

STAGE 2 RESEARCH PROJECT: MODIFIED – SCHOOL PLANNER

This planner is available as a tool for schools to plan and manage the Research Project: Modified. Schools may adapt this form to suit their specific needs, and are not required to submit the planner to the SAGE Board for approval. The planner provides a useful context to accompany evidence of learning presented at clarifying and confirming forums.

School: _____

Teacher(s): _____ Intended program completion: End of Semester 1

STUDENT/CONTEXT DESCRIPTION

This should:

- describe the like cohort or individual student(s) (e.g. student learning needs and pathways, accommodations required)

The student that this learning and assessment plan has been designed for has severe autism. He has difficulties with social skills development associated with Autism spectrum, extreme anxiety and a variety of obsessive behaviours and sensory needs. A delay in his fine motor skill development requires that work needs to be presented in a variety of ways. He attends a 'Learning Centre' catering for the needs of students with disabilities within the main school. He receives 1:1 support, alongside other students spanning all year levels, and works within Standard 2 of the Australian Curriculum in literacy and numeracy (ie Year 4/5 level) although specific skills are unevenly developed. The student requires a high level of support to interpret instructions and detailed scaffolding to be able to engage with tasks. The curriculum is built around the further development of skills that will be useful in life beyond school. The student's parents fully support opportunities for him to increase independent living skills in a structured framework and also to develop the skills to be able to participate in community life. Assessments are undertaken through recorded interviews, simplified computer tasks, 1:1 conferencing with the teacher or SSO, annotated photographs, scribing, modified worksheets and methods of recording, observation and anecdotal records. Assessments are designed to support increased independence and build on experiences familiar to the student and identified in discussion with the student as valuable for life beyond school

Personal Learning Goals:

- identify the personal learning goals (number each goal 1, 2, 3,). Goals should reflect the key areas from the content of the subject and include the 2-3 personal goals that the student, with support, develops for their project. The goals should be a further development of those undertaken at Stage 1.
1. to communicate with different people within the school and the wider community to help achieve their goals.
 2. to identify and learn new skills, or further develop and refine skills they may already have some experience with (individual student to help shape).
 3. to plan and communicate their project outcome.
 4. to reflect on their learning in this project.
 5. to identify and develop 2-3 of their own personal learning goals for the project.

Personal learning goals identified which support the Research Project: Modified Subject Outline

(Note: Adjustments to personal learning goals for specific students within a like cohort are required. Details of adjustments are maintained at a school level. Teachers may choose to include details in the 'List of students with individual intended learning and assessment details' on the following page.)

PROGRAM DESIGN (OPTIONAL)

This should describe:

- how the learning program has been designed to engage the student, or range of students in the like cohort described above
- the intended delivery of the learning program (e.g. students undertake elements of the program off-campus, program delivered over a full year)
- how the intended assessment design addresses the four key areas.

The student has been given opportunity to choose his own topic through discussion with a teacher. Discussion focused on the four key areas, experiences the student has had, reflection on personal learning goals identified in the PLP and self-reflection on Stage 1 subjects. The student identified cooking as something he has enjoyed and is interested in, and as a skill that there is value in developing independence in as he transitions into life beyond school. The learning program is designed to further develop the student's awareness of nutritionally balanced menu planning (further development of skills from Stage 1 Health:Modified); budgeting for, and purchasing ingredients for, a nutritionally balanced meal based on recommended calorie intake for student's height and weight (further development of skills from Stage 1 Mathematics Pathways: Modified); and undertaking of planning, research, communication of project and reflection further develop skills from Stage 1 English Pathways: Modified. The program is intended to be delivered in Semester One in school and off-site visits to the local supermarket.

Communication – skills in communication will be further developed through the student working with a wider range of people in school and in communicating with people in the wider community. The student will have opportunity within the program to communicate with increasing independence such as when shopping.

Citizenship – increased access to the wider community will support the student's increasing awareness of being a member of the wider community beyond school

Personal Development – in developing independence around cooking and shopping the student will develop his daily independent living skills in preparation for transitioning into life beyond school

Work – in developing independent daily living skills, communication skills, numeracy through simple budgeting and handling of money work skills will also be developed as part of this program.

List of students with individual intended learning and assessment details

Teachers can use the table below to record details of individual student research projects, including any specific learning and assessment considerations.

Student	Topic of interest or identified need	Learning and assessment considerations. For example: <ul style="list-style-type: none"> • safety and ethical considerations – parental consent sought, risk assessment undertaken, etc. • time and resource implications • chosen capability • adjustments to the personal learning goals for specific students • adjustments to assessments to meet the specific needs of individual students
Student 1	Preparing for, and cooking, a nutritionally balanced menu. 	Student receives 1:1 teacher/SSO support. The goal for the student will be to increase independence (under adult supervision) at preparing a simple menu, locating ingredients in the local supermarket, and buying the ingredients independently. This will involve practise and modelling initially. Capability – Personal Development.
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Students research topic is identified</div>	

ASSESSMENT OVERVIEW

Complete the table below to demonstrate how the set of assessments addresses the personal learning goals and the capabilities. The assessment names have been extracted from the content section of the Modified Subjects Subject Outline; teachers may choose to change these to best meet student needs.

Name of Assessment (as described in Assessment Details following) NB One assessment may enable the student(s) to demonstrate achievement of more than one goal.	Assessment Design Criteria					Achievement against personal learning goals (Number each goal as written on page 1)
	Development of capabilities (Tick focus capabilities further to those indicated)					
	Communication	Citizenship	Learning	Personal Development	Work	
• Planning the project			✓			1,2,3,5
• Carrying out the project			✓	X		1,2,3
• Communicating the project outcome			✓	X		3,4,5
• Reflecting on the project			✓	X		2,3,4

Three to five assessments for a 10-credit subject. Please refer to the Modified Subjects Subject Outline.

The Learning capability is required for development. The other chosen capability is Personal Development

ASSESSMENT DETAILS (OPTIONAL)

Use the table below to provide details of the planned assessments designed to provide opportunities for the student, or like cohort of students, to show evidence of their learning against the identified personal learning goals (in reference to the Subject Outline).

Name of Assessment	Description of Assessment (describe the assessment activity and the assessment conditions as appropriate (e.g. support, time allocated, assessor, etc.), and how it enables the student to demonstrate development of capabilities and achievement of personal learning goals)	Evidence of Learning (i.e. evidence the student uses to demonstrate their personal learning goals and relevant capabilities)
Planning	<p>Student will outline how to carry out the project, the information and resources required, where to access relevant information.</p> <p>Student will identify 2-3 personal learning goals</p> <p>Student will identify how to communicate research and reflection on project and achievement of personal learning goals</p> <p>level of support – 1:1 teacher or SSO supervision (support as required)</p>	<p>Annotated photographs/ student notes/teacher anecdotal observations</p>
Carrying out the project	<p>Student will maintain a record of progress as evidence of learning</p> <p>level of support – 1:1 teacher or SSO supervision (support as required)</p>	<p>Folio of work including student notes, photographs of work/ photographic evidence of final product</p>
Communicating the project	<p>Student will communicate the outcome of the project by making a presentation to others e.g. showing a Power Point presentation</p> <p>level of support – 1:1 teacher or SSO supervision (support as required)</p>	<p>Copy of power point photos of presentation</p>
Reflecting on the project	<p>Student will complete a written reflection and self-evaluate their learning and feelings about the outcome of the project.</p> <p>Level of support – 1:1 teacher or SSO supervision (support as required)</p>	<p>Written reflection evaluation of the project</p>

This Research Project: Modified student sample represents a 'Completed' assessment decision.

Please note:

This sample has been edited as there was significant evidence for a 10 credit program.

