



Precision Academics©
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Community Studies

Years 7, 8, 9 & 10 (Life Skills)

Administration Manual

This course has been designed to address the theory and practical components for Stages 4 & 5 (Years 7 to 10) **English, Mathematics, Work Education, PDHPE, Visual Arts & Drama (Life Skills)**, in line with guidelines developed by the NSW Board of Studies. The aim of this course is to provide junior high school students who have special learning needs* with the skills, knowledge, understanding, values and attitudes that will help to prepare them for employment, participation and independent living in the community. Each of the **ten Modules** has a strong emphasis on continuing the developing all aspect of the students' communication and problem solving skills in real world settings. This program is suitable for individual, small group or whole class groups.

Each of the **10 Modules** of this course includes concepts from the entire **Community Studies** course to ensure that students have multiple opportunities to reinforce and generalise key Life Skills Outcomes across multiple areas of the Stages 4 & 5 Curriculum. Each Module is completely free standing, and Modules can be taught in any order. Modules can be printed in black & white (or colour if preferred) and page sizes can be printed according to each student's individual needs (full size or half size).

The NSW BOS Stages 4 & 5 Life Skills key competencies are embedded throughout this course including:

Collecting, analysing and organising information; Communicating ideas and information; Planning and organising activities; Working with others and in teams; Using mathematical ideas and techniques; Solving problems; Using technology.

Specific Focus Areas include:

Functional literacy, numeracy, interpersonal, communication & problem solving skills, visual & performing arts applied in school, workplace & community settings.

Important Note To Teachers* Each student who is following Life Skills Outcomes is unique and therefore no single course will meet every student's individual needs. This **Community Studies** course has been designed to provide an extensive portfolio of age-appropriate resources, designed for Stage Four & Five students (Years 7 to 10) who have literacy/numeracy skills at about the Stage Two or Three level (Middle to Upper Primary). This course covers Outcomes from multiple areas of the Stage Four & Five curriculum including Work Education, English, Mathematics, Australian Citizenship, Personal Development, Health & Physical Education, Visual & Performing Arts. The **Precision Academics Resource Bank** (available separately) contains many other resources which cover additional areas of the curriculum, at multiple ability levels (mild to severe disability). You may find this a useful addition to your curriculum resources. If any of your students have literacy/numeracy skills significantly below the Stage 2 level he or she may be better suited to taking one or more of the three extensive Life Skills courses "**Cross Curriculum Life Skills – Foundations, Developing Skills & Across Key Learning Areas**", which is included in the **Precision Academics Resource Bank**, and provides about 1,200 pages of resources designed explicitly to support the very specialised learning needs of students with moderate to severe disability. Conversely, if any of your students taking Life Skills find this **Community Studies** course a bit too easy, we suggest trying our **Work Education (Stage 5)** course which approaches the same basic outcomes at a slightly more challenging level.



To find these and other adjusted resources for all ability levels go to: www.precisionacademics.com.au

How will this course address multiple aspects of the Stages 4 & 5 curriculum for students working towards Life Skills outcomes?

Every lesson in this *“Community Studies”* course will be based on the types of literacy, numeracy, interpersonal, communication and problem solving skills students will be likely to encounter across a very wide range of different school, work and community experiences. Students will focus on specific examples from many different work situations to help them practise and gain confidence in the type of skills they will need to develop in order to gain employment or work as a volunteer. Some activities will interest the student, others may not. Regardless of the activity, every student is expected to complete EVERY task on EVERY page to the very best of his or her ability and to the standards set out for this course.



The following recommendations for teaching technique have shown to produce the most effective results:

- Have students and instructor alternate responsibility for reading **all texts aloud**. This greatly assists to develop all aspects of the students’ literacy skills, ensuring the highest possible standard of comprehension and attention to detail, and greatly improves confidence and expressive communication. Have students tick every sentence or paragraph as it is read aloud to ensure they are remaining focussed on the task at all times.
- Ensure all questions are answered in full sentences and in full detail, to the very best of each student’s individual ability. Insist upon the highest possible standard of presentation at all times (neat, tidy, “work appropriate”).
- Have student’s check their own and their peer’s spelling, grammar, punctuation, and sentence structure; as well as very frequent review by the instructor. It is strongly recommended that students be told to always use PENCIL and never use pen, so that all errors or lapses in presentation standard can be immediately corrected.
- Ensure that students show all work for mathematical questions.



