Lesson 4
Smart Shopping

Purpose
The purpose of Lesson 4 is to help participants apply what they’ve learned about meal planning, portions, label reading, etc. to help them compare/choose items at grocery store.

Learning Objectives
- Participants will be able to find healthy and affordable foods in each of the food groups.
- Participants will be able to use the plate, food groups & portions and Nutrition Facts labels, ingredient list and unit pricing to compare items at the supermarket.

OFNP Key Message
1. Balance calorie intake from food and beverages with calories expended.
2. Eat a variety of nutrient dense foods every day.
3. Use Nutrition Facts label to make food choices.
4. Plan ahead to stretch food resources.

Leader Preparation
- Review Lesson 4 Script & Lesson 4 Activities
- Confirm supermarket tour arrangements
- See Implementation Guide for more hints on setting up grocery store tour

Materials Needed
- Food Models for reinforcement/comparisons
- Easel & marker to write shopping list
- Nutrition Facts handout for review
- Sample Shopping List (blank) handout or on flipchart
- Menu for Shopping List handout to use to create shopping list
- Shopping List (optional handout)
- Supermarket Scavenger Hunt handout (this is a sample you can adapt)
- Food Records (optional)

Estimated Teaching Time
Greeting & review - 15 minutes
Plate method & Nutrition Facts review - 15 minutes
Smart Shopping Intro - 10 minutes
Tour - 45 minutes
Goal Setting & Closing - 15 minutes

Note: During grocery tour, it’s important not to encourage one brand of product over another or to say negative things about a particular brand or food item. Present information that will help participants make their own choices.

Materials, slides, handouts
Lesson 4
Smart Shopping with the Plate Method
Greeting & Review Action Plans

Welcome back for Lesson 4. Just like we do each week, I'd like you to take a look at your “Steps to a Healthier Me”. Please comment about your efforts.

You can summarize: last week you learned how to use the food labels to compare items and how they might fit on your plate. We talked about how to choose healthy snacks and discussed steps towards being in control of your lifestyle choices. Today we go to the store to practice what we’ve learned.

Take time for participants to share; interject with appropriate comments that relate back to building motivation and taking charge of lifestyle choices. Keep comments in mind for goal-setting activity at the close of this lesson.

Presentation: Planning for Smart Shopping

(This section is optional. Assess the needs of your participants; some may be more skilled at deriving a grocery list from recipes than others. At the minimum, discuss planning steps one should take before going to the grocery store.)

An important skill to learn when you are planning healthy meals is – how to shop. You can design the best meal in the world, but if the food isn’t in your house, that meal has no chance of turning into reality.

What are tips to keep in mind before you get to the grocery store? (Brainstorm a list of ideas which may include the following; use flipchart if available):

- Plan weekly menus of main dishes.
- Make a grocery list.
- Create a grocery list based on how the store is arranged.
- Check for sales and coupons in newspaper or online.
- Shop when not hungry or rushed.
- Compare cost of items in the store using unit pricing (shows cost per unit, ounce, pound, etc).
  
  Example: Pears—16 oz for .89 with unit price of 5.6/oz compared to 15 ½ oz for .80 with unit price of 5.2/oz. Second choice is less expensive.
- Buy store brands if cheaper.
- Purchase items in bulk or as family packs if you will use or freeze for later.
- Choose fresh fruits and vegetables in season; buy canned vegetables with less salt.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Distribute menu &amp; recipes (or display in</td>
<td>Let’s use this sample day’s menu with recipes that match to develop our shopping list. Here is a blank shopping list, organized by grocery categories. We will write down each food necessary to prepare these meals.</td>
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<td>front of the group as written on a flipchart)</td>
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<tr>
<td>Use blank “Shopping List” handout.</td>
<td>Let’s start with produce. This section is typically found on an outside edge of the store and is a logical place to begin your shopping trip. (Identify produce needed to prepare the meals and list in appropriate space.) Next we’ll list milk/yogurt products (identify products), and so on through the list...see completed shopping list for comparison.</td>
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<tr>
<td>“Sample Shopping List” Handout</td>
<td>Now we have a shopping list to guide us through the store. In each area we will have some specific foods to look for. You’ll have many opportunities to compare products and ask question.</td>
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<td>Distribute “Scavenger Hunt” worksheet</td>
<td>I want to remind you or our philosophy as we tour the grocery store-- there are no good or bad products in the grocery store, just choices. Please avoid saying negative things about specific brands.</td>
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<tr>
<td>Refer to Nutrition Facts handout from last class.</td>
<td>(A “Sample Shopping List” handout is also available. It provides participants with reminders of healthy foods to purchase. Spaces are provided to add more foods).</td>
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**Activity: Scavenger Hunt**

Scavenger Hunts keep participants engaged in the learning. In the left margin and at the end of this lesson you will find ideas for what to include in your hunt. You can complete as group as you move to different sections of the store or cut the items on the handout into strips and have each person draw one to “hunt” during the tour. Some leaders send participants out in pairs to find items. A time is chosen for everyone to gather and discuss their findings. However you approach this, encourage participants to pick up food items and compare labels/unit price as you tour.

