

The purpose of the event was to plan a day of fun activities for FD students in an environment that allowed them to engage in some form of physical activity. Our aim was to organise an event for the children at FD school that could include children of different abilities, and involve them in a range of fun activities, some physical and others artier. The idea of this was that not everyone would do all the activities, but mainly those that suited their abilities.

..... We planned that the event would be a carnival, with an animal costume theme, which made it more interesting and engaged the kids more. It was also easier with a clear theme to plan the event, surrounding the idea of animals, ie. animal costumes, pin the tail on the donkey, and animal face painting. We chose this aim/purpose because as the event had to involve some kind of physical activity, making it fun and exciting and including all the children meant they would engage better in the activities. It would also make it easier to deal with larger numbers of children if they were enjoying themselves. The intended outcomes of the event were to allow the children to participate in a different variety of activities than they would usually encounter and to allow them to play and have fun.

..... During the planning phase, we decided as a class on the activities that we would run, then split up to organise the activities individually, reporting to AL on our progress who was the overall 'event co-ordinator. (job sheet included about responsibilities and who did what) Our responsibilities were allocated by first as a whole class deciding which activities we wanted to run. Then we divided these up around the class to people who wanted to work on each one. This was an easy process as everyone was happy to do any station, so it did not take long for us to allocate these roles. When this was done, we worked on organising our particular stations and reporting back to AL on our progress so that she could keep track of us being prepared for the event on time.

In the planning phase, the deciding of the activities that we would run took a few class lessons, but we came up with some good ideas and it was easy to eliminate the ones that we did and didn't want, without any battles or arguments between us. After this we all chose a station to organise. Because we were able to choose our station, and also because we split the jobs up, it meant that we worked quickly to plan our activities/the event. I thought we organised what we needed to plan and prepare individually sufficiently, as when we ran the event it did not seem that anything had not been planned for. For planning the event, reporting back to AL and everyone giving their plans to her meant that we were organised and everyone was able to stay on track, which was good... This meeting helped us to create activities such as the wheelchair painting that those with physical disabilities could happily participate in. Meeting the kids on our third visit meant it was after we had decided on the activities that would be run. Although we had planned the activities to suit all abilities, we weren't fully sure how severe the students may be, and it would have been better to meet the children and talk to them before planning so that we could have more 'chill out' areas, or on the other hand more 'challenging' activities. It would have been easier to plan the stations knowing whether we were planning too many activities for the more physically able, or vice versa, and I found that after meeting the kids there was a bigger range of abilities than I had expected.

Despite this, I think the range and number of activities that we had on the day was good, as any less and it the event would have become boring much more quickly, and any more activities would have been difficult for our class to manage. Meeting the kids before the event was really beneficial for me because I wasn't as nervous the second time I met them, at the event...

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Overall the event ran smoothly, as there were no major problems that meant we had to stop the event. The event's organiser who came to talk to us said that she has back up plans for all different scenarios that could occur during events. We did not feel we needed to plan like this because as the event was pretty casual, we could use our common sense to figure out problems, or go to MB, and if there were any incidents with the children misbehaving or hurting themselves there would be a teacher aid or other adult close by to help out..... This was also good communication in the planning phase. Our communication during the event was also good as we were able to talk to each other and move the students on when they needed to be this allowed all the children to rotate when they wanted this meant that they were able to get involved in many of the activities which was our aim of the day...I think the activities were fun students seemed to be having a good time on them, we good see by the way that they wanted to stay on the activities and not leave them like the trampoline where students did not want to leave the station and move on to the next one, also the photos that we took show the students enjoying themselves...and there were not many issues with them staying on activities for too long...This took me about 40 minutes, which was an annoying thing having to manage and messy to trying to defrost them in the limited space of FD 'kitchen'. Paint and the blindfolds were forgotten before the event started, so getting these did not interrupt the smooth running of the event. I had to go back to school whilst we were setting up to bring the blindfolds. We had allowed extra time to set up in case of a situation like that, which meant that the problem was easily solved and the activity could still be run. Feedback from the event was generally positive, and during everyone seemed happy and like they were enjoying themselves.... We planned to start on the station we had organised, and as we wanted to change just swap with another station. I think because communication between different areas of the courtyard was not great it meant that we didn't really swap around with those other than the station right by us. This didn't matter to me for most of the time but there was about 20 minutes I was in the gym by myself and felt a bit swamped as all the children in there were without teacher aids. This wasn't a major problem, but planning could have been better to make sure at least 2 people were in the gym, although I'm not sure why the teacher helps had also not stayed with the students.

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