

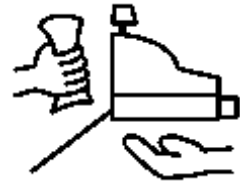
Unit 9 My Money

Bill of Rights

Be able to work and make money



Be able to use your money to pay for things you need and want with help, if you need it

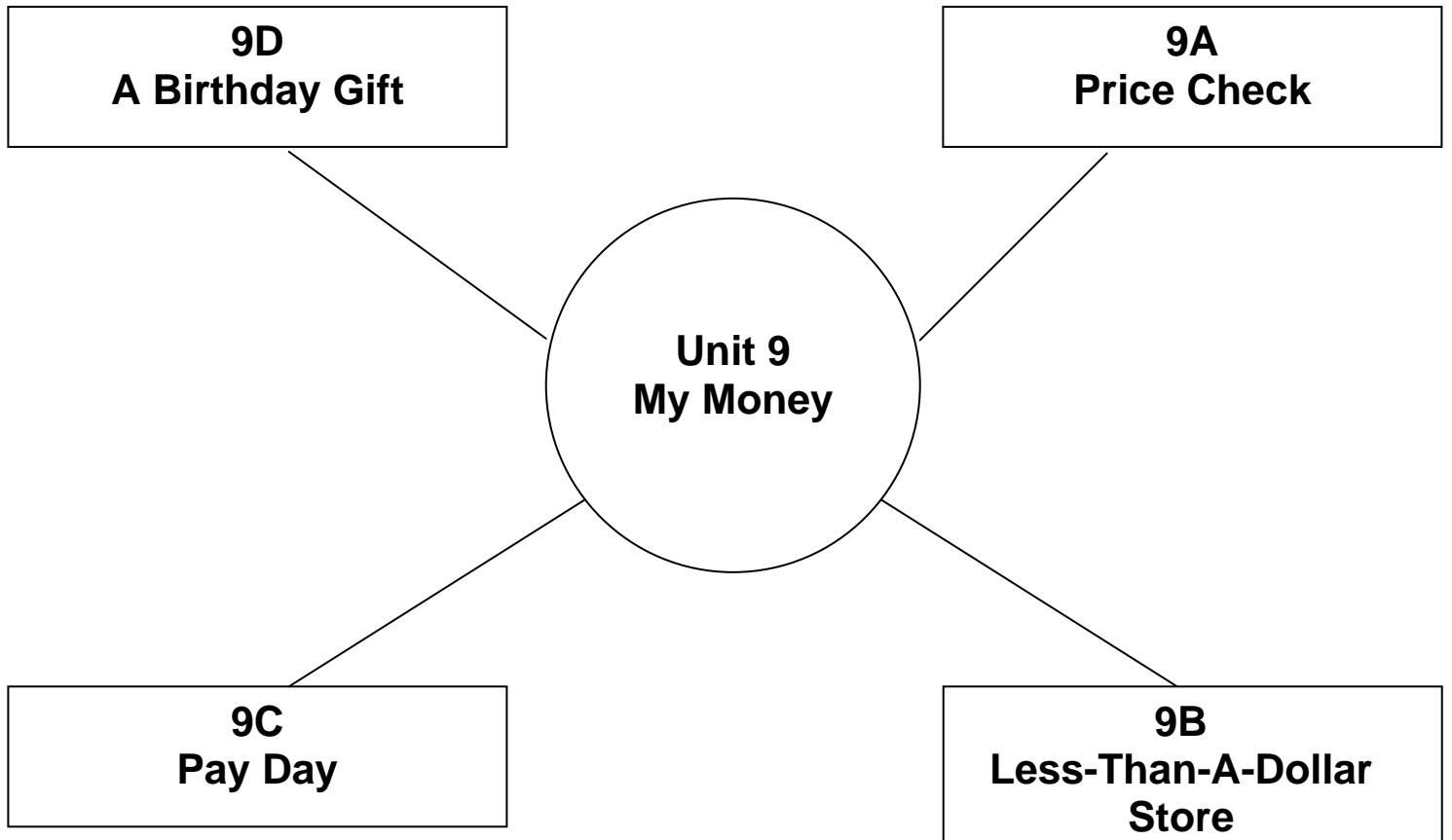


Tips

Save your money for something you want.

Pay for a special treat for yourself.

Activity Web



Unit 9 – My Money

Activity 9A: Price Check

Self Determination Skill:

- ✓ Problem Solving - individual decides what items cost more

Materials:

- Set of picture cards showing familiar items
- Voice output device recorded with messages

Describe activity:

- Individual is shown two pictures; one item is expensive, the other is not.
- Leader asks, "Which one costs more?"
- Individual points to the more expensive item or names it.
- If the response is correct, the individual holds the picture card.
- At the end of the activity, the individual holding the most cards wins.

Helpful Hints:

- Use voice output device to make comments ("That's more" "I need help").
- Use visual cues (dollar sign and coin symbols) to assist individuals in deciding which item costs more.
- Items with a large difference in cost are easier to determine the correct response than 2 items similar in cost.
- Pair individuals for greater participation (i.e. one individual decides the more expensive item; another individual holds the cards and cheers).

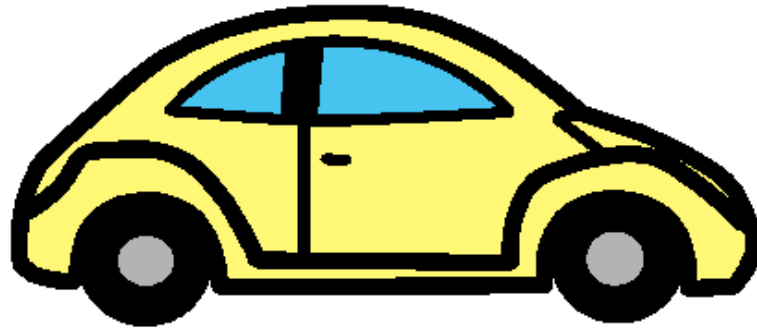
Variations:

1. Individuals can discuss what items he/she may be saving to purchase. Individuals can also discuss what items they spend their money on.
2. Individuals can sort the picture cards into expensive or inexpensive categories.
3. Actual objects can be substituted. Use objects costing less than one dollar and more expensive objects such as purses, coats, and radios.