The following recommendations have been shown to produce the most meaningful indicators to allow teachers to evaluate individual student progress and development:

In the workplace, employees are constantly assessed by the day-to-day effort they put in, and the day-to-day tasks that they complete. Employees are judged and held accountable for their work by customers, co-workers and your bosses. All assessment in this *“Community Studies”* course will be completed in this way. Every section of every page of every lesson MUST be achieved to the best of each student’s individual ability and to a standard acceptable to the course instructor.



Formal Evaluation, Assessment, Recording can be completed through Work Sample and Objectives/Indicators which are located in the final section of each Module.

- Pages 55 to 58 should be completed by the student as a Work Sample / “Assessment” Task. Students are encouraged to refer to previous pages if required. The supervising teacher should provide whatever level of support each student requires in order to appropriately complete the task to a satisfactory standard. Then, the teacher should record the Level of Independence from the Scoring Key which best describes the student’s achievement on each task.
- Pages 59 to 60 should be filled in by the Supervising Teacher by circling the appropriate Ability/Support descriptor (Note: Each Module features a selection of Life Skills Outcomes from Work Studies, English, Mathematics and PDHPE).
- A copy of Pages 55 to 60 should be retained at school as part of the student’s official Record of Progress

Level of Independence Scoring Key:

- **Level 1** The student has had exposure to this task, but has not yet mastered any aspect of this skill
- **Level 2** The student is in the earliest stages of accomplishing this task and needs complete guidance
- **Level 3** The student can accomplish this task but requires physical prompting and verbal assistance
- **Level 4** The student can accomplish this task, but requires minimal guidance (eg. hint, reminder)
- **Level 5** The student can accomplish this task independently

The following pages show several sample lessons from various Community Studies Modules.

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Sample Lesson: PDHPE (Life Skills)

LS.22 Uses appropriate strategies in response to at-risk situations

IND SUP NA

Taking Care Of Ourselves:

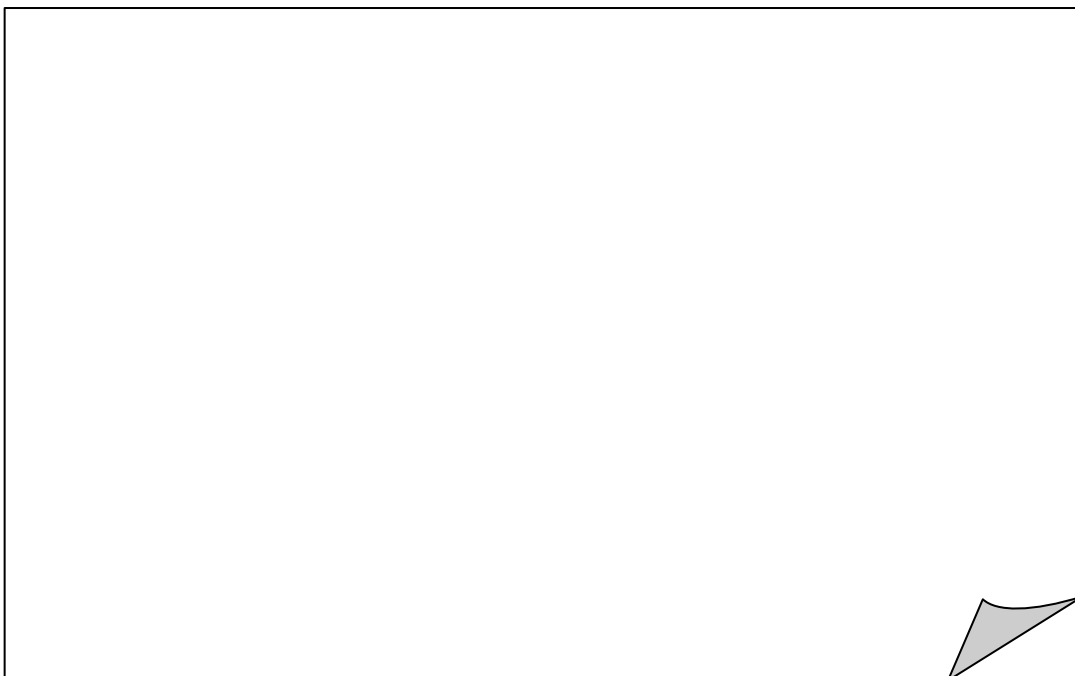


No thank you. I don't want to.

