

Newcomer Nutrition Education Toolkit

Grocery Shopping

Lesson Plans

CLB 4-5

2020

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Introduction

What is included in this lesson plan?

- **Instructor Notes** provide tips and suggestions on how to use the lesson plans.
- **Activities** designed to focus on listening, speaking, reading or writing skills. The activities are interactive and encourage learning through participation and dialogue.
- **Assessments** designed to gauge learning from the lesson plan and may be used as a Portfolio Based Language Assessment (PLBA).

Who is this lesson plan for, and how can it be used?

- This lesson plan can be used by anyone who teaches ESL/LINC and who would like to include healthy eating content in their language teaching.
- You may choose or adapt any of the activities based on the needs of your learners. Assessments are based on using all the activities in a lesson plan.

The lesson plans seek to introduce newcomers to Canadian food culture and healthy eating practices, while encouraging learners to maintain healthy habits from their countries of origin. Given Canada's wide and rich cultural diversity, it's not possible to include foods and practices of all learners. Instead, we encourage instructors to start discussions with learners on popular foods and healthy eating practices from their countries of origin.

Alberta Health Services, 2020

Contact

If you have questions or comments about the lesson plans, please contact:

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Instructor Notes

Core contents:

Learn how Canadian food stores are generally organized. Audience will also learn tips that may help them spend less money when shopping.

Learning objectives:

- Understand advantages and disadvantages of different types of places to shop for food
- Use store flyers
- Copy a shopping list
- Be familiar with how food is organized in a Canadian food store

Materials you'll need:

- Grocery Shopping presentation (found in [Newcomer Nutrition Education Toolkit](#))
- Copies of worksheets
- Pens or pencils
- Store flyers from various food stores
- Scissors
- Flip Chart
- Markers
- Masking tape
- Food section cards (Bakery, Produce, etc.)

Vocabulary

Warm-Up: grocery store, super mart, farmers' market, specialty store, bulk food store, corner store, convenience item, impulse flyer, store flyer, budget

Activity 1: Produce, Bakery, Meat, Dairy, Frozen Food

Activity 2: specials, alternatives, sales, on sale, club size, price

Activity 3: no new words

Activity 4: no new words

Activity 5: no new words

Discover current knowledge

Find out what learners know about grocery shopping, so activities can build on what they already know.

Lead a discussion to find out what learners know about grocery shopping:

- Divide learners into groups of 3 or 4.
- Write the following questions on the whiteboard, flip chart paper, white board, or handout.
- Learners talk about the questions in their group.
- Debrief as a whole class.

- 1) How often do you go grocery shopping?
- 2) Where do you go to buy your food in Canada? Why?
- 3) Can you think of at least 5 different types of stores where people can go food shopping in Canada? What are the advantages/disadvantages of each one?

Possible answers:

Places where people usually shop for food	Advantages	Disadvantages
Grocery store (e.g. Safeway, Save On)	close; lots of choice; sales; flyers to help plan and save	may be difficult to find foods and spices from home. Can be overwhelming
Super mart (e.g. Walmart, Giant Tiger)	close; sales; flyers to help plan and save	very big; sometimes have to walk through non-food sections to get what you want
Farmers' market	produce is fresh; help support local farmers	may not have all of the foods that you are looking for; some foods may be more expensive; usually further away from home
Specialty store (e.g. T & T, Asian supermarkets)	foods and spices learners may be more familiar with	some foods may be more expensive; may be further away from home
Bulk food stores (e.g. Bulk Barn, Nutters)	may be less expensive; can buy how much they need; less packaging - environmentally friendly	difficult to get nutritional information, best before dates, and storage information as there is no packaging
Corner store (e.g. Circle-K, 7-Eleven)	close to home; have forgotten something; don't need much	doesn't usually carry fresh produce, more expensive; not much choice; not many sales

4) Do you do anything to prepare before you go food shopping? If yes, what and why?

Possible answers:

Things to do to prepare for food shopping	Reason why
Know your budget	so you don't spend more than you can afford
Plan meals	so you can buy the ingredients you will need; may spend less money
Check your fridge and cupboards	so you don't buy things you already have
Make a shopping list	so you only buy things you need; so you don't forget things you do need; saves time
Look at store flyers	may spend less money
Eat before you go	so you aren't hungry (it's easy to buy impulse items/food you don't need when you are hungry)

5) How are grocery stores in Canada organized? Is this different than how stores in your country are organized?

Possible answers: Fresh bread, meats, vegetables & fruit, and dairy products are usually grouped together (e.g. Bakery section, Produce section). Canned and frozen foods and dry beans and lentils are usually in the middle.

