



Purpose: To teach learners to plan food shopping.

Lesson 1 – Plan Before You Shop

Purpose: To teach learners how to plan meals and make a shopping list.

Instructor’s Note: Today shoppers are faced with a wide assortment of items in food stores. The foods that shoppers choose to buy affect the health of their families. Careful planning is important to eat well especially on a limited budget. Without planning it is possible to spend a lot of money on food and still not be well nourished. The cost of food does not necessarily indicate its nutritive value. Many lower cost foods provide excellent food value.

Activity 1 - Plan Before You Shop

Literacy Stage 1

1. Talk about the importance of planning grocery shopping.
2. Hand out [Resource Sheet 3.1: Plan Before You Shop](#) to learners. Ask each learner to read one point out loud. Talk about each of the points as a group. Ask the learners which ideas would work for them.
3. Have learners talk to one other person in the group about how they plan to buy food or what they could do to plan their shopping.

Activity 2 - Checking Inventory

Literacy Stage 2

1. Give each learner a food shopping list, [Activity Sheet 3.1: Shopping List](#). Review each item on the list so learners will be able to recognize the foods. Explain that it is a good idea to check the food on hand before making a shopping list.
2. Set up a display of empty food cartons. Ask learners to check off the food items on the shopping list. Have them write down how much of each food item is on display. Explain to learners that it is important to check the food they have on hand before making their shopping list.

Activity 3 - How to Make a Shopping List

Literacy Stage 3

1. Hand out [Resource Sheet 3.2: How to Make a Shopping List](#) to the learners. Ask learners to read it to themselves or read it out loud together.
2. Talk about things to think about when making a shopping list.
3. Place food models or set up a display of containers on the table and ask learners to pick 10 food items to put on their shopping list.
4. Have learners write a shopping list of the foods they have chosen.

You will need:

A variety of empty food containers
Food models or food pictures from magazines or flyers

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Lesson 2 – Choosing a Food Store

Purpose: To help learners choose a food store that will best fit their needs.

Instructor’s Note: Shoppers can buy food at a variety of stores. The most common types of stores include: a neighbourhood or corner store, a convenience store, a specialty store, a roadside stand or farmers market, a grocery store, a supermarket and retail stores.

Shoppers should choose one store where they will buy most of their food. Some stores offer lower prices, others offer special services.

Activity 1 - Stores that Sell Food

Literacy Stage 1

1. Talk with each learner about where they shop. Ask them the following questions:
 - Where do you normally shop for groceries?
 - Are the prices reasonable?
 - How do you get there? It is easy for you to get there?
 - Do you like shopping there? Why or why not?
 - Are there other stores in your area? Have you tried them?
2. Hand out [Resource Sheet 3.3: Stores that Sell Food](#). Talk about the different kinds of stores that sell food. Ask learners to speak to one other person in the class about:
 - Which stores are available in the neighbourhood?
 - Where do they shop? Why?
 - How do they get to the store they shop at?
 - Do they shop alone?
 - When do they shop?
3. Ask the learners to write out the following sentence and fill in the blanks: “I like to shop at _____ because _____.”

Activity 2 - Choosing a Food Store

Literacy Stage 2

1. Hand out [Resource Sheet 3.4: How to Choose a Food Store](#).
2. Talk about things to look for when choosing a food store.
3. Hand out [Activity Sheet 3.2: Choosing a Food Store](#) to each learner.
4. Break learners into pairs and have them tell each other where they shop and why. Have them take notes and reverse roles.

Activity 3 - Case Study

Literacy Stage 3

1. Read the Case Study on [Activity Sheet 3.3: Case Study](#) to learners or hand it out and ask them to read it themselves.
2. Ask learners to write down six points that Garth should consider when deciding which store is better for him. Alternatively, split them into groups of three or four and have them discuss the points as a group. Talk about their answers.

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Tip: Go with learners to different food stores. Point out similarities and differences between the stores visited. This will familiarize learners with the layout of a variety of stores.

You will need:
Food receipts or bills

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Lesson 3 – Shopping Routines

Purpose: To teach food shopping routines.

Instructor’s Note: Learners need to become familiar with the food stores where they plan to shop and learn about the routines and procedures used in those food stores. Shopping is an important part of healthy eating because what you choose to bring home provides much of what you will eat for the next few days or week.

Avoid rush hour shopping. Most people shop after work or on the weekends. Shop when the aisles are not so crowded.