- Work with a partner to practise saying, “No thank you. I don't want to.”
- Make sure that you sound very confident and assertive when you say it.
- Now say the same thing, but sound really weak and afraid.
- What difference do you notice?
- Now practise with a new partner, saying the same thing again, really assertively.

Why is it important to sound confident and assertive when you say things like “No” ?

There are 3 pictures at the top of this page, all showing “No” at the top of this page. Draw a different picture to show “No” in your own special way.

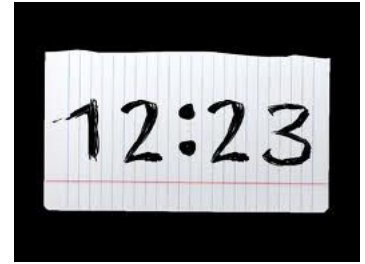


Sample Lesson: Mathematics (Life Skills)

MLS.1	Matches familiar activities with timeframes	IND	SUP	NA
MLS.2	Recognises and uses the language of time	IND	SUP	NA

Keeping Track of Time

No matter what job you work in or where you live, everybody has to think about time.

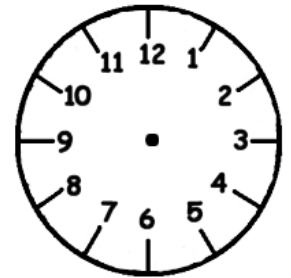
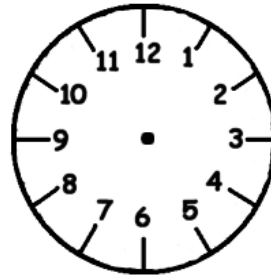
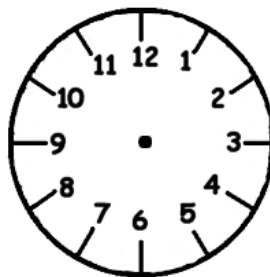


- Which season is January in? _____
- How many days are in 6 weeks? _____
- What date is New Year's Eve? _____
- Which season has the fewest hours of daylight?

- How many days are in October? _____ days

Draw the clock hands to show

- 1.35
- 12.00
- 9.30



About what time is it on this clock?

About _____



A cake takes 45 minutes to bake.
You put the cake in the oven at 3pm.
At what time should you take the cake out of the oven?

Sample Lesson: PDHPE (Life Skills)

LS.18	Recognises components of a balanced lifestyle	IND	SUP	NA
LS.19	Demonstrates skills required to participate in a preferred physical activit	IND	SUP	NA
LS.20	Demonstrates strategies required to participate in a preferred physical activity	IND	SUP	NA

Sports around the world: The Special Olympics

Part 1: Read this aloud

Sports and physical activity are very important for ALL people, whether they are male or female, young or old, or whether or not they have a disability.

The **Special Olympics** are help for athletes who have an intellectual disability. Their Special Olympic Games help these athletes to develop their physical skills, their confidence, their social skills and their self-esteem.

Special Olympics World Games are held every two years, just like the Olympic and Paralympic Games. They alternate between Summer and Winter Games.

The first International Special Olympics Games were held in Chicago in 1968.

A high school teacher, called Anne McGlone Burke, decided that athletes with an intellectual disability should also have a chance to experience the fun and excitement of competing in a major sporting event.

She raised over \$25,000 to stage a “once only” national sporting event for these special athletes.

To her amazement, more than 1,000 athletes from across the United States and Canada came to Chicago to compete in these Special Olympics.

The Games were such an amazing success, that the decision was made to form a Special Olympics organization to keep this event happening every two years.

Since the Special Olympics began, more than 2.5 million athletes of all ages have taken part. The athletes come from more than 180 different countries. Now, there are 30 summer and winter sports included at the Special Olympics.

The Special Olympics Oath is

“Let me win. But if I cannot win, let me be brave in the attempt.”



