

Halloween Party Boo Crew

Part 2 of a two-part Halloween series

Halloween Party Boo Crew

A Digitability Work Simulation



Workplace readiness

Choose a job. Follow a plan. Help your team.

PART 1: THE PARTY PLAN

Plan a Halloween Party

Financial literacy connects to meaningful classroom work.

Halloween Party Boo Crew

Lesson overview / Part 2 of 2 / Workplace readiness

Overview

Students use a party plan for 12 classmates to choose jobs, complete tasks, communicate needs, and reflect on their contribution. This free supplement works without a program account.

Activity

Choose a role, hold a standup meeting, complete a short work session, check the result, and report back at wrap-up.

Teaching tip

Offer speech, pointing, matching, writing, or AAC. Model one task at a time. Honor student choices and use the least support that enables participation.

Materials + classroom presentation

Print student pages 6–11. Gather the Part 1 supply list or page 5 plan, safe classroom supplies, pencils, scissors, and optional devices. Project the classroom Slides.

Differentiation

- T1** • Independent: plan steps and explain a contribution.
- T2** • Supported: follow a modeled checklist and sentence starters.
- T3** • Choice-based: select a role, next step, or message using cards or AAC.

Teacher lesson plan

35–45 minutes / Rehearse with classroom materials

Learning goal

Identify a job, complete a relevant task, communicate a need or update, and describe the result with individualized support.

PARTY GUESTS

12

CREW ROLES

5

WORK CYCLE

3

At a glance

Standup, work, wrap-up. Use the Part 1 party plan or the ready-made plan on page 5. Assign partners or share roles so every student has a meaningful task.

Materials + preparation

Print pages 6–11. Model the setup job with safe props. Choose T1 (p. 7), T2 (p. 8), or T3 (p. 9). Shared role, message, and team supports are on pages 6, 10, and 11.

Success: a relevant task completed or attempted, a clear message, and a check of the result. Record the actual support used on page 13.

Teaching sequence

A clear routine for modeling, practice and reflection

1

Review the party plan

5 minutes

Use your Part 1 supply list or page 5. Name the shared goal: prepare a welcoming classroom party for 12 students. Review safe materials and school routines.

2

Choose jobs + model

8 minutes

Review role cards (p. 6) and cleanup card (p. 10). Model the setup checklist (p. 8). Show how to ask for help and check the finished work.

3

Standup + work session

12–15 minutes

Students use T1 (p. 7), T2 (p. 8), or T3 (p. 9). At standup, share the job and first task. Complete tasks using the team board (p. 11) and message cards (p. 10).

4

Check + wrap-up

5 minutes

Check the actual task with the student. At wrap-up, share what is done, what help was used, and a next step. Use the response guide (p. 12), not one fixed answer.

5

Record + repeat

Next work session

Record performance and support on page 13. Try the routine again with a new role or a new task. Optional program extensions and source connections are on page 14.

Ready-made party plan

Teacher model / Use this plan if you missed Part 1

Popcorn snack pack

\$12

Water pack

\$6

Paper pumpkin decorations

\$8

Plates, cups + napkins

\$14

TOTAL COST

\$40

MONEY LEFT

\$20

$$\text{\$12} + \text{\$6} + \text{\$8} + \text{\$14} = \text{\$40}$$

$$\text{\$60} - \text{\$40} = \text{\$20}$$

All packs cover 12 students. Rehearse jobs with safe props; real food is optional.

Boo Crew job cards

Shared resource · T1-T3 / Cut cards or read together

SETUP

Prepare tables and decorations.

Check: the agreed space is ready.

SUPPLIES

Match materials to the party list.

Check: report anything missing.

COMMUNICATION

Prepare an invitation or team update.

Check: who, what, and when are clear.

WELCOME

Greet guests and explain a next step.

Check: guests know where to go.

The cleanup job card is on page 10. Share or rotate jobs as needed.

T1 • My Boo Crew job plan

Independent practice / Name: _____

MY JOB

Choose

FIRST STEP

Plan

FINISH CHECK

Review

Choose a job from pages 6 or 10. Write or tell your plan.

My role

Job: _____

I can: _____

My first steps

1. _____

2. _____

**A message I may
need**

I need: _____

I will ask: _____

My finished work

Check: _____

Next: _____

At wrap-up: I completed

I worked: on my own / with support / with a partner

My contribution helped the team because _____

T2 • My setup checklist

Supported practice / Name: _____

Model each step. Check it together.

PLAN

Review

GET

Gather

PLACE

Set up

CHECK

Report

[] 1. Look at the teacher's table plan.

[] 2. Get the approved decorations and supplies.

[] 3. Put each item in its agreed place.

[] 4. Compare the space with the table plan.

If something is missing: "I need _____."

My status: ready / need help / not finished

At wrap-up: "I helped by _____."

My next step is _____

T3 • My role and next step

Choose by pointing, matching, speaking, writing, or AAC

JOB A

SUPPLIES

Match supplies to our list.