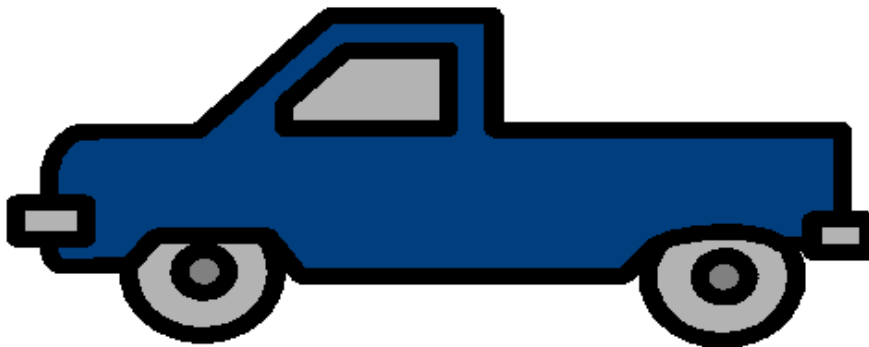




car

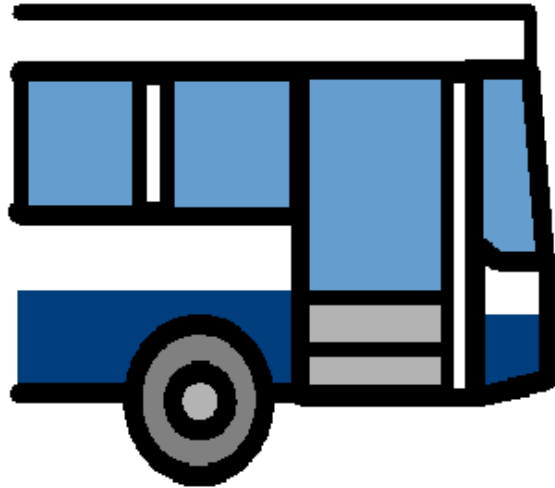


pickup truck

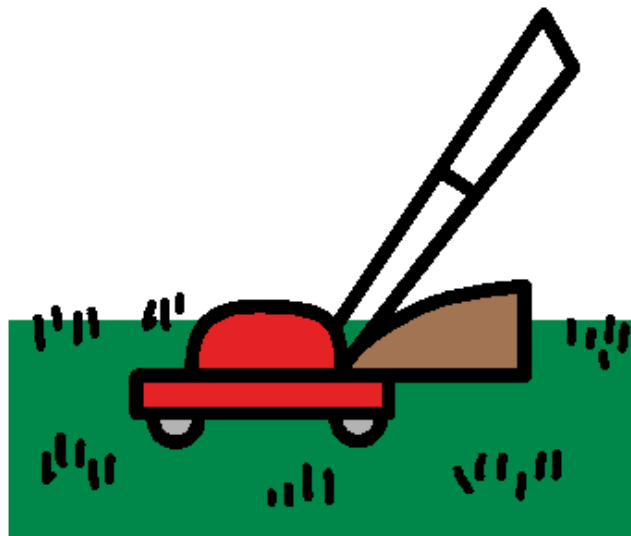




bus



lawn mower

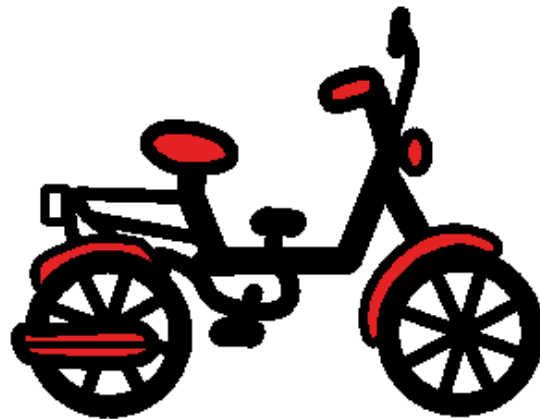




house



motor bike





soda



candy





chips



milk





ice cream



balloons



Unit 9 - My Money

Activity 9B: Less-Than-A-Dollar Store

Self Determination Skill:

- ✓ Choice making - individual chooses dollar item to put in shopping cart
- ✓ Problem-solving - individual decides if he/she has enough money to purchase items in shopping cart

Materials:

- Game board with pictures of items all costing one dollar
- Set of matching game cards
- Game markers
- Game dice
- Play dollar bills
- Voice output device with recorded messages

Describe activity:

- Pair individuals to play Less-Than-A-Dollar Store game.
- Each individual is given 5 one-dollar bills to play the game.
- Individual rolls die.
- Individual moves game marker the number of spaces shown on die.
- If individual lands on a square with a picture, he/she makes a choice to buy or not buy the item.
- If individual chooses to buy item, he/she is given the matching picture.
- Individuals not landing on a picture wait until next turn before moving to next square.
- When individual reaches the finish line, he/she pays one dollar for each item purchased from the Less-Than-A-Dollar Store.

