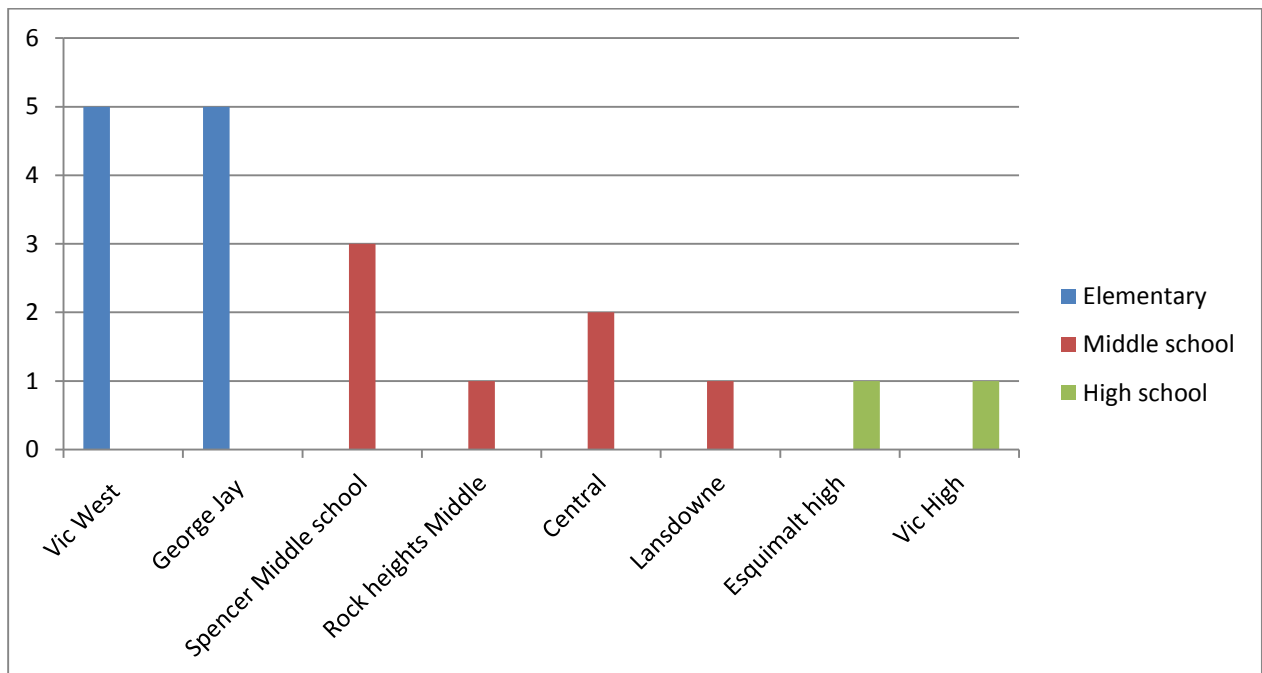


Fig 4: most students who participated had been enrolled at George jay and Vic west elementary

## TEACHING STYLES USED.

### Through Building relationships

Language improvement was monitored and supported at all times during class, at lunch and even at recess as teachers always communicated with the students in English. At the beginning of the camp students would first speak to the Arabic mentors before approaching the teachers but by the end of the camp they seemed more confident communicating with the teachers directly.

### Classroom setting method

The ESL and Math teachers created 10 lesson plans which they used to teach level one and level 2 students. They used old school but high quality methods of teaching which involved visuals, songs, art, assessments and mainly concentrated on general topics that could apply to all ages in both levels.

### Old school Homework/ Practice questions

Each session took 90 minutes per class and teachers would give some homework tasks for students to practice or to catch up faster at home. The Arabic Mentor would reiterate the main concepts taught in the class or would further mentor individual students if necessary.

*The ESL and Math Lesson plans can be found in the Appendix.*

*The ESL and Math teacher's feedback can be found in the Appendix*

## Workshops

Workshop on Bullying: through Red Cross.

