

## FE-000-07, CCNE: Food Basics: Shopping Smarts

A client-centered approach to nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

**Part 1: Planning the Nutrition Education Session** - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

**Part 2: Session Outline** - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

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### Snapshot of Group Session:

**CCNE Lesson title:** Food Basics: Shopping Smarts

**Developed by:** Texas WIC State Office and Discovery Education

**Date Developed:** 03/2010

**Approved by:** State WIC NE Staff

**NE Code:** FE-000-07

**Class Description:** This lesson was developed by Discovery Education to go with the DVD Food Basics Shopping Smarts DV0569. The lesson does not follow the normal format used by the Texas Department of State Health Services but it has been reviewed and is approved for use with the DVD. You do not need to read the discussion questions and answers verbatim to the class. Feel free to tailor this lesson for your audience and add questions to help guide the discussion. In this class participants will explore how to shop for value, flavor, and good nutrition by using menu planning, shopping lists, and cost comparisons.

**Target Audience:** Parents and children

**Type of Learning Activities:** Video, discussion, activity with handout

## Part 1: Planning the Nutrition Education Session

**Lesson:** FE-000-07 Food Basics: Shopping Smarts

Item	Notes for Planning the Session
<p><b>Learning Objective(s)</b> – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>• Describe 2 smart shopping tips that will help save money and/or time at the store.</li> <li>• Compare unit prices on 2 food items and determine the best value.</li> </ul>
<p><b>Key Content Points</b> – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> <li>1. Planning meals for the next week based on items that are on sale will help save time and money</li> <li>2. In many cases, store brands are less expensive than normal brands.</li> <li>3. Having a snack or meal before your trip to the grocery store will help you resist impulse purchases.</li> </ol>
<p><b>Materials</b> – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> <li>• Video/DVD player</li> <li>• Food Basics: Shopping Smarts DVD (DV0569)</li> <li>• Copies of the “Smart Shopper Checklist” handout (attached)</li> <li>• Copies of the “Weekly Meal Planner” worksheet (attached)</li> <li>• Copies of the “Unit Pricing” worksheet (attached)</li> <li>• Pencils and/or pens</li> <li>• Copies of supermarket ads (optional)</li> </ul>
<p><b>Resources</b> – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p>	<p><a href="http://www.supermarketsavvy.com">www.supermarketsavvy.com</a>            Supermarket Savvy: Resource for food reviews, virtual grocery supermarket, tip sheets and grocery list.</p>
<p><b>Class Flow &amp; Set Up</b> – <i>Consider the flow of the session &amp; room set-up. Note any extra preparation that may be needed.</i></p>	<p>Consider putting chairs in a large semi-circle to help promote discussion. The class will start with a short video, then a discussion and a choice of one activity.</p>

## Part 2: Session Outline

**Lesson:** FE-000-07 Food Basics: Shopping Smarts

Item	Notes for Conducting the Session
<p><b>Introduction:</b> Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda exploring ground rules, making announcements, etc.</p>	<p>Example: “Welcome! My name is _____. Today we are going to be talking about shopping for foods at the grocery store. We will share some tips to make it easier to navigate the aisles and get what’s needed in a timely manner.”</p>
<p><b>Icebreaker:</b> Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</p>	<p>Example: “Have you ever gone to the grocery store and had one of the following things happen?</p> <ul style="list-style-type: none"> <li>• Forgot to buy some of the grocery items you needed.</li> <li>• Bought foods you hadn’t intended to buy.</li> <li>• Bought foods you ended up not using and had to throw away.</li> </ul> <p>Ask participants to share some stories. If participants aren’t comfortable sharing with the whole group, share some of your own, or ask them to turn to the person sitting next to them and share a story.</p>
<p><b>Activities:</b> For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</p>	<p>Introduce the video by explaining “Today’s video is Shopping Smarts. It will offer helpful tips to avoid some of the grocery shopping frustrations we just shared! As you watch the video, think about how the tips might help make it easier for you to grocery shop and prepare meals that have great taste at the best cost. After watching the video, we’ll talk about these tips.”</p> <p><b><u>VIDEO</u></b></p> <p>Show video.</p> <p><b><u>DISCUSSION</u></b></p> <p>After watching the video, ask something like “Which tips really stood out?” Hand out the “Smart Shopper Checklist” handout and discuss at least 4 of the tips listed. The tips and additional discussion points for the tips are listed below:</p> <p><b>Look at supermarket ads</b> (Pass out supermarket ads if available. It’s OK</p>