Planning the project

Divider pages assist in highlighting the key areas undertaken by students

Primary evidence from student connected to PLG 2 'identify and learn new skills..' and PLG 'planning the outcome...'

SACE Research Project: Modified

Choosing a Topic

Student Name: Jacob

Date:

Some project ideas:

- Explore realistic vocational options
- Produce a CV and/or a portfolio of skills for employers
- Set up or participate in school vocational enterprises
- Work experience
- Independence
- Access support groups in your area
- Explore a personal interest that could develop social networks
- Find out how to participate in a local leisure activity

<input type="checkbox"/>
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Student scaffolded to produce evidence of learning as independently as he can.

Your Choice: research a healthy menu for a day based on the calories I need, shop for the ingredients and cook the recipes and cook the recipes ~~and~~ ^{as} independently as I can.

Adult documentation - secondary evidence - of learning over the duration of the project. Provides an insight to course structure and Jacob's achievements.

Useful overview of all required aspects of the Research Project and the PLG's

Term 4 2014	<p>Reviewing Stage 1 subjects. Discussing and identifying areas Jacob still feels he needs to work on. Looked through English Pathways Evaluation and highlighted key areas Jacob has enjoyed and what he still feels he can further develop independence in.</p> <p>Introduction – agreeing on topic and beginning planning/setting goals</p> <p>Jacob identified that he likes cooking and we discussed how this could help him achieve personal learning goals and further develop his skills in cooking and in communication.</p>	<p>Jacob has 2 key goals: To be more independent (cooking and shopping) To feel more comfortable speaking to people</p> <p>Planning and research</p>
Term 1 2015 Week 1	Discussion of food likes/dislikes/healthy and unhealthy.	<p>Jacob happy to engage in this through discussion.</p> <p>Planning and research</p>
Week 2	Begin 'Skills for Life' cooking program. Work out height and weight using appropriate tools. Using internet work out average daily calorie intake.	<p>Jacob found it difficult to identify meals he enjoys. He emailed his mum to ask her about what he usually eats.</p>
Week 3	Check emails and print off mum's reply. Calculate calories for typical day. What is a calorie? Consolidation of knowledge and understanding (BBC Skillswise site and poster activities). Choose a breakfast, lunch and dinner item to cook in Skills for Life	<p>Planning and research (finding recipes – Jacob tried different sources and recipes to make some independent choices)</p>
Week 4	Write shopping list and work out cost of shopping.	Planning and research
Week 5 - 7	Go shopping for food on Monday mornings before Skills for Life.	Carrying out the project
Week 6	Follow a simple procedure to make breakfast item in Skills for Life program	
Week 7	As above for lunch	
Week 8	As above for dinner	
Week 9	Review photos. Student comment on skills being developed/goal setting.	
Week 10	Repeat steps to further develop skills identified.	
Week 11		
Term 2 Weeks 1-2	Shop for and prepare complete chosen meal plan for a day as independently as possible.	Student able to self-select final choices for meal plan.
Weeks 2-4	Develop Powerpoint to communicate Research project by referring to photographic evidence of learning.	With support (see comments on communicating the project). Student engaged in

		some aspects of this task independently, requiring support with others.
Weeks 4-6	Sharing the project	Student felt most comfortable with sharing Powerpoint with a support worker. He did this willingly, answering questions.
Weeks 6-7	Reflecting on the project	Student and staff reflections on Research Project. Student self-identified feeling 'happy' about his achievement in increasing his independence in shopping, cooking and communicating with others. Staff including support workers, teacher, relief teacher and HPI have all observed this also.

Additional Comments: the student's Stage 2 subject LAPs have been designed to complement the Research Project personal learning goals by exposing the student to increased access to the wider community, increased participation in the school community, increased exposure to experiences that support independent daily living skills and communication with others (unprompted where achievable). In Semester One 2015 the student has independently chosen for the first time to move out of the Learning Centre and into the Year 12 mainstream area with his peers; attended Year 12 camp overnight with mainstream peers without parent support for the first time; has successfully attended his Year 12 formal with mainstream peers and without preferred support strategies (e.g. headphones); presented a certificate with Year 12 mainstream peers on stage at assembly for the first time (having previously had an aversion to attending assembly for its duration). Staff are proud of Jacob and his achievements this year, his increased confidence, recognition of his own goals and willingness to try new things.

Secondary evidence
describing Jacob's planning of
his project.

PLG 2.
PLG 3

Jacob's Research Project – Planning

In deciding on a topic for the Research Project Jacob looked back at his reflection for English (see next page)

He had identified cooking as an activity he had enjoyed and that could help him be more independent. He also identified shopping as something he needs to be able to do and that communication with others was still something he still needed to work on. In discussion he identified a cooking-based Research Project as his preference, having looked at exemplars of other projects. Once the aims and objects of the project had been agreed on with Jacob, he needed to work out the approximate calorie intake for his height and weight. As an introduction he watched the BBC Skillswise clip on calories and completed a worksheet on calories. He managed this competently and independently. Jacob was provided with a list of websites that could help him calculate the calorific content of food he would be preparing, and the website www.taste.com to help research recipes. Jacob found it difficult to select recipes independently so emailed his parents for advice on a typical day's meals. From there he considered whether he would like to make any changes and identified Carbonara as a favourite food he would like to cook more independently. Through attendance at the 'Skills for Life' cookery program in term 1 Jacob discovered he enjoyed French Toast and would like to make this independently as a lunch option. Jacob researched more than one recipe for Carbonara. He communicated with the instructor of the cooking program to ask if he had a simpler recipe and the instructor emailed this to him. Jacob settled on this recipe as the easiest to follow. When working with a support worker he could follow a simple procedure for making French Toast on a whiteboard. In reviewing photos of him following the procedure he was able to explain what he was doing in each photo without referring to the written procedure. After Jacob's first attempt at making a banana smoothie he was also able to do this more independently with a simplified procedure. Over the semester Jacob has demonstrated increased independence in his ability to follow a simple recipe

In planning and preparing for cooking Jacob also had to shop for his ingredients. He planned for this in advance with a simple shopping list, practising and role-modelling of what to do at the checkout. We initially visited the supermarket to become familiar with the layout and over the semester visited the supermarket each time Jacob needed to shop for ingredients. We practised what to do and say at the checkout and the importance of waiting for change to be handed over. Teacher support was decreased to a point where Jacob could independently find the items on his list, make requests of staff at the deli, make his purchase at the payment, wait for change and say 'thank you'. Jacob's level of comfort in being able to do this increased over the semester.

In further developing communication skills Jacob has been able to do this. Through working more independently when cooking he has had to initiate requests of the cooking instructor, has asked questions without prompting and expressed opinions on food he has tried – discovering new tastes and foods he enjoys. With prompting he has made email requests and checked for responses, printing them off for his folio of work. Once prompted Jacob would email independently. When shopping, over time Jacob demonstrated greater independence in making requests at the deli and in making purchases at the checkout. He demonstrated increased confidence in initiating a request or question (e.g. 'Excuse me, where is the..?').

Jacob

English

Okay to use some evidence from other curriculum areas where there are links and connections ie. the inspiration of his idea for the Research Project.

15.10.17

tion

PLG 2

Things I have tried this year: COOKING GARDENING
Asian market Sewing art
SHOWED ART WORK town visits
Interviewing people

What did I like best?

ELVIE VISITING THE TOWN COOKING SEWING WITH
DOING ART

How will these help me? ① COOKING HELPS ME IF I DM BY MYSELF. ② I NEED TO SHOP SO I CAN COOK ③ ART IS FUN.

Sign posted primary evidence of PLG 2 where Jacob identifies skills he has and wants to further develop. Also PLG 5 where he identifies his own 2-3 PLG's himself.