**Review: Nutrition Facts panel on label**

Before heading out on tour, plan to show examples of food labels for review. Consider comparing a “lite” product with a regular version or arrange for a taste comparison with the store manager. Examples might include beverages, cookies or frozen desserts.

**Activity: Supermarket Tour**

Organize your trip to match the store’s layout and your scavenger hunt items.
Keep your group small; have extra leaders or organize multiple tours during the week. Your group may want to concentrate on 2 or 3 areas of the store only. Tailor the tour for them and keep their stamina in mind. Quite a few areas of the store are listed below...this does not mean you need to visit each one. Make this tour as valuable to your participants as you can, based on what you have learned about their habits and experience.

**Produce:** Here’s where we make ½ the plate fruits and vegetables. Fruits and vegetables are full of vitamins, minerals, fiber, and are low in fat and sodium. The ultimate fast food—many come in their own packages such as banana or orange!

Review fruit portions: what would be equivalent to 1 cup (re: baseball). Examples: 8 inch banana = 1 cup, <6 inch banana = ½ cup; ¼ melon wedge = 1 cup; 1 medium potato = 1 cup; 12 baby carrots = 1 cup

Some people shy away from the produce area for fear that fresh fruits and vegetables are too expensive. When one looks at price per pound, it can seem like produce is expensive. By changing that to price per serving you may be better able to compare to other forms of the food, like frozen or canned, or to different foods.

For example, if apples are $2.00 per pound, that may seem too expensive. But consider a pound of apples is 4 pieces of fruit, each apple costs 50 cents. Compare that to the cost per serving of canned applesauce or to a different fruit like bananas. You can also compare it to the cost of a soda pop or a cup of coffee and 50 cents doesn’t seem too much for a healthy food!

**Dairy:** Look for dairy products that are made with lower fat milk. Skim (fat free) and 1% (low fat) milk and yogurt have less saturated fat and cholesterol.

Compare calories/sugar in plain or light yogurt with regular. Compare calories/fat in different types of milk—flavored, whole, skim deluxe, etc.

**Meat, Poultry, Fish, Eggs, Cheese:** Meats and cheese contain saturated fat and cholesterol which can lead to higher risk of heart disease. Cuts of meat with the word "loin" or "round" are typically leaner (do a visual comparison). White poultry meat is leaner than dark meat. Ground white turkey could substitute for hamburger.

Consider eating fish/seafood more often. Most fish is low in saturated fat and the fatter varieties are rich in omega 3 fatty acid. Fatty fish include: salmon, trout, herring, tuna, mackerel, sardines.

Eggs are a low cost protein source. Although the yolk is high in

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### Scavenger Hunt Ideas

- **Produce Area**
  - Find a fruit you have never tasted
  - Compare the cost/serving of two of your favorite fruits
  - Compare the cost of bag salads to salad ingredients

- **Dairy Area**
  - How do soy milk and cow’s milk compare in terms of calories?
  - How many calories are in different yogurt products? Which ones will fit best into a Plate Method meal or for a snack?
### Bakery
What food group is this? Notice how the serving size varies (show what one ounce portion would look like and compare to large portion such as bagel). What should you look for in on the label in this group? Look for items that are made with whole grains by checking the ingredient list.

**Bread**: Look for “whole grain” or the name of a whole grain, such as “whole wheat” or “whole oats” as the first item on the list of ingredients, look for fiber on the Nutrition Facts panel.

*Have participants search for various items (small bagels, buns, muffins; whole grain breads, buns; check calorie/fat content of sweet rolls, donuts). Explain how to determine one-ounce equivalent portions.*

### Cereals
Have participants find their favorite cold/hot cereal and review the Nutrition Facts label. Look for serving size, total calories, whole grains, fiber content per serving.

### Crackers & Cookies
Compare serving size, fat, total calories and fiber (and cost) of various items, including "reduced fat/sugar" items. Help participants determine the portion that is one-ounce equivalents from the grains group.

### Margarine/Butter
There are many choices in this section. Which should you choose. Ideally you would choose a liquid oil such as olive or canola. Your next best choice would be a soft margarine made with liquid vegetable oil.