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	<p>if people have to share.)</p> <ul style="list-style-type: none"> <li>• What’s on sale this week that your family likes? Don’t buy something just because it’s on sale. Buy it because you know you’ll use it.</li> <li>• What fruits and vegetables are in season? They will be the least expensive.</li> </ul> <p><b>Plan the menus for the coming week.</b> (Pass out “Weekly Meal Planner” handouts)</p> <ul style="list-style-type: none"> <li>• Plans meals based on the items that are on sale.</li> <li>• Plan for breakfasts, lunches, dinners and snacks. Don’t forget beverages.</li> <li>• Use MyPyramid Food Guide to create balanced, nutritional meals. Choose whole grains, a variety of fruits and vegetables, low-fat milk products and lean meats.</li> </ul> <p><b>Make a shopping list.</b> (Check items off on the back side of the “Smart Shopper Checklist”)</p> <ul style="list-style-type: none"> <li>• Check to see which ingredients you need for your menu and which you need to buy.</li> <li>• If you’re familiar with your grocery store, arrange your list in the order you’ll find them: produce, dairy case, meat, canned foods, etc.</li> </ul> <p><b>Cut out coupons for the products you plan to buy.</b></p> <ul style="list-style-type: none"> <li>• Compare prices. Some brands can be more expensive even with a coupon.</li> <li>• Mark your shopping list to show which items have coupons.</li> </ul> <p><b>Don’t go shopping on an empty stomach.</b></p> <ul style="list-style-type: none"> <li>• It’s harder to resist “impulse” purchases.</li> <li>• If you’re not ready for a full meal, have a filling snack.</li> </ul> <p><b>Compare brands and unit prices.</b> (Pass out “Unit Pricing” handout)</p> <ul style="list-style-type: none"> <li>• In many cases, store brands are less expensive than “name” brands.</li> <li>• Shelf prices will show the price per ounce or some other unit of measure. A package that “costs” more may actually cost less when you consider the cost per unit.</li> </ul> <p><b>Resist buying things you don’t need or hadn’t planned to buy.</b></p>

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	<ul style="list-style-type: none"> <li>• Avoid end-of-aisle displays. (Ask for a show of hands to see how many people get caught buying things they hadn't planned because of displays.)</li> <li>• Stick to the shopping list.</li> </ul> <p><b>Keep children occupied with age appropriate tasks.</b></p> <ul style="list-style-type: none"> <li>• Ask them to identify low-fat items by looking at labels.</li> <li>• In the produce section, ask them to identify the colors of fruits and vegetables or to count as they put the apples and oranges into a bag.</li> <li>• If they're old enough, send them to find and bring back specific items.</li> <li>• Have them locate the unit price and help determine which size is the better buy.</li> <li>• Don't reward children with food, but do try to put some things they like in your menu plan. They can be responsible for getting these items at the store.</li> </ul> <p><b><u>ACTIVITIES</u></b></p> <p>Complete <b>one</b> of the following activities during or after the discussion of the tips related to the activity.</p> <p><b>Meal Planning</b></p> <ul style="list-style-type: none"> <li>• Have participants use the "Weekly Meal Planner" handout and plan meals for one day.</li> </ul> <p><b>Shopping List</b></p> <ul style="list-style-type: none"> <li>• Make a shopping list based on a meal plan for one day. You can use the basic food item list on the back of the "Smart Shopper Checklist" as a guide or make a quick list and organize it by areas of the store.</li> </ul> <p><b>Cost Comparisons</b></p> <ul style="list-style-type: none"> <li>• Use the "Unit Pricing" handout and have participants circle the item that is the better buy based on the unit price.</li> </ul>
<p><b><i>Review and Evaluations:</i></b>  <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List</i></p>	<p>Say something like "We've talked about a lot of different smart shopping tips today. What is one new tip you learned today that you plan to try next time you go to the store or get ready to go to the store?"</p>

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<i>a question/activity to prompt this. List any community or other resources for clients.</i>	
<b>Personal Review of Session (afterward):</b> Take a few moments to evaluate the class. What will you change?	<b>What went well?</b> <b>What did not go as well?</b> <b>What will you do the same way the next time you give this class?</b>