What was tricky/What do I still need to work on?

① SEWING WAS HARD TO BEGIN WITH. ② IT IS HARD TO START A CONVERSATION WITH PEOPLE.

PLA2 (further developing skills in Health + research)

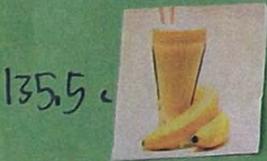
PLA3

Calories

Jacob

- ① calories are a measure of energy.
- ② We use energy to live and to survive.

Daily guideline amounts		
Each day	Women	Men
Calories	2000	2500
Fat	70g	95g



Secondary evidence to support Jacob's primary evidence.

Before researching how many calories Jacob requires on average each day he researched calories using the bbc skillswise site. He correctly matched food items to their caloric content.

Jacob was supported in researching food groups + nutrients to aid his understanding of nutrition.

PLG2
PLG3

Jacob



Calories in snacks

Match the snack with the number of calories you think it might contain.



an apple



a bar of milk chocolate



a handful of nuts



a packet of crisps



a can of fizzy drink

240
calories

139
calories

53
calories

151
calories

175
calories

supporting primary and secondary evidence of learning.

Jacob mastered the images + un-jumbled the food-related sentences largely independently. Once the task was explained.

What is in food?

1. What foods are high in protein? Beef, chicken, fish, eggs and dairy, beans (including soy), nuts and seeds



2. What foods are high in carbohydrate? Starchy vegetables (potatoes, sweet potato and corn), flour (bread, cakes pastries) whole grains (rice, oats, quinoa)



3. What foods are high in fat? Butter, ice cream, cheese, chicken fat, meat fat, palm oil, coconut oil, lamb, and pork



What is a protein?
Protein is an essential nutrient for the body. They are building blocks and also an energy source.

What is a vitamin?
Vitamins are nutrient to help people develop properly. You get most of your vitamins from food we eat.

What is a fat? Fat is a source of food energy. They are made up of mixtures of fatty acids

PLC2
PLC3

Jacob's Research Project:

Daily energy requirements Record sheet:

My Name is JACOBI am 17 years oldMy height is 183 cms tall.My weight is 76 kgs.

Development of literacy skills with Jacob's primary evidence and numeracy skills with measurements.

Please tick the one that you think best describes you:

(Exercise can be walking)

1. Very active (plays a lot of sport or exercises every day)
2. Active (plays some sport or exercises 3 -4 times a week)
3. Semi-Active (exercises 1 -2 times per week)
4. Not active (no exercise at all)

Based on this information the recommended kilojoule intake for me is: 13405 kilojoules per dayor 3261 Calories

Research the following recommended intakes for a person your age using google:

Recommended daily:

Fat intake _____ grams

Protein intake: _____ grams

Carbohydrates _____ grams.

Sodium intake _____ milligrams

(This last task was an extension task. Jacob completed the objective of calculating his average daily calorie intake)

Additional supporting information from teacher.

Jacob having his height measured.

PLA3

He noted measurements independently.
After working out weight / height +
calories use relevant websites

(www.unitconversion.org +
www.eatforhealth.gov.au)

Jacob's next task was to plan +
research a meal plan for a day.

Teacher or other persons commentary to support photographic evidence.



PLG3

Scribed by teacher.
Through discussion it was
decided Jacob would
email home for more
detailed information.

QE,

Planning

Jacob needs to find a breakfast, lunch and dinner he wants to make.

Jacob will work out if it is UNDER or OVER his daily calorie intake.

If it is under daily calorie intake then snacks/treats can be added in like a milkshake.

1. What does Jacob like for breakfast?

1 weet-Bix + milk
1 glass apple juice
1 slice wholegrain toast

2. What lunches does Jacob eat?

roll with vegemite.

3. What does Jacob like to eat for dinner?

Spaghetti
sausages
baguette
ham and toast

Finding 3 meals

Borrow some cookery books from the library_or use

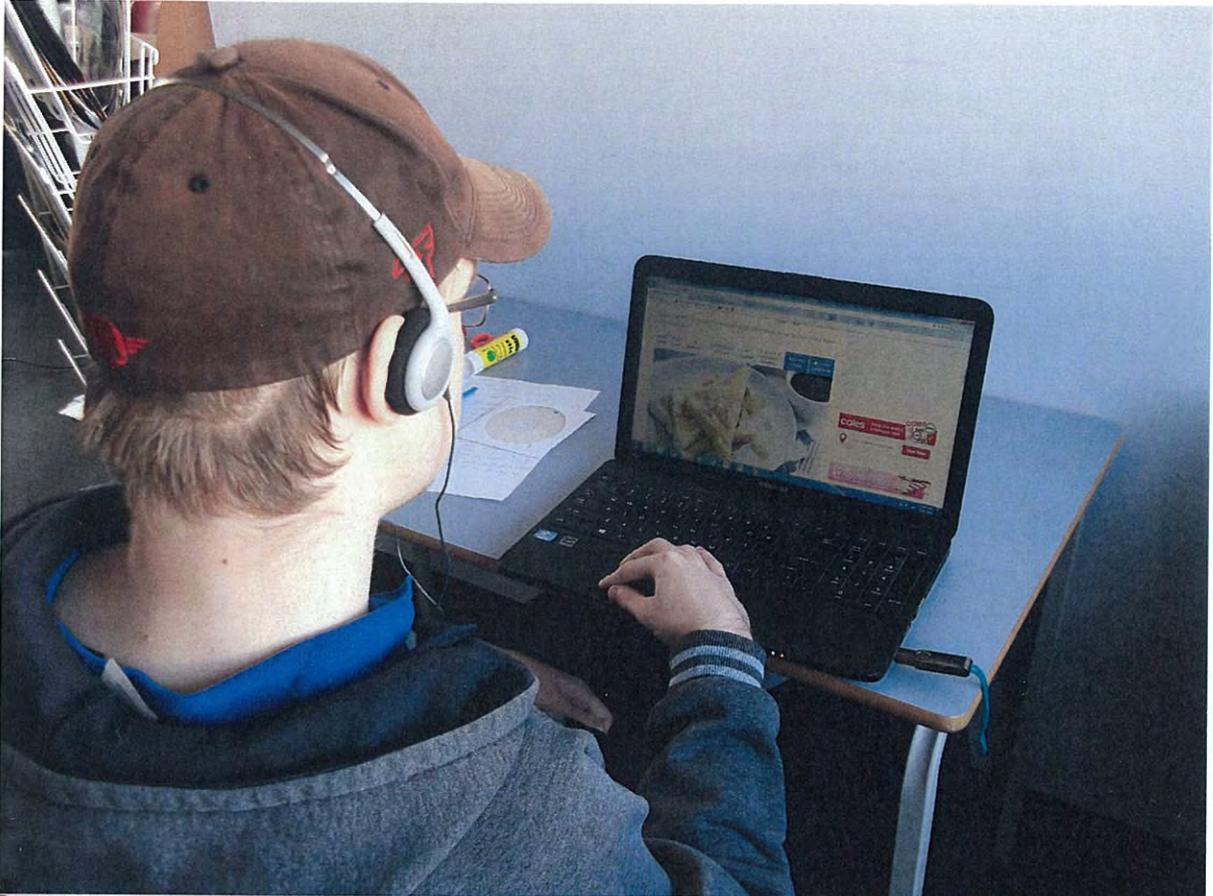
www.taste.com.au for ideas.

Google 'easy lunches' and 'easy dinners' with the main ingredients Jacob likes to eat.

Print off some recipes with images to help select 3.

Supporting teacher documentation is useful for reviewers.