Winning is NOT the most important part of the Special Olympics. Instead, the mission of these games and sporting events is

- to encourage people with intellectual disabilities to become fitter
- to have great fun
- to learn how to work, train and play well with others
- and to learn how to face great challenges and accomplish tremendous things.

Also, through their great efforts and accomplishments, these athletes teach the rest of society many important lessons. We learn to try our very best, regardless of the odds against us. We learn to respect and accept people with special needs. We learn that every one of us must strive to be the best that we can be.

When were the first Special Olympics held? _____

Where were the first Special Olympics held? _____

Write out the Oath of the Special Olympics:

What lessons is this Oath trying to teach the athletes?

What are the four missions of the Special Olympics:

Sample Lesson: PDHPE (Life Skills)

LS.10 Recognises and responds to safe and unsafe situations

IND SUP NA

What About This Crazy Weather !!!!!

Each of these pictures shows an extreme weather condition. Describe each weather condition and write some basic safety advice of what you should do in this situation.





Sample Lesson: Mathematics (Life Skills)

DLS.1	Reads and interprets tables and data displays	IND	SUP	NA
MLS.3	Reads and interprets time in a variety of situations	IND	SUP	NA

CountryLink
The service just comes naturally

Welcome to CountryLink

in | Login | Agency login | Corporate login

Text size: [A] [A] [A] ?

Timetables > Western > Sydney to Bathurst

Sydney to Bathurst

	Monday to Friday	Monday	Daily	Monday to Friday	Monday to Friday
	CityRail	Broken Hill Outback Explorer	Dubbo XPT	CityRail	CityRail
Central (Sydney)	04:03	06:20	07:10	08:24	12:09
Strathfield	04:17	06:31	07:21	08:36	12:21
Parramatta	04:32	06:45	07:34	08:48	12:33
Blacktown	04:44	...	07:44	...	12:45
Penrith	05:01	07:06	07:56	09:11	12:59
Katoomba	06:12	08:06	08:52	10:18	14:10
Mount Victoria	06:32	10:38	14:31
Lithgow	07:02	08:48	09:32	11:08	15:03

- Where do these trains travel between?

- How long does it take to get from Penrith to Lithgow?

- Where is the train at 8.06?

- Where is the next stop after Blacktown?

- Which train gives you the faster trip between Central and Lithgow, the Broken Hill Outback Explorer or the Dubbo XPT?

Sample Lesson: English (Life Skills)

LS.10	Composes increasingly complex written texts	IND	SUP	NA
LS.11	Views and responds to a range of visual texts, media and multimedia	IND	SUP	NA
LS.17	Uses individual and collaborative skills in the learning process	IND	SUP	NA

Creative Writing Task:

In the picture shown below, something very interesting and unusual is happening. Your job is to write a short story which answers these questions.

Use your imagination, be specific and have fun with your creative story writing.

What is happening? How do you think these people feel right now? What are they thinking?

What exciting adventure happens next?

Use pencil, correct all spelling and punctuation mistakes, and be ready to read your story to the group. Use the back of the page if you need more room for your writing.



Sample Lesson: Mathematics (Life Skills)

NLS.14	Estimates and calculates with money	IND	SUP	NA
PALS.3	Calculates missing values by completing simple number sentences	IND	SUP	NA



Shopping List

3 kg bananas

2 L milk

2 loaves of bread

Price List:

Bananas @ \$2.25 a kilo

Total cost for 3kg = $3 \times \$2.25 =$ _____

Milk @ \$1.35 per litre

Total cost for _____ = _____ X _____ = _____

Bread @ \$1.85 for a loaf

Total cost for _____ = _____ X _____ = _____

Total cost of groceries is

_____ + _____ + _____ = _____

You pay with a \$20 note, how much change should you get?

