

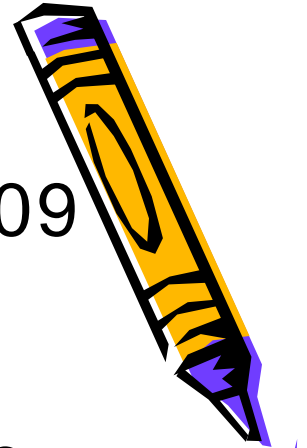


COG's for Students with Special Needs

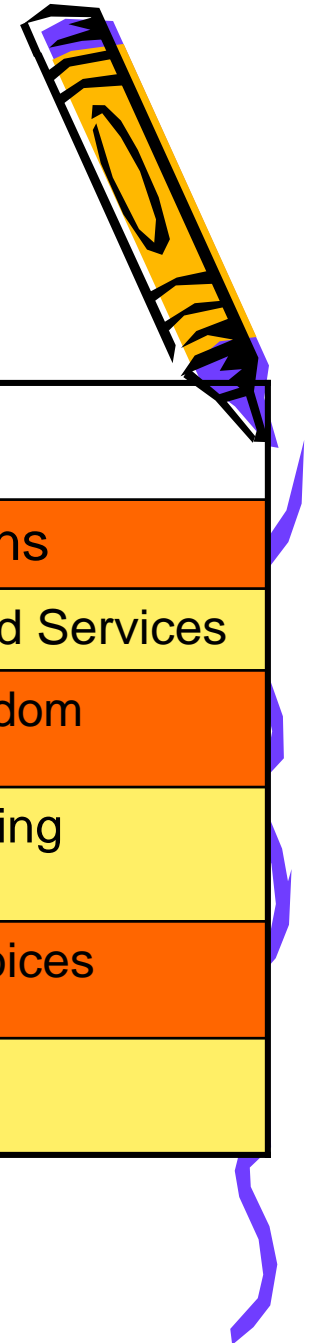
Para Meadows School



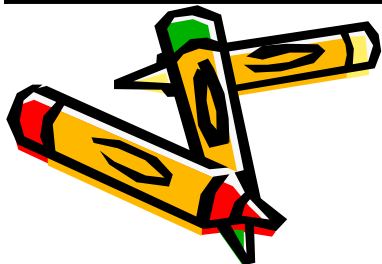
- Started the COGs process in Term 1, 2009
- We changed and adapted both Special Education COGs and Mainstream COGs to suit our school and students.
- Used the same templates as the originals, changing the content to suit.
- ES1 had less units than other stages so we made up new theme - Animal Kingdom



Par a Meadows Primary Cluster
Connect ed Out comes Scope and
Sequence



YEAR	TERM 2	TERM 3	TERM 4
2009	D Healthy Choices	E Our Needs	G Celebrations
	C Growing and Changing	F Powering On	E Products and Services
2010	F Moving	A Our Place	H Animal Kingdom
	D Getting Along	G Our Stories	H Understanding ourselves
2011	B Me	C Changes	D Healthy Choices
	C Growing and Changing	B Our Families	A Local Places



Term 1 is COGs free, adjusting to routines term



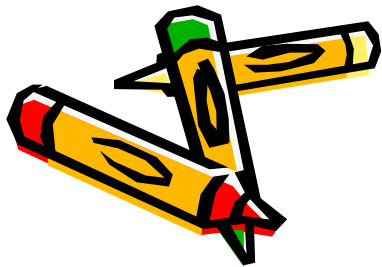
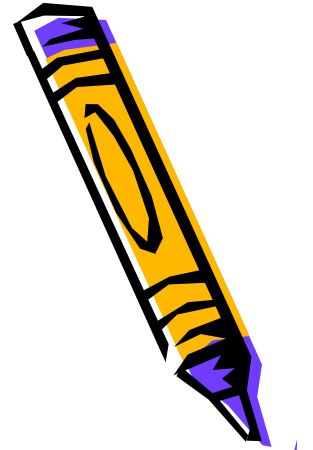
Junior Primary



Senior Primary

ES1- Our Needs

Connect ed Out come Gr oup (E)