Activity 1.1 - Shopping Routines

Literacy Stage 1

1. Talk about shopping in a grocery store.
2. Hand out [Resource Sheet 3.5: Shopping Tips](#). Discuss each point with learners.
3. Ask learners to find out from another group member what type of shopping routine they have – how often do they shop, alone or with someone else. Then reverse roles.
4. Ask learners to write down one tip they learned from the other group member.

Activity 1.2 - Benefits of Making a Shopping List

1. Hand out [Resource Sheet 3.6: Benefits of Making a Shopping List](#). Discuss each point with learners.
2. Ask learners to write their own shopping list based on the points discussed and their food choices.
3. Ask learners to write down the two most helpful points.

Activity 2.1 - Store Layouts

Literacy Stage 2

1. Explain to learners that food stores are laid out by department. If the learners are familiar with the items found in each department they will be able to shop in any store and find the items they want.
2. Hand out [Resource Sheet 3.7: What’s in a Grocery Store](#). Ask learners to read it to themselves or read it together as a group. Discuss each department.
3. Have learners write a short paragraph about one section of the grocery store.

Activity 2.2 - Reading a Receipt

1. Give each learner a copy of [Resource Sheet 3.8: How to Read a Grocery Store Receipt](#).
2. Talk about what the various numbers mean.
3. In advance, collect some food receipts. Give each learner one and ask them to find the total cost, the cost of a specific item, the date and the total tax.

**You will need:**

Flip chart or white board

Lesson 3 - Shopping Routines continued...**Activity 3.1 - Asking for Help****Literacy Stage 3**

1. Tell learners that it is often necessary to ask for help in a store. Ask them if they know who to ask for when shopping. Talk about ways to identify employees (e.g. name tags, uniforms, working behind the counter, etc.).
2. Have the learners role play asking where to find a specific item. Be sure that learners have the necessary vocabulary to understand answers they might get in a store. List the words that they will need to know on a flip chart or white board (e.g. excuse me, please, aisle, shelf, right, left, above, below, next to, etc.).

Activity 3.2 - Paying at the Checkout

1. Explain the process of lining up to pay for groceries, putting groceries on the counter and waiting for a cashier to total the items.
2. Talk about the kinds of questions the cashier might ask and the appropriate responses. Write these questions and answers on a flip chart or white board and talk about them.

Questions to discuss:

- Would you like help out?
 - Did you find everything you were looking for?
 - Is that everything?
 - Club card or air miles?
 - Parcel pick-up?
3. Have learners role play this situation.



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Tip: Make several visits to the store with learners. This will help learners practice their shopping routines and become comfortable with store procedures.

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Lesson 3 - Shopping Routines continued...

Field Trip - Visit a Food Store

Instructor's Note: It is a good idea to approach a store manager and make arrangements to visit the store for a "shopping tour". You will be able to find out the details of that particular store and teach only what learners need to know to shop there. Before you go, talk to learners about the routines you will be showing them.



Some examples of things to note at the beginning of a grocery store tour are:

- What signs do learners need to read or recognize?
- Are the carts locked up and will they need money to get one?
- Do the customers bag their own groceries or does the clerk?
- Is there a butcher who will cut meat for customers or is it all prepackaged?
- Is there a deli counter and do customers have to take a number for service?
- Is there a bulk food area?

While on the grocery store tour, show learners:

- Where to get a cart and if necessary how to pay in order to unlock one. Let them take turns unlocking a cart and locking it up again.
- Demonstrate moving the cart along the aisles and taking the food from the shelves and putting it in the cart. Explain why it is important to put the eggs, bread and soft fruit on top and heavier items, such as cans, on the bottom. Have learners practice moving the carts.
- Show how to bag vegetables and fruit in the produce department. Emphasize that only one kind of produce goes in each bag.



Lesson 3 - Shopping Routines continued...



Food Store Tour continued...

- Locate the customer service counter and talk about the reasons a shopper would go there. If the store is not busy ask the customer service representative to explain what services they provide.
- If there is a bulk food section in the store, show learners where to find the bags and twist ties for packaging their foods. Show learners the bin number and how to mark it on their purchase. Emphasize no tasting and safe food handling.
- If there are any departments where customers need to take a number and wait their turn, show them the dispenser where they get the number. Point out the indicator which shows the number of the customer being served.
- Locate the checkouts and show learners how to line-up, wait their turn, place their groceries on the counter and pay the cashier, and in some stores bag their own groceries. Point out the express line and explain when to use it. Some stores also have “cash only” lines.

Activity 1 - Grocery Store Tour

Literacy Stage 1

1. Have learners ask questions to employees and/or the manager while visiting the food store.
2. Discuss grocery store tour with learners.
3. Ask learners to finish writing this sentence and fill in the blanks: “My favourite part of the tour was _____.”

Activity 2 - Grocery Store Tour

Literacy Stage 2

1. Have learners ask employees and/or the manager questions while visiting the food store.
2. Ask them to take notes while they are on the tour.
3. Discuss grocery store tour with learners.
4. Ask learners to write down five things they remember from the trip.

Activity 3 - Grocery Store Tour

Literacy Stage 3

1. Have learners ask employees and/or the manager questions while visiting the food store.
2. Ask them to take notes while they are on the tour.
3. Discuss the grocery store tour with learners.
4. Have learners write a short report about their favourite part of the food store tour.

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Lesson 4 – Comparing Prices

Purpose: To help learners compare prices of food products (e.g. comparing sale prices, weekly specials, coupon offers, etc.)

Instructor’s Note: Unit pricing is a way to compare prices of a product by weight or volume instead of by the package. The term *unit price* means cost for a specific amount (e.g. cost per milliliter, cost per gram, etc.). This allows for quick, easy price comparison to help decide which package size is most economical. A calculator may be helpful if unit price is not on the shelf tag.

Encourage learners to compare brand name products to store brand products. Tell them to check prices and ingredients to see which can offer better nutrition and value for their dollar.

Activity 1.1 - Price Comparison

Literacy Stage 1

1. Hand out [Activity Sheet 3.4: Price Comparison](#). Make sure learners know what each item is.
2. Ask learners to check off the least expensive food item in each pair. Talk about their answers.

Activity 1.2 - Buying in Large Quantities

1. Talk about buying in large quantity and how the prices would be different from individual packages. For example: Larger packages are often less expensive because individual packages require more packaging materials.
2. Ask learners to list some items, which can be purchased in large quantities.
3. Discuss reasons why some people buy large quantities and why other people always buy in small amounts. Ask learners what product they would buy in large quantities and why.

Activity 2.1 - Shopping Tips

Literacy Stage 2

1. Hand out [Resource Sheet 3.9: Smart Shopping Tips](#) to learners. Have a different learner read each point out loud. Talk about each of the shopping tips and ask learners for their comments.
2. Ask learners to brainstorm other tips that would be useful to the group. List the tips on a flip chart or white board. Have learners read them back to the group.
3. Ask learners to write down the list of tips.

You will need:

Flip chart or white board

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Tip: Using food ads is a useful way to help learners become familiar with the names of commonly available foods

Lesson 4 – Comparing Prices continued...

Activity 2.2 - Find the Best Buy

Literacy Stage 2

1. Handout [Activity Sheet 3.5: Find the Best Buy](#).
2. Ask learners to fill in their choice of cereal, pasta and milk.
3. Go with the learners to the food store and ask learners to find the cost and package sizes of the foods on their list. Ask learners to decide which package size is the best size.

Activity 3.1 - Shopping Case Study

Literacy Stage 3

1. Hand out [Activity Sheet 3.6: Shopping Case Study](#) or read the case study to learners.
2. Ask learners what went wrong with Jack's shopping. Ask them the following questions:
 - Did Jack plan before he went to the store?
 - Did he look at newspaper ads to find out what was on sale?
 - Did he make a shopping list?
 - Did he plan to buy food from all four food groups?
 - How could Jack save money on his groceries?

Activity 3.2 - Comparing Unit Pricing

1. Talk about unit pricing and best buys. Make a trip to a grocery store that uses unit pricing on its shelf tags. Point out the shelf tags for each food and look for the unit pricing of different items. These labels are sometimes found on the shelf where the food product is found.
2. Have learners read the labels and find unit price.
3. Ask them to compare two different sizes of a product to find out which one is the best buy.
4. Have learners write their findings down. Discuss in class.

Note: If learners do not shop at a store that has unit pricing, they can still compare prices between items that are of equal weight and volume. This practice does not help them determine whether the larger size is more economical, but does allow them to compare prices between brands.



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**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.

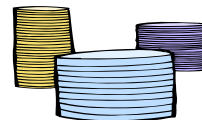
Activity 1.1 - Using Coupons

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.



**You will need:**

Food flyers or newspaper ads

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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?



**You will need:**

Flip chart or white board
Food flyers or newspaper ads

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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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Plan Before You Shop

Good shopping tips:

1. Check weekly food advertisements to find specials, sales and coupons.
2. Make a shopping list before you go to the store. Stick to your list but be prepared to take advantage of featured items that are on sale.
3. Be sure to include healthy foods from each of the four food groups in *Canada's Food Guide to Healthy Eating* on your shopping list.
4. Use convenience foods if they save time or money.
5. Shop alone if possible. Other people may distract you.
6. Don't shop when you are in a hurry or when the store is busy.
7. Plan to shop only once a week. The more times you shop, the more money you spend.
8. Don't shop when you are hungry. Impulse buying can be costly.

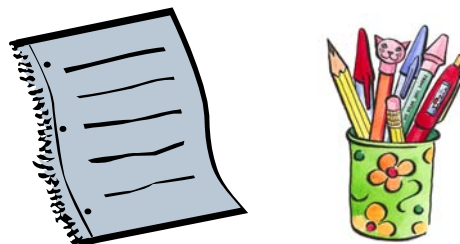


Shopping List

Meat Department	Dairy Department	Produce Department
Hamburger	Milk	Potatoes
Chicken	Cottage Cheese	Carrots
Fish	Cheese	Onions
Stewing meat	Butter	Cabbage
Roast	Other: Eggs	Lettuce
Sausages		Celery
Wieners		Rutabaga
Other:		Apples
		Oranges
		Bananas
		Other:
Bakery Department	Frozen Foods	Dry Goods
Bread	Juice	Cereal
Hot Dog Buns	Vegetables	Rice
Hamburger Buns	Fruit	Pasta
Other:	Other:	Canned beans
		Other:

How to Make a Shopping List

1. Always start with a menu plan so that you buy what you need.
2. Check menus and recipes to figure out the food amounts you need.
3. Write down the amounts you need for each item. Remember you may need some foods for more than one meal.
4. Look at grocery store flyers to plan around foods that are on sale.
5. Check what you have on hand. Use the food you have before buying more.
6. Find out what the food costs will be by using grocery store flyers or receipts from other shopping trips. If your costs will be more than you can spend, change your menus to use less expensive foods.
7. Organize your food list by store departments:
 - Bakery
 - Meats
 - Fish/Seafood
 - Dairy
 - Frozen Foods
 - Produce (Vegetables and Fruits)
 - Deli



Food List

Stores That Sell Food

There are many different stores that sell food.



Neighbourhood or Corner Store

This store offers a small variety of food items. It has higher prices but may be open longer hours and within walking distance.

Convenience Store

Like the neighbourhood or corner store, a convenience store offers a small variety of food items. Prices are high but they can be open up to 24 hours a day. Examples: 7-Eleven, MAC's

Specialty Store

A specialty store offers a variety of specialty foods. The quality is usually better but prices are often higher. Service is often more personal. Examples: bakeries, cheese shops, fish stores, meat markets, fresh vegetable and fruit markets

Roadside Stand or Farmers Market

The roadside or farmers' market offers fresh produce when in season. Prices may be lower. You may be able to deal directly with a local farmer.

Grocery Store

This store offers a good choice of food items. It usually has a small section of non-food items. It may offer a delivery service as well. Examples: IGA, Food Fare

Supermarket

The supermarket offers a wide choice of merchandise including non-food items. It may have specialty departments such as a bakery, deli, and floral (flowers). Examples: Safeway, The Real Canadian Superstore, Sobey's

Retail Stores

Retail stores mainly sell non-food items but offer a fairly good selection of food items. Prices are usually comparable or lower to grocery stores and supermarkets. Examples: Wal-Mart, Zellers, Giant Tiger

How to Choose a Food Store

Ask yourself these questions before choosing a food store.

1. Does the store have reasonable prices? Look at store flyers and advertisements before you shop.
2. How far is the store from where you live? How easy will it be for you to get there?
3. Does the store have the food items that you like to buy? What are the areas of a store that are most important to you? Example: meat department, vegetables and fruits, bakery.
4. Is the store open at times when you like to shop?
5. Does the store offer special services such as home delivery, parcel pick-up or acceptance of cheques?
6. Does the store offer other services that are important to you such as helpful staff, lots of parking space, direct bus routes, price savings through club member cards or points?



Choosing a Food Store

Items to compare	Store 1	Store 2
Check the items below for each store.	Name: _____ Address: _____	Name: _____ Address: _____
Reasonable Prices Check - meat - produce - other foods		
Distance from home. How will I get there?	Distance: _____	Distance: _____
Good selection of foods Check - meat - produce - other foods		
Hours		
Delivery Service Cost		

Case Study

There are two grocery stores in Garth's neighbourhood. One store is a large supermarket. The other is a small corner store at the end of Garth's street. To get to the supermarket, Garth needs to take a bus or taxi.

Last week, Garth went grocery shopping at the larger store and this week he shopped at the corner store. He liked both stores, but wants to choose the best one for him.

He found that prices are lower at the supermarket than at the corner store.

The corner store does not have delivery service. (Garth bought three bags of groceries). The larger store does deliver.

The owner of the corner store is friendly. He asked Garth his name, where he lived and they talked about the cold weather outside. At the supermarket all the employee said was "Have a nice day."

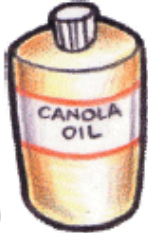

Garth wanted to buy grapes when he shopped at the corner store but they did not have any. Garth bought some oranges instead. The larger supermarket always has a good selection of vegetables and fruit.


The supermarket also has a much larger meat department with a selection of the things Garth likes to buy. The corner store only has bacon, hot dogs, and prepackaged luncheon meats.

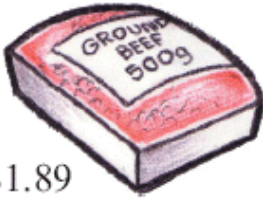

Garth likes to shop on Sunday, but the smaller store is always closed on Sundays. Last week he had to shop on Monday after work at the larger store.





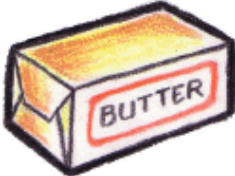

Price Comparison


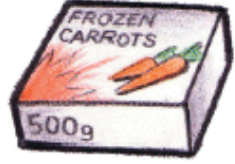
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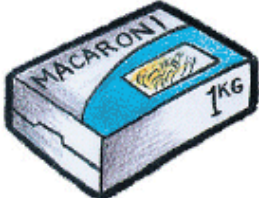

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Shopping Tips

- Push carts carefully. Some stores make you pay for broken or damaged goods.
- Park your cart at the side of the aisle, not in the middle so other shoppers will be able to get by.
- If you change your mind about an item before you pay for it, return it to its proper shelf or give it to the cashier.
- Tasting food before buying is not allowed, unless staff is giving out food samples for customers to try. Samples are given to customers to increase sales of the food product. An in-store sale or coupon is usually offered for the foods being sampled to encourage you to buy.
- Finish all your shopping before entering the check-out line.
- Have coupons, money, cheque and cheque cashing card, bank card, credit card, and store club or points card ready at check out time.
- Return your cart to the cart storage area when you have paid for your food.
- Buy produce in season when quality and price is at its best



Benefits of Making a Shopping List

1. A shopping list lets you figure out the total cost of food before going to the store. If necessary, adjustments can be made to use less expensive foods than originally planned. Keeping receipts which list each item and its price can be helpful for estimating costs.
2. If you plan your meals and make a detailed list, everything can be bought at one time and extra trips to the store can be avoided.
3. A shopping list can be organized by different store departments. Example: bakery, produce, meat, deli, dairy and fish/seafood. If you have a list organized by store departments, you will be less likely to miss an item and your shopping time will be reduced.
4. A shopping list may help to stop you from picking up impulse items or items that you had not considered buying before walking into the store.
5. A shopping list helps you to remember how much you need to purchase of a certain food item. Example: two cans of soup, three boxes of macaroni and cheese, four apples and so on.



Food List

What's in a Grocery Store?

Most grocery stores and supermarkets have these departments:

The Meat Department

Includes fresh meat such as beef, pork, chicken, turkey. Packaged luncheon meat can also be found in this area along with other meat products like ham, bacon, sausage and wieners.

The Produce Department

Includes all fresh vegetables and fruit. Customers choose the items they want and then put them into the plastic bags provided.

The Fish and Seafood Department

Includes all fresh and previously frozen fish and seafood. These departments may be self-serve.

The Dairy Case or Department

Includes a variety of milk and milk products such as yogurt, cheese, sour cream, butter, cream cheese. Eggs are usually found in this area as well.

The Frozen Foods Department

Includes frozen vegetables and fruits, fruit juices, convenience foods such as frozen dinners and pizzas, waffles, ice cream, and frozen yogurt.

The Dry Goods Department

Includes foods in cans, bags, boxes and bottles. Some of these foods would be good choices for an emergency food shelf.

The Bakery Department

Includes bread, rolls, bagels and other baked goods. In some grocery stores and supermarkets these products are baked in the store.

The Deli Department

Includes processed luncheon meat, ready-made salads, some cheeses and breads. It can also include fresh pizzas or some hot foods such as chicken.

How to Read a Grocery Store Receipt

FOOD STORE		GST #RXXXXXXXXX	
	COLA (12 cans)	3.48 GP	
environmental charge	→ ENVIRO LEVY	.24 GP	
	CANOLA OIL	2.89	
weight	→ 0.405 kg NET @ 3.51/kg		
	WT BROCCOLI SPEARS	1.42	
	YOGURT	1.98	
	CHEESE	4.09	
coupon	→ COUPON CHEESE	-.50	
	BREAD	1.99	
	**** 5.0% GST DUE	.17	← goods and services tax
	**** 7.0% PST DUE	.24	← provincial sales tax
	**** TAX .41	BAL 16.00	← total tax and total cost
money given	→ CASH	20.00	
	CHANGE	4.00	← change received
	TOTAL SAVINGS	.50	
	NUMBER OF ITEMS =	6	
date, time, store number	→ 9/07/08 13:27 1234 56 7890 1123		

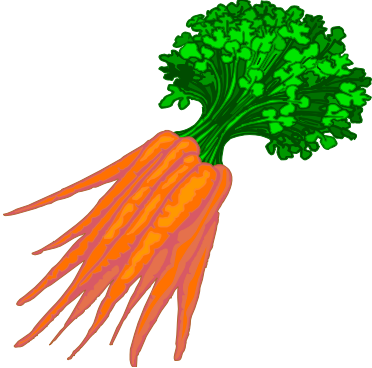
Smart Shopping Tips

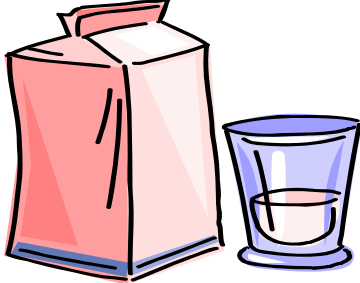
1. **Compare prices of different brands.** Products on shelves above or below eye level may sell for less. Try store brand; they are usually cheaper and good quality.
2. **Compare unit prices** when choosing which size is the best buy. Larger packages are not always cheaper.
3. **Compare discounted items to regular items.** They may be cheaper, but the food value may have decreased and cans with dents, rust or bulges may be unsafe. Always check all food packages before purchasing to make sure they are safe.
4. **Look for the best before date** on food products. Choose the product with the date farthest away. For example, May 26 is farther away than May 19. The product may be on sale, but if you can't use it before the expiry date, don't buy it.
5. **Watch the screen on the cash register** to make sure the cashier charges the right price for each item. If you think you have been overcharged, politely tell the cashier. Remember to give the cashier any coupons you have for the products purchased.
6. **Keep cash register tapes.** You will need them if you have to return something. They are also useful when estimating the cost of your shopping list.



Find the Best Buy

Use this sheet to work out the cheapest package size. Find the prices and package sizes at the store. Figure out the unit price and circle the best buy.

Carrots		Price	Package Size or weight	Unit Price
	Fresh			
	Frozen			
	Canned			

Milk		Price	Package Size or weight	Unit Price
	Small size			
	Medium size			
	Large size			

Shopping Case Study

Jack has just moved into his own apartment. He had been sharing an apartment with two friends. His friends always did the grocery shopping. Now Jack has to do it for himself.

Jack has \$75.00 to spend on food for two weeks. At the grocery store he is not sure how much he needs so he buys what he likes. This is what he bought:

- 1 roasting chicken
- 1 large T-bone steak
- 1 package of boneless chicken breasts
- 2 kg (about 4 pounds) pork roast
- 2 cans of lobster

- 1 bag of cherries
- 2 pears
- 3 plums

- 1 large can of spaghetti
- 2 cans of pork and beans
- 6 cans of cola
- 1 package of chocolate cookies
- 1 large bag of potato chips
- 1 box sugar coated cereal
- 1 loaf of bread

When the cashier adds up the cost, the bill comes to \$71.04. This means that Jack has only \$3.96 left for food until next payday. Has Jack made good shopping 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.

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