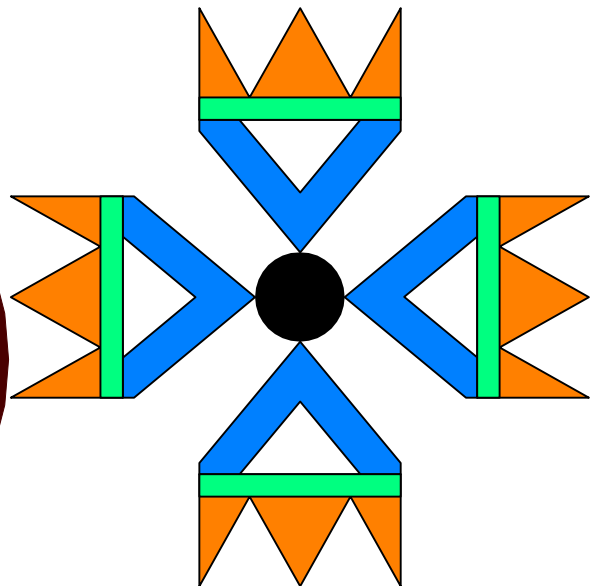
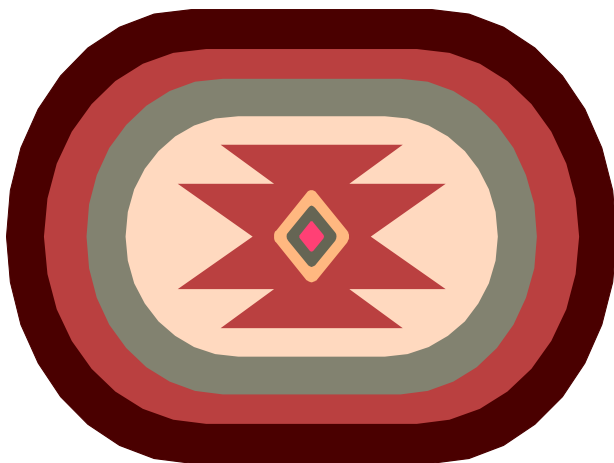
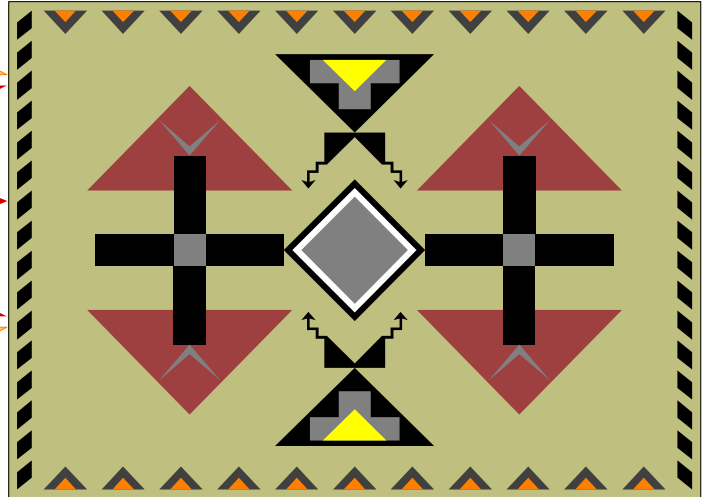
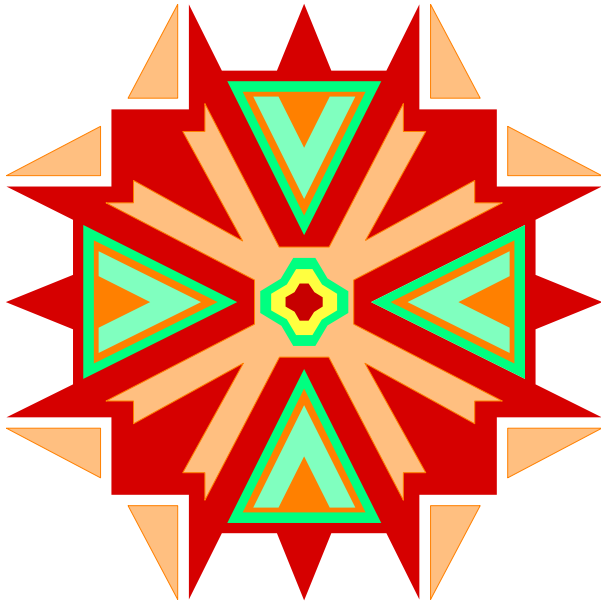
_____ - _____ = _____

Sample Lesson: Visual Arts (Life Skills)

