Classroom Lesson Simulations: Purchasing an Item

This lesson teaches students to participate in a school or community activity; purchasing an item. Schedule this activity two to three times per week at a consistent location. Select an individual (either student or staff/volunteer) to "work" at the "store." Provide a variety of items to buy, a cash register and a checkout area to simulate a typical store setting. Students should participate in activities such as reading a list, identifying items to buy, communicating with cashier, waiting in line, and paying for items.

Lesson Set-Up

- If possible, set up the simulation prior to an activity where the student naturally needs to purchase food/materials.
- Create a "store" in your classroom or central location by displaying the items to purchase as they would be displayed in the natural setting (ie: for a school store display on a table and for a grocery store create aisles).
- Create a "check-out stand" with a cash register/tablet (real or pretend) and a cashier available (student/volunteer).
- Have money (or pretend money) available to students.

Visual Supports

- Sequence Strip of expectations for participation
- Store sign
- Open/Closed signs
- Aisle Labels
- Price tags
- Sale Advertisement
- Receipt template

Reinforcement Available

- Token Board
- First/Then Visual
- Preferred items available for purchase
- Social Reinforcement

Teaching Ideas

Lesson Steps	Essential	Intermediate	Advanced
Students transition to the purchasing an item simulation activity. Determine a consistent time for the activity (i.e. Tuesday/ Thursday before cooking).	Provide a picture schedule & match picture to activity location.	Provide a picture/written schedule to identify location of activity.	• Present advertisement (write or email information about store) to identify open hours and location. Provide the name of the "store" and items for sale. • Students invite peers to the store by creating an invitation and emailing to peers.
Students locate the store sign, "enter" the store and if applicable find a basket, bag or cart to collect items.	Say "walk with me" and model entering the store and finding a basket, bag or cart, if applicable. Student follows adult/peer model.	Display an open/closed sign underneath the store sign. Student identifies if the store is open or closed, enters the store and finds a basket, bag, or cart, if applicable.	Display an open/closed sign underneath the store sign. On occasion, display the sign to "closed" and display a clock that shows the time the store will re-open. Student enters the store or returns at the correct time, finds a basket, bag or cart, if applicable.
Students reference their list to identify items to purchase.	Provide student with a visual list of items to purchase. List items in order based on location in store. Model referencing list before shopping.	Provide student with a visual or written list with check off boxes of items to purchase. List items in order based on location in store. Student uses list and checks off items as he/she locates each item.	• Provide student with a written list with check off boxes of items to purchase. List items randomly (not in order). Student uses list and checks off items as he/she locates each item. • Occasionally some items on the list are unavailable. Student problems solves by asking a "store worker" for assistance.

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Lesson Steps	Essential	Intermediate	Advanced
Students navigate through store to find each item on list and place in basket/bag/ cart.	Place matching pictures of items on the list near the actual item in the store. Provide price tags on each item. Student matches picture from list to picture in the store, finds each item, and places in basket/bag/ cart.	• If simulating a grocery store with aisles, provide aisle signs at the entry to each aisle. List with words and pictures the most common items found on that aisle. Student finds items from list on the aisle sign and enters that aisle. • Provide price tags on each item, student checks price tag and places item in basket/ bag/cart.	• If simulating a grocery store with aisles, provide aisle signs at the entry to each aisle. List the most common items found on that aisle. Student finds items from list on the aisle sign and enters that aisle. Occasionally list a generic name for an item on the aisle sign vs. the exact word on the student list. Student then problem solves to find item. • Provide price tags on each item, with competing items available with different price tags. Occasionally provide a sale sign on an item showing a discounted price. Student compares prices, chooses best priced item and places item in basket/bag/cart.
Students ask cashier for assistance in locating an item or communicate items to purchase if the items are located behind the counter (if simulating a school store).	Cashier is available in location that student needs assistance and says “can I help you?” Student uses his/ her form of communication to communicate.	Cashier is available in location that student needs assistance. Student initiates asking for help using his/her form of communication.	Cashier is in a different part of the store/helping another customer. Student locates cashier/waits for cashier to be done helping other customer and initiates asking for help.
Students bring items to purchase to the check-out area and waits in line, if needed.	Say “walk with me” and model walking to check-out area. Student approaches the check-out area with items to purchase.	Provide a “Pay here/Cashier” sign and multiple locations for check-out. Student navigates to the correct area and identifies the shorter line for check-out.	• Provide a “Pay here/ Cashier” sign and multiple locations for check-out, including an express lane. During each simulation, change the number of items needed to qualify for the express lane. Student counts items to identify if he/she has few enough items to use the express lane and chooses the best line. • Provide grocery sticks to place between customers when waiting in line to separate grocery items.

