|  |
| --- |
| Grocery Shopping |



|  |
| --- |
| **Ages 10 - 14** |
| **Lesson Overview:**  Students will shop around the ‘grocery store’ and figure out what is on their shopping list. Factors to consider when grocery shopping while ‘shopping’ in a grocery store. The lesson will introduce food security and influences on food choices. Students will also learn about money saving tips, how to create shopping lists, and grocery shopping math. | |
| **Learning Outcomes:**  Students will be able to:   * Categorize foods based on the main nutrients in the food groups according to Canadian dietary guidelines * Define food security at the individual/household and community levels * Identify factors that influence personal food choices | |
| **Materials:**   * iPads (1 per 1-2 students) * 1 teacher computer * 1 projector * Printed food manipulatives (with QR codes attached) * Grocery Activity Student Worksheet (1 per group) | |
| LESSON | |
| **Learning Plan**   1. **Set-up:**  * Teacher will divide students in groups of three. The students will have specific roles:   + **Shopper:** Grab items that they think will be on the shopping list   + **Cashier:** Scans the QR code with the device (iPad/iPod) and completes worksheet   + **Grocery bagger:** Get the food manipulatives from the cashier and place the items in the cart (stick the items onto the whiteboard) * Print worksheet. One sheet per group. * Print and cut the food manipulatives and place them around your classroom to create a grocery store. For instance, gather all the frozen food items and place them in one part of the room. Do that for rest of the food manipulatives. In total, there should be 8 stations:   + Frozen food   + Non-perishables   + Produce   + Deli/Premade food   + Bulk   + Dairy   + Meat   + Registers * Students will need to put their food manipulatives into a ‘cart’ at the ‘registers’. Draw shopping carts on the white board or create space where they ‘grocery baggers’ can place their items.  1. **Student Instruction:**  * Explain the roles to students   + Either predetermine each student’s role OR get students to choose what role they would like to play. * Hand out devices (iPads) and Grocery Activity Worksheet   + Show students how to scan QR codes (i.e., open the camera app and place the QR code in front of the camera; then, click the pop-up link). * As a team, the group can figure out how to answer the worksheet.   + Tip: to reduce chaos, the shopper and grocery bagger must go to where the cashier is seated to help with the worksheet– they cannot walk around. This will prevent students from wandering around and bumping into other groups. * The goal is to complete the worksheet and figure out what was on their shopping list. There are some QR codes that will tell them that it is not on the list – this food manipulative will then not be placed into the grocery cart.   **Independent Activity**   * This will be an independent activity where students will have a worksheet. To find the answers, students will use a device (e.g., phone, iPad) to access the PDF. * They will go through the buttons on each slide to lead them to another slide. They will look for the answers. | |
| **Appendices:**   * Appendix 1 Grocery Activity Student Worksheet * Appendix 2 Grocery Activity Teacher’s Answer Key * Appendix 3 Independent Activity Student Worksheet * Appendix 4 Independent Activity Teacher’s Answer Key | |