

FE-000-08, CCNE: Shop Smart and Save

Client-centered 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.

Snapshot of Group Session:

CCNE Lesson Title: CCNE: Shop Smart and Save

Developed by: Texas WIC State Office

Date Developed: 11/2010

Approved by: Texas WIC State Office

NE Code: FE-000-08

Class Description: This class uses group discussion and a short video that covers ways to save while you are grocery shopping. The instructor guides the discussion and encourages clients to share helpful hints about shopping and planning ahead to keep within their budget.

Target Audience: All Categories

Type of Learning Activities: discussion, video, hands on activity.

Part 1: Planning the Nutrition Education Session

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Item	Notes for Planning the Session
<p>Learning Objective(s) – <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"> • Name one way they can plan ahead for their next shopping trip. • Share tips on ways they save at the grocery store.
<p>Key Content Points – <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"> 1. How to get the best value at the store by comparing products price, ingredients, and nutrition. 2. Methods for planning ahead for shopping trips. 3. Techniques to help participants stick to the items on their shopping list.
<p>Materials – <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"> • DVD “Feeding, Cooking and Shopping for Healthy Families” Stock no.DV0609. • DVD player • Examples of store brand and name brand products like; whole grain rice, cereal, bread packages, and juice with visible nutrition label, and ingredient lists. • Shop Smart Checklist hand-out (pdf. file) • (Optional) Shopping list pads or hand-outs. • (Optional) Flipchart or white board
<p>Resources – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p>	<ul style="list-style-type: none"> • The following web site has an example of shopping list that can be printed out for participants; http://www.health.gov then search “dietary guidelines”. • The following web site has tips and material for the instructor to review about shopping on a budget; http://www.nal.usda.gov then search “shopping on a budget”.
<p>Class Flow & Set Up – <i>Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</i></p>	<p>Arrange chairs in a circle, leave room for baby carriers and strollers. Plan to sit in the circle with the class.</p> <p>It may be helpful during the discussion to write participants’ responses on a white board or flip chart. This will help the instructor keep the session on track and summarize it at the end.</p>

Part 2: Session Outline

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Item	Notes for Conducting the Session
<p>Introduction: Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda exploring ground rules, making announcements, etc.</p>	<p>After welcoming the participants, introduce the class by saying something like:</p> <p>Have you ever tried to make a quick trip to the supermarket to grab just the essentials and somehow you wind up walking out with a cart loaded with groceries that you hadn't planned on buying? This happens to many of us. Today we are going to share with each other ways that we have found to "Shop Smart and Save" and watch a video that will provide us with some helpful shopping tips to maximize our savings.</p>
<p>Icebreaker: 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>Ask parents to share their name and state at least one impulse item they bought that wasn't on their shopping list the last time they went grocery shopping.</p> <p>Explain that impulse items are products that you did not need or plan to purchase. Example: buying candy at the checkout line.</p>
<p>Activities: 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>DISCUSSION:</p> <p>Ask several open-ended questions that prompt parents to share ideas and experiences about grocery shopping for their families and money saving tips.</p> <p>Possible questions include:</p> <ul style="list-style-type: none"> • What are some ways you plan ahead for your grocery shopping trips? <ul style="list-style-type: none"> ○ Plan meals for the week, use a shopping list, check your refrigerator and food pantries to see what foods you need, and look at store sales ads and coupons. • How do you find the best values or deals? <ul style="list-style-type: none"> ○ Buy frozen fruit and vegetables, buy produce in season, read unit pricing labels, use coupons or store flyers, shop on the EDGE and stay on the outside aisles of the store where you will find all the fresh foods, avoid center aisles that contain packaged and processed foods. • What is the difference between brand name and store brand foods?

Item	Notes for Conducting the Session
	<ul style="list-style-type: none"> ○ Have examples of name brand and store brand food products. Pass around the name brand and store brand products so participants can compare differences and similarities after looking at the ingredients list and nutrition label. (For example; pass out HEB brand orange juice and Tropicana brand orange juice containers. Then have participants compare nutrition label and ingredients list. Write down on a flip chart or white board similarities and differences between the two brands.) ● Now that you have compared which would you buy and why? <ul style="list-style-type: none"> ○ Often times there are very little differences between store brand and name brand products when it comes to ingredients and nutrition facts. Price is also big factor when determining which product to buy and store brand products are often cheaper. ● How does reading labels help with smart shopping? ● Compare cost, nutritional information, different brands. ● Think about the last time you went shopping and you felt hungry or tired. How did those feelings affect your shopping trip or the items you bought? ● What are some ways stores try to get us to buy products that are not on our list? ● Buy one get one deals, product samples, candy by the checkout lane, in store coffee shops. <ul style="list-style-type: none"> ○ How can we avoid this? ● Stores will often set up aisles so that products children like are within their reach. How do you shop with your children and stick to your list? <ul style="list-style-type: none"> ○ Teach them to read labels, let them pick out colorful fruits or vegetables, have them find items on the list. <p>Pass out the handout “Shop Smart Checklist” and let the participants know they will be watching a video called <i>Shop Smart and Save</i>. Ask them to use the checklist while watching the video to check off items they already do, and things they would like to try at their next trip to the grocery store.</p> <p>VIDEO: Show only segment 4: “Shop Smart and Save” (8:23 minutes English, 10:11 minutes Spanish) From DVD “Feeding, Cooking and Shopping for Healthy Families” (Stock No. DV0609).</p>
Review and Evaluations:	

Item	Notes for Conducting the Session
<p><i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p>	<p>Review the ideas that the group came up with. If you've written these down on a flipchart or board during the discussion, refer to the list. Then ask:</p> <ul style="list-style-type: none"> • What is one way you can plan ahead for your next shopping trip? • What is a good shopping tip you learned today that will help you save on your next grocery bill?
<p>Personal Review of Session (afterward): Take a few moments to evaluate the class. What will you change?</p>	<p>What went well?</p> <p>What did not go as well?</p> <p>What will you do the same way the next time you give this class?</p>
<p>Supplemental Information – Describe any attachments and include any other needed information.</p>	