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Lesson Steps	Essential	Intermediate	Advanced
Student communicates with cashier appropriately and answers questions.	Cashier says "did you find everything OK today?" Student uses his/her form of communication to answer the question.	Cashier asks a variety of questions and comments on items, including: • "Did you find everything OK today?" • "Looks like you are making _____, today!" • "Do you need a bag?" • "Are you a rewards member?" • "Would you like to donate money to _____?" Student answers questions appropriately.	Cashier asks a variety of questions and comments on items as listed in the intermediate column. In addition: • Provide a tablet to enter a phone number for a rewards account. • Provide re-usable bags for sale/provide student with information on cost of bags depending on the community. Student answers questions appropriately.
Student pays for items and gets change and/or receipt.	Cashier announces total price. Model handing cashier a form of payment and waiting to receive the receipt. Student follows adult/peer model.	Cashier announces total price and any discounts. Student uses his/her form of payment to pay for items: • If paying with a credit card, student signs name on receipt/tablet. • If paying with money, student uses money template to identify correct amount of money. • Cashier asks "would you like the receipt with you or in the bag?" Student answers question appropriately.	Cashier announces total price and any discounts. Student uses his/her form of payment to pay for items: • If paying with a credit card, student signs name on receipt/tablet. Cashier asks to see identification to verify the card. • If paying with money, student uses money template to identify correct amount of money. Cashier provides the wrong amount of change. Student problem solves to get the correct amount of change. • Cashier provides receipt to student with coupons available.

Collect data on this lesson by measuring student success on the steps of Links Routine #15 (Purchasing an Item at the School Store), Links Routine #26 (Purchasing an Item in the Community) or create a custom classroom routine. Student simulates all steps independently for three consecutive simulations. Generalize the simulation to community settings such as: • School store or snack shop• Grocery Store • Mini-mart• Big Box Store • Shopping Mall

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Simulation Elements

Instructions:

Price Tag Templates

1. Print and laminate template.
2. Write in prices of items with a dry erase marker.

Receipt Template

1. Print and laminate template.
2. Write in names and prices of items bought along with tax and amount due with a dry erase marker.

Aisle Signs

1. Print and laminate *Aisle Signs* template.
2. Print and laminate *Items to Buy at a Grocery Store* and/or *Items to Buy at a School Store* sheets.
3. Cut out each grocery store/school store image.
4. Adhere velcro to the back of each image.
5. Adhere velcro to blank item spots on the *Aisle Sign* template.
6. Store images in an envelope or place images on a laminated strip for easy access.

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Simulation Elements: Sequence Strip

Print sequence strip landscape orientation, cut along dotted line and laminate.

Simulation: Purchasing an Item

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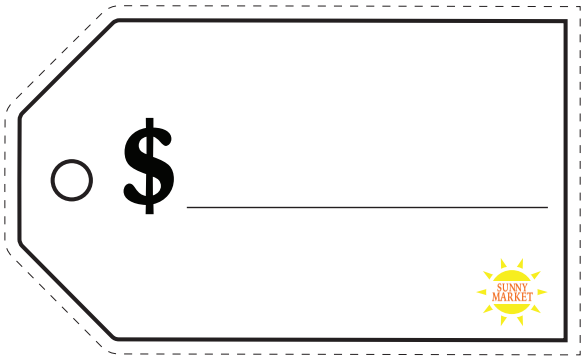
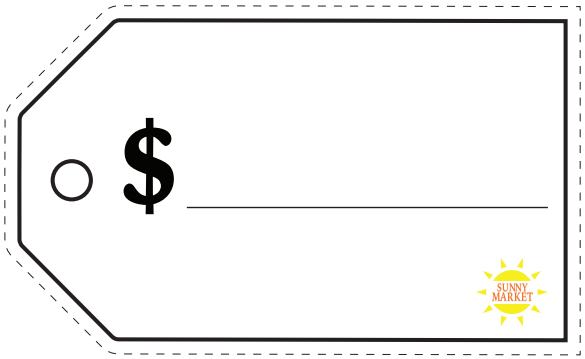
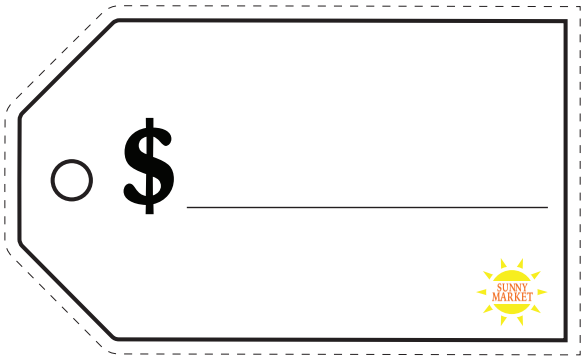
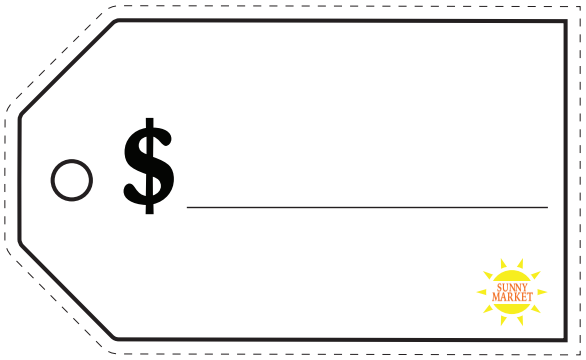
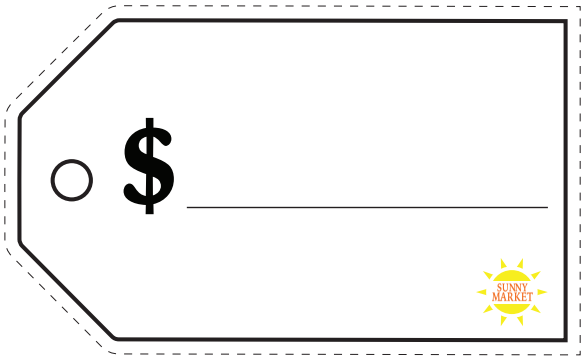
Simulation Elements: Price Tags

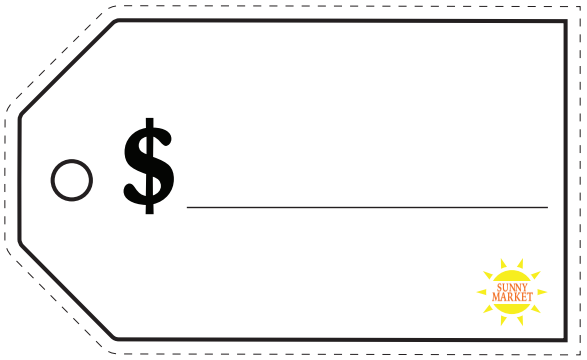


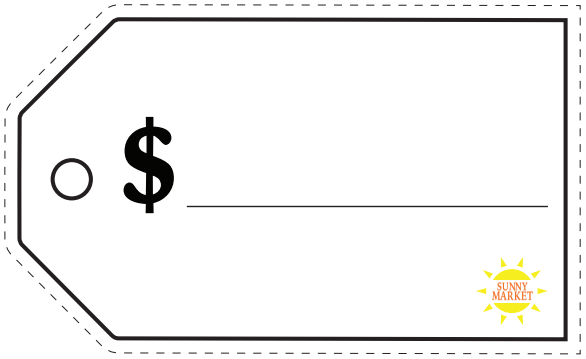


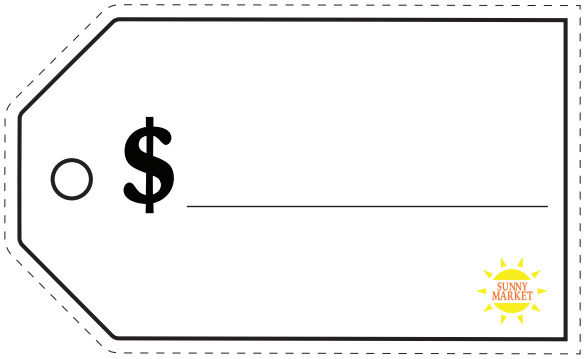


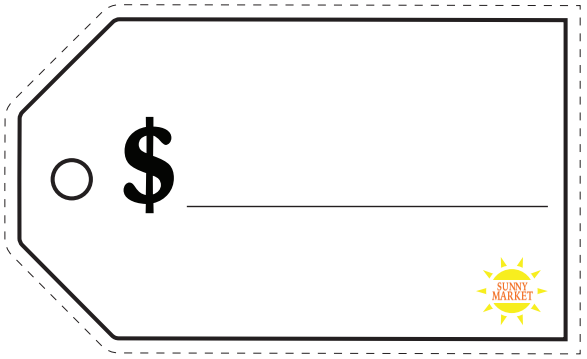












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Purchasing an Item

Simulation Elements: Sale Signs

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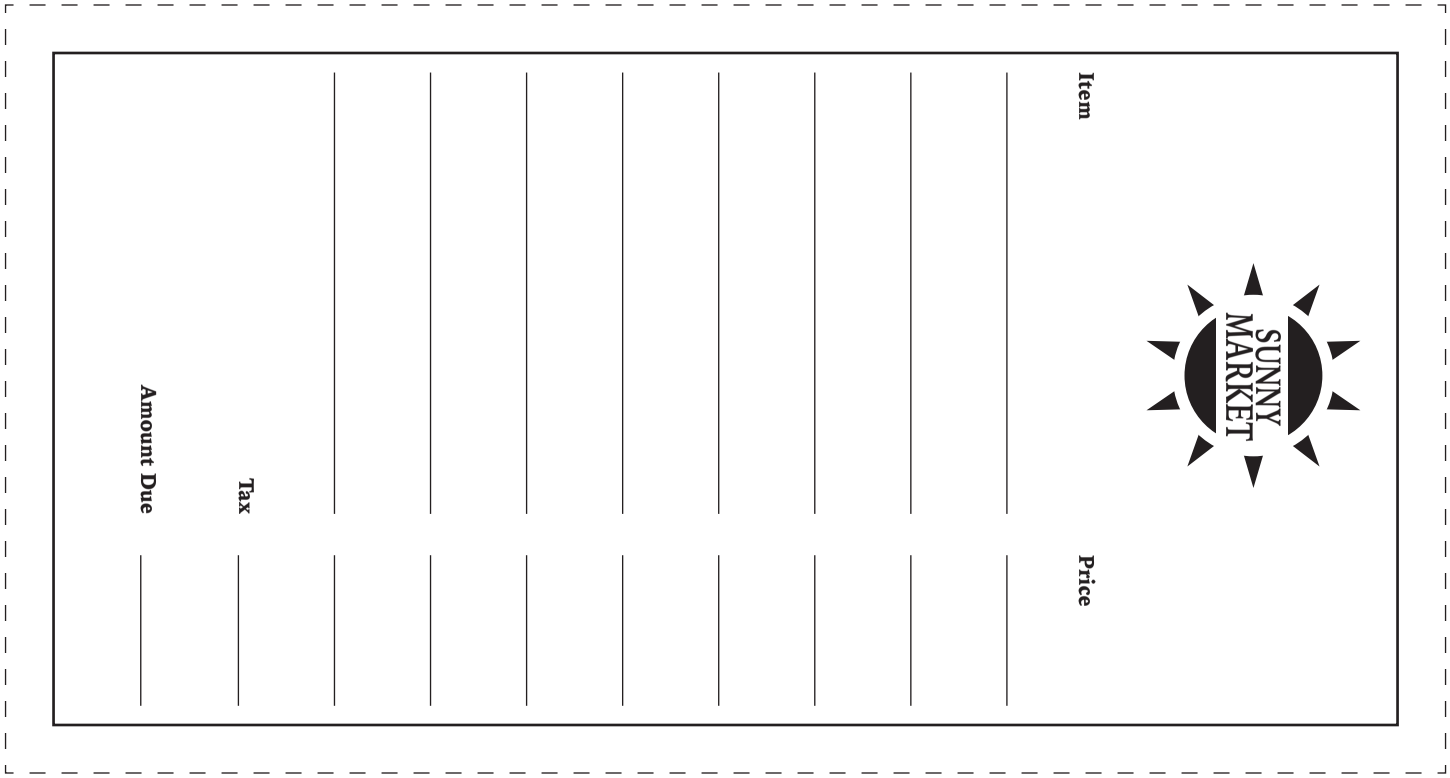
Simulation Elements: Receipt Template



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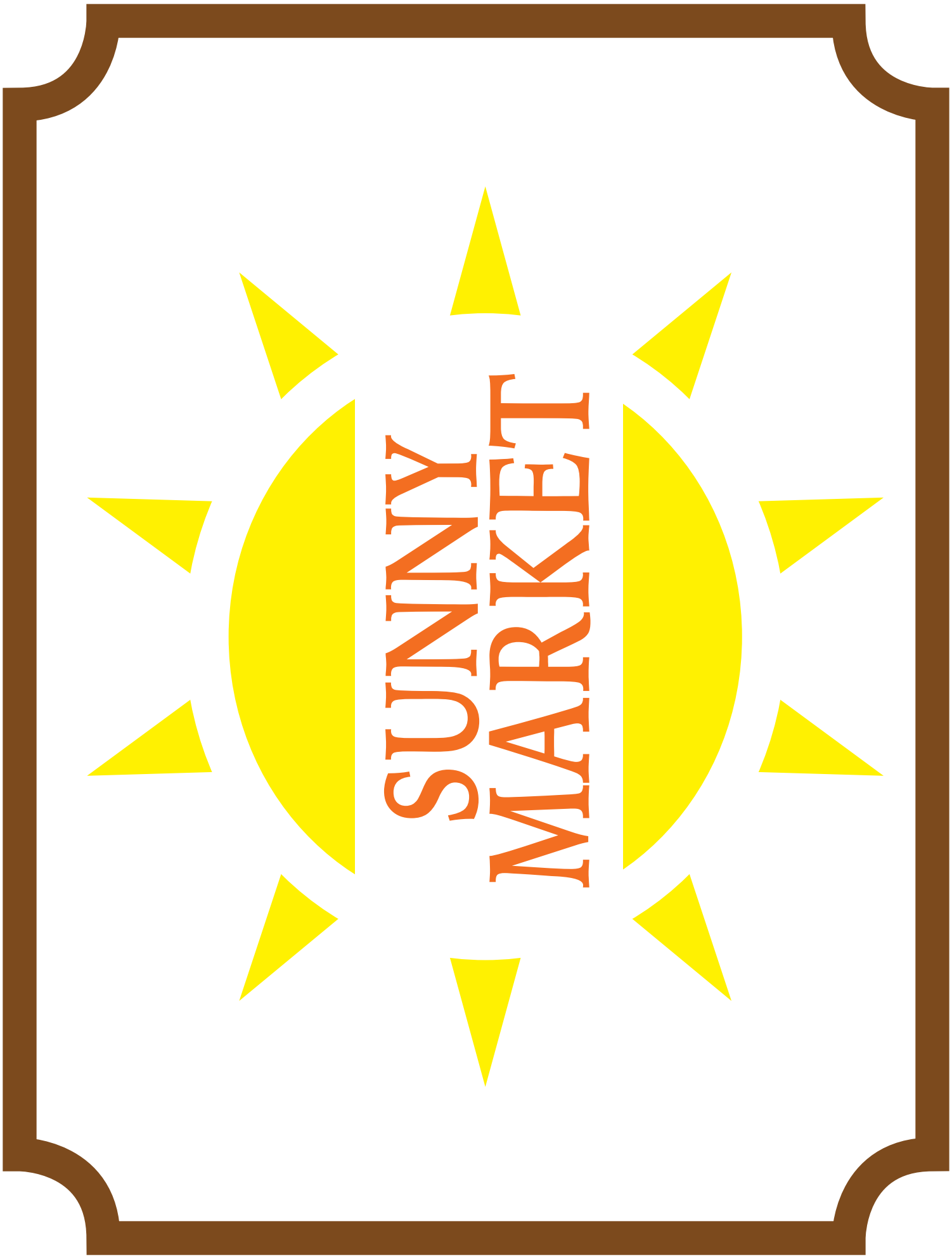
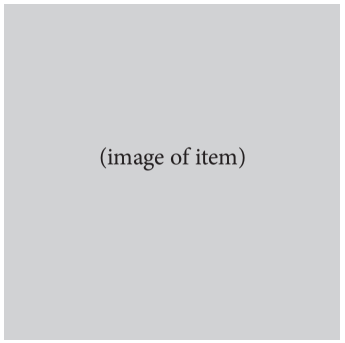

SUNNY
MARKET

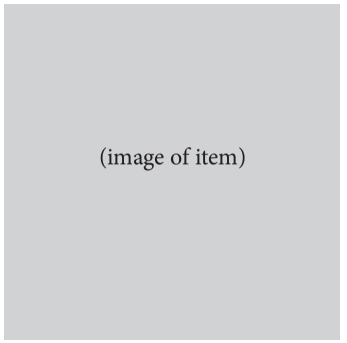
SUNNY
MARKET
OPEN

SUNNY
MARKET
CLOSED

SUNNY MARKET

AISLE 1





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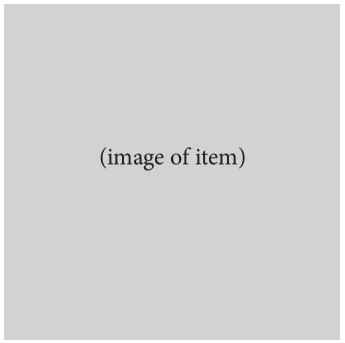
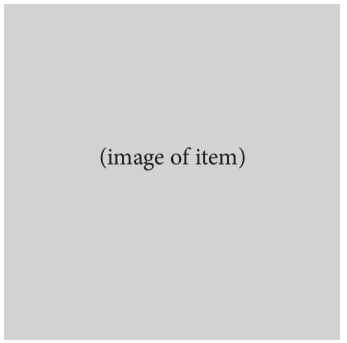
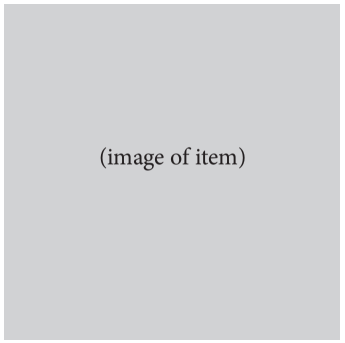
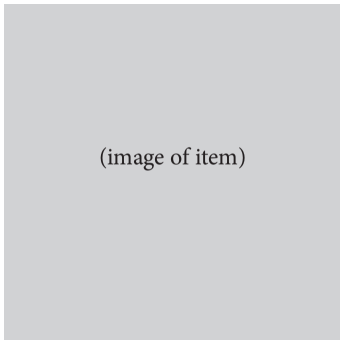




SUNNY MARKET

AISLE 3





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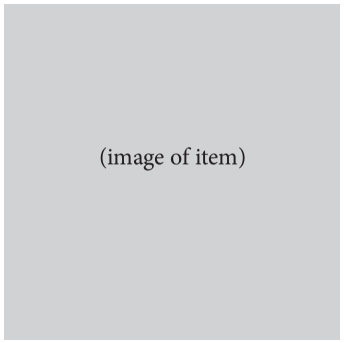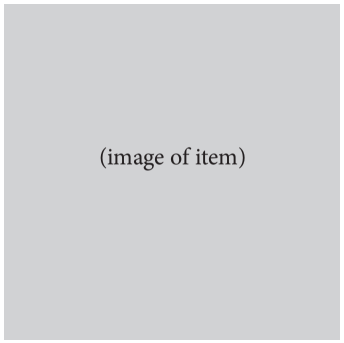
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