

Case study A

Cricket Green School

Educational Case Study

Age group: 12 to 14, ASD Class

Group size: 8 students (whole class)

Session leader: Meighan Curren, class teacher

Date: Summer 2017

Setting: School setting

Activity: 40 minute Physical Education and Motor Skills lesson



“Cosmo is fantastic! I can’t say enough positive things about it. It’s really helping the students to develop their turn taking skills, to work together, and to have the opportunity to give directions to the rest of the class.” Meighan Curren—Teacher, Cricket Green School

Activity

Cricket Green is a forward-thinking SEN school in South London which has been using Cosmo to focus on the individualized learning experiences of many of its students. Meighan used Cosmo to facilitate a long-term movement and teamwork activity with her class, all of whom are on the autistic spectrum. Meighan collected student’s scores from Cosmo activities over a whole term, displaying them on a scoreboard, and adding a fun competitive aspect to the weekly sessions.

What happened

How was Cosmo Used?

Meighan wanted to introduce a whole-class activity that increased her class’s movement, spatial awareness, and scanning skills, as well as nurturing skills such as joint attention and collaboration.

She used two Cosmo activities (Exercise & Showdown) during regular 40-minute lessons, over a whole term. The cosmoids were spread around the class and students had to find and press as many as they could in the allotted time. Students then wrote their scores on a large scoreboard that the class had created together. Students also split into teams and played Showdown together, which involved each team being allocated a color and then finding as many of their colored cosmoids as possible, in the allotted time.

How did pupils respond?

The students picked up the concept of each activity surprisingly quickly and were really motivated by the exciting colours and sounds that the cosmoids made. Meighan mentioned that some students moved far more than usual and stayed engaged in the activity for an impressive length of time.

What worked best?

Having the Cosmo Teacher's Guide was really handy as there are lots of tips on how to incorporate Cosmo into daily school activities. We started with the cosmoids close to the students and then gradually moved them further away, which encouraged more movement and scanning. It made the activity more challenging but in a fun way.

Showdown also worked really well for encouraging teamwork between the students. We could split them into an Orange team and a Green team and get them to work together, and also competitively.

What was challenging?

Initially the biggest challenge was getting each student to wait for their turn to play. Introducing the team element meant that students didn't have to wait as long, and it's great that you can change the length of the activity in case you feel it's too short or too long for the students you're working with.

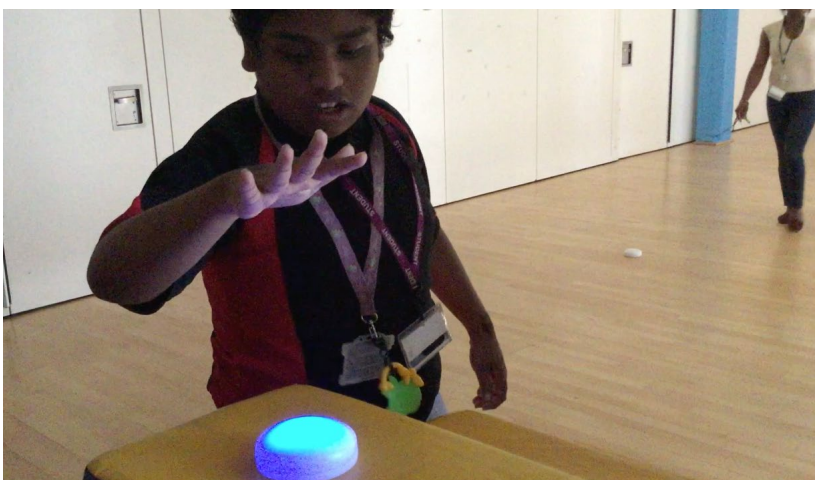
Would you recommend the Cosmo to another school or teacher?

Absolutely. it would be an excellent addition to the toolkit for any Special education needs classroom.

Case study B

Swiss Cottage School Educational Case Study

Age group: 10 to 12, ASD Class
Group size: 6 students (individually)
Session leader: Gurdeep Khela, IT
Coordinator
Date: Summer 2017
Setting: School setting
Activity: 40 minute Physical
Education and transitions session



“Having the option to incorporate some of the student’s favourite songs into the activities has increased engagement and motivated the whole class to focus on activities for longer periods of time.” Edward Pitcher—Leader of Technology & Strategy at Swiss Cottage Special School

Activity

Swiss Cottage is an SEN school that focuses on holistic development through a flexible curriculum, which emphasises ‘Deep Learning’ by responding to each student’s point of learning.

Gurdeep used Cosmo to engage students in solo P.E. activities with the intention of increasing the length of time students stay engaged in an activity that involves a lot of movement. He also used it as a transitional aid, to help students move between areas of the school.

What happened

How was Cosmo Used?

The class teacher wanted to find a way to get her students to move more in P.E. lessons, so we worked with each student individually in the P.E. hall, first uploading their favourite songs into the Cosmo app (which was really easy). We then placed the cosmoids around the hall and started the Turn Taking activity. When a cosmoid lit up, we encouraged the student to press it, resulting in them hearing part of their favourite song. Then the song would stop and another cosmoid would light up. If they wanted to hear the next part they had to move to press the next cosmoid.

We also used Cosmo as a transitional aid for a student who found it challenging to move between parts of the school. He loved the cosmoids so we placed them along the school corridor, encouraging him to collect them as he moved through the school..

How did pupils respond?

The students loved triggering their favourite songs, and once they had figured out the concept, they started moving between each cosmoid really quickly. One student who rarely runs at all spent over 15 minutes running around the P.E. hall thanks to Cosmo.

What worked best?

Being able to personalise Cosmo for each student worked really well, as everyone has their own learning style, and everyone has their own favourite song!
It's a fantastically versatile piece of kit and thankfully it's really robust as well.

What skills were developed?

This activity allowed us to focus on many fundamental skills including independent movement, increased motivation, problem solving, following instructions, and initiation of activities. It seems we really only scratched the surface and I feel Cosmo could be used in so many other parts of the school day.

How did staff respond?

All the staff who were present were really impressed with how motivated and engaged students were by Cosmo. The combination of light, sound and touch was very enticing for them and the fact that they were enjoying the activity meant that they were exercising without even realising it.