*Compare labels for saturated fat, liquid oil, trans fat.*

### Seasonings
By using herbs and spices you can flavor foods without relying on excess salt or fat. You can purchase single herbs/spices or mixtures that impart flavors common to ethnic foods, such as Italian, Mexican, etc.

### Canned & Dry Foods
Vegetables: Canned vegetables are usually higher in sodium content, but there are many low- or no-sodium products.
What is the price difference between low sodium and regular canned vegetables?

Compare nutritional content of 100% juice to a fruit punch

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<th>“Food Records” Handout</th>
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available. Another alternative is to buy frozen vegetables or rinse canned vegetables in water to remove some salt.

Fruits: Fruits canned in juice, water or light syrup will be similar in calorie content to fresh fruit. Individually packaged fruits are convenient, but more expensive than larger cans.

Pasta: Try whole wheat pasta as a whole grain. A one-ounce equivalent is about ½ cup cooked pasta.

Rice: Brown rice is a whole grain. Compare cost (price per lb or serving) of plain rice to convenience rice and pasta mixes. Instant brown rice is a quick way to include whole grains.

If you have time...ask your group to plan a spur of the moment balanced meal from items in the store. Example: 2-3 oz. rotisserie chicken, ½ c. seasoned brown rice, 2 cups tossed salad with reduced fat dressing, 1 cup skim milk and ½ cup mandarin orange slices.

Build Motivation & Set Weekly Goals

Close the session with questions that assess participant interpretation of the information presented:

- Briefly review the Scavenger Hunt worksheet.
- How will you be able to use the information presented here today? How do you think a person’s shopping habits will help them eat healthy?
- Encourage participants to set an action step for “Meals” and “Movement”. Take some time to write it down and share (verbalize) your plans with at least one other person.

Closing

Ask participants to bring a favorite recipe with them to the next class, since activities will include altering recipes for health.
Lesson 4 Activity: Ideas for Supermarket Scavenger Hunt

Assign items and have participants report back to the group.

1. Find a new fruit you would like to try.
2. Find a new vegetable you would like to try.
3. Compare the cost per ½ cup portion of two fruits you often buy.
4. Compare the cost per serving of bag salads to salad ingredients.
5. How do soy milk and cow's milk compare in terms of total carbohydrate?
6. How much total carbohydrate is in one cup of chocolate milk?
7. Compare different yogurt products for their total carbohydrate and calories.
8. Compare fat and cost per 4 ounce portion of extra lean ground beef compared to lean ground turkey or chicken products.
9. Compare fat and cost of a one ounce portion of different cheeses.
10. Compare fat and protein content and cost per 2-3 ounce portions of soy products.
11. Compare cost per 1 egg vs. 1 egg portion of egg substitutes.
12. Compare fat/calorie/sodium/cost per 1 ounce serving of various breakfast meats (bacon, sausage, luncheon meats)
13. Find a loaf of bread with whole grain listed as the first ingredient. What is the cost per one ounce-equivalent serving?
14. How many ounce-equivalents of grain does a bagel provide? English muffin?
15. Find a cracker with whole grain listed as the first ingredient. What is the cost per one ounce-equivalent of grain? How many crackers is that?
16. How does the carbohydrate content of fat-free dressing compare to regular?
17. What sugar substitutes do you find in this store?
18. What is the price difference between low sodium and regular canned vegetables?
19. Compare carbohydrate content of 100% juice to a fruit punch
20. Find a frozen dinner that looks good with 10 g or less fat. How would this compare to a Plate Method meal?
Shopping for Specials
Scavenger Hunt Worksheet

1. Find a fresh fruit or vegetable that’s in season. Figure out how much it would cost per serving (fruit = about size of baseball, vegetable = about 1 cup).
   Describe Item:
   Cost per serving: $ __________

2. Choose a bread that your family likes AND that has fiber. What is the first ingredient listed? ______________________________ Is it a whole grain? Yes /No
   Describe Item:
   Cost for 1 loaf: $ __________

3. Find a cereal that is a high source of iron (over 20% Daily Value) and moderate in sugar (less than 10 grams).
   Describe Item:
   Cost per unit price: $ __________

4. Find a cracker or cookie that is low fat (less than 3 grams of fat) and has no hydrogenated or trans fat.
   Describe Item:
   Cost per unit price: $ __________

5. Compare milk and milk alternatives such as chocolate milk, whole milk, soy milk. Look at calories and saturated fat.
   Describe your choice.
   Cost per unit price: $ __________

6. Find a cheese that’s on sale. How much saturated fat per serving?
   Describe Item:
   Cost per pound: $ __________

7. Find a frozen dinner you might eat that is under 400 calories. What would you have to add to get all the food groups on the plate?
   Cost per package: $ __________

Total Cost all Items: $ __________________