Check what is here. Report what is missing.

JOB B

CLEANUP

Use the teacher's cleanup plan.

Return materials. Check the space.

Choose a role or use your assigned role.

1. My job is:

SUPPLIES

CLEANUP

2. I am missing a needed item. I can:

ASK FOR HELP

SAY NOTHING

3. My task is: **DONE / NOT YET / NEED HELP**

At wrap-up, show or tell one thing you did.

I helped with _____

Use the message cards on page 10. A partner can read aloud or offer one choice at a time.

Cleanup + message cards

Shared resource · T1-T3 / Cut apart or point to a card

CLEANUP JOB

Follow the agreed cleanup plan.

Return materials. Check the space.

HELP REQUEST

I need help with _____.

Can you show me the next step?

TEAM UPDATE

I finished _____.

My next step is _____.

STATUS

DONE / NOT YET / NEED HELP

Choose the message that fits.

Our Boo Crew team board

Shared resource · T1-T3 / Names, initials, photos, or symbols

SETUP

SUPPLIES

MESSAGE

WELCOME

CLEANUP

CHECK

Our work assignments

Name who will do each job. Partners can share a role.

Setup: _____

Supplies: _____

Communication: _____

Welcome: _____ Cleanup: _____

Our next check-in: _____ Our team goal: _____

Teacher response guide

Check actual performance / Several responses can be valid

T1 • Job plan / page 7

Accept a relevant role, ordered steps, a useful request, and a clear finish check.

Example: Setup → get decorations → place them as planned → compare with the table plan. Reasons vary.

T2 • Setup checklist / page 8

Observe review, gather, place, and check. Status depends on the actual task.

Model “I need tape” or “Show me where this goes.” Record support; a checked box alone is not evidence.

T3 • Role and next step / page 9

1. Either role can be chosen.

2. Ask for help when an item is missing.

3. Accept the status that matches actual progress.

Wrap-up: speech, pointing, showing work, or AAC.

Page 5 model: \$40 total and \$20 remaining from \$60. Packs cover 12 students. Task completion means the agreed result is checked, with support as needed.

Teacher recording sheet

Date: _____ / Class: _____

Record each student's response and the support provided.

Student / response mode

Identifies a role

Follows a task step

Communicates a need or update

Checks or reflects on work

Support / next teaching step

Record support: independent, read aloud, model, gesture, narrowed choices, visual checklist, partner, or AAC. Note the next teachable step.

Workplace routines to repeat

Optional program extension / Source connections

The free work simulation stands on its own

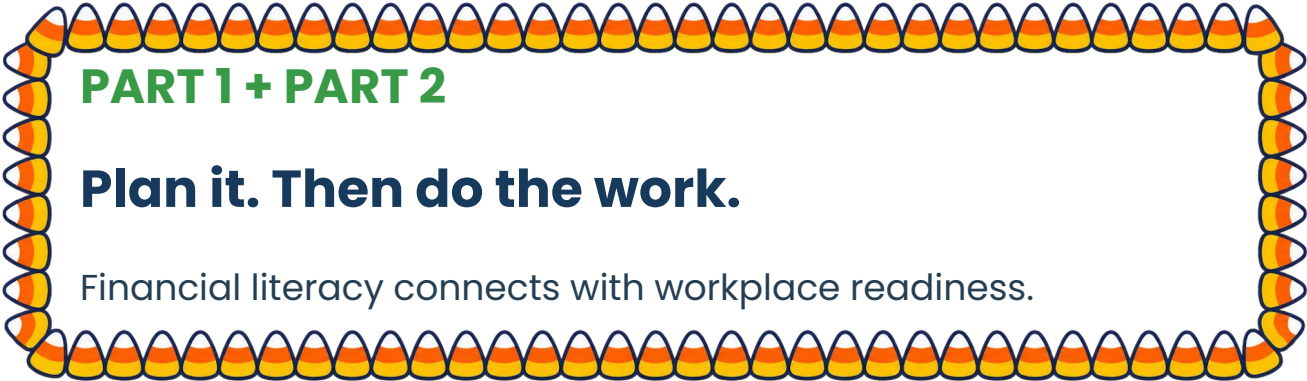
Use safe classroom materials, role cards, checklists, standup, and wrap-up without a program subscription. Repeat the routine with another role.

With Digitability + Bankability

Digitability extends practice through work simulations and differentiated instruction. Bankability can connect classroom work with virtual earnings, saving, and purchase routines.

High-tech to paper-based participation

Use shared digital job plans, projected Slides and AAC, or printed cards and checklists. Choose tools that match student access and classroom resources.



PART 1 + PART 2

Plan it. Then do the work.

Financial literacy connects with workplace readiness.

Supplemental adaptation informed by WSIA Phase 1 Lesson 1 (Work Simulation) and Phase 2 Lesson 7 (Applying for a Job). Original curriculum is unchanged.