

## Independence Skills

Shopping is almost entirely process based; that is, learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.		
Learning Intentions	Teaching ideas and activities	Notes
Please ensure you have read the information in the curriculum handbook alongside this.		
Understand that money is a means of exchange.	<p>Using money to exchange for desired items in the class shop. These should be items the learners' desire, and will probably centre on food and snack items so that snack time becomes a perfect shopping experience.</p> <p>The class shop must sell real items at real prices. Pupils with SLD need to be working within the concrete rather than the abstract and therefore real money at real prices buying real goods is an essential right from the start</p> <p>Build on existing knowledge of picture exchange.</p> <p>Extend the role-play to include baskets and perhaps trolleys, and even packing items into different sized and shaped bags.</p> <p>Role-play tills.</p> <p>Trips to shops outside of school.</p>	
Recognise a £1 coin	<p>Posting £1 coins.</p> <p>Matching/sorting/selecting from a choice of two obvious coins such as a £1 and £2 (or possibly a 50p) because these are the coins they are most likely to be using in the early stages. This needs to be practised very frequently and repeatedly to establish the skill.</p> <p>From there learners may select a £1 coin from other lesser coins such as and a 5p or a 2p; identifying £1 coins from a group of other small round flat objects such as buttons.</p> <p>Coin bingo</p> <p>Shop role-play.</p> <p>Stories such as <i>Spot goes shopping</i>, <i>Maisy goes shopping</i> and other more age related equivalents.</p>	Please note that the learner does not need to be able to name a coin in order to understand its use and use it effectively – insisting on learners naming things puts them under unnecessary pressure when what we want to know is their grasp of the use of the coin.

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Understand which coin to use	<p>Introduce the principle that a £1 coin will buy one item. Practise in the school tuck shop and/or at snack time using £1 coins to purchase one item, or during a structured, practical table-top or class based session.</p> <p>Class visit to the pound store can be introduced at this point. Please refer back to the handbook information to proceed with money.</p>	
Use real money	<p>Basic principles which will apply for many years of the shoppers' learning will need to be established right from the start, even when using the class shop. These are:</p> <ol style="list-style-type: none"> <li>a. Money can only be obtained from the learners' money boxes or from the banker.</li> <li>b. Learners will need to choose which coin(s) to take, with an adult checking and supporting, but not telling or directing, as appropriate.</li> <li>c. The money, initially a pound coin, must be put in a purse, bag or pocket, depending on the learner's ability to extract it.</li> <li>d. The learner must remember where they have put the money in order to give it to the shopkeeper.</li> <li>e. The change needs to be put back in the purse, bag or pocket. It is not necessary for the learner to know how much change they have received.</li> <li>f. The learner needs to put the change back in their tin (or give it back to the banker) when the shopping is finished.</li> </ol>	
Use a bank	<p>The Banker is a person in the school (who doesn't have to be in the learner's class) who holds the money, gives the money out to learners on request, and banks the change when given.</p> <p>WARNING It is very easy for the right coin(s) to be handed out just because the banker knows what the learner needs; so that there is no selection or choice required from the learner. For some learners the act of asking for money will be enough, for others asking for specific coins, for others asking for a coin and being given something different and having to check and notice that it is the wrong coin (this needs covering in a classroom based activity) or the student should be given their pocket money or a selection of money and then take the coins that they need (with an adult checking and supporting, but not telling or directing, as appropriate)</p>	Using a school banker is an important first step towards holding a bank account.

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Identify primary items	<p>Providing opportunities to express wants and needs (See links with Communication)            What is the motivator for the pupil to want to buy? What do they like and dislike? What do we need to buy for a specific activity or event? It is probably best to spend a long time on food and drink because these are the simplest areas to work with and can be purchased in the class shop, school tuck shop and the local shop. There are therefore, ample opportunities to extend and generalise the learning.            Look to see which objects pupils go to choose, or do not want to part with.</p>	
<p>Follow a shopping list.            Use a shopping list.</p>	<p>When using a shop outside the school, it is best to introduce this as soon as possible. This should initially be a simple symbol or single word list of the items to be bought.            Key shopping list principles will need to be established now:</p> <ol style="list-style-type: none"> <li>a. The shopping list should be carried in the same place as the money;</li> <li>b. The items to eat/drink must be carried back to school to be consumed later;</li> <li>c. A bag must be taken by each individual learner to carry the purchases.</li> <li>d. Each learner must carry their own shopping back to school;</li> <li>e. The shopping brought back must be checked against the shopping list;</li> <li>f. The shopping list must be thrown away at the same time as the change is handed back to the Banker.</li> </ol> <p>Being able to follow a list. Initially the learner can be given the appropriate symbol(s) which can later progress to:</p> <ol style="list-style-type: none"> <li>a. Creating a symbol shopping list with support choosing from a choice of 2;</li> <li>b. Creating a symbol shopping list choosing from a choice of 2 what they need with some inconsistencies for problem solving and thinking once they have become practised at doing it by routine;</li> <li>c. Collecting <i>what</i> I need to go out from a pre written list/picture list of up to 5 words/pictures/symbols with support;</li> <li>d. Creating a shopping list from a limited choice (of 4);</li> <li>e. Reading a plan of what is needed for going out using a combination of up to 10 words/pictures/symbols.</li> </ol> <p>Role play shopping list            Write a shopping lists of items needed in words/pictures. You will need to consider how this writing might be printed, that is by hand or with symbols.            Write a shopping list on an I-pad, tablet, smart phone or i-phone.            Set up a pretend shop, somewhere in school, and having worked on shopping lists with the learners send them out (with or without adult assistance as appropriate) at different time intervals to go and 'purchase' their items.</p>	<p>You will need to consider that purchasing a simple one and two item shopping list (such as a can of coke and/or a packet of crisps) in the same shop may well require the learner to have several tens and probably several hundreds of opportunities to practise, before the learning is secure.</p> <p>Links with Communication – symbol and word recognition</p>

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<p>Prepare for a shopping trip</p> <p>Prepare resources for cooking</p>	<p>Learning should begin from the principle that shopping is always an individual operation with each playing an active part. There is no point in going to the shop to watch somebody else do the shopping. Shopping as a class group will not promote learning, so learners should be working individually or in pairs with an adult.</p> <p>Shopping for Cooking</p> <p>Careful thought must be given to division of labour when shopping for cooking and it may be that actual shopping for cooking trips only take place once every two weeks or so. If eight learners are all buying ingredients needed for making a sandwich, one trip might well provide enough for several sessions. This is OK, there are limited variation and generalising opportunities for shopping, but infinite generalising opportunities for cooking. Each learner must therefore take responsibility for:</p> <ul style="list-style-type: none"> <li>• Decide what's needed (initially with support, but looking for greater independence in decision making). The class team will decide which learner is buying what.</li> <li>• Estimating how much money is needed – the simplicity of early recipes might equate to £1 per item plus £1.</li> <li>• Requesting the money from the Banker</li> <li>• Putting the money in a safe place.</li> <li>• Taking a shopping bag or taking a trolley if the shopping is going to be very heavy.</li> <li>• Once at the shop, taking a supermarket basket/trolley. This may be a problem solving opportunity were the learner has to make a decision about which they opt for.</li> <li>• Placing the learner's bag in the supermarket trolley before shopping commences.</li> <li>• Finding the items to be bought in the shop.</li> <li>• Taking the items to the checkout.</li> <li>• Joining a queue.</li> <li>• Giving the items to the cashier or placing them on the conveyor belt</li> <li>• Placing the items on the conveyor belt in a set order, that is, the heaviest first and the lightest/most fragile last.</li> <li>• Replacing the basket/trolley</li> <li>• Packing the shopping bag</li> <li>• Taking the money from the purse and paying the cashier</li> <li>• Receiving the change and receipt</li> <li>• Putting the change and receipt in the purse</li> <li>• Carrying the shopping back to school</li> <li>• giving the change and receipt to the Banker</li> <li>• unpacking the shopping and checking the items bought against the shopping list</li> <li>• throwing the used shopping list away once checked</li> <li>• putting items in the relevant cupboards</li> <li>• Making sure that items that need to be, are put away in the fridge or freezer.</li> </ul>	<p>It will also be the case that cooking one particular recipe may well be repeated many times over a term or half-term. It should be noted that this sequence will need to be practised using the same shop, many tens and probably many hundreds of times before we can expect to move onto generalising the experience. In any event, the sequence should be more or less consistent for all supermarket/local store shopping trips.</p>

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Other Shopping Experiences – You may wish to cover some of these through any learning opportunities that occur through life. This is by no means compulsory because of the financial implications that might arise from them, but just a resource to be used should the situation arise.		
Use the local market for shopping	<p>Some schools have local markets that are regularly used by the community. Shopping in these will have to be practised repetitively over a long period of time if the learning is to become secure.</p> <p>Particular additional/complementary skills needed on top of those required for supermarket or local food store shopping will be:</p> <ul style="list-style-type: none"> <li>• Learning the layout of the whole market and recognising that stalls may not be in the same place every week.</li> <li>• Having a shopping bag or trolley to hand for the whole shopping trip.</li> <li>• Learning not to touch perishable goods, but rather point at the foodstuffs required.</li> <li>• Working on an appropriate communication system if the learner's verbal skills are fragile. This could be a symbol system, or photographs or photos downloaded onto a tablet/l-pad/. Learners might use a Step-by-Step switch, especially if stalls are visited in a set order.</li> <li>• Paying each stallholder individually. It may be advisable for the Banker (or the money in student pocket money tins or the class money-box) to pay out money in £1 coins even if (say) £10 might be needed for the whole shopping trip. The learner may therefore need two distinct purses, one being kept specifically for the £1 coins and one for change. Higher level learners should however have the money in one place. Relationships with key stall-holders will be built up over time so that learners will become known as regular customers. In the likely event that the learner is not secure with amounts of change, stall-holders can be encouraged to ask for £2 if the bill is over £1, or £3 if the bill is over £2 etc. and change be given upon receipt of the correct number of coins.</li> <li>• Learning to shop in a set order, with for example, the greengrocer visited first so that the heavier goods (such as potatoes) can be placed at the bottom of the learner's bag/trolley.</li> </ul>	It is also important that shopkeepers and stall holders do not 'take pity' on students and allow them to not pay the correct price for items.

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<p>Visit a local café or restaurant.</p> <p>To order food.</p> <p>To make a choice from the menu.</p> <p>To pay for the choice.</p> <p>To carry a tray of items.</p> <p>To find somewhere to sit.</p> <p>To clear away the tray if appropriate.</p>	<p>Learning to use a local café or restaurant is a vital experience if the learner is to be part of the local community and especially useful for the practising of social skills.</p> <p>Particular additional/complementary skills needed to supermarket shopping will be:</p> <ul style="list-style-type: none"> <li>• Deciding what to purchase. It is advisable that learners are encouraged to select their choices and stay with them for many trips to the same café/restaurant so that they have the maximum chance to practise the key skills without becoming overly stressed by making and communicating different choices every visit.</li> <li>• Higher level learners on the other hand, could work on all the items that cost below a certain amount and then be able to choose between them at the time.</li> <li>• Being aware of meal deals.</li> <li>• Cafes/restaurants are a good opportunity to practise using £5 notes.</li> <li>• Learning to differentiate between waiter service as in a restaurant and some cafes where the bill is paid at the end; counter service where the bill is paid with the order and the order being delivered to your table as with supermarket cafes; or counter service, where immediate payment is demanded and there is self-collection of the order, as with MacDonald's. It is strongly recommended that all three (but especially the latter two) be practised many, many times, but one type at a time so that the learning can be secure in one area before branching out.</li> <li>• Learning to carry a tray and place the tray on the table, including manoeuvring through lots of people and small spaces between the tables</li> <li>• Learning to find an empty table.</li> <li>• Learning to put the discarded cartons, cups etc. in the bin or</li> <li>• Learning to stack the tray in the large trolley provided in supermarket cafes.</li> <li>• Problem solving what to do if a tray is dropped on transit.</li> <li>• Problem solving what to do if cups/mugs of hot drink are spilled.</li> <li>• Problem solving what to do if the wrong order is delivered/presented.</li> </ul>	<p>It may be that the original selection is not available on a subsequent visit in which case, problem solving comes into play and an alternative choice has to be made.</p>

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<p>Think and problem solve when shopping</p>	<p>Problems will undoubtedly occur when shopping and the list below is not exhaustive. Each learner will need to face such problems as are listed below, but the solving of them can be (and probably should be) a collective activity. As with all problem solving activities, it is imperative that members of staff are not the ones solving the problem. Examples of the problems likely to be faced include:</p> <ul style="list-style-type: none"> <li>• the learner has been (deliberately) given something different from the right coin and has to check and notice that it is the wrong coin;</li> <li>• the learner loses money on the way to the shop or has selected or taken the wrong coins/amount of money with them;</li> <li>• the shop is closed when the learner gets there;</li> <li>• the learner can't find the item to be bought;</li> <li>• the store/supermarket has moved the item to be bought from its usual display location</li> <li>• the item wanted costs more than the learner has;</li> <li>• the shopping list total costs more than the learner has;</li> <li>• the good(s) purchased come to exactly £1 or £2 or £5. That is, there is no change to receive;</li> <li>• the learner loses/forgets to bring a carrier bag;</li> <li>• the learner's carrier bag is full with more shopping to pack</li> <li>• the packed carrier bags are of grossly uneven weight;</li> <li>• learning how to pack a shopping bag with heavy and light goods to prevent lighter items becoming squashed (for example, potatoes and bread);</li> <li>• learning how to distribute goods when packing more than one shopping bag if purchasing large items such as toilet rolls, cornflakes, potatoes, bottles of drink, packets of crisps etc.;</li> <li>• finding when unpacking the items bought that the goods do not tally with the shopping list;</li> <li>• the learner has purchased the wrong item(s);</li> <li>• some/all change falls on the floor when the learner tries to put it back in his/her purse;</li> <li>• the checkout till closes before the learner gets to the head of the queue.</li> </ul> <p>Virtually all of the examples above can also be practised in role play situations in school on the principle that thinking and problem solving must be practised constantly if it is to be established as effective and meaningful learning.</p>	<p>It may be that staff decide to stage a problem, by for example, 'stealing' the learner's money on the way to the shop. Such sabotaging activities are acceptable in order to practise solving the problem, as long as staff have thought through the potential consequences.</p>

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