

# Session 6

## Menu Planning

### Making a Shopping List

### Supermarket Selling Strategies



## Training Objectives

At the end of this training session, participants will be able to:

- Discuss factors to consider when planning personalized menus.
- Assist peers in planning a healthy, balanced menu.
- Assist peers in preparing and using a shopping list.
- Discuss how we make choices in the grocery store.

## Training Outline

Topic / Activity	Suggested Time
1. Check in and Review	10 minutes
2. Group Presentation and Demonstration	45 minutes
3. Why Make a Menu Plan?	15 minutes
4. Break	15 minutes
5. Menu Planning Case Studies	20 minutes
6. Your Menu Plan	20 minutes
7. Making a Shopping List and Sticking to it	15 minutes
8. Supermarket Selling Strategies	15 minutes
9. Wrap up	5 minutes

## **Advance Preparation**

- Print or copy and gather workbook materials for this session.
- Prepare snack for the break.

## **Supplies and Equipment**

- Name tags
- Data projector with computer
- Flip chart, paper and markers
- Extra pens, pencils, paper, masking tape
- Extra copies of handouts and worksheets included in the workbooks

## **Relevant Publications**

- Menu Planning: A Presentation Module for Community Food Advisors
- Eating Well with Canada's Food Guide (2007)
- Canada's Food Guide: Resource for Educators and Communicators (page 44-49)

## **Resource Binder Reference**

- Section 2 - Healthy Eating and Active Living
- Section 4 – Food Shopping
- Section 9 – Recipes

# Detailed Outline of Training Session

## 1. Check in and Review (10 minutes)

- Welcome the participants and remind them to use their name tag.
- Review the Home Activity from Session 5

### Home Activity from Session 5

- Review the activity sheet **Can Your Kitchen Pass a Food Storage Test?** that participants completed as a home activity. Provide the answers, giving more detailed explanations as required.
- Ask participants if they will change their food storage practices as a result of this activity.

- Distribute workbook materials for this session.

## 2. Group Presentation and Demonstration (45 minutes)

- Provide 30 minutes for the assigned group of 2 or 3 participants to present mini lesson **Healthy Eating with Fats on the Menu**
- Provide 15 minutes for 2 to 3 participants to demonstrate modification of a high fat recipe
- Distribute and encourage other participants to complete the Presentation Feedback Checklist as they are listening to the presentations
- At the end of the presentations, provide constructive feedback to the group. Encourage participants to provide feedback based on the checklist they have completed

## 3. Why Make a Menu Plan? (15 minutes)

### Benefits of Menu Planning

- Use the Menu Planning presentation (slides 1-4) to discuss the benefits of menu planning

### A Menu Plan to Suit Your Lifestyle

- Continue the Menu Planning presentation (slides 5- 6) to discuss the factors to consider when planning a menu
- Encourage participants to share their personal considerations for planning a menu for their families

## 4. Break (15 minutes)

## 5. Menu Planning Case Studies (20 minutes)

- Tell participants to keep the factors just discussed in mind for the following menu planning activity
- Divide participants into five small groups. Assign each group one of the case studies on the **Menu Planning Case Studies** handout found in their workbook. Ask them to prepare a one day menu for the person in their case study
- Provide each group with a sheet of flip chart paper to record their menu. Ask one representative from each group to present their menu and their rationale for the food choices. Encourage discussion by asking members of the large group for comments

## 6. Your Menu Plan (20 minutes)

- Continue the *Menu Planning* presentation (slides 7- 14) to discuss the balanced menu checklist. This checklist is designed to help ensure that the menu includes balanced selections
- Choose one of the one-day menus from the previous activity (**Menu Planning Case Studies**). Complete the checklist to see if the menu meets all of criteria. If not, encourage participants to discuss strategies to improve the menu
- Ask participants to individually design a one week menu for themselves (and their families) using the **Menu Plan activity sheet** found in their workbook.
- Encourage them to use the **Balanced Menu Checklist** in the workbook to evaluate their menu plan
- If there is not enough time to complete this activity in class, encourage participants to complete it at home. Suggest that they follow it over the next week