(Jacob found it difficult to independently identify recipes he would like to cook. We agreed that emailing home to ask what he usually likes to eat would help with his research and planning.)
He expressed a preference for the website listed rather than cookery books)



Photographic evidence with teacher annotations.

Jacob researched the recipes for his daily menu. He found it easier to find the recipes he was looking for on the internet. The books did not always have what he wanted. He found taste.com.au easy to use

PLG 1
PLG 3
jacob

Jacob supported in writing the email.
He was encouraged to print the reply.
GE.

From:
Sent: Tuesday, 3 February 2015 9:49 PM
To: jacob
Subject: Re: research project

Hi Jacob, here is your days menu. I have chosen Tuesday's menu.

Breakfast is 2 Weetabix with milk and sugar followed by 1 piece of multigrain toast with butter and a drink of apple juice.

Recess is 1 apple, 1 banana and a carrot

Lunch is 1 apple, 1 carrot, 2 thick rice cakes with vegemite and a vegemite sandwich on multigrain bread.

Dinner is 1 green capsicum, 1 carrot (raw), 3 sausages with multigrain bread. then a large bowl of steamed vegetables (beans, peas, carrots, corn, and broccoli) followed by a large glass of milk.

I hope this helps

Love mum

PLG 1 Communicating with different people.

From: [jacob](#)
Sent: Tuesday, February 03, 2015 12:25 PM
To: [Deb](#)
Subject: research project

Hi mum, for my Research Project

I am researching my daily calorie intake.

I will choose a breakfast, lunch and dinner to make by myself.

I will shop for the food, Can you email me what I would eat in one day?

Thanks
jacob

This message is intended for the addressee named and may contain privileged information or confidential information or both. If you are not the intended recipient please delete it and notify the sender.

No virus found in this message.

Checked by AVG - www.avg.com

Version: 2014.0.4800 / Virus Database: 4257/9047 - Release Date: 02/02/15

Jacob's Menu Selection

After looking at different recipes, identifying what he would usually eat on a given day, and trying some of the recipes in the Skills For Life group, Jacob made a final selection based on what he would like to make.

These choices were Jacob's own.

Over a series of weeks Jacob was to shop for the ingredients, practice food preparation, and finally produce his complete menu plan before communicating his project and reflecting.

Breakfast

Weetbix with milk, multigrain toast and apple juice.

Snack

Banana Smoothie

Scribed by teacher to show evidence of Jacob's learning.

Lunch

French toast and/or vegemite roll

Dinner

Spaghetti Carbonara

He would work out total calories and what remained from daily allowance for snacks.



Jacobs Choice
PLG 3

Ge



Fabulous French toast



0:05 To Prep	0:10 To Cook	4 SERVINGS
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I like this
recipe cause
its got maple
syrup

This is a simple but tasty French toast recipe with maple syrup, toasted sliced bread and icing sugar.

Ingredients

- 1/3 cup low-fat milk
- 8 slices toast sliced bread
- 1/3 cup maple syrup
- 4 eggs
- Icing sugar, for dusting

oil for frying

milk 42c
bread ~~510c~~ 170c
maple syrup 260c
egg ~~17c~~ 17c

Method

1. Serve each person with two pieces of French toast, drizzled with maple syrup and dusted with icing sugar.
2. Whisk eggs and milk in a bowl. Heat a non-stick frying pan on medium. Dip a slice of bread into egg mixture to coat both sides. Cook for 1-2 mins each side, until golden. Repeat with remaining bread and egg mixture.

icing sugar 10c
TOTAL ~~210c~~ 494c served

Ratings & Comments

0 bobbyg added this comment at 08:59am Sat 20th December, 2014

Just made this for my hunny for brekkie and she loved it, just added some cinammon and nutmeg to the mix and some mango greek style yoghurt on top :-)

5 shebe50 added this comment at 09:51pm Thu 4th December, 2014

Quick and easy and it tasted great.

5 tswldjd added this comment at 09:33am Sun 20th April, 2014

So simple, yet so lovely! I make this every chance I get. I add Pureblends 'Sweet Spice' to it, but cinnamon would do just as nicely. Lovely for dessert with a scoop of vanilla ice-cream.

Evidence of literacy and numeracy development. Also connected with PLG 5 about developing independence.

After looking at several Carbonara recipes - all rejected due to complicated recipe / number of ingredients, Jacobs asked the Skills for Life instructor for his own recipe. (GE)

instructor for his own very tasty settled on. (GE)

PLA1
PLA3

- One small Onion
- 4 mushrooms
- 100g Bacon
- 1 tsp crushed garlic
- 200ml cream
- 1 tsp olive or vegetable oil
- 1 tps cornflour and 2 tsp cold water
- 200g of pasta, your choice

- 1 Finely dice the onion. Cut Mushrooms in half and slice thinly. Dice the bacon.
 - 2 Fry the onion with the garlic on a medium heat for 2 minutes, add the mushrooms and bacon and cook for
 - 3 5 minutes, taking care not to brown or burn the ingredients.
 - 4 Meanwhile put your pasta into a pot of boiling water with drop of oil and pinch of salt.
 - 5 Add the cream and simmer for 5 minutes.
 - 6 Mix the cornflour and water together and stir into the mixture, cook for 2 more minutes until thickened.
 - 7 When Pasta is cooked drain and top with sauce.
- This recipe will feed four people, two if they are very hungry.

Have fun cooking,

Kevin Ewings

Onion 40c
 mushrooms 11c
 Bacon 54c
 garlic 5c
 cream 695c
 Veg oil 39.8c
 Pasta 742c
 Total 2073.8

=
 =
 1037.00k
 per serve

(Jacobs calculated the total calorie content for this recipe)

Evidence of development of Jacob's numeracy skills.

At the beginning Jacobs felt he could do all these tasks independently.

Jacob's Personal Learning Goals

Jacob wants to be able to cook more independently and to further develop his communication skills by working with others, and accessing the wider community to shop. As part of the planning stage he will evaluate how confident he feels in each of these areas so he can then evaluate his progress at the end of the project.

How comfortable am I?	I can do this on my own.	I need some help from an adult	I need a lot of help from an adult
Following a recipe and cooking it	✓		
Getting the equipment I need	✓		
Finding the ingredients I need at the supermarket	✓		
Buying the ingredients I need	✓		
Speaking to staff in the supermarket	✓		

Jacob required adult support and prompting in each of these areas at the beginning of the Research Project.

A simple evaluation has been built in after each step to support Jacob's understanding of his own progress over the course of the R.P. These are 'What I did' + 'My goal' (GE) Sheets.

Shopping for smoothie and breakfast items.

PLG1



getting bananas for smoothie



handing over \$20 note after checking the total price

Photographic evidence collected and annotated by key support people. This documents Jacob's engagement in the community and work in achieving his own identified goals (PLG 5) in communication and gaining independence.



receiving change

This documentation shows Jacob addressing the learning capability and personal development capability.

Jacob showed greater confidence being in the store than when he visited in Stage One. However, on this initial shopping trip he was still prompt dependent. Future shopping trips will build on his capacity to shop with increased independence.

Prompted to say 'please'
& 'thank you'

PLG 4 Reflection by key people on learning in the project and its relationship to established learning and the next step.

Carrying out the project



Jacob shopping for WeetBix to make breakfast for himself.



Jacob getting milk for breakfast

Photo evidence of Jacob engaged in carrying out his project by shopping for required foods.

Jacob completed this very reluctantly, didn't want to look at photos, or talk about them "don't know" was his initial response. When I asked what are you making / doing he responded 'made toast' - got him to write responses. Lots of heavy breathing + pacing, head on desk etc.

Reflecting on the project through key person.

