

**You will need:**

Coupons

Flip chart or white board

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Lesson 5 – Saving Money on Food

Purpose: To find ways of saving money on food.

Instructor’s Note: There are two basic kinds of coupons:

Store coupons are found in flyers or newspaper ads. They offer reduced prices on a specific item or sometimes a specific item free with the purchase of a certain dollar amount. They are usually only valid for one week or less.

Manufacturer’s coupons are sent out in advertising flyers, sometimes with newspapers. They are also found in magazines. These kinds of coupons are often for new products and convenience foods.

Manufacturers use coupons to advertise a product that they want consumers to buy. They are usually valid for several months.

Coupons may encourage shoppers to buy food they don’t need.

Sometimes a brand name product with a coupon still costs more than a comparable store brand at the regular price. If you only buy one brand of product, a coupon for that brand will save you money.

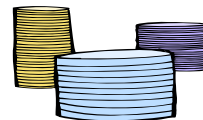
Activity 1.1 - Using Coupons

Literacy Stage 1

1. Tell learners that using coupons can help reduce the cost of food. Show them an example of a coupon and tell them about the type of information they should find on them. Explain that time; organization and planning are necessary to effectively use coupons.
2. Hand out coupons to learners. Ask them to look at the coupons one at a time and answer the following questions.
 - Is there an expiry date? If so what is it?
 - Do you have to buy a specific size? If so what is it?
 - How much do you save?
 - Is this a product that you usually buy? If not, can you substitute it for something you normally buy? If yes, will it be cheaper than what you usually pay?
3. Ask learners to write their answers down.

Activity 1.2 - Saving Money on Food

1. Ask learners what they do to reduce food costs. Do they use coupons, look for sales in flyers, buy in large quantity, etc?
2. Write learners suggestions down on a flip chart or white board. Add other suggestions if needed.
3. Ask learners to write down three things they can do to lower their food costs.





Tip: Tell learners that the cost of food does not necessarily indicate its nutritive value. Many lower-cost foods provide excellent food value.

You will need:

Food flyers or newspaper ads
 Flip chart or white board
 Coupons

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Lesson 5 – Saving Money on Food continued...

Activity 2.1 - Rate Your Shopping

Literacy Stage 2

1. Tell learners it is a good idea to use grocery store ads to save money.
2. Give each learner a food flyer or newspaper ad. Ask learners to call out an item on sale, the regular price, if shown, the sale price and the amount of the saving. Do this as a group using a flip chart or white board.
3. Hand out [Activity Sheet 3.7: Rate your Shopping](#). Ask learners to read the statements and answer with “yes” or “no”.
4. Ask learners to read the statements out loud. Discuss answers.

Activity 2.2 - Menu Planning with Flyers

1. Tell learners that food flyers and newspaper ads are used to advertise weekly specials. Talk about how these specials can help keep food costs lower.
2. Hand out food flyers or newspaper ads. Have learners work in groups of two or three to plan a two day menu using as many foods on special as they can.
3. Ask learners to write down the menu and present it to the class.

Activity 3.1 - Money Savers

Literacy Stage 3

1. Hand out [Resource Sheet 3.10: Money Saver Tips in the Grocery Store](#). Ask learners to read it out loud or read them together as a group. Talk about each point.
2. Ask learners to write down three points that they would most likely use when they shop.

Activity 3.2 - Money Saving Ideas

1. Talk to learners about money saving ideas when shopping in different food store departments. Give them some examples.
2. Split learners into groups of three or four.
3. Ask groups to make a list of money saving ideas that they use or are familiar with.
4. Have each group present their list to all learners.
5. Ask learners to write down the top five money saving ideas that are important to them. Talk about their choices.



Rate Your Shopping

Answer **yes** or **no** to the following questions.

- _____ 1. Do you buy store brands when available?
- _____ 2. Do you set a limit on the amount of money you will spend on groceries?
- _____ 3. Do you know what foods *Canada's Food Guide* recommends for good health?
- _____ 4. Do you plan your meals before you shop?
- _____ 5. Do you shop with a list?
- _____ 6. Do you try to avoid impulse buying?
- _____ 7. Do you use unit pricing to compare prices?
- _____ 8. Do you sometimes buy foods in different forms such as fresh, frozen, dried or canned?
- _____ 9. Do you look at the food flyers and newspaper ads before you shop?
- _____ 10. Do you buy vegetables and fruits that are in season?
- _____ 11. Do you choose cereals for good nutrition rather than sweet taste or fancy packaging?
- _____ 12. Do you read food labels to compare nutritional value between products?



Money Saver Tips in the Grocery Store

Bakery Department

- Plain breads are usually a better buy than rolls or specialty breads.
- Sliced bread may cost more per loaf than unsliced, but could cost less per serving as slices are usually thinner.
- Buy day-old bread and freeze it. It will keep up to two months in the freezer.

Dairy Department

- The higher the fat content of milk products, the higher the price. For example whole milk (homogenized) is more expensive than 2%, 1% or skim milk. Fat content is marked as a per cent of butterfat or milk fat (% BF or MF).
- Flavoured milks and yogurts cost more than plain ones.
- Compare the price of cheese packaged in store to similar prepackaged or sliced cheese to determine the best buy.