6) What are “convenience items”?

Possible answers: Convenience foods are prepackaged foods that can be prepared easily and quickly. They can be healthy choices (such as instant cereal, shredded cheese etc.), but they also include foods such as chips, pops, and high sugar cereal bars. These are often located where you first walk into a store or in big bins in the aisles.

a) Can you give some examples?

- **Possible answers:** pop, some cereals, cookies, chips, candy, and other “junk food”

b) Where are they located in a food store?

- **Possible answers:** when you first walk into a store, at the end of an aisle, in big bins in the aisle, at checkout

c) What are “impulse buys”?

- **Possible answers:** an impulse buy is a spur of the moment, unplanned decision to buy, usually made just before a purchase.

d) Is there a connection between “impulse buys” and “convenience items”?

- **Possible answers:** yes, an impulse buy is usually a convenience item

e) Can you do anything to avoid “impulse buys”?

- **Possible answers:** to avoid impulse buys, make a shopping list and stick to it, and eat before you go shopping

Activity 1 – Put Food in the Correct Food Section

(No worksheet)

- Put 5 pieces of flipchart paper on the walls around the room.
- Put one of these titles at the top of each page: **Produce, Bakery, Meat, Dairy, Frozen Food.**
- Divide class into groups of 4 or 5.
- Give each group a marker; have them stand in front of one of the flipchart papers.
- Groups have 3 minutes to work together to list as many foods they can think of that can be found in that section of the food store.
- After 3 minutes, each group moves to the next “food section” paper and repeats the process
- Learners cannot write down any foods that are already listed.
- When all groups have had a chance to put their ideas on each of the five papers, they can return to their seats.
- Review answers as a class, adding or correcting any misplaced words.

Activity 2 – Look for “Specials”

(No worksheet)

- Put learners with a partner or in a small group.
- Give each pair/group two grocery store flyers from different stores. If flyers are unavailable, have learners visit grocery store websites or use a grocery shopping app.
- Learners write down on flipchart paper two or three specials from each of the five food store sections and present them to the class.
- They must decide, based on the specials, which food store they will shop at and explain their reasons to the class.
- If some choices are less healthy, talk about healthier choices, such as food that is lower in fat and sodium/salt and higher in fibre. Refer to the [Grocery Shopping presentation](#) for healthy food examples.
- Activity 2 can be extended by having learners ask each other: “What vegetables are on sale this week? At which store?”; “Is milk on special this week?”, etc.

Activity 3 – Describe Store Arrangement

(No worksheet)

- Ask learners to describe how the five food sections in the store where they shop are arranged; ask learners to draw a diagram on the whiteboard or flipchart and label each food section.
- Ask one of the learners to describe how the store where she/he shops is laid out.
- As learner is describing it, draw diagram on whiteboard.
- Learners then work with a partner to describe their food store while their partner draws it, and vice versa.
- If learners are from the same neighbourhood and shop at the same food store, they could describe another food store in Canada where they have shopped.

Activity 4 – Plan Meals and a Shopping List

- Put learners with a partner and give them a store flyer. If flyers are unavailable, have learners visit grocery store websites or use a grocery shopping app. For more selection, use a variety of different food stores.
- Hand out [Activity 4, Worksheet 1](#).
- **Task 1:** Learners look for specials and plan three healthy meals.
- Encourage them to use food from as many of the five food sections of the store as they can.
- **Task 2:** Learners write a shopping list.
- Point out that it is easier and quicker to shop if they write the food they need on their shopping list in the order they will find it when walking through the store.

Activity 5 – Online Shopping

(No worksheet)

The purpose of this activity is to familiarize learners with language and skills to order groceries online. You will need to adapt this activity to suit the online grocery ordering webpage of a store in your community. Try to find a store that does not need an account to view store inventory and add items to the cart. The suggested activity components below are designed for chain grocery stores offering online orders with parking lot pick-up or delivery.

This activity requires that participants have access to a computer, tablet, or phone with internet enabled. Ideally, the instructor will have access to computer with a projector so they can demonstrate how to use the online shopping environment.

Suggested activity components:

- Have learners find the store website on their device (computer, tablet, or smartphone) using a direct URL and/or a search engine
- Have learners write a list of foods needed for their favorite dish or recipe. Ask learners to use the list to practice adding the foods needed to their cart online.
- Instructors can show learners how to search for foods using the search bar and the store section tabs.
- Learners can take a screen capture of their cart to show that they have completed the task.
- Instructors can further demonstrate how they would sign up for an account and complete a checkout process, including picking a time/day for grocery pick-up or delivery. Ensure that learners do not complete all the steps needed, as it may result in accidentally ordering groceries.