4. Checking up and doing dishes
My Goal

To more independently (by myself) shop and prepare a day's meals for myself.

How did I do? Circle which you think is correct.

Shopping: On my own / With a lot of help / With some help

Food preparation: On my own / With a lot of help / With some help

Goal Setting

Next time I will try to:

Do more of the shopping

PLG 4 Reflection - shows journey and his struggle to achieve goals. Jacob acknowledges the assistance and restates a desire to be independent, PLG 5.

SACE Research Project: Modified

Record Page

Evidence of literacy skills with primary evidence through students writing.

Student Name: Jacob

Date:

Research Project Target: Rad of team I have achieved
my research project goal

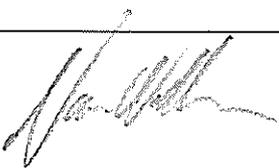
Comments: (Teacher/ Supervisor/ Student)

What were the outcomes for the student? How much support was needed to carry out the task?

Made French test with minimal support

Evidence of SACE Capabilities throughout the Research Project

LEARNING	ONE OTHER CAPABILITY
Independence (Personal Development)	



2nd time.

What I did

Went shopping and make
comparing

Ongoing reflection of his learning and development against his personal learning goals.

My Goal

To more **independently** (by myself) shop and prepare a day's meals for myself.

How did I do? Circle which you think is correct.

Shopping: on my own/ with a lot of help/ with some help

Food preparation: On my own/ with a lot of help/ with some help

Goal Setting

Next time I will try to:

follow the recipe
BY MYSELF

2nd go.

Jacob looked at the photos and told me that he was shopping at Foodland to buy mushrooms, bacon and garlic to make carbonara. He used a shopping list.

Back at school Jacob cut up the ingredients, cooked the pasta in a pot and the other ingredients in a pan.

Jacob enjoyed eating his carbonara.

Some support required but managed both shopping + cooking more independently than 1st time.

(SSO)

Scribe by key support person.

(Jacob was asked to shop for 'Skills for Life' to broaden his shopping experience. Although not shopping for his own menu, he managed to achieve his goals with increased independence - a (wing)) What I did PLAI

I took the recipe to the supermarket and bought

- 2 carrots
- red lentils
- 2 onions
- a loaf of bread
- 1 litre of stock.

secondary evidence of Jacob achieving his goal(s)

My Goal

To **more independently** (by myself) shop and prepare a day's meals for myself.

How did I do? Circle which you think is correct.

Shopping: on my own / with a lot of help / with some help

Food preparation: On my own / with a lot of help / with some help

Goal Setting

Next time I will try to: find the ingredients while the teacher waits by the door.

1003

How much were the carrots per kilo?
(kilogram)

\$2.99

Evidence of numeracy skills being further developed.
Learning capability also evident.

KINGSCOTE FOODLAND

How much were the onions per kilogram?

\$2.99

Tax Invoice
ABN: 59 109 544 425

30/03/2015 9:53:52 AM

Charmaine 126

KI COMMUNITY EDUCATION

Customer Card

(02) GROCERY

CAMP STOCK REAL VEG 1LT \$2.99

MCK LENTILS RED SPLIT 375G \$2.26

(06) FRUIT & VEGETABLE

ONIONS BROWN PER KG

0.346kg @ \$2.99 kg \$1.03

Tare removed: 0.004kg

CARROTS PER KG

0.156kg @ \$2.99 kg \$0.47

Tare removed: 0.004kg

CARROTS PER KG

0.126kg @ \$2.99 kg \$0.38

Tare removed: 0.004kg

(36) SEASONAL

GOODY BIO BAG \$0.10 GST

(37) BREAD

MOLENBERG 12 GRAINS ORIGINAL 7 \$0.99

SUB TOTAL \$8.22

GST Included 0.01

TOTAL \$8.22

Charge \$8.22

You saved: \$5.39

Item count: 7

Trans: 235049 Terminal: 040103018-076006

Thankyou For Shopping With Drakes
Please Retain Receipt For Refunds

Received Outstanding Customer Service?
Feedback on www.drakes.com.au

0

System Supplied By GaP Solutions
www.gapsolutions.com.au

Did we buy a whole kilogram of onions?

0.346kg

How much did the plastic bag cost?

\$0.10

What was the most expensive thing we bought?
Stock

3rd go - shopping

Scribed evidence in relation to photos of a shopping trip.

pic. 1. - This is Jacob buying cream - he bought thick cream

pic 2. - Buying broccoli - Jacob chose one piece.

pic 3. - Jacob is giving money to the checkout person. Jacob gave them \$20 to pay for his food, it was too much money

pic 4 - She gave Jacob change, he remembered to wait for his change.

When Jacob bought bacon from the meat and deli part of foodland he asked the deli assistant for "50g of bacon". He thanked the deli assistant.

Jacob felt he was very independent this time

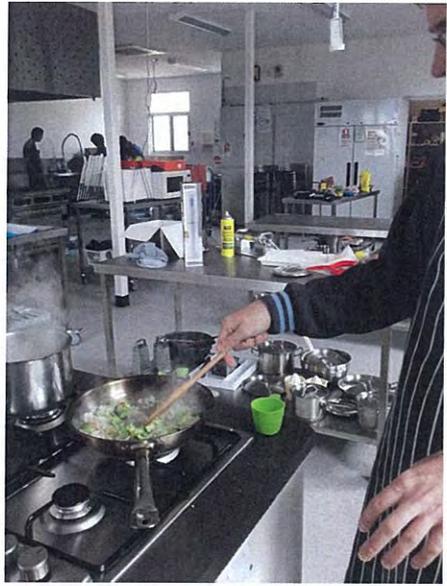
Jacob described what happened on his shopping trip + answered questions put to him - annotated by TRT.

Making Carbonara - 3rd go

1.



2.



3.



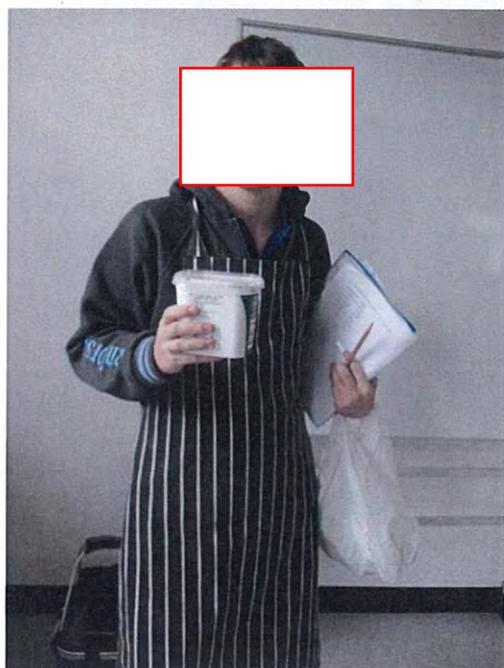
5.



4.



6.



Making Carbonara

(3rd go).

Scribed supporting evidence related to photos of Jacob's 3rd cooking session.

-photos.

1. Chopping onion, Jacob also chopped garlic, bacon and onion.
2. Jacob stirred all the ingredients in a frypan. He put oil in the frypan.
3. Add the cream to the frypan
4. Add the cooked pasta to the pan.
5. Add the corn flour and water and cook again.
6. Left over carbonara ready to go home.

Jacob also had to cook the pasta in a pan of boiling water. He had to wash the dishes and put everything away. He enjoyed cooking cleaning and eating.

Jacob

8/05/15

PLA 1

What I did

I WENT TO FOODLAND AND SHOPPED
FOR MY DAILY MENU BY MYSELF,

PREPARED MY BREAKFAST, RECESS AND LUNCH.