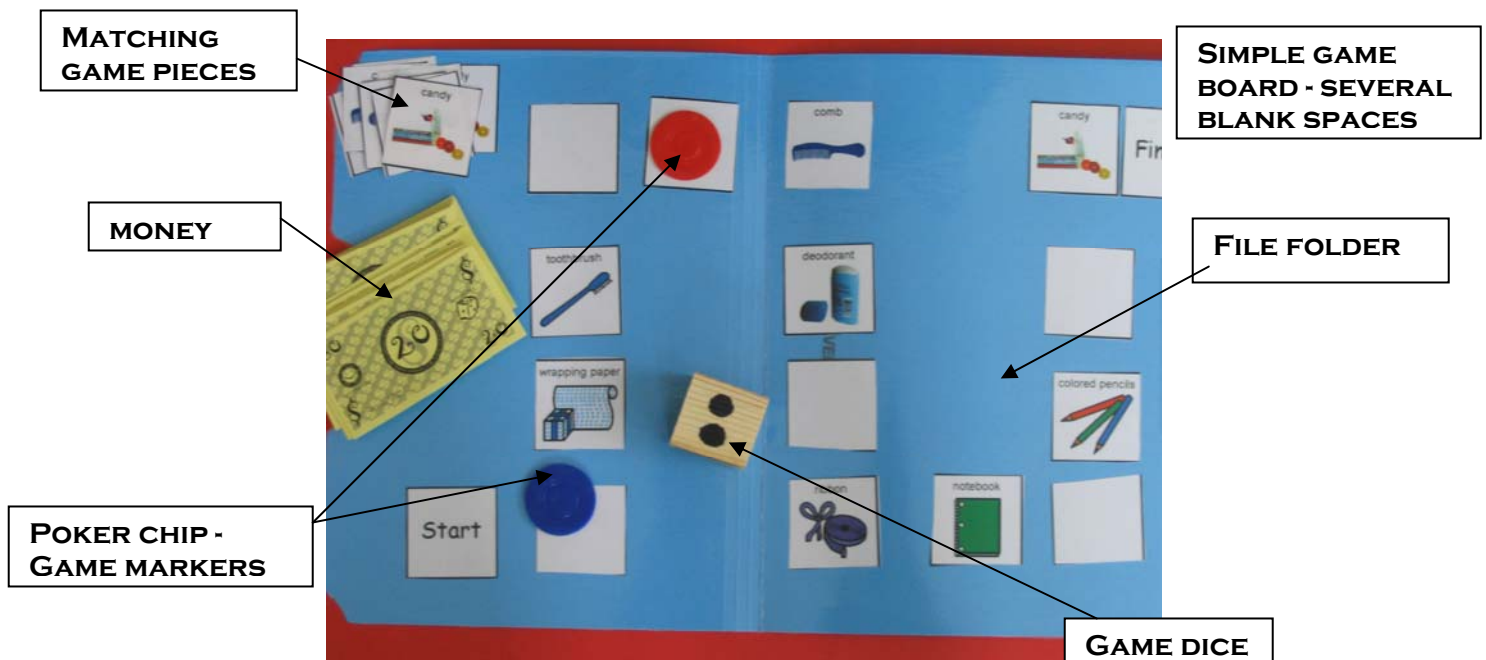
- If individual has enough money for purchases, he/she wins the game. If individual does not have enough money, he/she is encouraged to try again next time.


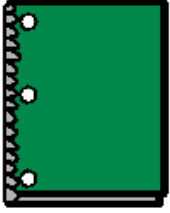


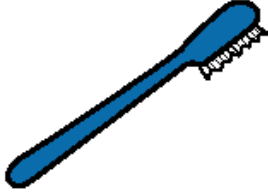



Helpful Hints:

- Use voice output device to record comments such as "I want to buy it", "Good game", "I need help".
- When paying for purchases, pair each item with a dollar. If individual has enough money, there should be one to one correspondence.

Variations:

1. Individuals estimate if they have enough money to purchase the items in their shopping cart.
2. Use actual objects, if appropriate, including a miniature shopping cart and shopping bag.
3. Individuals plan a trip to the local dollar store.
4. Individuals cut out items found in a store flyer he/she would like to purchase. Limit items to the one-dollar range.



<p>colored pencils</p> 	<p>notebook</p> 	<p>ribbon</p> 	<p>comb</p> 	<p>Start</p>
<p>toothbrush</p> 	<p>deodorant</p> 	<p>candy</p> 	<p>wrapping paper</p> 	<p>Finish</p>
<p>blank</p>	<p>blank</p>	<p>blank</p>	<p>blank</p>	<p>blank</p>

Unit 9 - My Money

Activity 9C: Pay Day

Self Determination Skill:

- ✓ Problem solving - individual counts how many sample checks earned
- ✓ Self-advocacy - individual asks for help, if needed

Materials:

- Set of large cards (some blank; some large checks)
- Radio or CD player or recorded music
- Set of sample checks
- Voice output device with recorded messages

Describe activity:

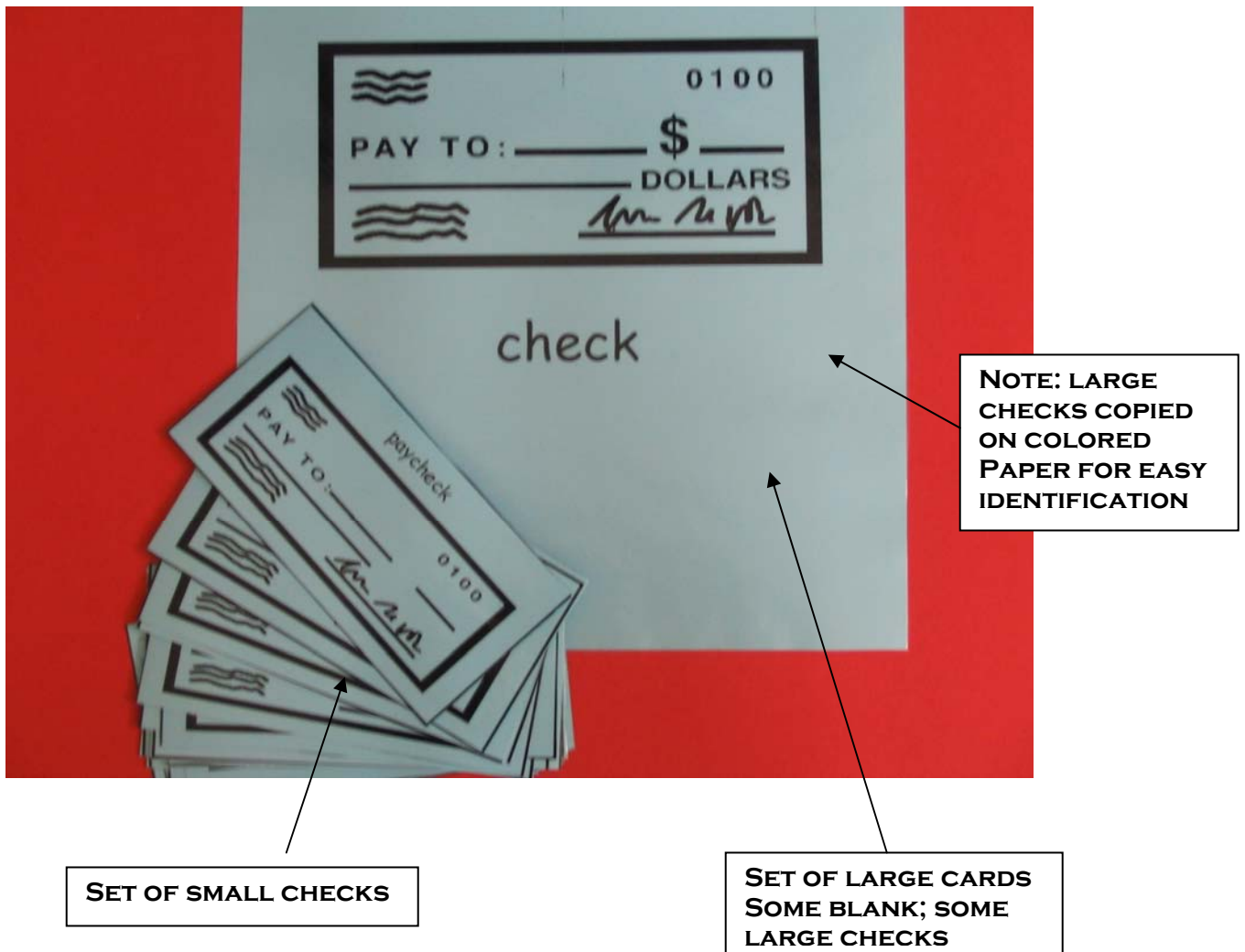
- The large cards are placed on the floor in a circular pattern.
- Start music. Individuals walk around the circle until the music stops. Everyone stops.
- Each individual standing on a card with a picture of a check gets a sample check to hold.
- Start music and repeat the above steps.
- At the end of the activity individuals count the number of sample checks he/she is holding. The individual with the most sample checks is the winner.

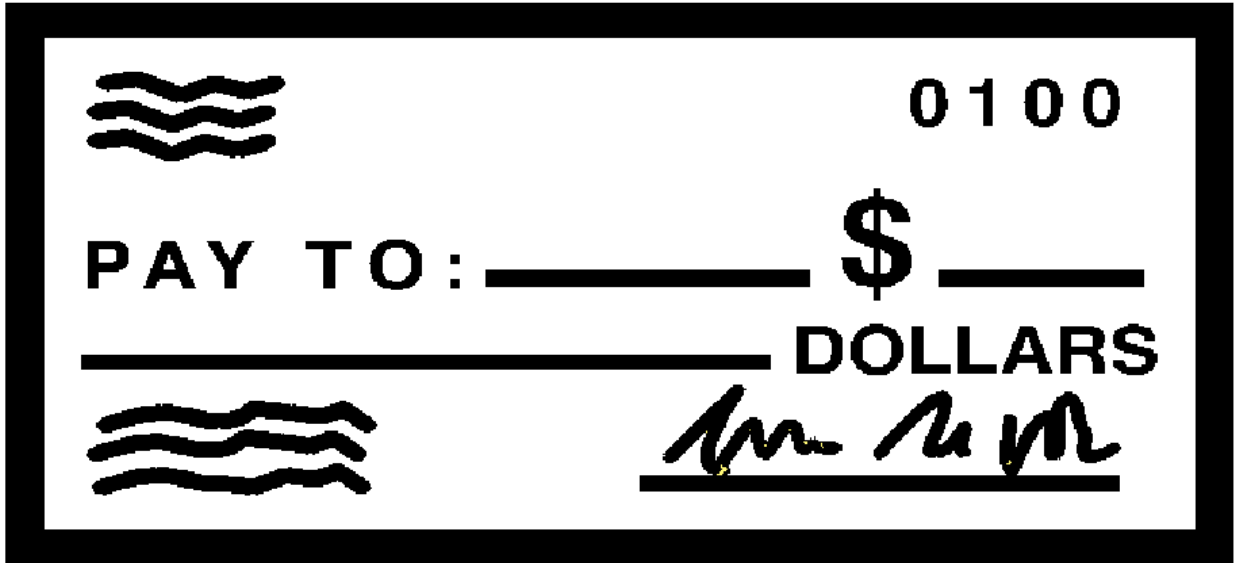
Helpful Hints:

- Use voice output device to make comments such as "Good game" "I need help counting".
- Pair individuals to provide assistance with movement around the circle and counting the number of checks.

Variations:

1. Individuals discuss what a check is and what to do with a check.
2. Assign an individual to start and stop the music (or signal when to start and stop the music).
3. Leader or individual calls out "Turn around" and everyone turns around to walk in opposite direction.





check

Unit 9 - My Money

Activity 9D: A Birthday Gift

Self Determination Skill:

- ✓ Problem solving - individual decides if gift is appropriate
- ✓ Self-advocacy - individual learns it is okay to use his/her own money to purchase gift for someone else

Materials:

- Adapted book titled "A Birthday Gift"
- Picture response card
- Voice output device recorded with messages

Describe activity:

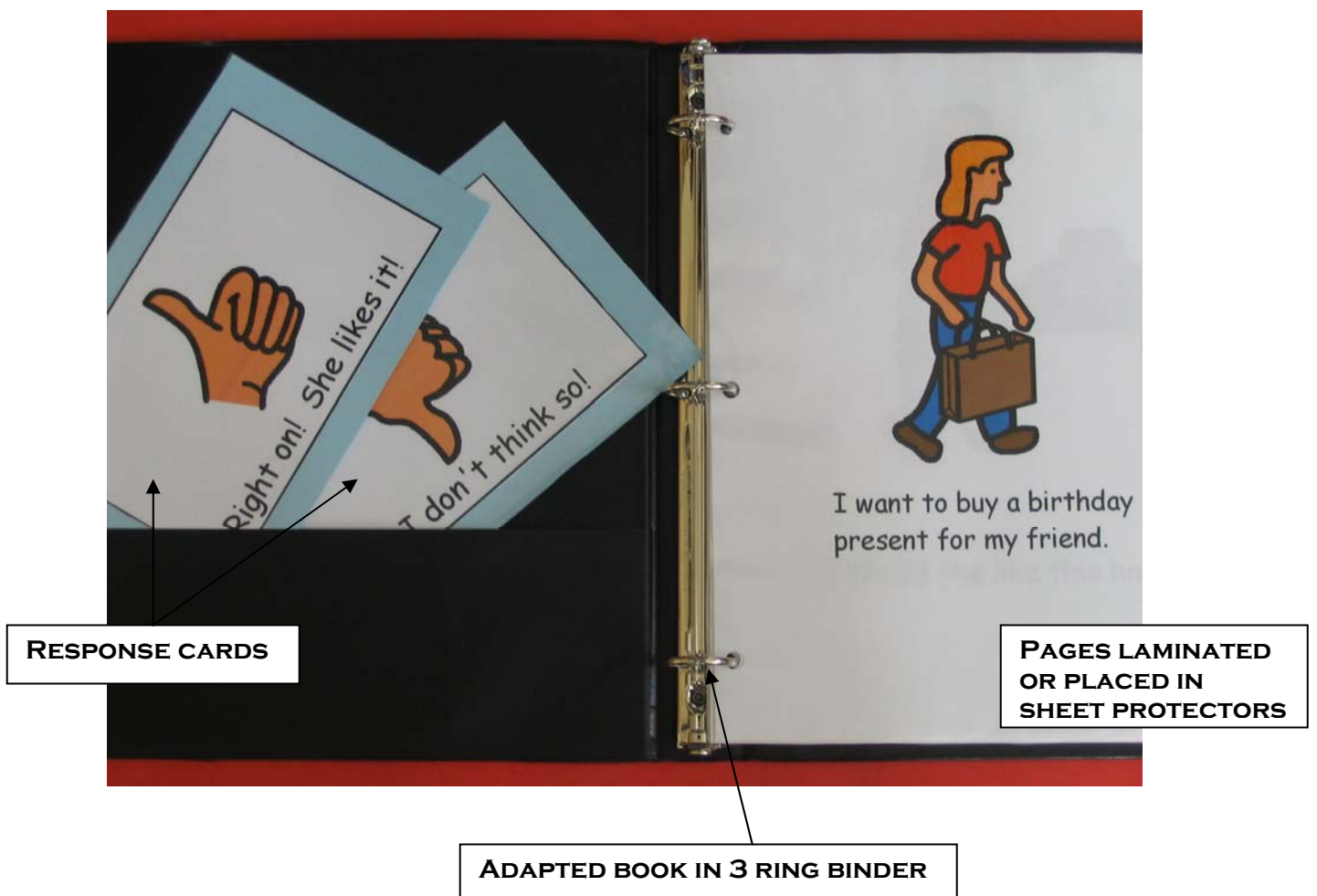
- Staff or individual reads the book. Stop at page with question, "Would she like this _____?"
- Individuals give their answer. Use picture response card and voice output device.
- Turn the page. Encourage all individuals to say repetitive line, "No, I don't think so."
- Continue reading and stopping at the next response page.

Helpful Hints:

- Use voice output device recorded with the answer (i.e. "No, I don't think so") or comments such as "Read it again", "Let me see", "I want a turn", "That' silly".
- Use a long pause or time delay to allow individuals to say the repetitive line as a chorus.
- Use manual signs along with key words in the story (i.e. no, want).

Variations:

1. Individuals describe why the gifts in the book are inappropriate for the girl.
2. Encourage individuals to think of additional gift ideas that would be appropriate for a girl.
3. Record each page on a sequential voice output device. Individuals "read" the book using the device.
4. Create an adapted book using photographs of staff and individuals re-creating the scenes in the book. Create an adapted book using a boy as the main character.
5. Make a copy of the book to place on a bookshelf or in a leisure area where individuals can look at the book during free time.





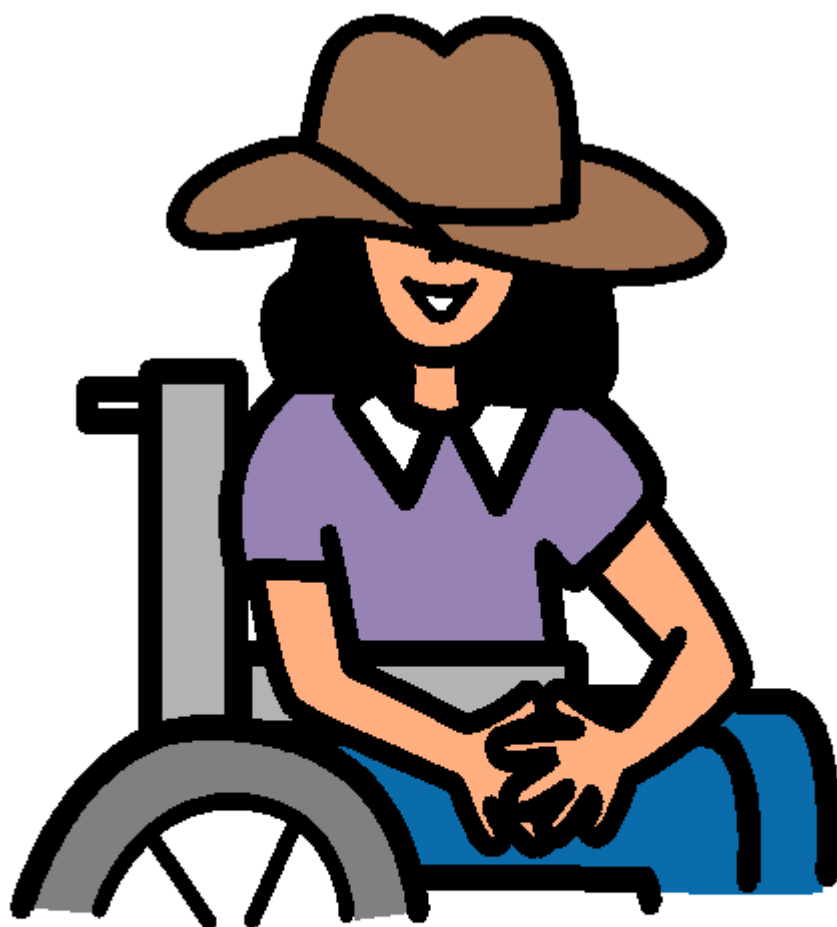
The Birthday Gift



I want to buy a birthday
present for my friend.



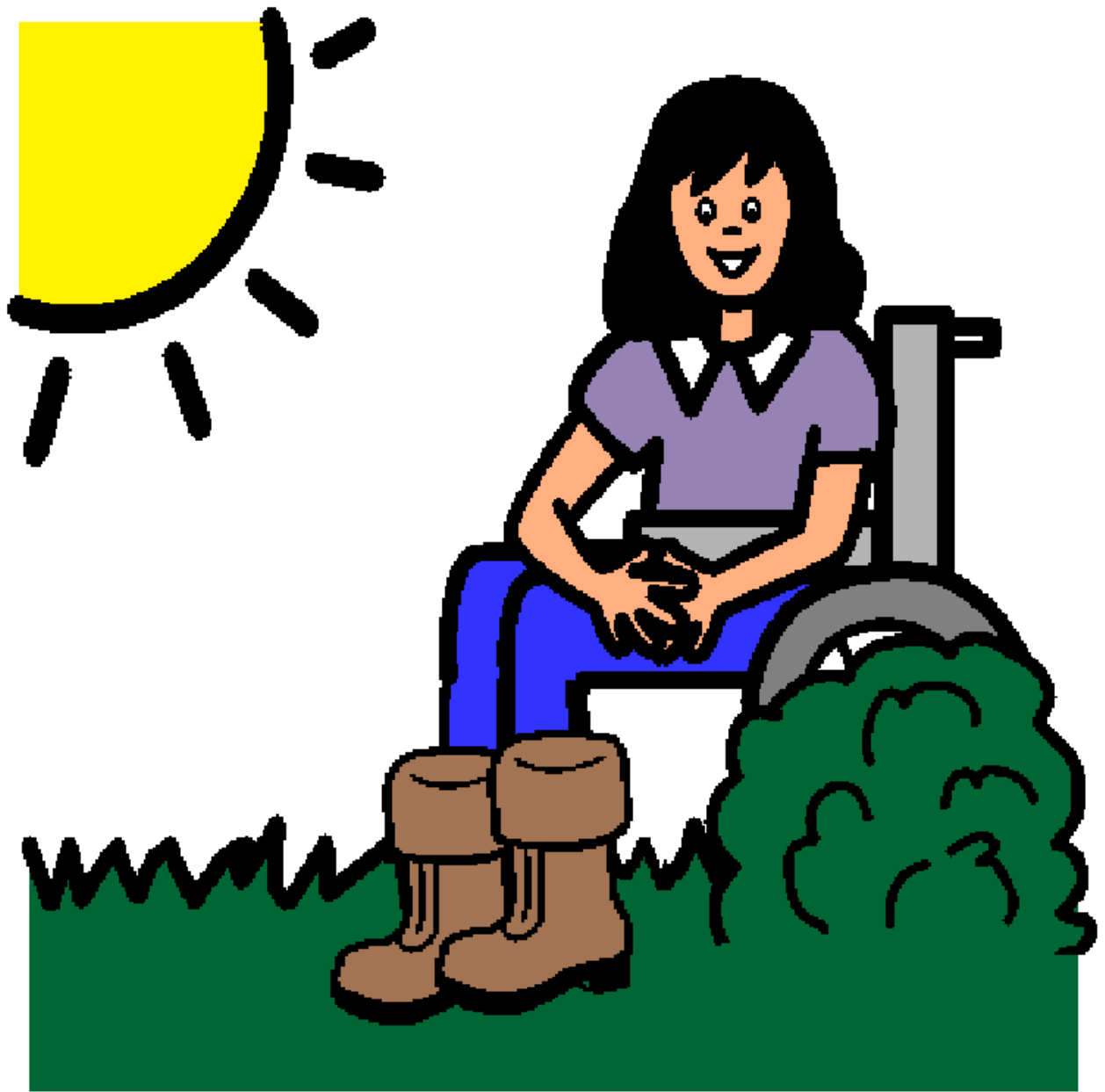
Would she like this hat?



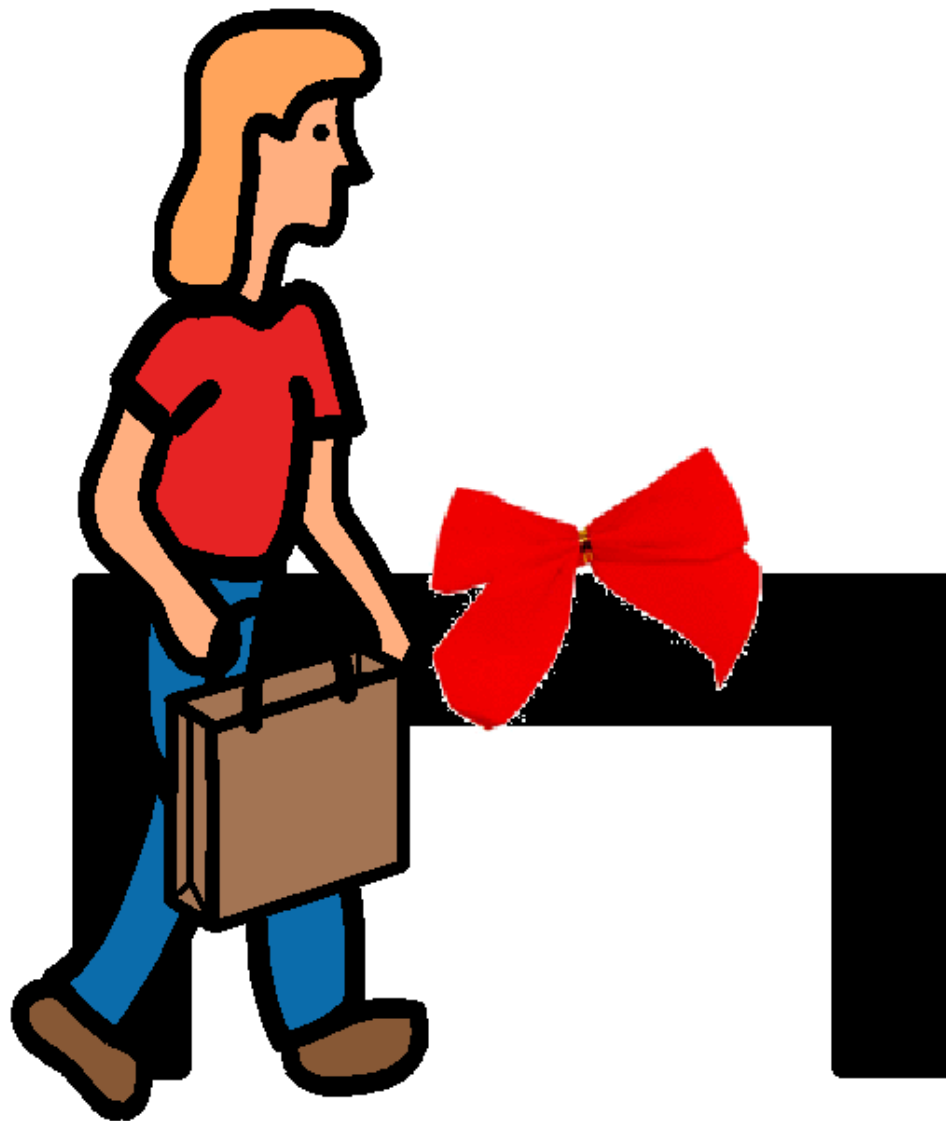
No, I don't think so.



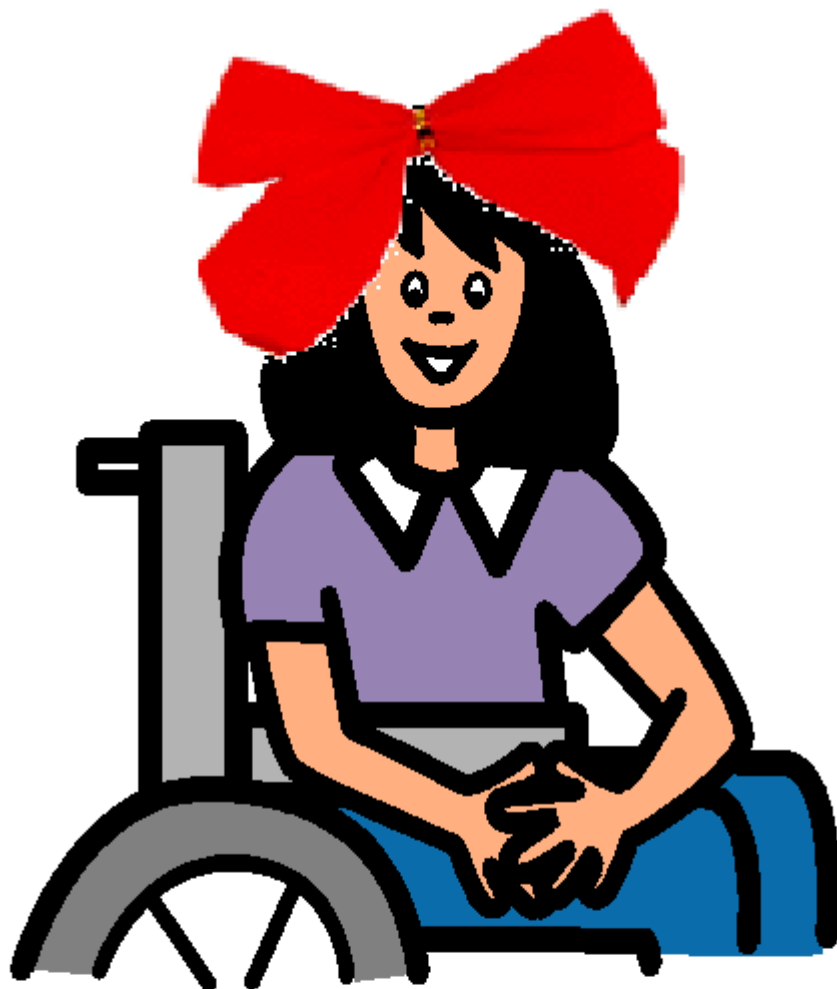
Would she like these boots?



No, I don't think so.



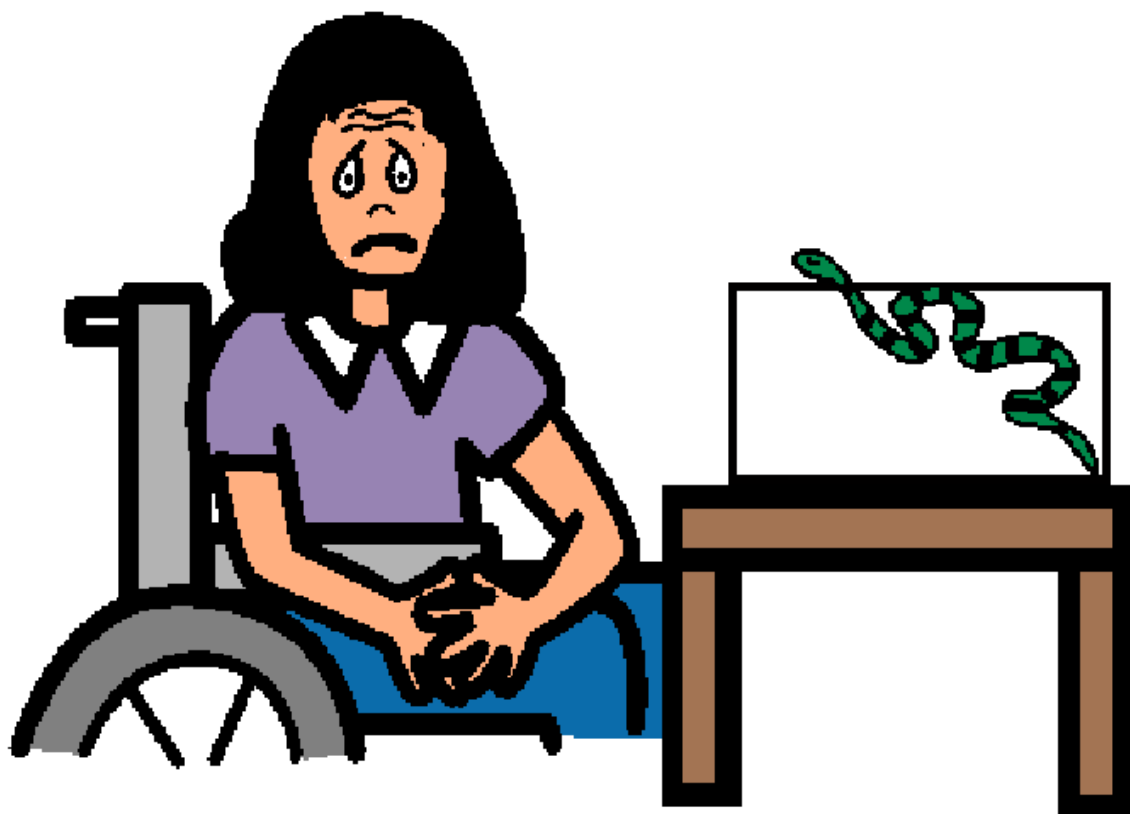
Would she like this bow?



No, I don't think so.



Would she like this pet?



