

**Title:** Smart Shopping Lesson Plan for Children

**Target Audience:** Children two years of age and older and their caregivers

**Objectives for Children:**

1. The children will recognize the importance of planning before shopping, by using a list, checking store advertisements and selecting coupons.
2. The children will demonstrate how to shop without whining or fussing and helping the adult.
3. The children will recognize that certain foods are WIC foods and some foods are better for their bodies (more nutritious).

**Objectives for Caregivers:**

1. The caregiver can give examples of how their children can be helpful during grocery shopping trips.
2. The caregiver will recognize the importance of being consistent in reinforcing positive behavior of their children when grocery shopping.

**Teaching Materials Needed:**

1. Multiple grocery ads, manufacturer coupons, WIC program booklets, blank grocery shopping lists. Bag to put these items in, so that they can be passed from child to child.
2. Empty food containers, packages, etc. to use for the pretend “grocery store.”
3. If possible, examples of WIC grocery shelf labels and grocery unit pricing labels.
4. One copy of the book, *The Berenstain Bears at the Super-Duper Market* by Stan and Jan Berenstain.
5. Copy of the page from this lesson that includes words to the song, **The Happy, Helpful Shopping Song**.
6. Crayons, pencils and pens.
7. Blank paper for the evaluation and for the children to color.
8. Optional: copies of any of the selected handouts from the packet to give to the caregivers.

**Advance Preparation Needed:**

1. Place the grocery ads, manufacturer coupons, WIC program booklets and blank grocery shopping lists in the bag.
2. Set out the empty food containers and packages in the area that will be used for the pretend “grocery store.”

3. Gather together the other materials listed above to have them ready for the lesson.
4. If using the optional handouts, make the necessary copies of the handouts.
5. Have crayons, pencils, pens and blank paper available.
6. Print roster of those registered for class.

### **Class Outline and Methods:**

1. Have everyone in attendance initial or mark their name for attendance. Have any walk-ins write their names and their children's names if your clinic allows this. Explain to the children and caregivers how the lesson will be organized. If one adult leader will be giving the whole lesson, explain that the children will listen to their part, and then while they do an activity, the leader will give some more detailed information about the subject to the caregivers. Give a brief explanation of the topic. If two adult leaders will be giving the lesson, explain that the children will go with one leader for their part and the caregivers will stay with the other leader for some information for the caregivers.
2. Have the children sit in a circle with the leader. Ask the children if they ever go to the grocery store with their mom, dad, grandma? Ask if they walk or ride in the cart. Ask if they help pick out the groceries. Explain that today we're going to talk about how we can be smart shoppers and helpers at the grocery store. This will help their families save money and have healthy food to eat.
3. Now pass around a bag containing copies of grocery ads, coupons, WIC program booklet, blank grocery shopping list, etc. and have each child take something from the bag. Ask if the children know what these items are and how they could be used to help with shopping for groceries. Discuss each one and how it could be used. Correlate the use of the items with the sequence of when they would be used. For example, before going to the store, the store ad would be checked, the grocery list written and coupons selected. If time allows, have the children place their item in order on the floor of when it would be used. Then, the list and coupons and WIC program booklet would be taken to the store and used during the shopping trip. Ask the children how they could help with this process. Ideas might include helping to remember items that need to be added to the list, helping the adult remember to bring these items with them, etc.
4. Now have everyone stand up and "go to the store." Collect as many empty food product boxes and bags as possible to use for the pretend "store." Designate different children to bring the "list", "coupons" and "WIC program booklet." Now, stop and ask the children how they can help select

healthy foods. Talk a little about the labels on the foods and what information might be on the label. Cereal boxes could be used to show healthier WIC cereals and less healthy non-WIC cereals. Have the children that have the WIC program booklet turn to the page with cereal and show which ones are listed. Talk about how it is not helpful if they ask to buy non-healthy cereals instead of the healthy WIC cereal. Explain that often the less healthy cereals cost more. Ask the children with the coupons if there are any for cereal. Repeat these steps with other types of food packages, as time allows.

5. Before leaving the “store” talk about WIC shelf labels at the store and how they can help by finding these labels. Also discuss unit pricing labels and how these labels can show which food costs less. The unit price labels may seem somewhat complicated if younger children are in the group, so only discuss as much as they can understand.
6. Discuss that one of the most helpful things they can do is to not ask for items such as gum, candy, chips, pop, etc. that are not on the list. Discuss that the more helpful they are at the store, the faster they can finish shopping and have more time to do other things.
7. If time allows, read the book, *The Berenstain Bears at the Super-Duper Market* by Stan and Jan Berenstain.
8. If time allows, teach the children the song, **The Happy, Helpful Shopping Song** (tune: “This Old Man”):

When we shop, we shop smart  
We don't put junk in our cart.  
When I shop with Mom (Dad)  
We pick out healthy food,  
And save money like we should.

I don't fuss, I don't whine  
I don't beg, or pout, or cry.  
When I shop with Mom (Dad)  
We have a super time;  
When I help we do just fine.

9. Give the children some blank paper and crayons and ask them to color a picture of some healthy foods at the grocery store, like fruits and vegetables. If only one adult is leading the class, ask the children to color, while you talk to the caregivers. Either while the children are working, or while the children have their lesson, discuss with the caregivers, the importance of giving their children tasks if they have to bring them to the grocery store.

10. Discuss how the children can help fill out a grocery list, cut coupons, etc. Emphasize the importance of being consistent with not allowing the purchase of extra non-healthy items when their children ask for them. When children know in advance that their whining and begging for items will not result in getting the item, they are less likely to ask for it. Explain how trips to the grocery store can help teach colors, math concepts, nutrition, etc. Give some examples of teaching these concepts to their children. Discuss that when children feel they are valued and helping the family, they are less likely to act out and exhibit whining, tantrums, etc.
11. Ask caregivers to share with the group some different things that they do to make grocery shopping less stressful when they have to bring their children.
12. Have the children show the caregivers the sheet they colored of healthy fruits and vegetables that they can buy at the store.

**Evaluation:** Have each caregiver complete the question (on paper), “List one or more ways that your children can help with grocery shopping.”

**Other suggestion:** If desired, may choose a handout from the packet provided to give to caregivers.