COOKED CARBONARA FOR MY DINNER.

Primary evidence from Jacob in relation to his
carrying out of the project.
Evidence also of literacy skill development.

My Goal

To more independently (by myself) shop and prepare a day's meals for myself.

How did I do? Circle which you think is correct.

Shopping: on my own / with a lot of help / with some help

Food preparation: On my own / with a lot of help / with some help

Goal Setting

Next time I will try to:

I achieved my goal

Well done
Jacob! I hope you feel
proud.
😊

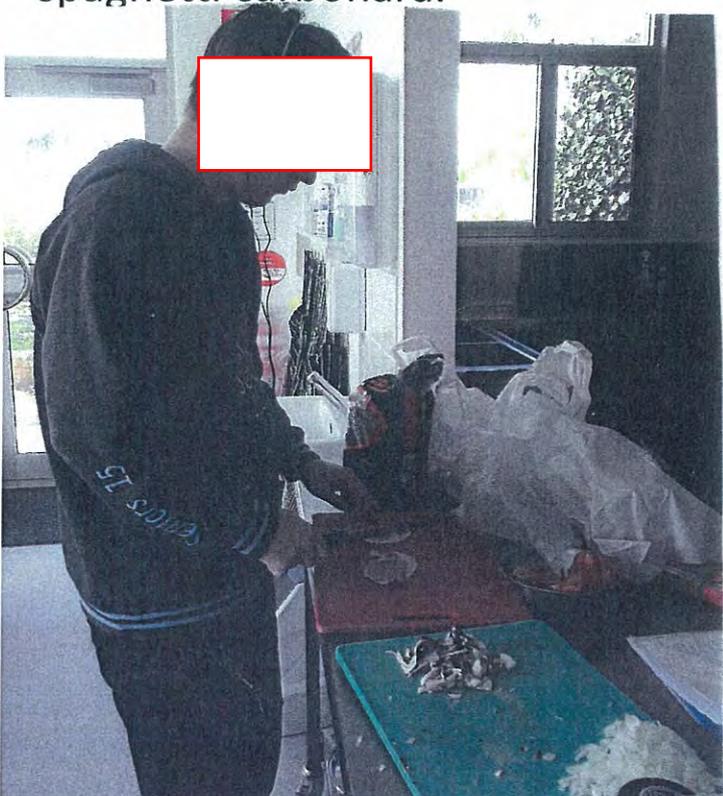


DINNER

Peeling onion for spaghetti carbonara.



After slicing the onion, Jacob sliced the mushroom for the spaghetti carbonara.



Then Jacob sliced the bacon for the spaghetti carbonara.

SACE Research Project: Modified

Record Page

Student Name: Jacob

Date: 11/11

Research Project Target: MADE CARBON DIOXIDE
2 ATTEMPTS

Comments: (Teacher/ Supervisor/ Student)

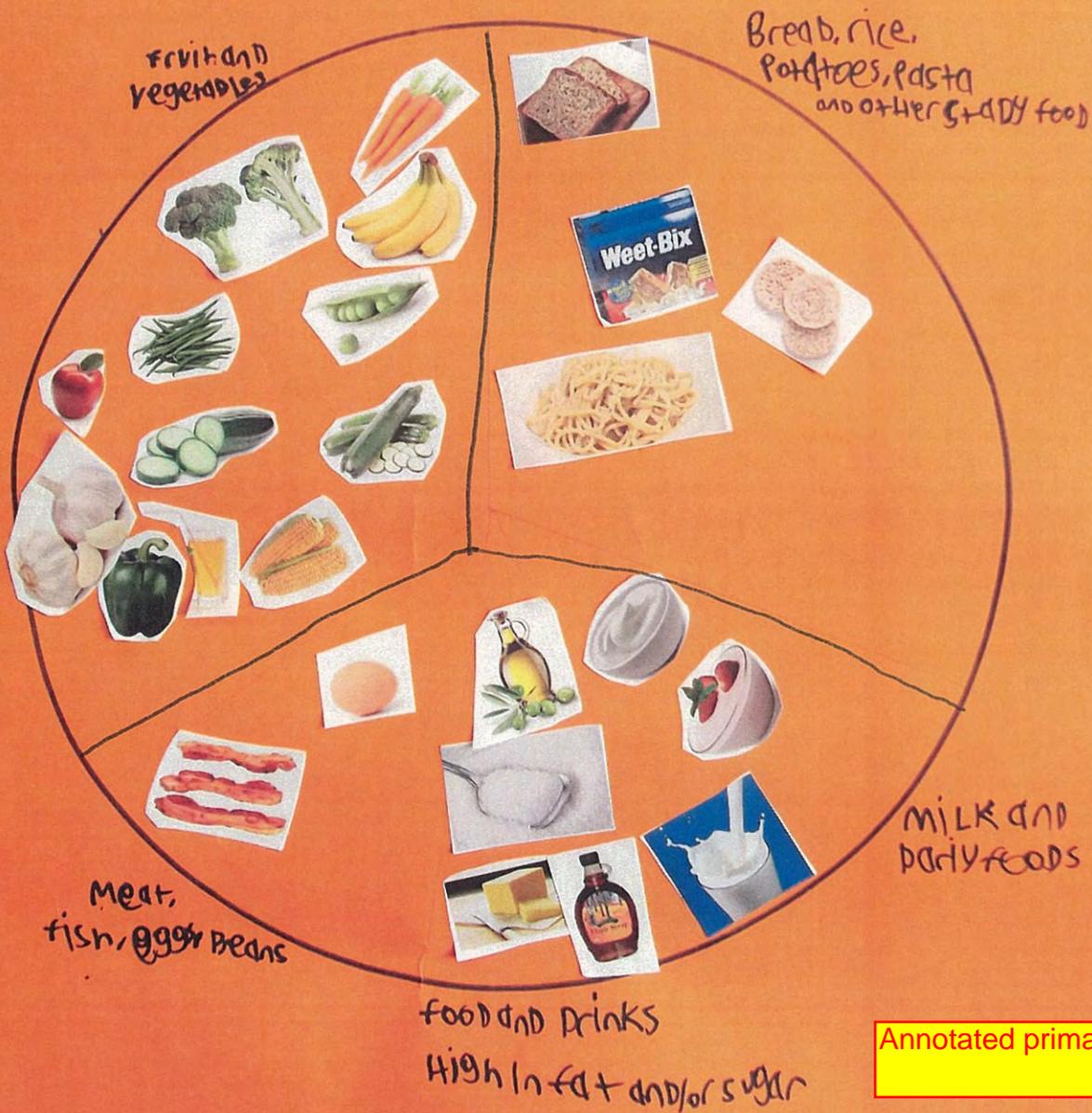
What were the outcomes for the student? How much support was needed to carry out the task?

MADE CARBON DIOXIDE BY
 MYSELF AFTER 2 ATTEMPTS
 WITH HELP

Evidence of SACE Capabilities throughout the Research Project

LEARNING	ONE OTHER CAPABILITY
<p>INDEPENDENCE (Personal Development) FOLLOWING INSTRUCTIONS</p>	<p>Learning capability is clear.</p>

Eat Well Plate



Jacob made his own 'Eat Well' plate using pictures of food from his daily menu. He pasted them onto a poster to give a visual representation of the types of food he ate.

Carrying Out the Project

Jacob has demonstrated increased independence in shopping and cooking over the semester. He has further developed his skills in these areas, ultimately being able to shop without adult support for his daily menu and preparing it with minimal support. Jacob has further developed his communication skills as noted by his instructor in the Skills for Life group and staff observations when shopping – e.g. independently taking shopping list and making requests at the deli and making purchases at the checkout. Jacob's confidence has increased and he has expressed happiness and excitement about the skills he has developed.