**PARA MEADOWS SCHOOL
2010**

COGS S1

**Key Learning
Area**

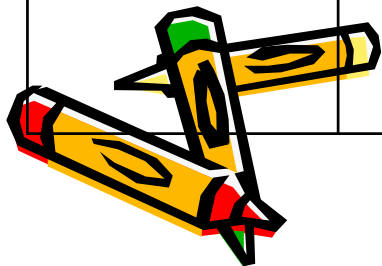
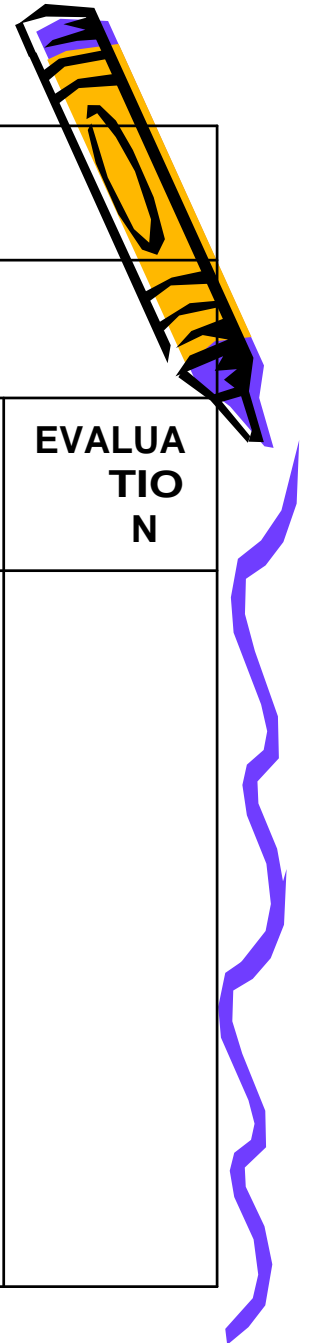
STRAND:

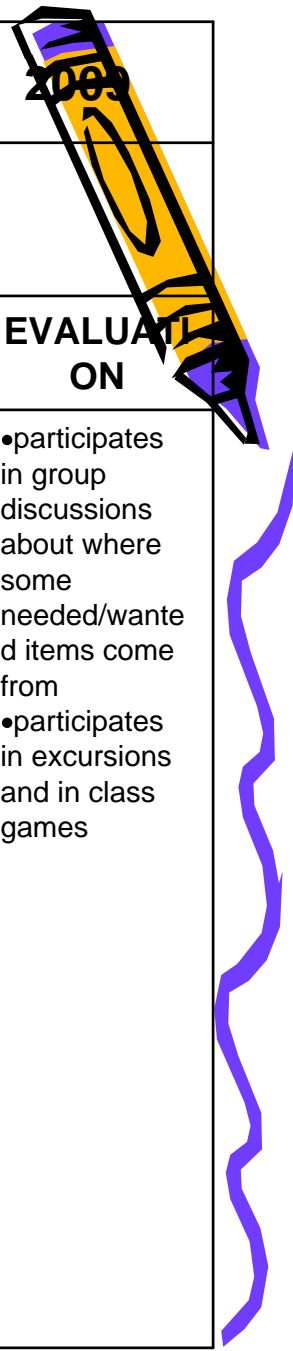
OUTCOMES

INDICATORS

TEACHING STRATEGIES and ACTIVITIES

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Key Learning Area

STRAND: Our Needs

OUTCOMES

INDICATORS

TEACHING STRATEGIES and ACTIVITIES

EVALUATION

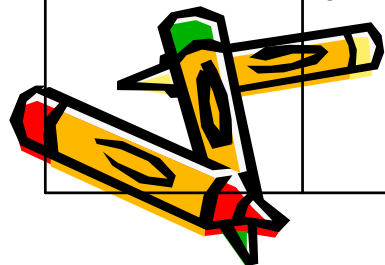
Science PSES1.5
Recognises the relationship between everyday products and people's needs
DMES1.8
Generates own ideas and designs through trial and error, play, modelling and making

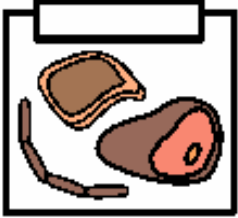


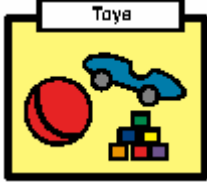
- people use a wide variety of products for living
- products are created to provide for the needs of people
- There are particular names for people who produce things, e.g. baker, builder, farmer, dressmaker.
- states purposes or uses of some common products and environments (places)
- tells how people use some common products and environments (places).

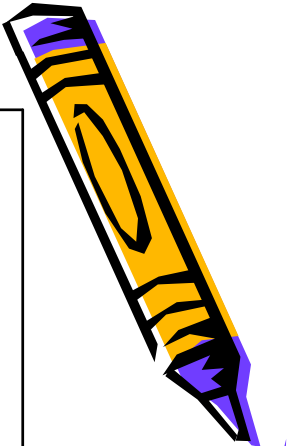
Products and services

- Collect some images of products and services such as bread, chocolate, water, meat, clothing, books, magazines. This activity would be best if items already discussed throughout the unit were used. Students may also be able to search through magazines or brochures for these items (Board Maker board with some examples of products and services that could be used [resource 7](#))
- Revise with students why we need these items. Recategorise these into need areas such as food, clothing etc
- Show students Powerpoint Presentation [resource 8](#) outlining where different items come from. Discuss this with students, have students identify other items they need or want and where they come from. To build on this activity further use boxes to create small shops (have students paint and decorate these) and collect toy food and clothing or empty food containers. Students can physically sort items and place them in the correct shops.
- Students use work sheet [resource 9](#) to cut and paste products and place them in the correct shop. Students may also cut items from magazines and paste onto worksheet 3. (For some students cutting may need to be done by teacher).
- Organise excursion to local shops and businesses, visit different types of shops. Have students identify how they are different and what sorts of items you would buy from different shops (this activity would be beneficial at the beginning and end of this group of lessons) Take digital photos of different shops and items sold. Use these as focus for a matching game in class.

- participates in group discussions about where some needed/wanted items come from
- participates in excursions and in class games



<p data-bbox="913 209 1133 264">Butcher</p>  A clipboard with a white label at the top. The drawing shows a piece of meat, a ham, and a sausage.	<p data-bbox="1375 209 1563 264">Bakery</p>  A clipboard with a white label at the top that says "Bakery". The drawing shows a loaf of bread and a roll.
<p data-bbox="521 635 909 691">Clothing store</p>  A clipboard with a white label at the top that says "Clothes Store". The drawing shows a blue shirt and pink pants.	<p data-bbox="1200 628 1464 684">Toy store</p>  A clipboard with a white label at the top that says "Toys". The drawing shows a red ball, a blue car, and colorful blocks.



