

### **Lesson 1.3: Shop with a List**

**Background (Read before you teach):** Shopping practices vary among Latino households, due to regional differences, length of time in the US, income, and education. Among Latinas in California, grocery stores, and discount, bulk-purchase stores are all used equally as the main food store but women who have lived in the United States longer period are more likely to shop at supermarkets, compared to less acculturated women (Ayala, Mueller, Lopez-Madruga, Campbell, & Elder, 2005). In North Carolina, where Latinos have recently settled, participants express a preference for fresh produce (over canned or frozen) since these items are easier to use in their traditional recipes (Fish, Brown, & Quant, 2015). Yet, many may not consider farmers' markets, community gardens, and roadside stands to be viable alternatives to purchase produce due to lack of transportation, garden space, or time. Supermarket tours may be especially helpful to more recent immigrants from Latin America (Ayala, Mueller, Lopez-Madruga, et al., 2005; Cortes, Millán-Ferro, Schneider, Vega, & Caballero, 2013). Other key strategies included personalized feedback on the nutritional value of foods in the family's typical grocery purchases and label reading exercises using participants' favorite foods.

**Teaching Tip:** This lesson reinforces messages that will be taught later in the "Read the Label", "School's Out: What will you feed your children" and "Understanding Food Ads" lessons. The key underlying theme for all these lessons is to stock the kitchen and pantry with healthy foods and beverages, rather than items that are high in solid fats, added sugar, and /or sodium. If you cannot arrange a supermarket tour, teaching people to review the advertising papers from local stores and nearby supermarket can help prepare them for shopping trips.

**Target Audience:** Mexican-origin families with young children, ages 3 to 8 years

**Key Message:** Plan your shopping trip to buy healthy foods and save money.

**Objectives:** By the end of the lesson, participants will be able to:

- Plan a meal using items on sale;
- Write a shopping list for one meal; and
- Explain to children why the family will only buy foods on the shopping list.

**Materials:**

- Ads from local grocery store;
- Paper and pencils;
- MyPlate poster; and
- Supplies and recipes for food tasting (suggested Zucchini Stir Fry)

**Handouts:** Recipes, Make a list handout; and (optional) [MyPlate](#) “What’s on your plate?” mini-poster

**Set-up:** Collect several local grocery store advertisement newspapers (enough for groups of 2-3 participants) before class.

**Opening (Anchor):** (10 min) Welcome! Review what was covered last time and ask if families have made changes, based on their goals. Congratulate and encourage them to keep on trying. Today, we will be talking about how you can plan your shopping trips to the grocery to buy healthy foods and save money, too!

Begin the discussion with an open-ended question. Choose one of the following:

- **Ask:** How is shopping for food different here in the US than shopping in Mexico? What makes it difficult to buy only what you had planned to buy when you go into a store? Or
- Think about the things that are most important to you: saving time, saving money, not running out of food, taste, or having healthy meals and snacks. **Ask:** Which is most important to you? (Ask participants to raise their hands).

Summarize their responses and emphasize the importance of planning a shopping trip to be able to make the healthiest food choices, have enough food to last for the month, and save money and time by not having to return to the store too soon.

**Lesson (Add):** (15 min) Discuss the following points:

- Let's talk about the steps in planning meals for your family. **Ask:** how do you currently decide what to prepare and what to buy?
- Summarize & add to participants' answers:
  - Check for foods on hand. Use up first those items that might spoil.
  - Check for sales. Look for items that can be used with foods you have on hand.
  - Plan a healthy meal. Add other foods to serve at the meal, thinking about MyPlate.
  - Prepare foods that your children like. You might ask your children for ideas, giving them some healthy choices. For example: Should we have broccoli or carrots at our meal? Getting buy-in from your children in making a list may make it easier later on.
  - Make a list. Write the amounts of foods needed. Don't forget to add other items that you need and are on sale, like soap or toilet paper.
  - Think about how much money you want to spend. Include WIC vouchers or SNAP (food stamp benefits).
- Many people can easily make a list. The hard part is sticking to the list, especially if you notice other specials and ads when you walk into the store. **Ask:** What are some ways that you can stick to your list and avoid spending more than you planned?
- Summarize & add to participants' answers
  - Take only the amount you plan to spend for the items on your list.
  - Avoid shopping when you are hungry, tired, or in a hurry.
  - If possible, leave children with another family member or friend. If you need to shop with children, get buy-in from your family on what you will buy before going to the store. Give children tasks, such as helping to weigh the produce or find the milk.
- Some parents have to bring their children with them on shopping trips. **Ask:** How can you avoid buying items that your children request in the store, especially less healthy foods and beverages? Encourage positive reasons, like "I want our money to buy foods that will keep you healthy". If time allows, invite two participants to role play a situation where a child asks for an item, like a bag of chips or a soda, or other food not on the list.

**Activity (Apply):** (25 min) While the assistant begins the food demonstration, the educator guides participants in planning a meal and making a shopping list

- Distribute paper, pencils, and fliers from local stores with coupons and/or announcements about specials

- Explain that they will work in pairs to plan a meal, using items they have on hand and items that are locally on sale. Ask them to write the menu for the meal and a shopping list. If time allows, have them create the list by section of the grocery store (eg. dairy, produce, or meat section).
- Have pairs share their ideas, telling what was used from the ads and what they had on hand. **Ask:** How would you work with your family to come up with an acceptable, healthy, and economical meal?
- Food demonstration, tasting and sharing. Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step-by-step how the food is prepared. Serve samples for tasting. **Ask:** What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?

**Closing (Away):** (10 min) Pair-up and set specific goals

What did you learn from this class? Why is the information important to you? Choose a goal to work on this month (week). Try to choose small changes that you can make within a week. For example, "The next time I go shopping, I will try to stick to my list by doing \_\_\_\_."

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

### References and Resources:

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Spanish:

[https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/Mini-Poster\\_Spanish\\_508.pdf](https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/Mini-Poster_Spanish_508.pdf)

English:

[http://www.choosemyplate.gov/sites/default/files/audiences/mini\\_poster\\_English\\_final.pdf](http://www.choosemyplate.gov/sites/default/files/audiences/mini_poster_English_final.pdf)

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