Calorific content is worked out and presented in Jacob's PowerPoint presentation under the heading 'Communicating the Project'. Working out calorie content took place while Jacob was 'Carrying Out the Project'.

GE.

Supporting secondary evidence showing Jacob has met his personal learning goal(s) through carrying out his project.

SACE Research Project: Modified

Record Page

Student Name: Jacob

Date: 11/11/11

Research Project Target: MADE ALL OF THE MEALS
ON MY DAILY MENU

Comments: (Teacher/ Supervisor/ Student)

What were the outcomes for the student? How much support was needed to carry out the task?

I made all of the meals on my daily menu: Breakfast, Lunch and Dinner **INDEPENDENTLY!**

Primary evidence from Jacob.

Evidence of SACE Capabilities throughout the Research Project

LEARNING	ONE OTHER CAPABILITY
<p>INDEPENDENCE (Personal Development) CONFIDENCE BUILDING</p>	

Communicating the project

PLC 3

Power Point Presentation – Jacob

Jacob needed specific direction when producing his power point presentation. I talked through what we were doing for each slide. He gave yes/no/ I don't know answers mostly to questions. It was often difficult to get specific feedback from him.

He showed very capable computer skills when putting the slides together and enjoyed choosing the background, fonts and transitions between slides. When typing the text, he needed it written out first and was able to edit mistakes in spelling.

The content of the text was an aspect that Jacob had difficulty with. When writing the reflection, Jacob was able to tell me the areas that he felt he had improved in. Jacob struggled to say what he found difficult and required some prompting to come up with an answer.

Before doing the power point presentation, Jacob completed a task with a series of photos and captions that he had to put in sequential order, matching the captions to the photos. Jacob completed this easily and it was useful in putting together the power point as it followed a similar structure.

Jacob enjoyed putting together his presentation.

Secondary evidence from his teacher
relation to the Power Point
presentation.

Note: A number of slides have been deleted from Jacob's Power Point presentation as evidence has been provided previously.

DAILY
BY JACOB

PLA 3

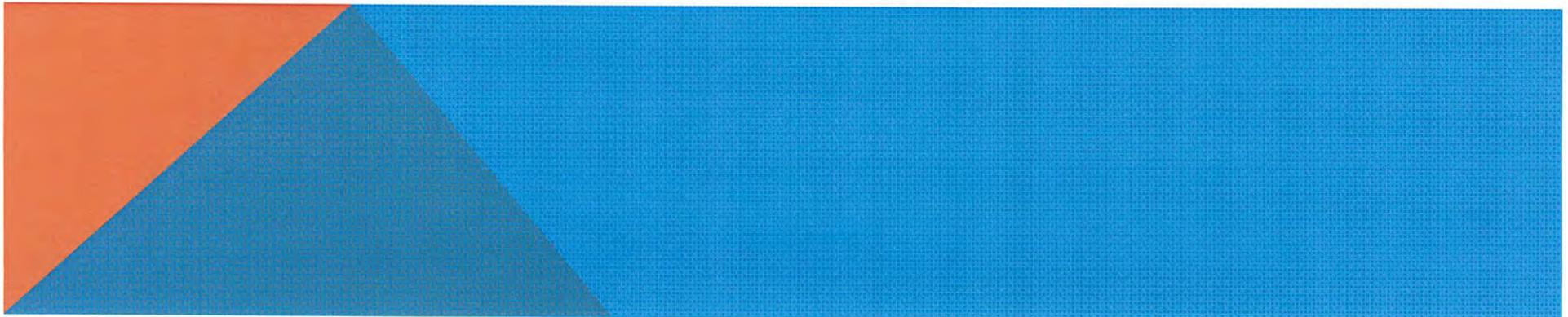
MY RESEARCH PROJECT

My research project is to research a healthy menu for a day based on the calories I need. I will shop for the ingredients and cook the recipes as independently as I can.

Before doing the cooking and shopping I did some research. I found out that calories are a way to measure energy in food and drinks.

I had to measure my weight ,height and how active I am to work out how many calories I need to eat in one day. I looked up on the website www.eatforhealth.gov.au to find this out. I need 3201 calories per day.

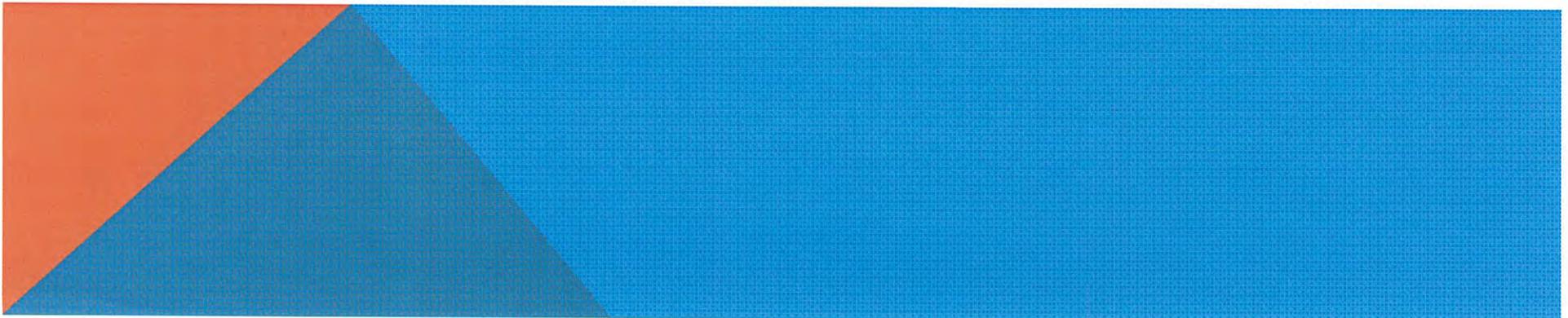
I also had to work out how many calories were in the food in my daily menu, I googled this information.



SHOPPING



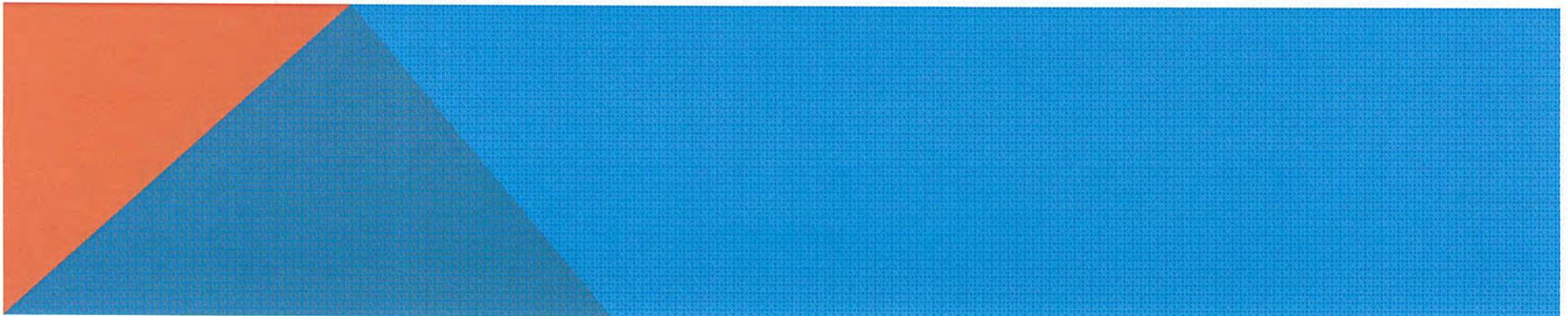
I went to Foodland to buy the ingredients for all my meals for a day. I did the shopping by myself, this is one of my Research Project goals.



