

## Ohio SNAP-Ed Adult & Teen Programs Secrets of Savvy Shoppers

<b>Task Topic:</b>	Food Shopping
<b>Task Title:</b>	Secrets of Savvy Shoppers
<b>Teaching Message(s):</b>	<input checked="" type="checkbox"/> Decrease worry that food might run out before more can be bought. <input checked="" type="checkbox"/> Plan meals ahead of time. <input checked="" type="checkbox"/> Use MyPlate to make healthy food choices with a limited budget. <input checked="" type="checkbox"/> Use food labels to make better choices.
<b>Resources:</b>	Adapted from <i>ChooseMyPlate.gov</i> , <i>Dietary Guidelines</i> , Iowa State University Extension & Outreach

### Objectives for the Task:

1. Name at least 3 ways to save money when grocery shopping.
2. Describe one way to make food last until the next shopping trip.

### Materials needed for the Task (including Handouts):

- Masking tape
- Anchor activity response cards (printed on regular paper)
- Colored dot stickers (5 different colors, 10 of each color)
- Test Your Shopping Skills game board (printed on card stock)
- Test Your Shopping Skills questions, printed out and cut up into individual questions

### Food and Equipment for Demonstration and Sampling:

- [None needed for this task]

Some ingredients may not be available in your area. Feel free to make ingredient substitutions as necessary. If you decide to make a recipe substitution, please use a SNAP-Ed approved recipe from the What's Cooking? USDA Mixing Bowl website:

<http://www.whatscooking.fns.usda.gov/>

### General Materials List:

- |                    |                                |               |
|--------------------|--------------------------------|---------------|
| • Flip chart paper | • Post-it notes                | • Index cards |
| • Thought box      | • Markers                      | • Pens        |
| • Highlighters     | • Masking tape                 | • Name tags   |
| • VOICE principles | • Participant evaluation forms |               |



**Preparation:**

- Cut out the questions for the Test Your Shopping Skills game and place into an envelope or Ziploc bag.
- Set up for the Anchor Activity: Make a line about 20 feet long with masking tape. At one end of the line, place a piece of paper that says, “This does not describe me at all.” At the other end, place a piece of paper that says, “This describes me a lot.”
- Set up for the Apply Activity: Tape the Test Your Shopping Skills game board in a place where it is easily viewable to the participants.

**Key Points to Review:**

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- Include your purpose as the facilitator (i.e. to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health & nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles.
- Ask participants to sign in on the SNAP-Ed sign-in sheet.
- Remember to pass out the appropriate participant evaluation form at the end of the session, making sure to read the questions out loud to the participants.

**Transition:**

Last time we met, we discussed.... We also .... Who would like to share an example of ...?

Today, we will talk about practical things you can do to save money when you're at the grocery store while still buying healthy, nutritious foods. We'll play a fun trivia game to see who has the sharpest set of shopping skills. Let's begin today's lesson by focusing on physical activity. Daily activity keeps your body and mind strong. New research shows that simply standing, rather than sitting, was associated with better blood sugar, triglyceride, and cholesterol levels. Take standing to the next level by marching in place while you watch your favorite TV show for even more health benefits, like lower BMI.

*Physical activity guidelines can be found at the following websites:*

- Office of Disease Prevention and Health Promotion: [www.health.gov/paguidelines/](http://www.health.gov/paguidelines/)
- CDC: <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
- President's Council on Fitness, Sports, and Nutrition: [www.fitness.gov/be-active/physical-activity-guidelines-for-Americans/](http://www.fitness.gov/be-active/physical-activity-guidelines-for-Americans/)

**Anchor**

In the front of the room is a line that represents a range of responses, from “This does not describe me at all” to “This describes me a lot.” I'm going to read a couple of statements. After each statement, stand on the line to show your response.

“When I shop for groceries, I end up spending what I expect to spend for a week's worth of groceries.”



“The foods I buy when I go grocery shopping last me until I go grocery shopping again.”

“I end up making several unplanned trips to the grocery store.”

What are your observations after doing this activity?

### Add

The cost of food has gone up a lot over the past few years. According to Kiplinger, a typical family spends about 15% of their income on food. Therefore, it is essential to learn strategies for getting the most from the money you spend on food to feed your family in a healthy, nutritious way. We'll discuss several things you can do to help you get the most out of the money you spend on food when at the grocery store.

**Buy what you'll need to get through at least half the week – if not longer.** More frequent trips to the grocery store costs more: more money, as well as more time. To ensure you'll be able to have foods like fruits and vegetables all week long, buy a mixture of those that have to be used soon (like bananas) and those that can last a bit longer (like apples). For foods like fresh meat, which usually lasts just a few days in the refrigerator, cook larger cuts like a roast early on in the week, and toss thinner cuts of meat, like chops, in the freezer for later. Bread and rolls can also be refrigerated to last longer.

**Avoid “impulse buys.”** Here are some shocking statistics about these unintended purchases: Shoppers making a ‘quick trip’ to the store to “pick up a few specific items” usually purchase 54% more than they planned to. Impulse buys making up between 50% - 68% of a person's total grocery bill. To cut down on the amount of “impulse buys,” do a little bit of work ahead of time by going shopping less often, and using a list when you go. Once you are at the store, stick to your list to avoid the temptation of an impulse buy.

**Compare unit prices.** Each food item has a shelf tag that shows the unit cost. If the store you shop at does not, simply divide the number of ounces (or grams) of the package by the cost of the package to get the cost per ounce. This will help you see if that larger size is really a cost savings – sometimes it isn't!

**Don't pay for convenience.** Sure, those already-chopped peppers and onions might seem like a great buy, but you'll pay twice as much compared to chopping whole veggies at home. Plus, because they've been cut, they won't store as long as their whole counterparts.

**Read food labels.** A food might seem like a bargain until you flip it over and check the Nutrition Facts label. Foods that are high in sugar, solid fats, and sodium but that provide little vitamins or minerals are a waste of money. Make sure that the food you spend your hard-earned money on is full of nutrients that will benefit your health.

*Sources: America's Cheapest Family by J.D. Roth; The US Department of Labor Bureau of Labor Statistics*



Apply

*Instructions: Divide the participants into groups of 3-4 individuals.*

Let's "Test Your Shopping Skills" with a fun trivia game! Divide up into small teams. Each team will have a set of colored sticker dots. Decide which person on your team will serve as the team's "spokesperson."

There are six categories – Proteins, Fruits, Vegetables, Dairy, Grains, and "Other." For each of these six categories, there are 3 types of questions: Money; Nutrition; and Time.

I will ask each team one question. Your team will have one minute to discuss your answer, but only the team's designated spokesperson should answer for the team. If your team is right, I'll place a colored sticker on the game board. The team with the most colored stickers wins!

*Allow about 15 minutes to play the trivia game. Make sure to reinforce the concepts from the lesson as you ask the questions.*

Away

Write down one of the strategies we talked about in today's lesson that you will try the next time you go grocery shopping.

**Facilitator's Notes:**

*Be sure to print out a copy of the answer key to the Test Your Shopping Skills game!*

**Facilitator's Checklist:**

- ☐ Have I gathered all of the pertinent materials needed for the lesson?
- ☐ Did I spend the requisite amount of time covering each targeted message?
- ☐ Did I apply the principles of adult learning to my program?
- ☐ Did I create a comfortable and functional learning atmosphere?
- ☐ Did I fill out a Program Log with the necessary program information?
- ☐ Did I ensure that all participants signed the sign-in sheet?
- ☐ Did I read the survey instrument out loud to the participants?
- ☐ Did I collect all requisite survey instruments needed for today's lesson?

