

My Independence

- ◆ My Shopping



Equals SLD (Semi-Formal) Curriculum SoW: *My Independence*

Sub SoW: *My Shopping*

Basic Principles

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. The more opportunities they have of *doing* the more secure their learning will be. Learners should be introduced to shopping by KS1 at the very latest; leaving the teaching of shopping until the secondary phase runs the real risk of diminishing real learning opportunities and thereby reducing the likelihood of maximising independence potential. This does not mean that shopping cannot be started at KS3, but it will be more difficult to maximise independence potential for all learners.

There will however need to be *many opportunities for practising shopping in the classroom* particularly in order to establish and consolidate a wide range of skills in a safe environment (eg. putting items into a bag, carrying items on a tray, queuing, assessing the size and quantity of items etc). This is especially the case in the early stages of teaching, and when learning and practising more complicated transactions with money. So for example working on the concept of money as a means of exchange in the class or snack shop, coin recognition, value of coins, practising using a shop, cafe, canteen, choosing coins to take out, using wallets/purses/pockets as safe places to keep coins. By using the classroom experience, all of these can be practised over and over again rather than just once in an actual shop.

The class shop, cafe, snack bar should replicate the real world as much as possible, especially in the use of real products that are of interest to the learners at real prices. These may initially be very small items such as boxes of raisins or relatively cheap soft drinks so that learners can practise handling the correct or approximate amount of money, using purses, pockets to keep the money in, working out what they can afford with the money they have, experiencing having picked up the wrong coins (for instance 1p for £1) and then not being able to get anything for that. At EYFS and KS1 lots of items should be in the pretend shops but marked with approximately the right priced coins so that learners can explore the full range of coins that might be used. More able learners will, in this way, have an opportunity at an early stage to maximise their mathematical abilities, and teachers can continually assess how far they might be able to go.

1. **Clearly, shopping is very closely related to money, though the learner's understanding will be entirely personal and in the present;** that is, it will be dependent on the learning journey the learner is on at the present time. Once means of exchange has been understood (a P4 skill which demonstrates a sophisticated understanding of cause and effect, or contingency awareness) extending the learner's understanding of money need only occur if they show a sound and oft repeated understanding of the present task (see money below). **It is however very important to remember that independence in shopping is not dependent on the learner having a sophisticated understanding of money.**

2. **The type of shopping skills required by any individual learner will depend on (i) their cognitive abilities (ii) their physical and sensory abilities and (iii) their environment.** This may mean concentrating on finding items, making choices, manoeuvring around the shop, queuing, putting items into a bag etc. but not specifically working on the cost/payment aspect of shopping, and of course vice versa. That is, because a learner cannot independently complete one element of the shopping experience because either physical, sensory or intellectual disabilities are insurmountable barriers, does not mean that they should not learn to shop. Environmental factors will include the area being shopped within, so that shopping for a learner living in central Manchester may be different from shopping for a learner living in rural Yorkshire, especially with regard to the variation of shopping experiences likely to be at hand.

Like travel training and cooking, shopping can be an expensive business, and schools will need to ensure that there are sufficient funds to cover learning activities within this aspect of the curriculum, though pocket money may be sufficient for personal choice snack type/magazine items. If and when additional funds are needed, schools may decide to fund-raise. In any event, parents/carers will need to be involved as much as possible.

Staff must not take pity on learners and problem solve for them. Shopping is full of thinking and problem solving opportunities, but sometimes the lesson learned can be a hard one (such as, I've been looking forward to buying this item for days but now I'm at the shop I'm 10p short!). This is a relatively easy problem for the teacher/TA/parent to solve. Don't!! It is imperative that learners recognise the need for planning, checking and organising the money they have and how they spend it if they are eventually to be able to shop independently.

The basic principle should always be that shopping should, wherever possible, be self-motivational. That is, the learner should have a reason for *wanting* to go to a shop in the sense that something which is important to the individual learner is purchased in the process of shopping. This may present problems for learners who are (a) not interested in food or (b) cannot eat food, since food

shopping will inevitably, often be the main focus. In these instances, teachers will need to work on motivating in some other way than personal gain, for example, shopping as a class team or learning to shop to help at, and be a central part of, home, or simply because it's on the timetable! It may be however, if a learner cannot find the motivation, that food shopping is rejected as an area of interest, though other shopping experiences (such as clothes or leisure interests) should still be worked on, whenever possible. For example, buying items from charity shops where the prices would be lower, especially items like DVDs and CDs etc.

The principles of understanding money will be taught in a very different way from a neuro-typical, conventionally developing model. In a mainstream class, working with neuro-typical conventionally developing children, it would be logical to start with 1p, 2p and perhaps 5p and even 10p coins, so that children get lots of practise counting and adding to ten and are introduced to counting in 2s and perhaps 5s. In a mainstream class you *may* use pretend money, and/or shopping for pretend goods at pretend prices, because the point is to teach about means of exchange/addition/subtraction through play, tabletop activities and the inevitable worksheets. Shopping using real money at real value for real goods (and for that matter, at real shops) will be learned outside of school at the learner's own pace as part of the natural (untaught) process of growing up. For those with SLD, very different principles apply. We can however, teach some of the general, rote learned skills such as coin recognition and differentiation around a table, preferably in small groups (3/4) for those learners who are at more or less the same level, or individually. Real shopping practise, may not however be enough for some learners since the actual transaction is quite a fleeting activity, though we do need to remember that if we start the process of learning to shop at KS1 or earlier, we are likely to have 14 years to practise these skills.

Teaching money to children and young people on the SLD spectrum.

1. Teachers would be well advised to start with recognising and using a £1 coin to purchase 1 item. This is because the effective use of money for many SLD learners can be learned through rote and it is not necessary to have an actual understanding or conservation of number for the amounts being used. Using a £1 coin as the base starting point simplifies the maths involved, relates to 1 to 1 correspondence and establishes principles that will be useful when using real shops for snack items; that is £1 will buy you a can of coke OR a packet of crisps. 2 x £1 will buy you a can of coke AND a packet of crisps. Encourage learners to make choices from an array of known likes, including healthy/healthier options (less fat and sugar and fruit etc) wherever possible.
2. Teachers need to start with learners being able to consistently recognise a £1 coin and £2 coin (see below) and always use real money. This needs to be practised as much as possible, and can be taught through rote learning and through desk top matching and sorting activities; that is, can the learner find the £1 and £2 coins from an array of coins, play £1 and £2 coin lotto etc.

3. Learners need to go at their own pace and there is no point in moving learners onto the next stage before fully grasping their current stage. In a real shop the transaction itself is a very fleeting activity, so as much practise in the classroom as possible is recommended.

Once you're pretty sure they have an understanding of means of exchange and are comfortable with handing the £1 and/or £2 coin over and receiving change, introduce that 2 x £1 will buy two items in the same way that a £2 coin will.

- a. You're now trying to establish the fact that 2 x £1 is equal to a £2 coin.
- b. Once you're reasonably confident that this is established, introduce the concept that 2 x 50p equals a £1 coin.
- c. Once you're reasonably confident that this is established, introduce the concept that 4 x 50p equals a £2 coin.
- d. Once you're reasonably confident that this is established, introduce the concept that 5 x 20p equals a £1 coin.
- e. Once you're reasonably confident that this is established, introduce the concept that 10 x 10p equals a £1 coin and 10 x 20p equals a £2 coin.
- f. Once you're reasonably confident that these are established and understood by learners, you can extend into 5p, 2p 1p in numerous variations and work on number lines, counting to 100, counting in 2s, 5s, 10s, 20s and 50s.
- g. The use of, say, 5 x 10 for a 50p coin should be done through rote learning of tables, including counting in 20's and 50's and the students obviously have to have conservation skills if needing 5 or 10 coins to make up a larger value coin. Activity worksheets play a part at this level as well as national curriculum worksheets. It is highly likely that these will need to be adapted for each individual learner's needs, especially as the worksheets will be early primary school based. There will need to be lots of classroom reinforcement and maintenance, as well as ensuring that learners really have grasped the ideas and principles involved.
- h. The deeper you go, the more understanding is required. That is, in order to get to the smaller amounts, learners will have to have a very clear *understanding* of number and number principles. Rote learning will not be sufficient.

3. **IT IS VERY LIKELY** that the vast majority of learners with SLD will only be confident with high denominations such as £1 and £2 coins and if learners are experiencing lots of difficulty with 50p coins (or 20p coins) for example, you might be best to stop there rather than continue to fail.

4. Once learners are confident in using £1 and £2 coins and have moved onto shopping for cooking, higher denominations such as £5 and £10 notes can be introduced.

Shopping must not be restricted simply to those who can walk, or those who can walk for long distances. The independent use of motorised wheelchairs may become a key factor in increasing an individual's shopping independence (see Travel Training) and you will

need to consider the shopping experience for those who are not ambulant but are not able to use a motorised wheelchair. For those in a wheelchair, **it is very important that shopping does not become a purely passive activity** where they are wheeled to various aisles and then wheeled to the checkout whilst the supporting adult does all of the decision making.

Shopping must be grounded within the context of the actual shop being shopped in. Learners may need several tens and possibly several hundreds of opportunities to learn about the same shop at the same time of the day using exactly the same shopping list for it to become established and before we can bring in the variations necessary for the generalising of the skill. **This is especially so in large and complex supermarkets.**

The shopping guides promoted here are largely developmental, and much can be grasped through rote learning, but the skills achieved by the learner may not be gained in a linear fashion. For example, when learning about money, learners may well use £5 and £10 notes before they move onto 50p coins.

On-line shopping of any description is fraught with difficulties and is not delineated here. On-line shopping is probably best not tackled unless learners are very, very able and are likely to be absolutely secure in internet safety and on-line debit card transactions. And that's without the difficulties of choice, size, returns etc. However, such an activity could be used as a lesson when talking about quantities, size, cost etc for specific class or school events.

Similarly, it is probably not a good idea to teach about supermarket self-checkouts or self-scanners since for those with SLD they are rather like the use of calculators. That is, one has to be able to recognise that error is likely to have occurred and where it has occurred for them to be effective.

At the time of writing (April 2016) debit card use is not sufficiently error proof to recommend inclusion in an SLD Curriculum scheme of work. It may be however, with new technology, that it might be workable at some time in the future. Until such time, we would strongly recommend staying with cash.

The Teaching Activities below assume that the learner does not have a severe visual impairment and the degree of any visual impairment will have to be assessed in relation to the degree of the learning difficulty as to the level of independence aimed for.

Language of shopping – key vocabulary needs to be identified and agreed to ensure consistency. This list could include: money, buy, change, shop, list, bag, purse, wallet, basket, trolley, cost, price, receipt, checkout, queue, pay, aisle, entrance, way in, exit, way out, help. This list is not exhaustive and will depend on personal preferences and the things learners like to or need to buy. Selected vocabulary should reflect the needs and abilities of the learners involved and be agreed by staff and parents. Key vocabulary should also reflect the

shopping experience available in the local community. Signs and symbols to accompany key vocabulary will also be needed as appropriate. The language of shopping will also include the written language and learners will need to practise reading the signs, symbols, words and logos used in shops. This will be particularly important in identifying the shop itself, as well as aisle headings so they can locate items more easily; brand logos; the words used in large supermarkets such as exit, entrance, pay here, toilets, help desk etc.

Autism and SLD. Simply because a learner has autism does not mean that s/he cannot shop as independently as he or she can, and we must not allow it to be seen as a reason for opting out. We must regard the learner's autism as an additional difficulty which may require some (and perhaps a lot of) adaptation and differentiation, but the key question will still be the learner's level of intellectual ability and the 5 Tiered Approach is still appropriate. As always with autism, it is probably always best to consult widely using the expertise that will be available in the school, especially the Speech and Language Therapist (SaLT) for communication issues and the Occupational Therapist (OT) for sensory issues.

Physical disabilities and SLD. Similarly, physical disabilities and/or communication difficulties DO NOT RULE OUT learners from shopping as independently as they can, but adaptations and differentiation will probably be needed. Consult widely with the expertise that will be available in your school, especially with the SaLT, OT and Physiotherapists.

Maximising independence. For many children, young people and adults with SLD, and probably all those who remain for all of their school careers working at or below P6, shopping will remain an activity they take part in with the support of another person, be that a parent, sibling, buddy or member of staff, to a greater or lesser degree. Some SLD learners may eventually be able to shop independently within familiar surroundings in their local community, especially those who are working at P7 and above. They will undoubtedly need to learn higher level skills regarding safe use of money, budgeting, saving, etc. However, for many of our SLD learners, the 'social' experience of shopping and the 'rules of engagement' will be of greater importance. These are the skills which will enable them to enjoy a positive shopping experience in which they can play an active part and exercise choice regardless of whether they understand the complexities of money. These skills will enable young people with SLD to:

- organise themselves and what they need to go shopping;
- go shopping with family members, a friend or a buddy;
- make choices and express preferences;
- engage and interact with others;
- identify favourite shops and/or items from a range;

- cope with changes in shopping environment;
- keep themselves safe;
- recognise and locate familiar places, shops and landmarks;
- identify items they want to buy;
- remember items and where they are located;
- know how to ask for something if they cannot find it;
- remember places they want to go and how to get there;
- know where to pay for an item and wait for change;
- pack items into a bag carefully and carry them safely;
- use their communication skills to express preferences, comment on or request something;
- help others eg. holding the door open for someone; carrying shopping; clearing the items they have used in a café on to a tray, etc
- practise mobility skills such as managing steps, stairs, escalators, lifts and revolving and automatic doors, operate different types of door mechanisms;
- recognize familiar and often seen words, symbols, signs and logos;
- develop a wide expressive and receptive language relating to the shopping experience;
- create and follow lists;
- know about special places in shops such as changing rooms, toilet, checkout and what they are for;
- understand the rules of shopping such as being polite, wait your turn, stand in a queue, speak clearly, etc;
- understand laws regarding shopping, for example, that you cannot take an item from a shop without paying for it, you cannot eat food from a shop until you have paid for it, you cannot buy certain items such as alcohol, tobacco, matches or knives unless you are a certain age;
- take some responsibility for themselves and their possessions;
- locate parents' car or school minibus in the car park;
- locate their bus stop and know where to get off;
- identify and locate an agreed meeting place;
- enjoy a shared, purposeful, social activity that they can communicate to others about.

The goal is always full independence in shopping in each individual shop.

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| LEARNING INTENTIONS | TEACHING ACTIVITIES MONEY | POINTS TO NOTE |
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| | Please make sure you've read the <i>Introduction to My Shopping</i> | |
| <p>Understanding that money is a means of exchange</p> | <p>Using money to exchange for desired items in the class shop.</p> <p>These should be items the learners' desire, and will probably centre around 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. In a mainstream setting teachers might well set up a 'pretend' shop which sells tins of baked beans, washing up powder, boxes of cornflakes etc; that is, empty containers which children have brought in from home. Here you are using 'pretend' goods and might also use 'pretend' money (such as plastic money at 'pretend' prices, since the purpose will be to get children to count, and it doesn't really matter what they're counting. For those with SLD, we 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. There seems little point in teaching one thing (you can buy this tin of beans with a plastic penny) only to have to teach later, that this is wrong.</p> <p>Build on existing knowledge of picture exchange.</p> <p>Extend the role-play to include baskets and perhaps trollies, and even packing items into different sized and shaped bags.</p> <p>Role-play tills.</p> <p>Trips to shops outside of school (see Travel Training)</p> | <p>It is probably best NOT to use standard/mainstream maths reception and year 1 video/teacher materials of money and coin recognition.</p> <p>These generally start at 1p, 2p 5p etc, are too complex even at the very earliest of levels and are likely only to confuse.</p> <p>Link to <i>My Communication</i> with symbol communication – exchanging a symbol for an object</p> |

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| <p>Recognising a £1 coin</p> | <p>Posting £1 coins; 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. 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. Shop role-play. Watch Charlie and Lola <i>'Our little town'</i>. Orchard game – <i>'Shopping game'</i>. <i>'The Price is Right'</i>. <i>'Supermarket Sweep'</i>. <i>'Delivery driver's role play'</i>. <i>'Farm shop role play'</i>. Stories such as <i>Spot goes shopping, Maisy goes shopping</i>.</p> <p>It is recognised that these are very primary based and will almost certainly need to be adapted if you are still working at this level at (say) key stage 3 and above.</p> | <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.</p> |
| <p>Understanding which coin to use</p> | <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>Please refer back to this Introduction to proceed with money.</p> | |
| <p>Using real money</p> | <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"> a. Money can only be obtained from the learners' money boxes or from the banker (see below). b. Learners will need to choose which coin(s) to take, with an adult checking and supporting, but not telling or directing, as appropriate. 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. d. The learner must remember where s/he has put the money in order to give it to the shopkeeper. | |

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| | <p>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 s/he has received.</p> <p>f. The learner needs to put the change back in his/her tin (or give it back to the banker) when the shopping is finished.</p> | |
| <p>Using a bank</p> | <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> | <p>Using a school banker is an important first step towards holding a bank account.</p> <p><i>My Communication</i> – finding a learner appropriate way of requesting money from the banker.</p> |

| LEARNING INTENTIONS | TEACHING ACTIVITIES SHOPPING | POINTS TO NOTE |
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| Identifying primary (that is, main) desired items | <p>Providing opportunities to express wants and needs.</p> <p>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.</p> <p>Look to see which objects pupils go to choose, or do not want to part with.</p> | |
| Shopping to a shopping list | <p>When using a shop outside the school, it might be best to introduce a shopping list to the learner as soon as possible. This should initially be a simple symbol or single word list of the items to be bought and can be discussed in class using empty drinks cans/cartons, crisp packets, chocolate bars etc.</p> <p>Key shopping list principles will need to be established now:</p> <ol style="list-style-type: none"> a. the shopping list should be carried in the same place as the money; b. the items to eat/drink must be carried back to school to be consumed later; c. a bag must be taken by each individual learner to carry the purchase(s) back to school; d. each learner must carry their own shopping back to school; e. the shopping brought back must be checked against the shopping list; f. the shopping list must be thrown away at the same time as the change is handed back to the Banker. <p>Being able to follow a list. Initially the learner can be given the appropriate symbol(s) which can later progress to:</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> |

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| | <ul style="list-style-type: none"> a. creating a symbol shopping list with support choosing a single image from a choice of 2; 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; c. collecting <i>what I need to go out</i> from a pre written list/picture list of up to 5 words/pictures/symbols with support; d. creating a shopping list from a limited choice (of 4); e. reading a plan of what is needed for going out using a combination of up to 10 words/pictures/symbols. <p>Role play shopping list</p> <p>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, by sticking a precut symbol to a piece of paper, by printing from a word-processor.</p> <p>Write a shopping list on an I-pad, tablet, smart phone or i-phone.</p> <p>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><i>My Communication – symbol and word recognition</i></p> |
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| LEARNING INTENTIONS | TEACHING ACTIVITIES SHOPPING FOR COOKING | POINTS TO NOTE |
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| To explore and celebrate the ideas of shopping | <p>Stories eg. <i>The Sandwich that Max Made</i>.</p> <p>Take photos of actual shopping trips and make a power-point story to show to the individual learner, the whole class, the whole school at assembly and/or to parents and friends at home.</p> | Communication – Narrative and storytelling |
| Preparation for a shopping trip | <p>It is REALLY important that learners begin from the principle that shopping is ALWAYS an individual operation with each individual playing an active part. There is no point (and probably, no learning taking place) 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 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. That is, if eight learners are all buying the ingredients needed for making say, a cheese sandwich, one shopping trip might well provide enough ingredients for several cooking sessions. This is OK because there are limited variation and generalising opportunities for shopping, but infinite generalising opportunities for cooking</p> <p>Each learner must therefore take responsibility for:</p> <ol style="list-style-type: none"> a. deciding what’s needed (initially in conversation with a member of staff, but progressively looking for greater independence in decision making within a familiar menu/recipe). The class team will need to decide which learner is buying what ingredient(s) b. estimating how much money is needed – the simplicity of early recipes might equate to £1 per item plus £1 c. requesting the money from the Banker | <p>See Cooking for a progressive discussion on menus</p> <p>It will also be the case that cooking one particular recipe may well be repeated many times over a term or half-term.</p> <p>It should be noted that this sequence (a to y) 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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| | <ul style="list-style-type: none"> d. putting the money in a safe place (a small shoulder bag or backpack is strongly recommended) e. taking a shopping bag (again, placed in the shoulder bag/backpack) or taking a trolley if the shopping is going to be very heavy f. once at the shop, taking a supermarket basket/trolley. This may be a thinking and problem solving opportunity were the learner has to make a decision about which s/he opts for g. placing the learner’s trolley/bag in the supermarket trolley/basket before shopping commences h. finding the items to be bought in the shop i. taking the items to the checkout/till j. joining a queue k. giving the items to the cashier or placing them on the conveyer belt l. placing the items on the conveyer belt in a set order, that is, the heaviest first and the lightest/most fragile last, so that the heaviest items get put in the bottom of the shopping bag m. replacing the basket/trolley n. putting a next customer divider after the shopping has been put on the conveyer o. taking the shopping bag from the shoulder bag/backpack and unfolding it p. packing the shopping bag q. taking the money from the purse/pocket/shoulder bag and paying the cashier r. receiving the change and receipt s. putting the change and receipt in the purse/pocket/shoulder bag t. carrying the shopping back to school u. giving the change and receipt to the Banker v. unpacking the shopping and checking the items bought against the shopping list | |
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| | <ul style="list-style-type: none"> w. throwing the used shopping list away once checked x. putting items in the relevant cupboards y. making sure that items that need to be, are put away in the fridge or freezer. | |
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| LEARNING INTENTIONS | TEACHING ACTIVITIES OTHER SHOPPING | POINTS TO NOTE |
| Local market shopping | <p>Some schools may have local street markets or small shopping arcades that are regularly used by the local 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"> a. Learning the layout of the whole market and recognising that stalls may not be in the same place every week. b. Having a shopping bag or trolley to hand for the whole shopping trip. c. Learning not to touch perishable goods, but rather point at the foodstuffs required. d. Working on an appropriate communication system if the learner’s verbal skills are fragile. This could be a symbol system, or possibly photographs or photos downloaded onto a tablet/ I-pad/smart phone/I-phone. Learners might use a Step-by-Step, especially if stalls are visited in a set order (see f below). e. 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 | <p>It is also important that shopkeepers and stall holders do not ‘take pity’ on</p> |

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| | <p>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.</p> <p>f. 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.</p> | <p>students and allow them to not pay the correct price for items or be simply be given items for free.</p> |
| <p>Café and restaurant shopping</p> | <p>Learning to use a local café or restaurant such as MacDonald’s 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 or local food store shopping will be:</p> <ul style="list-style-type: none"> a. 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. b. 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. c. Being aware of meal deals. d. Cafes/restaurants are a good opportunity to practise using £5 notes. e. 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 | <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>demanded and there is self-collection of the order, as with MacDonal'd'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.</p> <ul style="list-style-type: none"> f. Learning to carry a tray and place the tray on the table, including manoeuvring through lots of people and small spaces between the tables g. Learning to find an empty table. h. Learning to put the discarded cartons, cups etc in the bin or i. Learning to stack the tray in the large trolley provided in supermarket cafes. j. Problem solving what to do if a tray is dropped on transit. k. Problem solving what to do if cups/mugs of hot drink are spilled. l. Problem solving what to do if the wrong order is delivered/presented. | <p>It may be that any kind of table service is for very high level learners only.</p> |
| <p>Budgeting</p> | <p>So far we have assumed that budgets will be managed by the school, in that the school must find the resources necessary to complete the shopping journey if the learner is to achieve maximum independence.</p> <p>However, preparation for post 19 independent living must begin no later than age 16 for sufficient time to be allocated to what will be a very complex area of learning.</p> <p>Please refer to <i>My Citizenship</i> for a full SoW on budgeting.</p> | |
| <p>Clothes Shopping</p> | <p>Clothes shopping is likely to be a matter for a post 14 and possibly post 16 curriculum. In any event there is a case for leaving clothes (and shoe) shopping as late as possible so that the learner has finished growing. That is probably not going to be possible unless the school has 19-25 provision, or the school is certain that clothes shopping will be well taught in post 19 provision. If that is not secure, schools need to work on this within post 16 provision at the latest.</p> | |

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| | <p>This area of learning would however, be suitable for any higher level learner and would also help parents if certain skills were taught to lower level learners within this area.</p> <p>Clearly, the key factors here (i) are saving up enough money to buy the clothes (ii) size and (iii) appropriate decisions.</p> <p>(i) Saving money – see <i>Budgeting in My Citizenship</i></p> <p>(ii) Choosing the shop to fit the budget</p> <p>Given that personal budgets are likely to be quite tight, learners will probably need to shop exclusively within a limited field of clothes shops and should probably practise shopping for clothes exclusively within these shops. Learning that some clothes in some shops are too expensive for the budget in hand is a lesson to be learned (see <i>Problem Solving and Thinking Issues</i> below)</p> <p>(iii) Size for higher level learners. This can possibly be taught as early as KS2 if the student is at a suitable level cognitively and mathematically to handle these concepts since for higher level learners, the sooner these skills are established the better. Schools would be well advised to foster a relationship with a large clothes retailer (or less advantageously) local charity shops, who might allow learners to practise trying on clothes for size at school.</p> <p>In any event, trying on before purchase needs to be practised. This will need the learner to</p> <ol style="list-style-type: none"> a. Recognise which of XS, S, M L XL, XXL is the appropriate size for the individual learner b. Recognise which of 8, 10, 12, 14, 16, 18, 20 etc. is the appropriate size for the individual female learner c. Make sure that they print their size on their shopping list along with the adjacent sizes (smaller and larger) | <p>Of these key factors, appropriateness of wear is by far the most difficult!</p> |
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| | <ul style="list-style-type: none"> d. Recognise that the sizes adjacent to the appropriate size may fit e. Know where on the clothes to find the size f. Know which mark on a printed card label indicates the size g. Learners should not be expected to be able to memorise their size, especially as there may well be natural periodic fluctuations, but can write the sizes (that is their size plus the adjacent two) to look for onto their shopping list as a reminder h. Recognise whether the clothes fit or not and accept the advice of a trusted friend, rather in the same way as asking if my bum looks big in this! i. Practise what to do if the clothes don't fit, that is, taking things back to the shop and going for the next size up or down. <p>(iv) Appropriate choices. This is a VERY difficult area to teach because it is so much about personal preference, self-perception, fashion, peer pressure, fads, comfort, one's eye for colour, colour co-ordination, individual expression and most of all, making mistakes and being allowed to make mistakes! There are bound to be 'inappropriate' choices made, but as long as the learner is not dressing in a sexually inappropriate way then clothes should be seen as an individual's right to express themselves. If it's their money and they're buying it, they can wear what they want. Staff will however, need to consider parental views of what is deemed suitable and/or appropriate and dialogues may need to be had with them.</p> | <p>This area will specifically relate to <i>Sex and Relationships Education</i> within <i>My Citizenship</i>.</p> |
| <p>Shoe Shopping</p> | <p>Shoe shopping is dependent on budgeting, size and choices. The same principles will apply as for clothes shopping, but of course, using a different size system. Learners would be well advised to know their shoe size in European sizes as these are consistently printed in or on shoes whereas the UK sizes are often not. They will need to recognise which shoe size (English and European) is usually right for them 3/36, 4/37, 5/38, 6/39, 7/40, 8/41, 9/42, 10/43 etc.</p> | |

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| | <p>Learners will need to make sure that they have their shoe size printed on their shopping list.</p> <p>In some ways shoe shopping maybe easier than clothes shopping because of the personal advice given by the shop assistant in most cases. However, shoes can now be bought in a range of retail outlets including supermarkets, department stores, Primark, etc where that specialist assistance will not be given. Also, shoe sizes (and particularly trainers) can vary hugely from one brand or style to another, hence the need for the learner to understand that a smaller or larger size may sometimes fit better.</p> <p>For higher level learners, how to recognise shoes that fit can be taught from an early age and knowledge of sizes etc developed as and when appropriate.</p> <p>We must also recognise that learners may be so taken by the design of a shoe, that fit and comfort become minor considerations. This is another lesson to be learned and the learner will need to be allowed to make the mistake in order to learn it!</p> <p>Appropriateness of shoes, in particular heel height, lack of support and protection eg. flip-flops, open toe sandals, etc. need to be considered and discussed as inappropriate footwear in certain circumstances could obviously result in injury, though this may be a lesson to be learned!</p> | |
| <p>Birthday (and major festival such as Christmas) present shopping</p> | <p>Again, this is a budgeting and saving issue, and thought will have be given to:</p> <ul style="list-style-type: none"> (i) whether the learner wants to spend their money on presents for other people (ii) if they do not, is this a reasoned choice? (iii) if they do, how many presents will they buy and for whom? (iv) how much do they have to save from their budget each week? | <p>Small amounts of money could be provided by the school if present buying was a topic within the curriculum.</p> |

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| <p>Bank account and debit cards</p> | <p>It may well be possible for higher level learners to open a bank account, and if possible, they should be strongly encouraged to do so, especially from Post 16 onwards. Skills developed through going to the school banker can now be transferred to using cash machines and the use of the debit card.</p> <p>Discussions will need to take place with both parents/carers and banks. Clearly there may well be issues over this as most of our students are unlikely to be able to write their signatures effectively. There is also the consideration of ‘agency’, that is, will the bank consider someone with SLD as being a responsible adult? Negotiations need to take place and it is probably best to consider a whole school approach to working with one particular bank which might be led by the head teacher or other members of school leadership team.</p> <p>It may also be advisable to open up a separate savings account for those longer term purchases such as clothes, shoes and presents as noted above.</p> <p>Major issues to be considered will include:</p> <ol style="list-style-type: none"> a. The vulnerability of the learner to fraud and theft. Generally, with SLD learners in the UK, we must assume as adults that they will be protected by those around them to a large degree, whether this be family, support workers, social services etc. But bank accounts are no more open to fraud and theft than cash (and perhaps less so) and it is up to the support system around the learner to ensure the necessary checks and balances are put in place to avoid this. b. Recognising that the learners debit card pin number will need to be known by at least two individuals from supporting agencies, in the event that something goes wrong. c. Recognising that the learner will probably not be able to memorise their pin number and will therefore have to carry the pin number with them to copy into the ATM. | <p>Advice can be obtained (in the UK) regarding rights from campaigning organisations such as MENCAP and BILD.</p> |
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| | <p>d. Recognising that in order to minimise difficulties, the learner should always shop with cash and that the debit card is used in the same way as the school note to the school banker; that is to obtain the amount of cash needed.</p> <p>e. There is now the added complexity of ‘contactless’ payment for purchases up to £30 which would enable learners to make purchases using their debit card without having to key in a pin number. However, this could result in a number of problems including the learner making a number of payments without realising how much they have spent and it is STRONGLY advised that it is taught that contactless payment be avoided and cash only used.</p> <p>Learners will need to practise, at some considerable length, and with a great deal of hands-on support:</p> <ul style="list-style-type: none"> a. Remembering the 4 digit pin number b. Knowing where it is written down in their purse/wallet c. Using an ATM d. Shielding the entering of the pin number e. Keeping the pin number secret, but having someone to trust as a back-up f. Remembering to take the card and the cash out of the machine before moving away g. Knowing what to do if the ATM swallows the card. It is difficult to know how to practise this particular problem, since it is unlikely that banks will allow learners ‘dummy runs’. Perhaps the best practise will be akin to getting lost; that is, have an emergency phone number to ring with a satellite pin point as to where the learner is, so that help can be sent if the learner is on their own. | |
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| <p>Thinking and problem solving 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</p> <ol style="list-style-type: none"> a. the learner has been (deliberately) given something different from the right coin and has to check and notice that it is the wrong coin; b. the learner loses money on the way to the shop or has selected or taken the wrong coins/amount of money with them; c. the shop is closed when the learner gets there; d. the learner can't find the item to be bought; e. the store/supermarket has moved the item to be bought from its usual display location f. the item wanted costs more than the learner has; g. the shopping list total costs more than the learner has; h. the good(s) purchased come to exactly £1 or £2 or £5. That is, there is no change to receive; i. the learner loses/forgets to bring a carrier bag; j. the learner's carrier bag is full with more shopping to pack k. the packed carrier bags are of grossly uneven weight; l. learning how to pack a shopping bag with heavy and light goods to prevent lighter items becoming squashed (for example, potatoes and bread); m. 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; n. finding when unpacking the items bought that the goods do not tally with the shopping list; o. the learner has purchased the wrong item(s); | |
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| | <p>p. some/all change falls on the floor when the learner tries to put it back in his/her purse;</p> <p>q. the checkout till closes before the learner gets to the head of the queue.</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. See <i>Thinking and Problem Solving</i> for a more detailed discussion on sabotaging.</p> <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> | |
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