## 7. Making a Shopping List and Sticking To It (5 minutes)

- Continue the **Menu Planning presentation** (slides 15-16) to discuss principles of making a shopping list
- Have participants individually fill out the **Master Shopping List** found in their workbook. Ask them to base their shopping list on the menu plan they completed in the previous activity
- If participants did not have enough time to complete the menu plan activity, they can still begin the **Master Shopping Lis**.
- To save time, both activities can be completed as a take-home assignment

## 8. Smart Shopping (15 minutes)

Supermarket Selling Strategies:

- Have participants complete the **Supermarket Selling Strategies** activity sheet in the workbook. After a few minutes, discuss the answers. How many of these strategies are used by the store where they shop?

## Smart Shopping:

- Continue the **Healthy Eating on a Budget** presentation (slides 18-23) to review the benefits of making a shopping list and to discuss smart shopping strategies. Key points to include:
  - Smart shopping strategies
  - Supermarket set up – shop around the outside of the store first
  - Unit pricing - have participants determine the best buy using unit pricing for the different containers of milk
  - Comparing brand - have participants determine if there is a any difference in quality/price among brand samples
  - Buying from bulk bins - have participants determine the unit price of food(s) sold in bulk and in packaged form

## 9. Wrap up (5 minutes)

- Recap the objectives covered in this session
- Assign Home Activities
- Identify the focus for the next session. Encourage participants to read the appropriate sections in the Resource Binder
- Remind the participant(s) who have signed up to do the presentation and demonstration for the next session of their responsibilities

## Home Activity

- Ask participants to implement their menu plan and shopping list over the next week.
- Encourage participants to read the resources for this session and complete optional activities as they choose.

# Workbook

## Session 6

### Community Food Advisor Program

**Healthy Eating on a Budget**

# Workbook Materials

- Menu Planning Presentation Notes
- Menu Planning Case Studies Activity Sheet
- Additional Activities and Resources
- Menu Plan Activity Sheet
- Balanced Menu Checklist
- Master Shopping List Activity Sheet
- Supermarket Selling Strategies Activity Sheet

# Menu Planning Case Studies

Prepare a one day menu for the people in each of these case studies. Fill in the menu items for each person on the next menu planning activity sheet. Be sure the menus are planned based on Canada's Food Guide. Consider the number of servings from each food group that each of these people would need based on their age and activity level.

1. **A Young Child:** Olivia is a busy and fun loving three-year-old girl.
2. **An Adult Man:** James is a 45-year-old healthy male, whose work involves physical labour.
3. **A Teen:** Emily is an active 16-year-old girl.
4. **A School-aged Boy:** Malcom is a 12-year-old boy who is moderately active.
5. **An Adult Woman:** Isabelle is a 60-year-old female who is in good health and is moderately active.
6. **A Young Adult:** Raj is a 20-year-old male, vegetarian and is very active.





# Menu Planning Case Studies

## Activity Sheet

	Olivia	James	Emily	Malcom	Isabelle	Raji
B' F A S T						
L U N C H						
S U P P E R S						
S N A C K S						

# Session 6

## Healthy Eating on a Budget

### Additional Activities and Resources

#### Additional Activities

- Complete *Menu Plan* Activity Sheet
- Complete *Master Shopping List* Activity Sheet

#### Online Resources

- EatRight Ontario – Featured Topic: Healthy Eating on a Budget  
[www.eatrightontario.ca/en/Budget.aspx](http://www.eatrightontario.ca/en/Budget.aspx)
- CFA Presentation Kit – Healthy Eating on a Budget  
[www.communityfoodadvisor.ca](http://www.communityfoodadvisor.ca) – Login and click on ‘Resources for CFAs’ and then ‘Presentation Kits’

#### Readings

- CFA Resource Binder:
  - Section 2: Healthy Eating and Active Living
  - Section 4: Food Shopping
  - Section 9: Recipes

# Menu Plan Activity Sheet

Prepare a 1-week menu using the following form. Write down food and beverage items for each meal and snack on the form  
Be sure the menus are planned based on Canada's Food Guide.

