Summer Program Report  
Academic Secondary Enrichment  
“Middle School Summer Enrichment – Money! Money! Money!

Student:  
Dates:  
June 17-21, 2013  
Teachers:  
Jeri Cleveland and Nancy Hefner  
Teaching Assistants:  
Steve Hannaman and Camille Robinson

Program Overview  
The Academic Secondary Enrichment (ASE) classes are designed for middle and high school academic students. These students work hard in school to learn regular core curriculum subjects such as language arts and math in classrooms with their sighted peers. In TSBVI summer programs, they have the opportunity to practice these academic skills within meaningful, high-interest activities. At the same time, they learn and practice skills in the Expanded Core Curriculum for Blind and Visually Impaired Students (ECC). The ECC includes skills that are unique to the needs of students with visual impairments. ECC skills enhance an individual’s ability to access the regular core curriculum, live independently, and enjoy social and recreational activities. Skills in the ECC include compensatory academic skills (e.g., braille and tactile graphics), orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, assistive technology skills, sensory efficiency skills, and self-determination skills.

Each ASE class has a unique theme, and students participate in a wide variety of activities related to the theme of their class. During these activities, students learn and practice specific ECC skills such as applying math and literacy skills when creating and following a budget), food shopping and preparation, managing and organizing their living area, planning and evaluating a project, using public transportation, keeping up with belongings, and using technology for various purposes including research and communication with family and friends.

An additional benefit of the program is the opportunity to interact with other students with visual impairments. For many, talking with other students about the challenges they face at home and school may both alleviate feelings of isolation and increase self-confidence.

The ASE classes taught during the summer of 2013 were: Camp Challenge, Camp Fine Arts, Catching Some Rays: Space Weather, Community Independence, Adventure/Outdoor Education, Middle School Enrichment, Performance Arts Intensive, Problem Busters, Video Production, Visual Arts and More, and Wildcat Catering and Bistro.
Class Description: Middle School Enrichment – Money! Money! Money!
The goal of our Middle School Enrichment class was to help students improve skills related to financial literacy:
- counting money
- folding and storing money
- making change
- paying for purchases
- staying within a budget
- calculating cost of materials and setting prices
- Selling a product
- calculating total revenue, costs, and profit

The fourteen students who participated in the class brought varying levels of knowledge and skills to the group. This diversity enhanced the class, as it allowed students to learn from one another.

On the first day of class, the students began working immediately on an entrepreneurial project to make, package, and sell snacks, beginning by naming the business and planning a marketing strategy. The group offered both sweet and savory snacks, using whole grains and reduced sugars whenever possible. In the first part of the week, they prepared and packaged their products to sell on Thursday. At the end of the project, the students counted the money from sales, subtracted the cost of supplies, and divided the profit among themselves.

Students were assigned various duties in the project such as shopping for supplies, creating flyers, advertising in person and by phone, taking, filling, and delivering orders, interacting with customers, and making cash transactions. All the students had the opportunity to prepare, package, and sell their products.

Our class visited a bank on Tuesday to learn how banking works. We asked about different types of bank accounts, where the money goes when people make deposits, and how banks make a profit. We were allowed to go inside the vault and to see safety deposit boxes. Later in the week, a financial advisor spoke to the group about basic money management, especially saving and investing.

On Wednesday, we went to Barton Creek Square Mall to eat lunch in the food court and to explore stores of interest to the students. Before the trip, the students read lists of stores and restaurants and made choices about where they would like to browse and eat lunch. They selected meals that would be within the school’s food allowance for eating out. The students chose from a menu, ordered and paid for their food, picked up their food, and asked for assistance if needed. Everyone seemed to have a great time shopping and eating out together at the mall.

Thursday was primarily dedicated to the entrepreneurial project. The students did their prep work in the morning and then sold their tempting snacks all around the campus in the afternoon. At the end, they counted the total sales and did the math. Students are always surprised about the amount needed to repay expenses compared to the amount of profit they make.

Expanded Core Curriculum
In this class, students had many opportunities to practice the specialized skills that are needed by people who have visual impairment or blindness. They worked especially hard on social skills, independent living skills, sensory efficiency skills, orientation and mobility (O&M), and compensatory academic skills.
Social Skills:
In order to operate a small business together, the students had to work as a team, which involved compromise, leadership, sharing the work load, sharing space and materials, and just getting along with one another. They practiced the social skills needed for customer service, making purchases, placing an order, asking for assistance, listening carefully to presenters, and asking relevant questions. The social skills needed for interactions between a customer and a sales person are specialized for students who have visual impairment or blindness:

Customer skills:
- asking if there is a waiting line and asking for directions to the end of the line
- asking for help with finding products, reading prices, and reading menus
- using categories to narrow the focus and amount of assistance needed
- asking where to pick up an order
- stepping aside to put away change and get organized

Sales skills:
- being friendly, positive, helpful, and courteous
- immediately speaking to individuals who approach the counter
- being ready to list products and prices
- working quickly and efficiently in consideration of the customers’ time
- asking who is next in line

Independent Living Skills:
The students practiced good kitchen and food service hygiene skills. We worked in the kitchen a great deal, and the students practiced thorough hand-washing, keeping hands away from hair and face, and using tasting spoons one time only. They prepared their lunches on three out of five days. They made burrito bowls, ham and cheese sandwiches, and individual pizzas. They also made frozen fruit cups and chile con queso.

When we prepared snacks to sell, everyone wore a hat or bandanna, an apron, and gloves. The students made two varieties of trail mix and salsa, to sell, which required them to practice measuring, pouring, stirring, using a microwave, spreading, cutting and cleaning.

Sensory Efficiency Skills:
All the students used their tactile and listening skills in the kitchen. They worked to pay attention to the proximity of heat; to listen for sizzle in a pan; to discern if a dry measuring cup or spoon is level full, and to listen to and feel the progress of a mixture while stirring it. The students also practiced using the sense of smell to judge doneness and listening for sounds of sticking in a pan.

Orientation and Mobility (O&M):
The students traveled as independently as possible in a variety of settings: on our newly configured campus, in a grocery store, in a bank, and in a large mall. Students practiced cane skills, and safely using escalators.

Compensatory Academic Skills:
The students used their compensatory academic skills all week. They wrote journal entries, and some chose to use accessible technology. Students read a variety of materials in their reading medium, such as recipes, orders, and shopping lists. At the mall, we studied the mall directory and students learned how to use the system of letters and numbers to find stores on the map.
In the course of the week, the students put together a notebook to commemorate their experiences in Middle School Enrichment class. They included journal entries, photos and the recipes for foods they made. We hope that the students will enjoy preparing these dishes and others with you, in the future.

INDIVIDUAL COMMENTS
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