

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.30: Students demonstrate effective decision-making and evaluative consumer skills.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Students will review five television commercials shown on Saturday morning cartoon shows and five television advertisements shown during the nightly news. Then afterwards, they will discuss the differences between ads shown at the different times and how the audience impacts on what is advertised and how it is advertised. Then small groups of student will write and perform an advertisement with live dialogue, real products, and posters/banners for graphics. Each performance is to be designed for a specific audience.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will name the product being advertised in a number of videos of television commercials.
- (2) The student will go to a variety of stores selling the item that her group will advertise and record the name of the store and the price of the item.
- (3) Shown a picture of a fast food logo, the student will name the restaurant.
- (4) Shown a picture of an item, the student will describe where he might purchase that item (e.g., BigMac, toothpaste, carrots).
- (5) The student will change expression and activity level when a child-focused commercial video is shown.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPs while Participating in this Class Activity:

- (1) The student will travel safely in the community to comparison shop for specific items. [TARGETED SKILLS: communication skills, social skills, critical community activities] {COACH: COMMUNITY #73}
- (2) The student will read the words, "PUSH," "PULL," "ENTER," "EXIT," "MEN," "WOMEN," when seen in the community. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #44, #47, #48}
- (3) The student will choose his favorite presentation by the peer groups walking to her favorite group and giving them a "thumbs up" [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #2}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.30: Students demonstrate effective decision-making and evaluative consumer skills.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Three groups of students will each research the purchase or lease of an automobile. One group will be assigned to buy a new car, one to buy a used car, and one to lease a car. Students will be asked to consider: (1) the best option for getting one's first car, (2) the economics of financing a car purchase, (3) what is meant by "cash back" offers, and (4) the pros and cons of automobile leasing.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will visit an automobile showroom to interview the sales manager about purchasing a car.
- (2) The student and a peer will access the Internet and research automobile leasing.
- (3) The student and a small group of peers will visit a loan officer of a bank to discuss financing an automobile purchase.
- (4) The student will use a preprogrammed BigMac switch to go home and ask his parents if the family car was purchased or leased and use the same switch to report his findings to his classmates.
- (5) The student and a peer will review the automobile advertisements in a Sunday paper.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPs while Participating in this Class Activity:

- (1) The student will ask a question during the interview using her preprogrammed voice output communication device. [TARGETED SKILLS: motor skills, communication skills] {COACH: COMMUNICATION #12}
- (2) The student will approach the salesperson and request assistance. [TARGETED SKILLS: communication skills, social skills] {COACH: SOCIALIZATION #14}
- (3) The student will use a scissors and a glue stick to create a collage of new cars from brochures that he collected at different new car dealerships. [TARGETED SKILLS: communication skills, motor skills, recreation/leisure activity] {COACH: COMMUNICATION #2, #3, #7, #9; SOCIALIZATION #19; LEISURE/RECREATION #38; SCHOOL #65, #67}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.30: Students demonstrate effective decision-making and evaluative consumer skills.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Students will research the impact of a family member with a disability or chronic medical condition on finding, keeping, and using health insurance. They will prepare a document for individuals with disabilities and their family which compares the offerings of a number of community agencies.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) With a small group of peers, the student will interview a number of insurance agents regarding health insurance for a family with an individual with a disability.
- (2) The student and a peer will compare the health expenses for the last year of individuals with disabilities with same aged individuals without disabilities.
- (3) The student will make statements that demonstrate an understanding that health insurance help his parents pay for doctor bill and prescription drugs.
- (4) The student will use a calendar to determine how many times she has visited her physician in the last year.
- (5) The student will show an appropriate adult his medical information card upon request.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPs while Participating in this Class Activity: this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

- (1) The student will state the name of her primary physician. [TARGETED SKILLS: communication skills, critical domestic activity] {COACH: COMMUNICATION #10}
- (2) The student will correctly dial a touch-tone telephone to initiate a call to set up an interview with an insurance agent or family. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47; HOME #63; COMMUNITY #80}
- (3) When introduced to the insurance agent making the presentation, the student will establish eye contact, extend his hand and shake hands, and make an appropriate verbal greeting. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #14, #18}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

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General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES ANINSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Locate and compare the weights of two boxes of laundry soap, using a vertical number line to determine which weighed more.
- (2) Locate the price per unit measure tag on the grocery shelf.
- (3) Determine whether she wants large, medium, or small drink at restaurant.
- (4) Using the price per unit measure tag, determine which of two items is least expensive, using a vertical number line.
- (5) Determine the difference between advertisements and entertainment on the television.
- (6) Locate clothing in her size in a department store.
- (7) Budget her monthly check by putting cash into envelopes marked with the way the cash in each envelope could be spent.
- (8) State if he has enough money to purchase a given item.
- (9) Watch a television commercial and state what item and brand is being advertised.
- (10) Write an advertisement for an item that the student has purchased and uses regularly.
- (11) Point to the picture of a preferred item on a picture fast food menu.
- (12) Make a grocery list with her mother for one week and do the grocery shopping for her family with her mother.
- (13) Visit three different video stores and ask the price of renting a video for two nights on and write the cost on a clipboard.
- (14) Read the price of an entrée on a restaurant menu.
- (15) Locate the price tag on a piece of clothing at the mall.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

SELECTED ACADEMICS: #44, Differentiate/discriminate between various things.

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2nd Edition. Paul H. Brookes: Baltimore.