Assessment 1 – Writing: Social Media Grocery Store Trip

Writing: I. Interacting with Others

- Complete this assessment following a trip to the grocery store or a brief presentation on Grocery Shopping. Educators can use the Grocery Shopping PowerPoint in the [Newcomer Nutrition Education Toolkit](#) as a resource for presentation material.
- Hand out [Assessment 1](#) to CLB 4 learners.
- Learners write 1-2 sentences as social media posts. An example post is provided for learners to reference.
- Explain the rubric at the bottom of the assessment worksheet to learners first so that they know what they are being assessed on.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Assessment 2 – Writing: Tips to Spend Less Money on Food

Writing: IV. Reproducing Information

- Complete this assessment following a presentation on Tips for Spending Less Money at the Grocery Store. Educators can use slides 49-53 in the Grocery Shopping PowerPoint in the [Newcomer Nutrition Education Toolkit](#) or the resource [Tips to Spend Less Money on Food](#) for presentation ideas.
- Hand out and [Assessment 2](#) to CLB 5 learners.
- Learners write 5-8 sentences about what they learned from the presentation.
- Explain the rubric at the bottom of the assessment worksheet to learners first so they know what they are being assessed on.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Resources

For more healthy eating resources visit:

Alberta Health Services, Health Eating Starts Here www.healthyeatingstartshere.ca

Dietitians of Canada www.dietitians.ca

Activity 4 – Plan Meals and a Shopping List

Task 1: Look through the store flyer or on the store website for specials. Plan 3 healthy meals for this week.

Tip: Make sure each meal has foods from the [Eat Well Plate](#). Try to include vegetables and fruit, protein foods, and whole grain foods at each meal.

Meal 1	Meal 2	Meal 3
vegetables and fruits:	vegetables and fruits:	vegetables and fruits:
whole grain foods:	whole grain foods:	whole grain foods:
protein foods:	protein foods:	protein foods:

Task 2: Write your shopping list. Remember that it is easier to shop if the food on your list is in the same order as you will find it when you walk through the store. For this shopping list, use the layout of the store below.

Dairy	Meat	Frozen Food
	Produce	
Bakery		

Shopping list

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Assessment 1 – CLB 4, Grocery Shopping

Writing: I. Interacting with Others

Name: _____ Date: _____

Task: You went on a grocery store trip with your class. During the trip you took pictures to share with your family. Write short social media captions for the pictures to share what you saw.

Remember to use complete sentences, capitals, and periods to describe what is happening in each picture.



UpMeTomorrow. Apple iPhone X in Hands. CC0



I went to the grocery store
on Tuesday.



UpMeTomorrow. [Apple iPhone X in Hands](#). CC0





Instructor's Feedback: Grocery Shopping - CLB 4, Assessment 1

Writing: I. Interacting with Others

Name: _____ Date: _____

	YES	NOT YET
Holistic: Student can write a clear and accurate description about each picture*		
Analytic:		
1. The message is clear so the reader can follow it		
2. The language and content that is appropriate to the intent		
3. Almost all words are spelled correctly		
4. Vocabulary is good (uses good food items)		
5. Has good capitalization		
6. Has good punctuation		
7. Has good control of simple grammatical structures and some coordinated clauses		
For next time please:		

*Must be 'YES' Pass: 5/7 Total: ___/7 with / without help

Instructor's Feedback: Grocery Shopping – CLB 5, Assessment 2

Writing: II. Reproducing Information

Name: _____

Date: _____

	YES	NOT YET
Holistic: Student can write a description of what they learned from the presentation*		
Analytic:		
1. Conveys a clear message		
2. Includes important points with accurate details (5–7 details)		
3. Uses appropriate connective words		
3. Vocabulary is appropriate and level-appropriate		
4. Spelling is good		
5. Has good capitalization and punctuation		
6. Demonstrates good control of simple grammatical structures and some complex structures		
7. Has good paragraph structure		
For next time please:		

*Must be 'YES' Pass: 5/7 Total: ___/7 with / without help

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Acknowledgements

Nutrition Services would like to thank staff from the Central Alberta Refugee Effort (C.A.R.E.), and the Edmonton Catholic Separate School Division Language Instruction for Newcomers to Canada Program (ECSD LINC), for sharing their time and expertise to help shape our adapted lesson plans.

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Language Learning for Health

Prepared by the OPH-OCDSB Collaborative Team, Ottawa, 2014

OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans