



Shopping For Food

Teaching Guide

Topic: Use Grocery Ads To Save

Objective: To give participants information which will help them to use grocery ads to save food dollars.

Supplies needed: Copy of fact sheet for each participant
Paper, pencils for participants
2 or 3 copies of grocery ads for each participant to look through
Large poster or free standing food pyramid

Teaching outline:

ASK: How many of you use grocery ads to plan your food shopping? Allow time for discussion.

Reading grocery ads can help you save money when you shop for food. If you check through the ads each week before you go shopping, you can plan your grocery list around the food that is on sale.

Today, we're going to practice reading the ads. We'll look for different kinds of specials and plan some meals around sale foods.

Distribute the ads.

Look through these grocery ads. ASK: Does anyone see the phrase "Everyday low price," or "Always the same low price?" What does this mean? It means that it is not on sale at all! If you keep track of the prices you usually pay for foods that you buy often, then you'll know a good sale price.

Do you ever wonder why certain foods are on sale? Often, all of the stores will have the same things on special during the same week. Sometimes stores have sales on foods when they are "in season" which means that there is more of that food available right now. Sometimes special sales focus on special events or holidays. **ASK: Does anyone have an example of an ad that is promoting a holiday or seasonal event? Discuss examples.**

Sometimes stores advertise one item at a very low price so you'll come to that store. Be sure to check the prices of other items at that store. They may be higher than the prices where you usually shop. **ASK: Does anyone have an example of this type of ad? Discuss examples.**

Some ads have special prices such as "Buy one, get one free," or "Two for the price of one." To get the special price for these items, you must take home two. Be sure that you can use both or have a place to store them until you can use them.

Ads that say "Two for a dollar" might mean that you have to buy two to get the one-dollar price, but sometimes you can buy one item for 50 cents. Be sure to ask questions if you are not sure what an advertised special means.

Look through your ads for specials such as these that I've just talked about. Discuss examples.

Try to find out which store has the overall best prices for foods that you buy and shop there. You won't save money if you drive all over town to buy the specials at each store, because you will spend extra on gas for your car.

Remember to read the ads and plan your grocery list before you do your grocery shopping to save money.

Distribute fact sheets.

Optional activity if you have more time:

Have participants use the grocery ads and the food pyramid to plan meals for a family of four for a specified amount of time. Planning for a week would be ideal to see how they could incorporate use of specials, plan for leftovers, etc. But it takes a long time to plan for a week. Planning for two or three days might give them the feel for planning nutritious meals while using sale foods. Provide paper and pencils for them to write out their meal plans. If there are several participants, they may wish to work in pairs.

Review main points:

- Reading grocery ads can save you money if you plan meals around sales.
- Keep track of the prices of foods you buy often to know when advertised foods are really a bargain.

- Sometimes you may have to buy more than you want of an item to get a sale price. Ask questions if you're not sure what an ad means.
- Shop at the store with the best overall prices. You won't save any money if you drive from store to store to buy sale items.

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Shopping For Food

Teaching Guide

Topic: Compare Brands To Save Money

Objective: To give participants information which will help them choose the least expensive brands of food when grocery shopping.

Supplies needed: Copy of fact sheet for each participant
Purchase a can of peaches or pears in a name brand, store brand and generic brand, if available. Record the price paid. Bring to class.

Disposable bowls
Can opener, spoons
Napkins or paper towels

Teaching outline:

Grocery stores sell many different brands of food. The brand names are listed on the food label. Usually several different food companies sell the same food. Companies set their own prices so different brands of the same food sell for different prices. There are name brands, store brands and generic brands.

ASK: What are some name brands of food? Let participants list as many as they can. Name brand foods are sold by food companies nationwide or in a particular region of the country. These are the brands of food we see advertised on television or read about in ads. Food companies spend lots of money advertising their brand of food.

ASK: What are some store brand names? Let participants list as many as they can. Store brand foods are usually sold by grocery store chains. Each store has its own brand of food, and it is only sold in that store.

ASK: Have any of you ever bought generic brand food? What do their labels look like? Let participants answer and discuss. There are a few generic labeled foods available in some stores. Generic brand foods have plain labels and don't mention any food company or grocery store name.

Today I have (peaches or pears) in name brand, store brand and generic brand (if available). I've opened the cans and put the contents of each can in a bowl. **Please look at each bowl and decide which product you think is the store brand, name brand and generic brand. If the group is small you could even allow them to taste the product. Remember to bring along small spoons if you do this. Share the correct answers with everyone after they have had a chance to guess what food came from what can. Then share the price paid and discuss what item would be the best buy. Emphasize that nutritionally; food is good for us even if the pieces don't look so pretty. Sometimes we use foods in recipes where no one would notice if the pieces of food are not perfect.**

Review main points:

- The food in the container or package may be the same although the brand labels are different.
- Store brands are usually less expensive than name brands.
- Read shelf labels to find the lowest cost brand of the food.
- Generic foods may not look as appealing, but they are still safe and healthy to eat.
- Try buying the lowest cost brand of food and see if you like the taste.
- You can save money by buying the lower cost brands of foods.
- Check brand prices each time you shop because prices may change.

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Shopping For Food

Teaching Guide

Topic: Check Convenience Foods For Cost

Objectives: To show participants the cost of convenience foods.
To give participants information they need to decide whether convenience foods save time.
To help participants decide if the nutritional value of convenience foods is as good as the foods they make themselves.

Supplies needed: Copy of fact sheet for each participant
Paper, pencils for each participant
2-3 examples of high cost convenience foods
2-3 examples of lower cost convenience foods
Markers to record nutritional content of convenience foods
Index cards to record nutritional content of convenience foods

Teaching outline:

There are many new products and departments in the supermarket because most consumers want to spend less time preparing food at home. You can buy many foods in different forms. Some have built-in convenience. These forms usually cost more.

It is important to understand that convenience usually costs more. You must decide if it is worth paying for the convenience.

Convenience food may not be as good for you as other kinds of food. You can find out by reading the nutritional food labels on different products.

ASK participants to name a convenience food they use and would tell others to use. Have them tell why they would suggest others use this product.

Teacher will select a product from the examples brought and have participants discuss and record their answers to the following questions:

What does the product cost?

How many people can you feed from one product?

How much does the product cost per serving?

How many people are you feeding?

How many boxes/cans of the product would you need to feed your family?

How long does it take to prepare the food?

How much fat, sugar and salt does the product contain?

Would a less expensive food be as nutritious?

How long does it take to make the less expensive food?

Do you have time to make the less expensive food?

Do you have the skills to make the less expensive food?

Is the less expensive food as healthy for your family as the convenience food?

Is this convenience food a good choice for your family?

Review main points:

- Lots of busy people use convenience foods.
- Some convenience foods are low in cost.
- Some convenience foods save work and preparation time.
- Other convenience foods cost more money and do not save time.
- When you make food yourself, you have more control over how much fat, sugar and salt are in the food.

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Shopping For Food

Teaching Guide

Topic: Use Coupons To Save Money

Objective: To give participants information that will help them use coupons to get the most from their food dollars.

Supplies needed: Copy of fact sheet for each participant
Paper, pencils for participants
Copies of coupons

Teaching outline:

ASK: How many of you use coupons? What kinds of coupons do you use to buy food items?

Today we're going to learn about using coupons to save money on your weekly grocery bill.

Coupons, ads and refunds try to get you to buy something. Stores and companies put them out to get you to buy their items. You may be able to save money using coupons if you're planning to buy the item anyway.

Let's make a list of the places where you can find coupons. Examples might be Sunday newspapers, weekly newspaper food ads, magazines, etc.

Use coupons for items you were already planning to buy and that are on your shopping list. Be careful not to spend money just because you have a coupon. You may need the money for other things.

Before using coupons, subtract the value of the coupon from the cost of the item. Compare this price with prices of similar items. You may find that another brand is cheaper than the item you have a coupon for.

Let's look at this example:

Soup	Brand A	Brand B
	59¢ cost	39¢ cost
	<u>- 15¢ coupon</u>	

ASK: Which is the best buy - Brand A or Brand B?

Some stores double the value of coupons. You save more money when the store gives you twice the money off. **The 15¢ coupon in the above example would be _____¢ off at the checkout if it is doubled. ASK: If you shop at a store that doubles coupons, is Brand A or Brand B the better buy?**

Read each coupon carefully to make sure you're using it right. **Using the sample coupons, give examples of the following:**

- **Is there an expiration date?** If there is, you can't use the coupon after that date.
- **Are there any size or quantity restrictions?**
- **Can you only buy a certain number of items?** If a coupon says "limit two per customer," you must follow that restriction.
- **Is there any other information on the coupon?**

You need to organize your coupons to save time and money. **ASK: If you use coupons, how do you organize them?** You might want to use a file or an envelope. Then, sort your coupons by product, expiration date, grocery aisle location, alphabetical order, etc. **Show examples of how to organize coupons.**

As you shop, put the coupons you will be using into a separate envelope or in the front of your file.

It takes time to clip, sort, and save coupons. You also have to remember to take the coupons to the store. Before using coupons, ask yourself if the time and effort are worth the savings.

Review main points:

- You can save money by using coupons.
- Remember, stores and companies offer coupons to get you to buy their items. Don't spend money just because you have a coupon.
- You can find coupons in lots of places, such as newspapers, magazines, and product packages.
- If the item costs too much, you may not save money even with a coupon.
- Read each coupon carefully to make sure you're using it right.
- Organize your coupons to save time and money.

Number 3 - 2005



Shopping For Food

Teaching Guide

Topic: Use A Shopping List To Save Money

Objective: To give participants information which will help them prepare a shopping list to save food dollars.

Supplies needed: Copy of fact sheet for each participant
Paper, pencils for participants
Copy of shopping list for each participant
Copies of grocery ads and coupons
Poster or flip chart with main points from fact sheet listed

Teaching outline:

ASK: How many of you make a shopping list before you go to the grocery store? Have participants discuss why they do or do not make a list.

Shopping with a list is one of the best ways to control spending and avoid impulse buying. If you've planned ahead, you will know how much money you have to spend and what you need to buy.

Today, we're going to learn how to make a shopping list. We'll talk about what you need to do before you make the list and then how to make a shopping list.

First, decide how much money you have to spend on food. **ASK: How much money do you usually spend each week on food? Where does your money come from?** Even if you are using food stamps, you will still need to budget extra money for non-food items.

Before making your shopping list, you need to know what you need to buy. Keep a pencil and paper near your cupboard and make an ongoing list of items as they run low or you use them. By doing this, you will not forget items that you need.

Check foods that you have on hand. **ASK: Why would you do this?** This is a good place to start in planning your meals. You can use the items you already have on hand and add other foods or ingredients to make a meal. **Discuss how you might plan a**

meal from such items as: a can of tomato soup, tuna, macaroni, and peas. ASK: What other items would you need to complete your meal? Discuss ideas.

Plan ahead. Check grocery ads for sales and specials. Planning meals around the foods that are on sale can save you money. Use coupons if the items are ones that you normally buy, fit into your plan and cost less. **Using copies of grocery ads and coupons, plan one or two meals.** Once you've planned as many meals as you can using what you have on hand, grocery ads and coupons, make a meal plan for a week.

Now it's time to write a shopping list by using the information about the food you have on hand and the food still needed. You can use the *Shopping List* to list the items that you will need to buy. Or, you can use a plain piece of paper and put foods together on your list the way they are arranged in the store. By doing this, it will be easier to shop and you won't be tempted to buy items you don't need. Put refrigerated and frozen foods last on your list to prevent food safety problems.

Remember to take an inventory of the food items you already have on hand, read ads, check coupons, and plan your shopping list before you go to the store.

Additional activities:

Use the other fact sheets in this series to help you teach this lesson.

Review main points:

- Using a shopping list and thinking before you buy can help you to save money.
- It's easier to make a list if you write down items as you run low.
- Plan menus for at least a week and check grocery ads and coupons as you make your list.
- Shop when you aren't hungry, when the store isn't crowded, and when you aren't rushed.
- Stick to your list to save money.

Number 1, 2005



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Shopping List

\$ _____ Food Budget

Fresh Produce	Canned Foods	Breads & Cereals
_____ \$ _____ _____ _____ _____ _____ _____ _____	_____ \$ _____ _____ _____ _____ _____ _____ _____	Bread \$ _____ Cereal _____ _____ _____ _____ _____ _____
Refrigerated Foods	Frozen Foods	Meats
Milk \$ _____ Eggs _____ _____ _____ _____ _____ _____	_____ \$ _____ _____ _____ _____ _____ _____ _____	_____ \$ _____ _____ _____ _____ _____ _____ _____
Staples	Nonfood Items	Other
Flour \$ _____ Sugar _____ _____ _____ _____ _____ _____	Toilet paper \$ _____ Laundry detergent _____ _____ _____ _____ _____ _____	Snacks \$ _____ _____ _____ _____ _____ _____ _____

Number 1 - 2005



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Shopping For Food

Teaching Guide

Topic: Choose Foods With Less Packaging To Save Money

Objective: To give participants information that helps them select foods which have the least amount of packaging without giving up food safety.

Supplies needed: Copy of fact sheet for each participant
Paper, pencil for each participant
Purchase examples of foods in different types of packaging and record the prices paid for each. Bring food packaging examples to the class. A few examples you will want to think about bringing:

- oranges in plastic bag or in Styrofoam and shrink-wrap
- orange (has own natural packaging)
- food in glass jar (fruit or vegetable)
- food in can (fruit, vegetable or soup)
- food in box (rice/cake mix)
- food in plastic bag (bread)
- food wrapped in paper (butter)
- food in plastic bottle (soda pop)
- food purchased in bulk

Teaching outline:

Grocery stores sell food in many types of packages. Different types of packaging are used for different types of food. Packaging helps keep food safe to eat. The food with less packaging usually costs less. When purchasing bulk food you need to think about how you will store it at home.

Food packages are meant to keep the food safe. Food packages were not made to be reused.

ASK participants to tell how some foods have their own packages. Have them list as many as they can.

Discuss the food packaging examples that were brought to class.

Discuss different ways the same food can be packaged. (Oranges are a good example.)

Discuss any differences in price between the packages of oranges.

Discuss why reusing food packaging may not be safe. Most food packages are designed for one use. Most food packages are designed only for the type of food that first came in the package. Reusing plastic and paperboard containers is not recommended because the package may not be safe if it is heated or used to hold acid foods. Reusing glass containers is usually acceptable.

Review main points:

- Food packaging serves a purpose, but it costs money.
- Some foods have their own natural packaging.
- Most food needs some packaging.
- Foods with less packaging usually cost less.
- Bulk foods usually cost less because they have less packaging, but you must think about how you will store the bulk food at home.
- Some food packaging should not be reused.

Number 7 – 2005



Shopping For Food

Teaching Guide

Topic: Keep Foods Safe During Shopping

Objective: To give participants information that will help them keep food safe from the grocery store to the table.

Supplies needed: Copy of fact sheet for each participant
Paper, pencils for participants
Thermometers to show
Large poster of danger zone for temperatures

Teaching outline:

ASK: How many here today think they have gotten sick because of something they ate? Allow time for discussion.

Food safety is important for our family's health. Germs, bacteria, and virus can get into foods any time after you buy them at the grocery store until you eat the food. Before you shop, you need to decide what foods you will be buying. Make sure that the grocery store is your last stop so you can get the food home and properly stored very quickly.

Today, we are going to talk about how we can keep the food we serve our families safe. We will look at ways germs, bacteria and virus can get into our foods when we buy, store, cook and serve them.

Think about where different foods are found in the grocery store. ASK: What foods are in the first aisle? What foods are in the last aisle? When you pick up foods from the refrigerator case, are they cold to the touch? When you pick up foods from the freezer case, are they frozen solid? If food is on sale and the package is torn or leaking, that food is not a bargain - the quality will be bad; and if the package is torn, bacteria may have had the chance to get into the food.

ASK: Have you ever picked up a package of chicken that was wet or leaking? Did you know that foods like raw meat may have bacteria in them that can cause food poisoning? If packages of raw meat are wet or leaking, you need to find a plastic bag for that food. The bag will keep the meat juice from touching the other foods in the grocery cart.

ASK: Have you ever heard of cross-contamination? That happens when, for example, a package of raw chicken is leaking juice, and you put it in the cart with raw fruits and vegetables. If the juice from the chicken gets on the raw vegetables and/or fruit, these foods may then have the bacteria on them. If the raw vegetables or fruit are not cooked or washed properly, family members can get sick from the bacteria.

ASK: Have you ever put groceries in the trunk on a hot summer day? The trunk is much warmer than the back seat of the car. So when the weather is warm, you should put groceries in the car and take them home as quickly as possible.

ASK: Should you rewrap meat and poultry before you put it in the refrigerator? If the store wrap is clean and not torn, it is best to leave the product in its original package. Rewrapping it may add more bacteria to the food. If you plan to freeze the food for two to three months, add some plastic wrap or aluminum foil to the store packaging.

Wash hands before and after handling raw meat and poultry to help prevent spreading germs, bacteria and virus.

ASK: How can you help keep foods safe during cooking? Make sure all surfaces and utensils are clean before you start. To sanitize cutting boards, counters and sinks, first wash them with hot soapy water. Then make a solution of one tablespoon of 5% chlorine bleach to a gallon of water. Put the solution on the surface and let it set for a few minutes. Rinse with clear water and pat dry. Use a clean dishcloth or sponge every day.

Make sure that ground meats are cooked until the juices run clear, ground beef is brown in the middle and the cooked meat is firm or flaky. The meat should not be pink to avoid getting food poisoning. Keep hot food hot - more than 140 degrees F.

ASK: What should you do about leftovers? Divide foods into small, shallow containers to help them cool more quickly. Put the food directly in the refrigerator or freezer. DO NOT COOL AT ROOM TEMPERATURE. Never refrigerate a large pot of food or a whole piece of meat such as a whole turkey.

Review main points:

➤ The basic food safety principles are:

- Keep hot foods hot - above 140 degrees F.
- Keep cold foods cold - below 40 degrees F.
- Cook all foods thoroughly.
- Keep everything clean.

Distribute fact sheets.

Optional Activity if you have more time:

The Food Safety TTT material includes a picture of a kitchen with several food safety mistakes. This sheet can be copied, and participants can look for the mistakes.

OR

The same lesson has a chart of the various types of foodborne illnesses. You can copy and hand out this chart and discuss the various types of foodborne illnesses; what foods they are found in; how they are destroyed; how individuals can help prevent foodborne illnesses in their homes.

Number 8 – 2005



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Shopping For Food

Teaching Guide

Topic: Read Food Labels To Choose Healthy Foods

Objective: To give participants information that will help them learn to read labels to select healthier foods for their families.

Supplies needed: Copy of fact sheet for each participant
Paper, pencils for participants
Several different nutrition labels/food containers (allow 2 or 3 for each participant so that they have a variety of labels to look at)
Food labeling flipchart (all Nutrition and Wellness Educators and FNP paraprofessionals should have a copy)

Teaching outline:

ASK: How many read the food labels when shopping for food? Allow time for discussion from participants.