Menu for the Week of \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Supper							
Snacks							

## Balanced Menu Checklist

Use the menu planning checklist to help evaluate your menu plans. Once you have completed your menu, ask yourself if your menu plan includes the following:

- 3 to 4 food groups at each meal
- 2 to 3 food groups at each snack
- A variety of colours, flavours and textures
- 7 to 10 Food Guide Servings of vegetable and fruit each day, which includes at least one dark green and one orange vegetable each day.
- Lean or trimmed meats, poultry and fish
- At least one Food Guide Serving of beans, lentils, dried peas or beans each week
- At least half of grain products are whole grain each day
- Lower-fat Milk and Alternatives
- Food choices that you enjoy and that fit within your budget and lifestyle
- At least two Food Guide Servings of fish each week.



# Master Shopping List Activity Sheet

Produce	Bakery	Canned Goods	Miscellaneous	Frozen
Apples _____	Bread _____	Kidney Beans _____	Spices _____	Vegetables _____
Bananas _____	Buns _____	Fruit Cocktail _____	Oils _____	Berries _____
Oranges _____	Soft Tortilla _____	Diced Tomatoes _____	Salad Dressing _____	Orange Juice _____
Grapes _____	_____	Tuna _____	_____	Fish Fillets _____
_____	_____	Peanut Butter _____	Snacks	_____
_____	_____	_____	Popcorn _____	_____
_____	Beverages	_____	Salsa _____	_____
_____	Tea _____	_____	_____	_____
Fresh Vegetables	Coffee _____	_____	_____	Household
_____	_____	Dry Goods	Dairy	Plastic Wrap _____
Carrots _____	_____	Couscous _____	Milk _____	Toilet Paper _____
Peppers _____	_____	Pasta _____	Yogurt _____	Detergent _____
Romaine Lettuce _____	Meat, Fish & Poultry	Flour _____	Margarine _____	Diapers _____
Broccoli _____	Sole _____	Brown Rice _____	Cheddar Cheese _____	Toothpaste _____
Tomatoes _____	Whole Chicken _____	_____	Light Sour Cream _____	_____
Onions _____	Ground Beef _____	_____	Eggs _____	_____
Potatoes _____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## Supermarket Selling Strategies Activity Sheet

Test your ability to identify selling strategies in the supermarket.

Match the strategy in the left column with the product or products being sold to consumers in the right column. Write the letter of the product in the space next to the number of the strategy it best matches.

<b>Supermarket Strategies:</b>	<b>Products to be Sold:</b>
____ 1. Smells wafting through store.	A. Lower priced brands, generics, and “simple” foods.
____ 2. Placed at eye level for kids in cart seats.	B. More total purchases through “one-stop” shopping (may or may not be the lowest price; increased impulse buying).
____ 3. Bunched and clustered at the checkout lane.	C. Toys, storybooks, flavoured and sweetened cereals, candy.
____ 4. Placed on the very top or bottom shelves: hard to reach and see.	D. High “valued-added”, impulse, and more expensive products.
____ 5. Eye-level, dramatic, colourful displays.	E. You need only one but are tempted to buy the rest; make sure the price of the multiple products really is a special.
____ 6. An eye-pleasing display of fresh lettuce with gourmet salad dressing next to it.	F. In-store bakery and deli items; look good and smell even better.
____ 7. Grouping many shops and departments under one roof.	G. Impulse purchase of related item.
____ 8. Five cans of soup on sale for \$1.99.	H. Last minute items to throw in the cart – snacks, magazines, batteries and the like.

Adapted from: Be a Better Shopper. Cornell Cooperative Extension. Cornell University. Ithaca. New York.