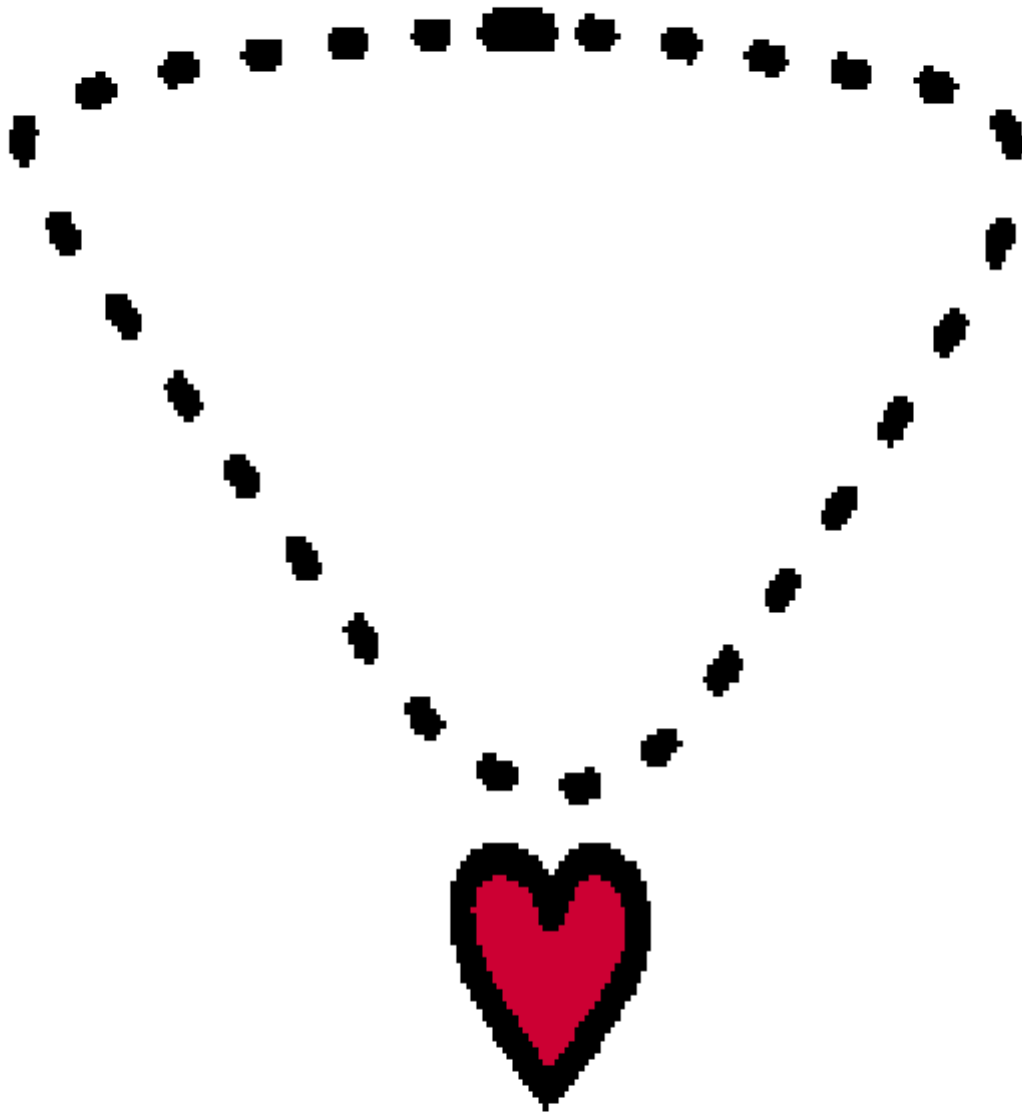
No, I don't think so.



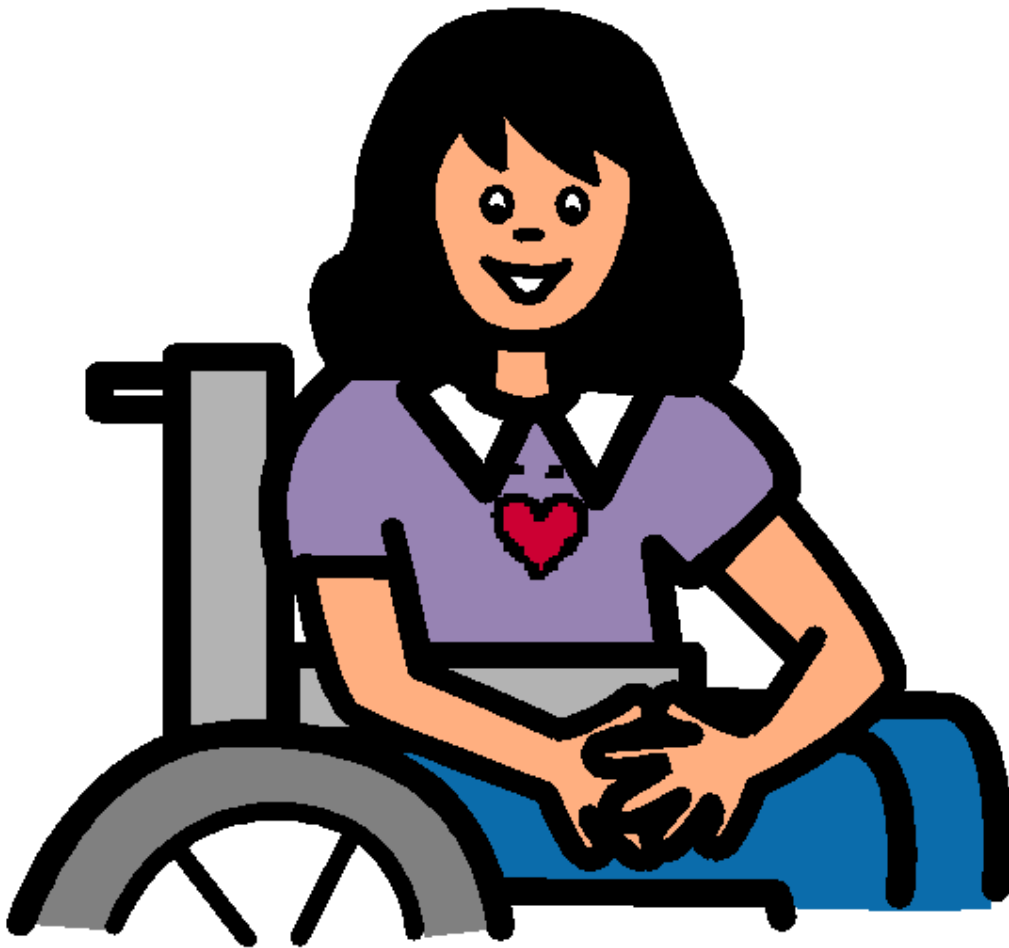
Would she like this present?



Guess what it is?



It's a necklace!



I think she likes it!

The End



Right on! She likes it!



No, I don't think so!