Reading the food labels can help you feed your family healthier foods. If you look at the food labels on the foods that you buy, you can learn a lot about that food. For example, you can learn how much is in a serving, how many calories are in a serving and how many of the calories come from fat.

Today, we are going to practice reading some food labels. We will look at several different labels and learn how to plan meals using the food labels.

Distribute labels or food containers.

Look at the food container that I have given to you. Look at the front of the label first. ASK: What do you see? Can everyone find the name of the product? Do any of the products have statements that describe the nutritional quality of the product?

One kind of statement is a nutrient claim. These include words like "low fat," "high fiber," "reduced calories" and "cholesterol free." **ASK: Do any of you have any of**

these claims on the labels you are looking at? A claim like *reduced fat* on a jar of dressing means the dressing has 25 percent less fat than the regular dressing. *Light* means that the jar of dressing has at least 50 percent less fat or one third fewer calories than the regular one.

Health claims are also allowed, but only if the health claim is supported by research. One claim is "may reduce the risk of certain kinds of cancers."

Turn the food container and look at the box that says "Nutrition Facts." ASK: Can you find this box on all of the food packages that you have? The part of the label that gives the nutrition facts will help you see how a certain food fits into your total daily diet.

"Serving Size" information is the first thing you see. Serving sizes are given in usual household measures like cups and in metric measurements. All labels on all foods use the same information so it is easier to compare different brands of products. **ASK: Can you find the serving sizes on the labels you have?** The serving size is the amount of food that counts as a serving.

ASK: Can you find the amount of calories per serving and the number of calories from fat? This is the number of calories in the serving size listed above.

The next section of the label is called the "% Daily Values." **ASK: Can you find these? What is the percent daily value for the total fat on one of your food labels? What is the percent of cholesterol?** These daily values can be used to tell how much of a nutrient is in the serving size listed for that food. A high percentage means the food has a lot of that nutrient. If you eat more or less of the food, you need to change the % Daily Value for your daily food intake.

ASK: What should your goal be? You should choose foods that together give you about 100% of each of the nutrients each day. For nutrients like fat, cholesterol and sodium, you should eat no more than 100%.

Look at the ingredient list. ASK: What does it tell you? Order of ingredients are listed by amounts in descending order such that the first ingredient listed is in the greatest amount. **ASK: What ingredient is first on your list? Is there any sugar on the list? What are some other names for sugar?** Sucrose, lactose, dextrose, maltose, honey, corn syrup, etc.

Look at the food packages or labels you have in front of you. ASK: Do you think these foods are healthy choices? Which food is the healthiest? Why? Remember that all foods can fit into your daily eating plan. Some foods are just better for you than others. Foods that are high in fat, saturated fat, cholesterol and sodium should be eaten only sometimes, not every day.

Remember, it is okay to eat some higher fat foods IF you choose other foods in the same meal that are low in fat. For example, if you want to eat macaroni and cheese (high fat) choose fresh vegetables and fruit (0 fat) to complete the meal.

Distribute fact sheets.

Optional activity:

Have the participants work in groups to plan a meal using the food labels as a guide. Check their menus to see whether the foods they have selected would fall in the guidelines of less than 30% of calories from fat; each meal provides about 1/3 of the day's calories (approximately 750 calories); and contain foods from the food groups.

Review main points:

- Labels can help you serve healthy meals to your family.
- Claims on the label tell us about the food inside whether it is low fat or fat free.
- Labels tell us how much of a food equals a serving.
- Labels tell us how many calories are in a serving of the food and how many of the calories come from fat.
- The ingredient lists found on labels tell what ingredients are in the food and are listed from most to least amounts.
- Labels can help you know which foods have less fat, sodium and sugar.

Number 6 - 2005



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