Students were taught about what a safe place means, what bullying is, what to do if you are being bullied and who can help. The students eventually began to engage and understand the concepts with the support of the Arabic mentor. *More feedback about this workshop can be requested from Red Cross directly.*

Workshop on Self care/Art Therapy: through Expressive Journeys

The students were able to engage in different ways and improve social skills through the various activities offered in this workshop. *A feedback from Professional Art therapist Shahin Jones can be found in the appendix.*

## Fun Day

In the last week of the camp, a fun day was organized for all the campers to go swimming and enjoy a pizza party. Students were thrilled to take a break from all the brain work and had a pleasant time. Older girls didn't seem to keen to swim but came to the pizza party and Parents managed to find their way even though the Gordon Head Recreation centre was a place almost all had never been before.

## ANALYSIS AND EVALUATION

### Findings

These findings were based on the student questionnaires filled out at the orientation (beginning of the camp) and at the graduation (end of the camp). Since 18 out of 19 participants registered on the orientation day, we will consider findings from only the 18 registered students.

#### 1. Academic Camp interest

##### What made me join this camp?

- ☐ I want to increase my English language skills
- ☐ I want increase my math skills
- ☐ I want to be more prepared for school in September
- ☐ I want to make friends
- ☐ I am bored at home
- ☐ I like learning
- ☐ My parents made me

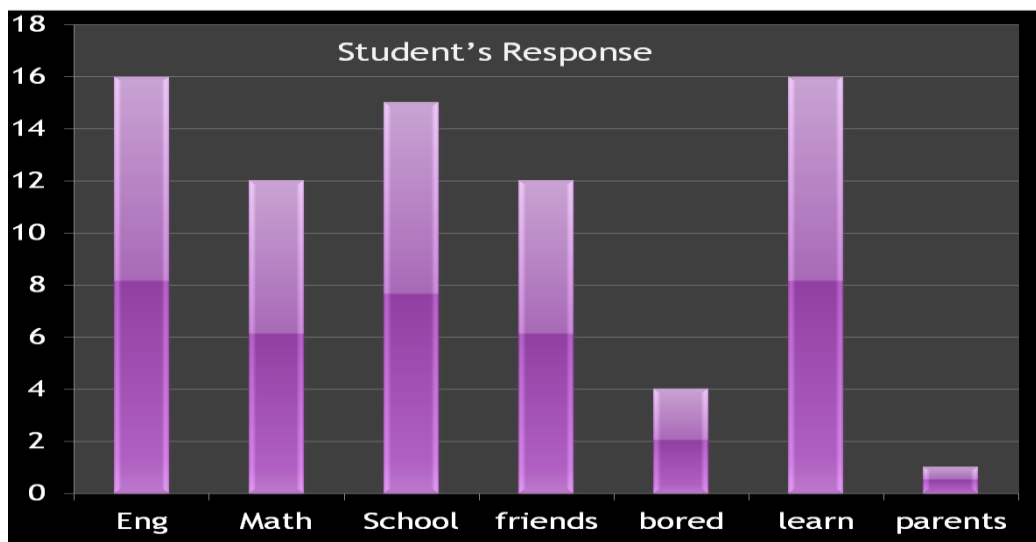


Figure 5

From the students' responses plotted above, most students were interested to join this camp voluntarily to increase their academic skills and to become better prepared for school. They were also very few students who joined because of being bored and only one because of parent influence.

**In comparison,** when asked in the questionnaire:

**If this camp was going to be organized again next summer would I join again?** Out of the 18 students,

☒ Yes 15/18

☒ May be 3/18

☐ No None

## 2. Language skills

At the Beginning of camp students were asked to rate from 1-5 (1 =bad 5= very good)

I understand what my teachers at school says in class

Ratings	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Number of students	3	5	4	4	2

Fig 6: Most students rated this question very low with the highest number of students rating this question 2/5

**In comparison,** when asked at the end of the camp: (About my language skills)  
I feel my English level

- ☐Is still the same
- ☐Is improved a little than what it was before the camp
- ☐Is improved a lot more than what it was before the camp (100% selected this choice)

### 3. Math skills

**At the Beginning of camp students were asked to rate from 1-5 (1 =bad 5= very good)**

I like Math

Ratings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Number of students	1	1	4	4	8

*Fig 7: Most students like math but there were still a few who rated between 1-3*

**In comparison**, when students were asked at the end of the camp (About my math skills)

**I feel that**

- ☐ I still don't like math
- ☐ I like math a little more now
- ☐ I like math a lot more now (100% selected this choice)



## 4. Arabic Mentorship

### At the beginning of the camp:

I need an Arabic mentor at all times because I am afraid to speak English

- ☐ YES
- ☐ No
- ☐ I prefer to ask if I don't understand
- ☐ I don't need an interpreter

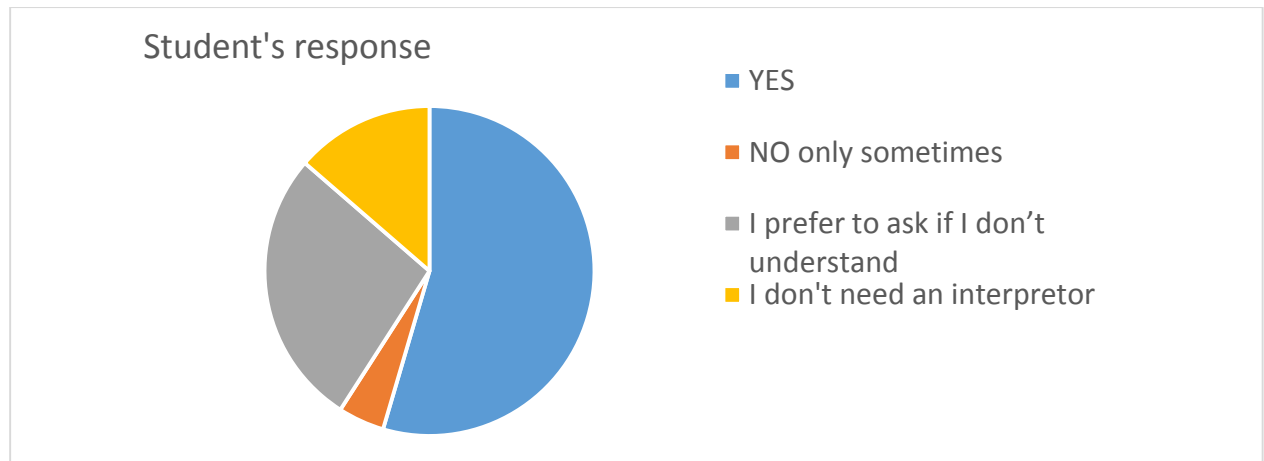


Figure 8: over 50% of students felt they needed an interpreter at all times.

### At the end of the camp:

After the camp I feel that I still need an Arabic mentor at all times

- ☐ YES
- ☐ No
- ☐ I prefer to ask in English if I don't understand
- ☐ I don't need an interpreter anymore

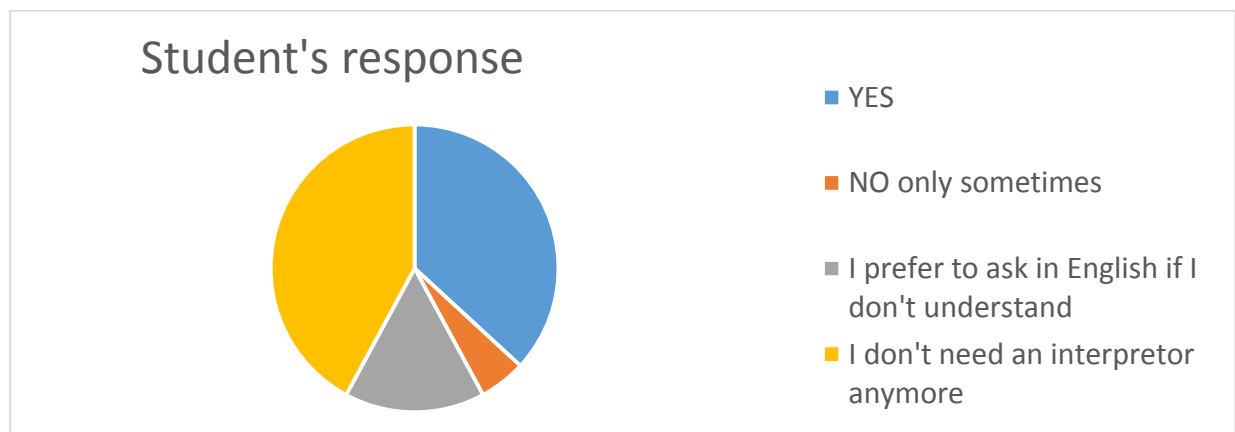


Fig 9: over 50% were felt confident to at least ask in English if they don't understand rather than having an interpreter at all times

## 5. Other interesting Findings

### About the food

- ☐ I liked the food and snacks during the camp 100% selected this response
- ☐ I ate from home everyday
- ☐ I brought my own food everyday
- ☐ I did NOT like the food

### About Homework

During the camp how did I feel about homework?

- ☐ I enjoyed getting math homework to practice and challenge myself (16/18)
- ☐ I enjoyed getting simple English homework (2/18)
- ☐ I did not like homework

During the camp how did I feel about the amount of homework? I felt the homework

- ☐ was just enough every time
- ☐ was NOT enough (17/18)
- ☐ was too much (1/18)

### Ultimate Question

How do I feel about going back to school after this experience of the academic camp?

- ☐ The same as I was before the camp
- ☐ A little more confident than I was
- ☐ Way more confident than I was 100% selected this response

## PARENTS' FEEDBACK

Parents were also given an Arabic translated questionnaire at the graduation to provide us with feedback. Unfortunately we were not able to get all parents to fill out the questionnaire because they were too busy after the graduation ceremony socializing and some forgot to return it to us. We only received questionnaires from parents of 8 students. Please see data responses highlighted.

Generally I feel that this camp was

- ☐ NOT useful for my child
- ☐ A little useful for my child 2/8
- ☐ Very useful 6/8

As a first time having such a camp in Victoria I feel that this camp was

- ☐ NOT organized well
- ☐ Could be organized a lot better
- ☐ Was very well organized 8/8

During the five weeks

- ☐ I have noticed my child's improvement in language or learning 8/8
- ☐ I did not notice any difference

During the five weeks

- ☐ My child looks forward to the camp every time 8/8
- ☐ I have to force my child to go to the camp

During the five weeks

- ☐ My child usually returns home happy 8/8
- ☐ My child usually returns home bored
- ☐ My child usually return home distressed

During the five weeks

- ☐ I think it was a huge relief and good idea to offer lunch/ snack at the camp 6/8
- ☐ My children always complained about the food
- ☐ My children did not participate in the food program 2/8

How do I feel about homework given to students?

- ☐ It was just enough every time 8/8
- ☐ It was not enough
- ☐ It was too much

I would register my kids if another academic camp or after school program was organized

- ☐ Yes 8/8
- ☐ May be
- ☐ No

## **GRADUATION PROGRAM**

- The Ceremony ran from 10.00am-12.00pm at VIRCS ESL room.
- Ceremony began with a slide show of pictures as student and parents arrived.
- Welcome Remarks by project coordinator and short presentation highlighting the goals.

