

## Ohio SNAP-Ed Adult & Teen Programs Tools of the Trade

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

### Objectives for the Task:

1. Name one “tool” shoppers can use to save time or money at the grocery store.
2. Describe what elements should be included in a master grocery list, a price book, and meal planning.

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

- Scenario Cards
- Flip chart paper (3 pads) OR notebooks (3)
- Markers OR pens
- Grocery store flyers (3 copies each from 2 different stores)

### 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:

- Set up three stations for the Apply activity (Master Shopping List, Price Book, and Meal Planning). At each station, put out flip chart paper or a notebook, markers or



pens, sample grocery store flyers (from 2 different stores), and the scenario specific to the station.

### 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 simple shopping tools you can create and use to make your grocery shopping trips more efficient and less expensive. Let's begin our lesson by discussing some benefits of regular physical activity. Physical activity is an important component of a healthy lifestyle. It goes hand-in-hand with nutritious eating. Being physically active every day helps combat heart disease, keeps blood sugar levels in check, and contributes to emotional well-being. Conversely, some researchers believe that being overly sedentary can be as bad for your health as smoking. How much movement should you aim for each day? The Physical Activity Guidelines for Americans (PAG)'s current guidelines are to do 150 minutes (2 hours and 30 minutes) each week of moderate-intensity aerobic physical activity (such as brisk walking or tennis) and to do muscle-strengthening activities (such as lifting weights or using resistance bands) that are moderate or high intensity and involve all major muscle groups on 2 or more days a week.

*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

Think about your regular grocery shopping trips. What are some things you don't like about grocery shopping? What factors make grocery shopping easy, or fun?

*Write down participants' responses on flip chart paper. Discuss their reasons – probe for why they said certain responses.*



Add

Seasoned shoppers use many different types of tools to get the most out of their grocery shopping trips. While these ideas do require some prep work ahead of time, the upfront time investment is well worth the savings on the back end – time and money!

**Create a Master Shopping List**

Whether your list is a printed, organized masterpiece, or on the back of an envelope, the time spent making the list is less than returning to the store for a forgotten item, plus, it reduces the incidence of purchasing “impulse buys.” Having a master grocery list that you can customize each week will help you save even more time. Your master grocery list should contain foods you buy regularly, as well as blank spaces for additional items you don’t buy every week. To make your master list, you might consider organizing it by store layout, or by sections of the grocery store. This will help you save time when actually shopping.

**Compile a “Price Book”**

Use a price book to find real deals. This simple system helps you monitor the prices of frequently purchased products. It’s easy to make your own price book; just follow these 3 steps:

- Find or buy a small address book or notebook.
- Write down the product name, package size, price, store and date.
- Compare the written prices to advertised specials. After a few weeks you’ll know the best prices and be able to stock up so you never pay the “regular price.”

**Master meal-planning basics**

Having even a rough idea about the types of meals you intend to make for the week can help you use your time and money wisely at the store. Think about what your family likes to eat and what you have on-hand – use this to plan out what you might serve for the upcoming week’s meals. Then, check the store ads to determine if any of these foods are on sale. (Likewise, you can look at the store ads for ideas for what to serve that week.)

What are your questions about these shopping “tools of the trade”?

Apply

*Divide participants into three groups by having each participant count off from 1 to 3. All “1”s should be directed to the “Master Shopping List” station, all “2”s should be directed to the “Price Book” station, and all “3”s should be directed to the “Meal Planning” station.*

It’s time to practice some of these skills we just learned about. I have placed you at one of three stations. Each station has a scenario and some flip chart paper. In your groups, read your scenario, and then, as a group, help the person in the scenario develop the shopping tool specific to your station (Master Shopping List, Price Book, and Meal Plans).



*Allow 15 minutes for participants to complete this activity. When they are finished, have them share with the others 1 or 2 things they did to help develop the shopping tool at their station.*

Away

Think about the shoppers' tools we discussed today. What is one tool you think you will try to incorporate over the next week or two?

**Facilitator's Notes:**

**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?