meat



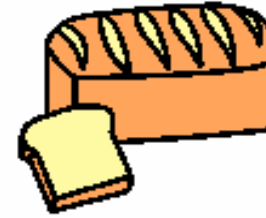
hamburger meat



sausage



bread



doll



toy train



shirt



cake



socks



beach ball



bun



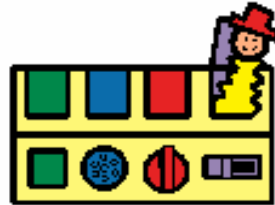
sweatshirt



track suit pants



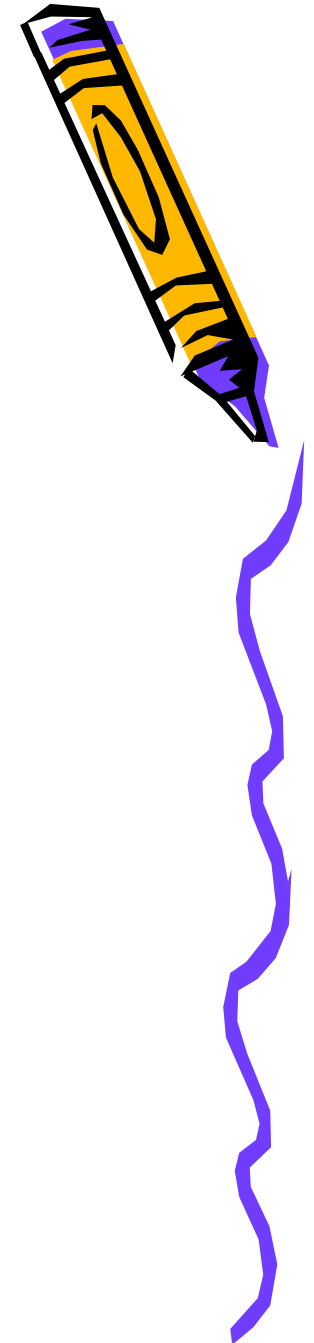
pop-up toy

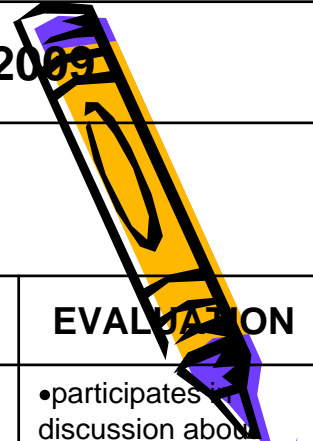


tennis shoes

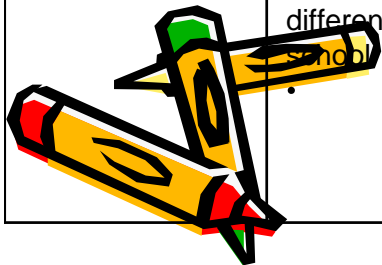


sand toys





Key Learning Area	STRAND: Our Needs		
OUTCOMES	INDICATORS	TEACHING STRATEGIES and ACTIVITIES	EVALUATION
<p>HSIE SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.</p>	<ul style="list-style-type: none"> •Can identify what is a need •Can identify what is a want •Can identify things that make them happy •Participate in group discussions about needs and wants •Attempts to make a collage <ul style="list-style-type: none"> • identifies and describes different family members and their roles in own family • gathers information about their own needs • discriminates between needs and wants • identifies the tasks family members undertake to meet needs and wants of family members. • discusses the differences between home and school 	<ul style="list-style-type: none"> •Discuss with students what they 'want'. Students identify what they want – what makes them happy – Use Board Maker Board resource 2 or adapt as needed. Adapt resource 3 – powerpoint presentation - to suit students wants then show students (add student photo and switch to personalise). •Bring in an assortment of items which are needs or wants, and two boxes. One with the 'want' symbol on it and the other with the 'need' symbol on it. Give each student one item and encourage them to identify it as a need or a want and place it into the correct box. •Have students sort needs and wants (use worksheet - resource 4), students may also cut items from magazines to add to needs and wants worksheet. <i>(Literacy Link: Communicating informally with peers and known adults)</i> Families meet needs and wants •Have students bring in photos of their family members, use Board Maker board resource 5 and have students match these to photos of their family members. •Discuss the different structures of families in your class – highlighting that families are not all the same •Read a range of books about different types of families, e.g. <i>Families are funny</i> by Nan Hunt, <i>Mr Fairweather and his family</i> by Margaret Kornitzer, <i>One Big Happy Family</i> by Karen Carter and Colin Thompson •Disuss family structures and roles (or jobs) of different family members, discuss how families help us meet our needs at home. <i>(Literacy Link: Listening and responding to stories)</i> 	<ul style="list-style-type: none"> •participates in discussion about things they need •identifies things they want – making choices •sorting needs and wants •participates in discussion •joint creation of

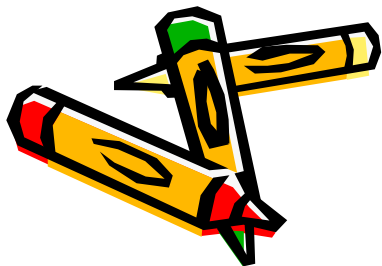


What do you need?

What do you want?



<p>food</p>	<p>friends</p>	<p>book</p>	<p>doll</p>
<p>chocolate</p>	<p>love</p>	<p>clothes</p>	<p>drink</p>
<p>home</p>	<p>computer</p>	<p>listen to music</p>	<p>toy train</p>
<p>pop-up toy</p>	<p>sand toys</p>	<p>koosh ball</p>	<p>TV</p>



ES1- Healthy Choices

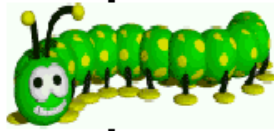
Connected Outcome Group (D)



The Very Hungry Caterpillar Healthy Eating Board Game

You will need:

- 1 Dice or Spinner
- 4 coloured counters



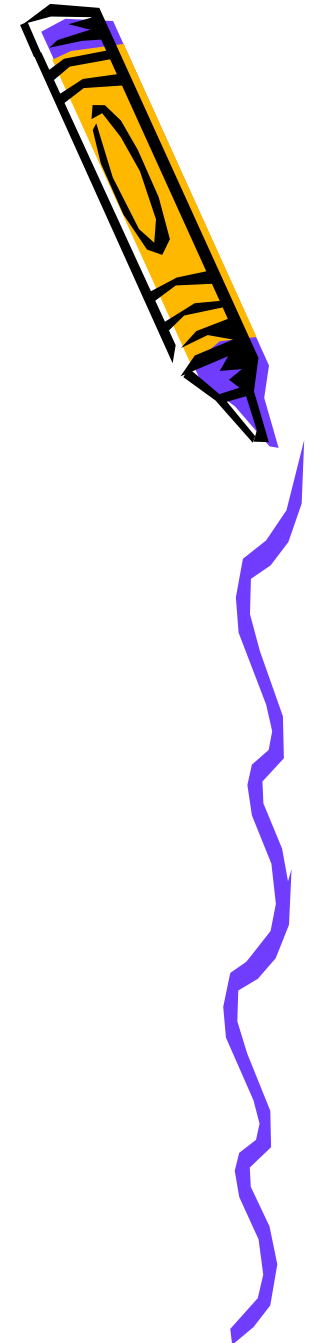
Rules of the game

Children throw dice and move around the board, following the arrows. For every healthy item they land on they take two 'Yummy' tokens. For each unhealthy item they land on they take 1 'Yucky' token.

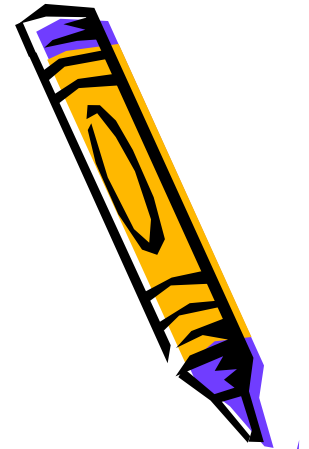
When all players have finished they count up their 'Yummy' tokens. Then they count up their 'Yucky' tokens and take this total away from the 'Yummy' total. The child with the highest score is the winner



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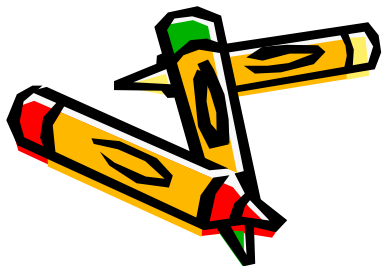
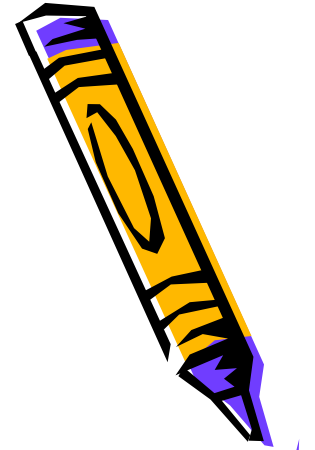


Resource Boxes



ES1- Animal Kingdom

Connect ed Out come Gr oup (H)



➤ Developed independently within the school

➤ Focuses on most groups of animals

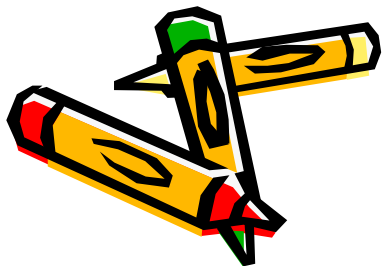
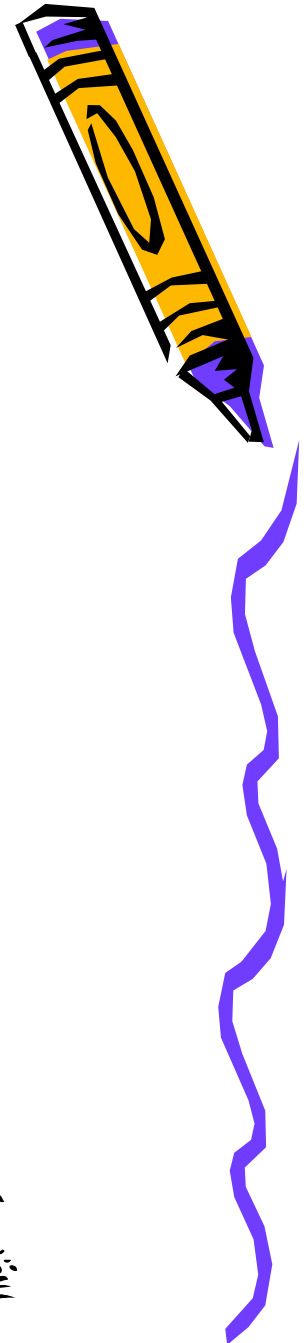
- Ocean animals

- Australian animals

- Jungle animals

- Farm animals

- Desert animals



Challenges and Tips

- The biggest difficulty we faced is developing activities and resources relevant to our students with high support needs.
- Need extra time to add/ change activities and perfect each COG after you have completed them.
- Having co-ordinators in both Infants and Primary areas is useful to extend help to other classes and exchange ideas about the COG being implemented at that time.
- Ready made resources and activities are helpful to all staff.