BREAKFAST



My breakfast is 425
calories :
Weetbix – 220 calories
Toast – 70 calories
Apple juice – 100 calories
Butter – 70 calories

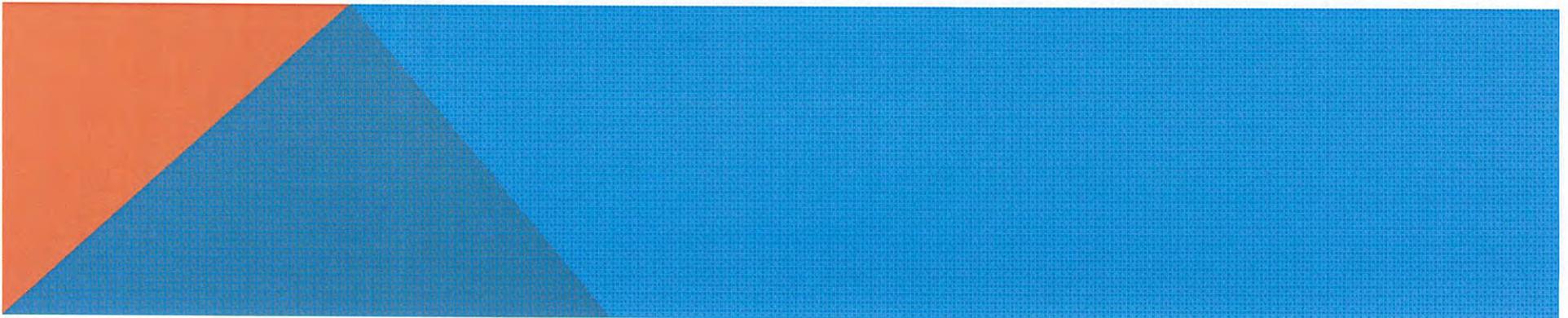


DINNER



Carbonara

First I had to chop up onion, mushrooms and bacon. I used a different cutting board for the bacon to stop cross contamination with different food.



DINNER



Carbonara has 1037
calories per serve.



CONCLUSION

My total daily menu has 2053 calories. This means I can have snacks or drinks with a total of 1148 calories to reach my daily total of 3201 calories. Snacks that I have made and would fit into my daily total are a banana smoothie which has 276 calories and French Toast which has 499 calories.



Primary and secondary evidence provided.

REFLECTION.

I found it hard to do the planning for my Research Project.

One of my goals was to increase my independence when shopping. I think I can shop independently now. The last time I went to Foodland the teacher waited at the front of the shop, while I did the shopping.

I cooked carbonara several times and I got better at it. I am more independent when cooking carbonara . This was one of my research project goals.

I have a better understanding of what calories are and how to have a healthy diet. I know how many calories I need to eat in a day.

I liked eating the food I prepared.

(After completing his Power Point, and through discussion, Jards was able to identify that he has developed his communication skills - an ongoing area of development) GE.



Sharing the Project

PLA1
PLA3

As part of my research project I showed my power point presentation to Naomi. (class assistant)

Naomi said it was interesting.

She asked me to change the slides more slowly so she could read all the writing.

Naomi thought there was a lot of good information in the presentation, she really liked the transition effects between slides.



Reflecting the project

Reflection and Evaluation

PLA1
PLA2

Personal Learning Goals

1. Did you **communicate** with different people in school and the wider community (e.g. shops) for your Research Project?

yes

Give an example

PREPARED FOOD STAND

(at Foodland)

2. What new skills did you learn, or get better at? Discuss with Gill.

COOKING Shopping
Speaking to people
Give an example

(shopping)

3. **Planning the project:**

What was difficult?

FINDING RECIPES

What/who helped?

SUE KERN (helped make decisions + do research)

Doing the project:

What was difficult?

NEEDING HELP WITH SOME BODY

What/who helped?

HELPING WITH ADULTS

(Support staff)

PLC 3

Communicating the project:

Primary evidence from Jacob.

What was difficult?

needed help with writing it

What/who helped?

she (helped with wording + prompting)

4. **Reflecting** (thinking about the Research Project and what you did).

Questions + answer session to elicit opinions.

5. **Own goals** (shopping, preparing food and speaking to people more independently).

What was difficult?

Needed prompting in each area (heavily prompted to begin - less so as RP progressed)

What did I get better at doing?

I got better in reading ~~instructions~~ and following instructions from my recipe's.

What/who helped?

she Gill helped me with prompting + wording also in going to the supermarket. Kevin helped me in getting better at cooking.

Looking at my Research Project and thinking about it:

From a choice of words choose the one that matches how you feel.

I feel happy, proud, excited, pleased

Will your Research Project help you when you leave school? Discuss with Gill.

It will help me to do things independently like shopping, cooking, cleaning, and washing dishes. Also preparing food for myself. ^{the table}

Jacob completed his self-evaluation with some prompting. He chose 'happy' + 'excited' for himself. G.P.

Supporting teacher observations.

Feedback.

jacob schwerdt

From:
Sent: Tuesday, 12 May 2015 10:44 AM
To: jacob
Subject: Re: feedback

PLA 1

Hi Jacob, thankyou for the email, my response is below.

While teaching Jacob over the last several months and monitoring his progress I can confirm that Jacob has become more independent. Jacob is able to follow instructions, ask for directions when required and prepare individual dishes or elements of dishes without aid. Jacob has also become more attentive and aware of health and safety issues and is also responding better to other students in our collaborative tasks. I have also witnessed Jacob preparing his own menu, (including shopping for the ingredients) without help or direction after the initial instruction.

Reagrds, and happy cooking

Secondary evidence from another key person who comments on Jacob's learning and development.

Skills for Life Instructor

From: [jacob](#) :
Sent: Thursday, May 07, 2015 9:50 AM
Ti
C
Subject: feedback

Hi Kevin

I would like some feedback from you about my progress In the cooking programme we have done this year. One of my research project goals is to become more Independent in preparing a daily menu. Do you think I have increased my independence? Do you have any Other comments to make on my progress this year?

Thank you
Jacob :

Jacob supported to word email. Word-processed on own & checked spelling without prompting. A.E.

This message is intended for the addressee named and may contain privileged information or confidential information or both. If you are not the intended recipient please delete it and notify the sender.

Further evidence from a range of key support people working with Jacob.

Staff Comments

Please comment on Jacob's Research Project personal learning goals of increasing his communication with others, more independently preparing meals from chosen recipes, and more independently shopping for the ingredients.

Sue (SSO)

During the course of the year Jacob has significantly increased his independence in preparing his daily menu. He is very competent in the kitchen and requires minimal support with ~~quite~~ the process and techniques used. Jacob has shown increased confidence in communicating with others by initiating greetings and increased conversations with staff, at times anticipating others needs by spontaneously offering to help others. Jacob says he is more independent when shopping.

Naomi (SSO)

Over the past year I have seen Jacob increase his independence and confidence. He has demonstrated this in the way he is able to undertake more tasks with limited support. eg. Making french toast.

Gill (teacher)

This semester Jacob has been observed communicating with increased confidence and independence. He has managed successfully to prepare a day's meal plan with minimal support, and has increased his independence in shopping to a point where he has successfully shopped without adult support. ~~He has initiated more communication prompting.~~ He has initiated more communication.

Research project

Summary of the Research Project by Jacob.

What I did

- Looked at different recipes.
- Picked my best ones.
- Tried different ones.
- Decided my meal plan for a day.
- Went shopping every week I was cooking.
- Cooked recipes more than once until I could do them on my own.
- Shopped with teacher at door.
- Made power point and showed to Naomi.
- Did a reflection
- finished

Jacob