### **WHY an Academic camp such as this was organized?**

#### **HOW it was organized?**

#### **WHAT were the findings?**

- Followed by
  - Acknowledgement
  - Handing certificates of accomplishment, individual report cards and a camp picture.
  - Hand out back packs from the back pack program
  - Closing with a Video presentation
- Graduation ended with delightful refreshments including a variety of Mediterranean snacks and finger foods prepared and organized by our Food coordinator.

## **PROGRAM STAFF JOB DESCRIPTIONS**

### **Project Coordinator: Shazia Rashid:**

**Jul 17<sup>th</sup>-22<sup>nd</sup>**

- Received and accepted proposal
- Put together a working plan for the Academic Camp within the week.

**July 22<sup>nd</sup>-29<sup>th</sup>**

- Recruit Program staff, Class Scheduling and Coordinating between Supervisor, Mentors, Teachers, Contact person for Colquitz space.
- Create advertising information for the Target group and advertise through posters, through VIRCS case managers and word of mouth after Friday prayers at Al Iman Mosque.
- Organize the logistics of the orientation session on Tuesday Aug 2<sup>nd</sup> by coordinating with Arabic Mentors and Teachers.
- Create the 4 important forms to be used at the orientation including the Parental Consent and waiver form, Math assessment form, Intake and English assessment form, Student questionnaire form.
- Purchase necessary supplies
- Design and prepare journal books for each student which includes a  
Cover page,  
Parent teacher communication section,  
Math section,  
ESL section,  
Creativity Section,  
My progress section  
Food and Snack Menu page

**July 29<sup>th</sup> –Aug 5<sup>th</sup>**

- Host the Orientation session
- Provide Program staff and Volunteers with Contracts and Ensure Criminal Record check.
- Analyze forms from the orientation and Separate students into Level one and level two, check for any allergies and enter student registration information
- Check in with teachers and assess time management of camp schedule, students 'response, program staff and volunteers' efficiency, parents commitment

**Aug 5<sup>th</sup>- Aug 12<sup>th</sup>**

- Coordinate and confirm workshops and Facilitators
- Confirm the camp schedule including classes, workshops, fun day and camp graduation day and send out to all parties involved.
- Create a waiver form to be sent home to parents for the fun day at Gordon Head and submit to Arabic mentor For Translation

- Hand out Parental consent English/Arabic forms to students for the Fun day at Gordon Head
- Inquire and check in regarding plan B for space in last 2 weeks of the camp
- Inquire and check in regarding advance cash for supplies and food from VIRCS accountant
- Provide ESL teacher with Registration information for attendance records

#### August 12<sup>th</sup>-August 19<sup>th</sup>

- Collect forms from Students for fun day and analyze participation.
- Coordinate with the organizer of the Fun day at Gordon Head Rec Center
- Coordinate with parties involved regarding confirmation of space location and transition for last two weeks
- Coordinate and confirm with workshop facilitators and supervisor regarding logistics
- Check in with both ESL and Math teachers on student's Midpoint assessments

#### August 19<sup>th</sup> -26<sup>th</sup>

- Confirm workshop dates time and locations
- Send out a translated letter home to parents regarding change of locations and upcoming workshop information

#### August 26<sup>th</sup> –September 2<sup>nd</sup>

- Create, design and print out graduation certificates for students, program staff and volunteers
- Create end of camp questionnaires for students and parents
- Design camp picture and print out copies for program staff and volunteers
- Coordinate the graduation ceremony agenda.
- Provide all pictures and videos to Al jouhara ( Arabic mentor volunteer) for compilation
- Select all graduation songs
- Prepare the graduation presentation
- Purchase red ribbons for camp graduates
- Send invitation emails to VIRCS staff, Red cross, workshop facilitators and Jason Jones.
- Host Graduation Ceremony.