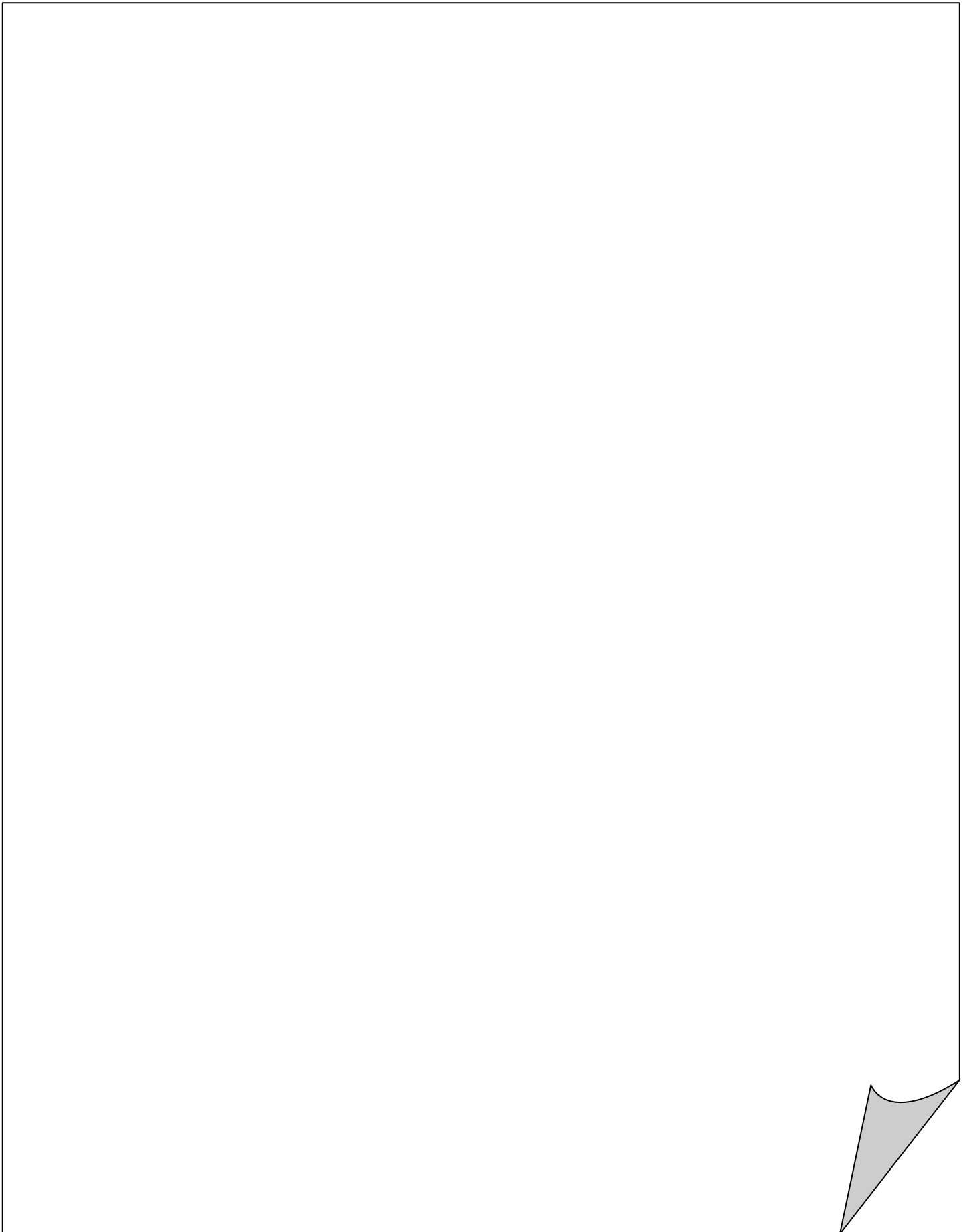
LS.6	Makes a variety of artworks that reflect experiences, responses or a point of view	IND	SUP	NA
LS.7	Explores how ideas and interests in the world can be represented in their artmaking	IND	SUP	NA

Careful Attention to Visual Detail

Many Native American tribes have their own individual tribal pattern. Each pattern is unique. Study these four examples, then turn the page and create your own tribal pattern, similar to but not the same as these patterns.



Your Tribal Pattern



Sample Lesson: Visual Arts (Life Skills)

LS.4	Explores the ways in which experiences of the world can be communicated in artworks	IND SUP NA
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Keeping Safe In Our Community

What are these safety signs reminding us to do?