Produce Department

- Buy fresh vegetables and fruits when they are in season or on weekly specials.
- Buy canned or frozen vegetables and fruit in the winter when fresh produce is expensive.
- Buy only what you need so it doesn't go to waste.

Meat Department

- Take advantage of meat specials. Buy for more than one meal if you have freezer space and you can afford it.
- Regular ground beef is usually a better buy than lean or extra lean ground beef if you are using a cooking method that drains off the fat.
- Buy chicken pieces with the bone-in, skin-on instead of boneless skinless chicken breasts. Or purchase a whole chicken and cut it up yourself, rather than buying individual pieces. To reduce fat content, skin can be removed after purchase.

Dry Goods

- Try to use canned or dried peas and beans regularly. They are a good meat alternative and are very low in cost.
- Food from bulk bins is often cheaper than prepackaged product and you can buy exactly what you need.
- Store brand peanut butter is usually the best buy. Peanut butter is also a good meat alternative.
- Buy unsweetened ready-to-eat cereals rather than the higher cost sweetened ones. Compare cereals by unit price rather than by package price. Large packages are usually a better buy than small ones.

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Lesson 6: Emergency Food Shelf

Purpose: To teach the importance of keeping a supply of non-perishable foods on hand.

Instructor's Note: An emergency shelf is a stock of food that keeps well without being in the refrigerator. For people who have trouble stretching their money from one payday to the next, it may be a good idea for them to keep an emergency shelf. This is also useful for people who are not always able to go to the store. Food that is used up from the emergency shelf should be replaced on the next shopping trip.

Activity 1 - What is an Emergency Shelf

Literacy Stage 1

1. Talk about what an emergency shelf is.
2. Hand out [Resource Sheet 3.11: Emergency Shelf](#). Read the information together as a group. Discuss.
3. Ask learners if they have emergency shelf foods or if they think it is a good idea.
4. Ask learners to write down the foods they have that could be part of an emergency shelf.

Activity 2 - Emergency Foods List

Literacy Stage 2

1. Ask learners what they think an emergency shelf is. Discuss their answers.
2. Split learners up into groups of two or three. Ask them to come up with a list of foods that would fit into an emergency food shelf.
3. Ask them to write down their list and present it to the class.

Activity 3 - Emergency Shelf

Literacy Stage 3

1. Ask learners what they think an emergency shelf is. Discuss their answers.
2. Hand out food flyers or newspaper ads to learners. Ask them to find and list foods that would be appropriate for an emergency shelf.
3. Discuss learners' choices. Are they on sale? Would they usually purchase these items? What kind of meals could they make?



Emergency Food Shelf

An emergency food shelf is a stock of food that keeps well without being in the refrigerator. It is important to keep a supply of non-perishable foods that can be combined to make a meal.

Tips for your Emergency Food Shelf:

- Stock your emergency food shelf with foods that keep well and do not need to be stored in the refrigerator.
- Store dry foods in sealed or plastic containers. You can use clean coffee cans, ice cream and margarine containers. Label with the food name and date.
- Replace food you use from the emergency food shelf on your next shopping trip.
- Use all food on the emergency food shelf within a year of purchase. It is not safe to keep foods stored for longer time periods.

Basic Supplies for an Emergency Food Shelf

Rice
Pasta
Oatmeal
Skim milk powder
Canned vegetables and fruit
Canned soup
Peanut butter
Canned tuna
Canned beans, peas or lentils



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*Eating Well with
Canada's Food*

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Lesson 7 - Convenience Foods

Purpose: To help learners understand how convenience foods can save time.

Instructor's Note: Convenience foods are processed foods that require very little, if any, preparation at home. Convenience foods (e.g. canned soup and beans, pre-washed vegetables, prepared salads, frozen vegetables, etc.) usually cost more than foods made from scratch but they are quicker to prepare. The time saved in preparation is usually reflected by a higher cost. Decide whether it is more important to save time or money and shop accordingly.

Activity 1 - What are Convenience Foods?**Literacy Stage 1**

1. Tell learners what convenience foods are and how they can save time but increase food costs.
2. Ask learners which convenience foods they buy. Write them on a flip chart or white board and talk about why they choose them.

Activity 2 - Convenience Foods List**Literacy Stage 2**

1. Ask learners what the definition of a convenience food is. Discuss answers.
2. Ask learners to list the convenience foods they buy.
3. Ask learners to talk about their food choices. Are they healthy foods? What food group do they belong to in *Eating Well with Canada's Food Guide*? How much do they cost? How long does it take to prepare them?

Activity 3 - Convenience Foods**Literacy Stage 3**

1. Ask learners what they think convenience foods are. Talk about their answers.
2. Hand out food flyers or newspaper ads to learners. Ask them to find ads for convenience foods. Ask them to write down the product, the food group it belongs to and the price.
3. Discuss learner's choices. Would they purchase these items often? Are they on sale? What kind of meals could they make?



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