#### September 2<sup>nd</sup>-October 2<sup>nd</sup>

- Collect questionnaires and analyse the responses.
- Tabulate Data and Evaluate result.
- Send pictures to Red Cross and brief summary of the Academic Camp
- Complete and submit written report to VIRCS Settlement Director and Red Cross
- Ensure program staff and workshop facilitators all receive payment as per contract.

## **ESL Teacher: Mark Pynn**

### **July 28<sup>th</sup>-August 2<sup>nd</sup>**

- Hired by VIRCS as the ESL teacher for the Academic Camp for 5 weeks
- Received and signed contract
- Designed and submitted to the Project coordinator a draft of an ESL syllabus that involves 10 lesson plans specifically designed for the target group of two different levels of students.
- Attended the orientation and ran station 2 which involved the intake registration forms for students. A simple ESL assessment was also done while collecting registration information

### **August 3<sup>rd</sup> –August 5<sup>th</sup>**

- Purchased necessary supplies for the ESL classes
- Completed a criminal record check for VIRCS
- Designed the attendance sheet template and submitted to project coordinator.
- Started the ESL classes for  
Level 1: 7 students  
Level 2: 11 students.

### **Aug 7<sup>th</sup> –August 14<sup>th</sup>**

- Submitted a final outline of the syllabus including an A-Z Vocabulary list
- Designed and submitted templates for evaluation for both the Level 1 and Level 2  
Mid Point assessment check list  
Final assessment checklist  
Final Report
- Conducted the regular ESL sessions for Level 1 and Level 2

### **August 14<sup>th</sup>-August 19<sup>th</sup>**

- Conducted a midpoint assessment for students in both levels to evaluate progress through one on one interviews.
- Conducted the regular ESL sessions for Level 1 and Level 2

### **August 19<sup>th</sup> –August 26<sup>th</sup>**

- Conducted the regular ESL sessions for Level 1 and Level 2

### **August 26<sup>th</sup> –September 2<sup>nd</sup>**

- Continued and wrapped up with the regular ESL sessions for level 1 and 2
- Completed final evaluation for all students and created report cards.
- completed attendance records
- Completed and submitted a feedback report

Supportive Roles conducted by ESL teacher include:

- Recording daily attendance
- Monitoring student's behavior, social skills and response to English conversation during recess time.
- Sometimes plays with the kids in the gym during Recess
- Supported Food coordinator and Math teacher whenever needed
- Reported to the Project coordinator at the end of every session to record session feedback.
- Supported during the workshop sessions
- Supported with watching the kids at the pool on the fun day
- Supported with the setting up and hosting of the graduation ceremony

*Project Coordinators Commentary*

*Mark has a great personality from the day I interviewed him for this position. He has a very humble and positive attitude and is very patient with children. Mark has worked with multicultural children but it was his first experience with Arab children and yet he had a great cultural understanding and was able to adapt easily to the needs of the students. Mark was also very flexible with all the location changes and was willing to help out with anything possible. Mark is a good team member and also shares great ideas among team members. He is also very punctual, organized and was able to adhere to all the camp goals. Mark submitted student midpoint results, attendance records as well as individual student final report cards and a feedback report. It was with this clear understanding about goal, and his dedication that also contributed to the quality of this Academic Camp. It was a pleasure working with Mark.*



## **Math Teacher: Shazia Rashid**

### **July 28<sup>th</sup>-August 2<sup>nd</sup>**

- Designed a syllabus that involves 10 lesson plans specifically designed for the target group of two different levels of students.
- Ran station 3 at the orientation which involved the math assessment questions
- Purchased necessary supplies for the Math classes

### **August 3<sup>rd</sup> –August 5<sup>th</sup>**

- Started the Math classes for  
Level 1: 7 students  
Level 2: 11 students.  
Additional student joined by the second week  
Organized special Math games for both levels as an icebreaker

### **Aug 7<sup>th</sup> –August 14<sup>th</sup>**

- Conducted the regular Math sessions for Level 1 and Level 2
- Created homework worksheets that were handed out at the end of each session.

### **August 14<sup>th</sup>-August 19<sup>th</sup>**

- Conducted a midpoint assessment for students in both levels to evaluate progress through a class test.
- Conducted the regular Math sessions for Level 1 and Level 2

### **August 19<sup>th</sup> –August 26<sup>th</sup>**

- Conducted the regular Math sessions for Level 1 and Level 2
- Organized special visuals and games for level 1 and a competitive group games for level 2

### **August 26<sup>th</sup> –September 2<sup>nd</sup>**

- Conducted the regular Math sessions for Level 1 and Level 2
- Summarized all topics taught
- Taught a review class on all concepts and Math Vocabulary used
- Created a final take home test that covered questions from all the topics and concepts taught.
- Marked all homework, tests and created the math report cards for individual students. Provided feedback report to project coordinator.

### **Supportive Roles conducted by Math teacher included**

- Monitoring student's behavior, social skills and response to English conversation during recess time.
- Ensure equipment from the gym are all returned at the end of Recess.
- Supports Food coordinator and ESL teacher whenever help was needed
- At the end of every session provide feedback.

## **Food Coordinator: Amal Nasseredin**

Aug 2<sup>nd</sup>- Sept 2<sup>nd</sup>

- Provided a full menu for the academic camp that included the light lunch and healthy snack and drinks.
- Did the grocery shopping entirely on her own while budgeting 1000\$ that was eventually given to her half way through the camp for the food budget.
- Prepared the light lunch from home and some at the colquitz kitchen and always ensured to bring all fruits and vegetables washed, cut and ready to eat.
- On the Graduation Day prepared an extraordinary buffet of items for parents, VIRCS staff and students.
- Submitted a full record of the Expenses with receipts and was able to even save ~\$43.

### **Project Coordinators Comments**

*Apart from the food coordination that was done very efficiently, Amal chose healthy foods and snacks that nourished the children and kept them active and well engaged every afternoon. She also provided a sense of home away from home, when the kids came for the camp. It was really an honor working with Amal in this project.*

## Arabic Mentor: Amal Nasserdin

August 2<sup>nd</sup>- Sept 2<sup>nd</sup>

- Created and Translated word for word the First Advertising information about the Camp
- Did face to face Arabic advertising to Syrian Parents at VIRC's and at the mosque
- Translated the Food Menu in detail to be provided to students in their journal book at the orientation session
- Arabic Interpreter host at the Orientation session
- Translated the parental consent form word for word
- Ran station 4 at the orientation session which involved supporting parents to sign and complete parental consent waiver forms
- Alternated with the other Arabic mentor in interpreting key concepts in ESL or Math class
- Translated word for word the Parental consent and waiver form for the Fun day at Gordon head Rec Centre
- Translated Math or ESL Teacher's Comments in the parent-teacher communication section in the student's journal books whenever necessary
- Translated the letter sent home about confirmation of dates and locations of classes in the last two weeks of the camp.
- Interpreter for the Self Care work shop by Expressive journeys (Shahin) for level 2 students ages 10-13 on August 22<sup>nd</sup>
- Interpreter for the Bullying workshop by Red cross for level 2 students ages 10-13 on August 22<sup>nd</sup>
- Translated the final questionnaire for parents that was handed out at the Graduation
- Interpreted for parents at the Graduation day

### Project Coordinators Comments

*Amal provided us with professional support in interpretation and translation whenever required and this greatly contributed to the high quality of the academic Camp for the Syrian children.*

## Arabic Mentor (Volunteer): Aljouhara Alaqeel

Aug2nd -Sept 2nd

- Translated and created the first Arabic poster to be sent out to parents
- Ran station one at the orientation session in assisting students to fill out the questionnaire forms
- Alternates with other Arabic Mentor in interpreting Key concepts in ESL or Math classes
- Supports ESL teacher in monitoring students during Recess.
- Takes pictures
- Prepared Camp Graduation Video presentation
- Supported to get parents and students to fill out the end of camp questionnaire.

### Project Coordinators Comments

*Aljouhara came with great experience in Computers and media. She enjoyed taking pictures having fun with the students and interpreted in the classes whenever necessary. She was not able to attend all sessions and this may have affected the classes sometimes, however, whenever she did she brought a great spirit and stayed committed for almost the entire camp all on a Volunteer basis. Al jouhara also did an amazing job with the video presentation that was presented at the graduation. It was a pleasure working with her.*

## Project coordinators final feedback

### Direct Academic settlement Experience

As a settlement worker at VIRCS my job description is to support immigrant and refugee youth by providing them with information and referral services that support with physical, emotional, psychological and academic settlement. By coordinating this Academic camp project, I had a great learning experience dealing directly with a vulnerable population involving children in a group setting. As both the project coordinator and the math teacher of this camp, I was able to experience the simple difference in a child's progress in class, as well as see the bigger picture of how the Academic camp was evolving into a successful project.

### Participation and attendance

We had 19 committed participants (over the target number projected in the proposal) with an attendance of almost 100% over the 5 weeks. (*Please see attendance records in the appendix*)

### Why did parents commit?

Parents were kept directly involved from the orientation to the graduation. They were provided with Arabic translated letters and forms and a parent teacher communication section in students journals. Parents felt involved in their child's academic settlement and felt confident in the structure and staff of the academic camp. Hence, they committed through out and no matter how many times we changed locations they kept of bringing their children on time

### Students learning pattern

Generally students were really eager to learn new skills and participate in different challenges especially in the Math class. Most students seemed to get very agitated when losing a challenge or getting a question wrong and this seemed to be a repetitive behavior with almost all the students. They also liked to work together and help the ones who were struggling or left behind. An interesting finding was that all the parents thought that their children received just enough homework every time while majority of the students felt that the homework was not enough.

### Interpretation during class and workshops

The workshops offered by Red Cross and Expressive journeys were very professionally done and students seemed quite interested. Arabic interpretation however was extremely useful in the workshops to bring order in the class as well as keep the children interested and willing to engage. On the other hand, though Arabic mentorship was useful for reiteration of concepts when needed especially for level 2's the classes were still able to run smoothly when an Arabic mentor was not available.

**Having a food incentive** really made a huge difference in the attendance and punctuality of students and parents felt a sense of comfort knowing their children would be fed for the afternoon. For the students it brought a sense of trust and comfort and great

relationships and friendships were built between program staff and students and between students during the lunch and recess times.

**Was the purpose of this project fulfilled?** If we look back to our original purpose of this project: *“To get the children better prepared and more confident for school in the new school year”* and analyze it with just the response to the ultimate question asked to the students at the end of the camp on “how I feel about going back to school?”. It is surely a great success to see that all 19 students responded “way more confident than I was before this academic camp”.

Please note a copy of the Appendix can be received upon request and includes the following:

- ✓ Arabic translated advertising information flyer about the academic camp
- ✓ Arabic translated poster and all English version poster
- ✓ Orientation Forms
  - Form 1: Students questionnaire
  - Form 2: Intake and ESL assessment
  - Form 3: Math assessment
  - Form 4: Parental consent
- ✓ ESL Lesson plans
- ✓ Math lesson plans
- ✓ Fun day parental consent form translated in Arabic
- ✓ Parent’s letter translated in Arabic about new locations and dates
- ✓ Graduation Certificate template
- ✓ Repot Card templates for Both ESL and Math
- ✓ ESL teacher’s feedback
- ✓ Feedback from Shahin on the self care and art therapy workshop
- ✓ Feedback on the bullying workshop can be requested directly from Red Cross.
- ✓ End of Camp students questionnaire
- ✓ End of Camp Parent’s Arabic translated questionnaire.
- ✓ Adjusted budget