Design your own sign to remind people they shouldn't use the elevator or lift if there is a fire. Your sign should be similar to, but not exactly the same as these signs:

Sample Lesson: PDHPE (Life Skills)

LS.10 Recognises and responds to safe and unsafe situations

IND SUP NA

“Thinking on your feet”.

We don't always have time to plan what to do in an emergency. For example, what could you do if you see a child who has fallen off her bike?



Evaluating your work so far

Go back and look at the pages of work you have done since your last evaluation.

Question 1: Is your handwriting tidy and easy to read?

1 2 3 4 5

Question 2: Have you answered all the questions?

1 2 3 4 5

Question 3: Did you make sure all the words are spelled correctly?

1 2 3 4 5

Question 4: Have you made sure that any errors have been corrected?

1 2 3 4 5

Sample Lesson: English (Life Skills)

LS.8	Responds to increasingly complex written texts	IND	SUP	NA
LS.10	Composes increasingly complex written texts	IND	SUP	NA

Researching Community Support using the Internet

PEP Community Services

Phone: (08) 9470 3096

Web Address: <http://pep.org.au/pages/home>

We have clients on our books who are ready to start work TODAY! From forklift drivers to retail, welders to secretarial, we will find the right person for you.

If you have any staffing requirements, contact us on 9470 3096 or fill in our online form and our Marketing Consultant will contact you to discuss.

PEP Community Services

PEP Community Services is a not-for-profit organisation funded federally by the Department of Education, Employment and Workplace Relations and the State Department of Training and Workforce Development .



What are some examples of jobs PEP workers might do?

Is PEP a profit based company? _____

What are the contact details for PEP (Phone and Web)

Our aim is to help disadvantaged people, including those with disabilities, find and keep work through a holistic approach. At PEP we are committed to finding you work by offering a range of programs tailored to meet your needs and aimed at getting you that job.

By choosing PEP as your preferred job provider you will get access to a range of services including our tailored programs as well as ongoing contact with a skilled staff member, access to job vacancy information and search facilities, expert advice on job search techniques, career and vocational employment options, training and much more.

Training

PEP Training is about giving you the right skills for the job – to have the best possible chance of finding employment in your chosen industry.

PEP Training programs have national accreditation and are developed in collaboration with relevant industry sectors, meaning you get the required skills and improve your chances of finding work.

PEP's popular training courses run regularly throughout the year. Our professional trainers will be providing the following courses

“Keys to Employment”.

This course is designed to provide people with the general skills they will need to succeed in the workplace. The program consists of units of competence which will help you obtain a range of skills including:

- Communication skills, including telephone and writing skills;
- Operating a personal computer;
- Producing simple word processed documents;
- Completing basic calculations;
- Working in a socially diverse environment; and
- Job seeking skills.



What are 4 of the units of work covered in “Keys to Employment”?



“Entry To General Education”

This course provides students with the basic literacy and numeracy skills to be ready to enter other training opportunities. Entry to General Education is a literacy and numeracy course for students

wanting to enter further education or learn some basics for life.

Units in this accredited course include:

- Entry to Reading and Writing
- Entry to Mathematics
- Introduction to Completing Forms
- Introduction to Managing Your Bills
- Introduction to Oral Communication
- Your Health
- Healthy Eating on a Budget
- Telling the Time
- Perform simple computer tasks

What are 4 of the units of work covered in “Entry to General Education”?

Sample Lesson: PDHPE (Life Skills)

LS.13	Demonstrates appropriate behaviours associated with eating and drinking	IND	SUP	NA
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Food Sources All foods are subject to contamination, but some foods have a higher risk than others. Higher risk foods include

- red and white meats (beef, lamb, pork)
- poultry (chicken, turkey, duck);
- eggs;
- cheese and other dairy products;
- raw sprouts;
- raw fish and shellfish.

Side Effects

If you don't cook, handle or store food properly you can make yourself and other people very, very sick. Food poisoning causes you to vomit (throw up), have diarrhoea, and can even kill people. We have to be even more careful when cooking for babies, small children, fragile aged people, pregnant women or people who are already sick from another illness. If they get food poisoning, they may not be strong enough to survive.

List ALL of the foods which have a higher risk of making you sick if you don't cook or store them properly:

