Grade Level: Middle School

National fCS Standards:
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
- 9.5.6 Conduct sensory evaluation of food products.
- 14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

21st Century Skills:
- Learning and Innovation Skills: Creativity and Critical Thinking
- Information, Media, and Technology Skills: Information, Communications, and Technology (ICT) Literacy
- Life and Career Skills: Social Skills

Objectives:
Students will...
- List factors that influence food choices.
- Compare various supermarket products.
- Explain basic food shopping skills in relation to nutrition and economics.
- Develop a family grocery shopping strategy.

Essential Question:
How can consumers successfully navigate the grocery store balancing nutrition and economics?

Career Clusters (& Pathways):
- Agriculture, Food, and Natural Resources: Food Products and Processing Systems
- Information Technology: Web and Digital Communications
- Science, Technology, Engineering, and Mathematics: Science and Math

Materials List:
- Student personal electronic devices or paper journals
- Food Comparison Worksheet (download from enasco.com/page/lesson25 and print)
- Food comparison samples
- White (Z46159H) / chalk/interactive board (1506957H)
- Markers (6100285H) or chalk (8609501H)
- DVD player (WA31262H)
- Healthy Eating on a Budget DVD (WA28329H)
- Computer lab/devices with online access
Prior to Class
Set up student journals on their personal electronic devices or in a paper notebook. These journals can be used for brainstorming, reflection, peer review, parent-teacher communication, assessment, and increased emphasis on writing skills. Download and print the Food Comparison Worksheet for each student (go to eNasco.com/page/lesson23). Prepare the food comparison samples. Preview the DVD. Familiarize yourself with www.voki.com. (Note: If all students have e-mail accounts or can be grouped with students who have e-mail accounts, students can sign up for free Voki accounts. Voki offers a classroom version for an annual fee that allows teachers to manage all student accounts from a central location.)

Day 1: Introduction (10 minutes)
Start with a class brainstorming session about how people obtain food for themselves and their families in today's modern world. Questions to ask may include: Where do people get food? What factors influence people to choose the foods they do at these places? Creativity is encouraged. Record answers on the board. Following discussion, ask students to rank each of the responses in numerical order for their own family in their journals. For example, in the first question, #1 = the place where their family gets most of their food, and so on. For the second question, #2 = the factor with the greatest influence over their food purchases, and so on.

Day 1: Activity 1 (15 minutes)
View Healthy Eating on a Budget DVD. In groups of two, have students list and discuss the strategies outlined in the DVD in their journals. Circulate throughout the room to check for comprehension and facilitate discussion.

Day 1: Activity 2 (25 minutes)
Hand out the Food Comparison Worksheet. Explain the taste testing activity. Students will receive two samples of a product — one generic and one name brand. (Samples should be in keeping with healthy food choices and school wellness plans. Ideas include plain applesauce, milk, 100% fruit juice, oatmeal, high fiber/low sugar cereal, dried fruit, canned vegetables with no salt added, salsa, canned fruit in water, tuna in water, canned beans with no salt added, whole wheat bread or tortillas, and low-fat cheese.) Ask students to describe the sample visually and in terms of taste and then choose which sample they preferred by staring or circling the appropriate description. Do not reveal the generic vs. name brand identity of each item until the end of the activity. After the reveal, work together as a class to calculate the price differentials. Follow-up questions might include: Did you most often prefer the generic or name brand products? Why are name brand products more expensive? Are name brand products worth the extra cost?

Day 2: Activity 3 (40 minutes)
In the same groups of two, have students open a Voki account at www.voki.com and create a Voki (online speaking avatar) to share and explain (in 60 seconds or less) one of the strategies outlined in the DVD.

Day 2: Conclusion (10 minutes)
Share Vokis with the class. Direct students to write in their journals about which savings strategy(ies) will be most helpful for their families. Ask them to reflect upon the following questions: Which is more important — shopping to save money or for good nutrition? What does it mean to pay now or pay later? How can shoppers find a balance between the two approaches?

Extended Activity Idea
Ask students to share the “Supermarket Savings” information from their journals with their families. Parents/guardians should sign below the last entry for verification and write a comment about the information. If journaling electronically, parents/guardians can e-mail the teacher for verification or send a note.
Grade Level: High School

National FCS Standards:
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
- 9.5.2 Analyze data in statistical analysis in making development and marketing decisions.
- 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

21st Century Skills:
- Learning and Innovation Skills: Collaboration, Creativity, and Critical Thinking
- Information, Media, and Technology Skills: Information, Communications, and Technology (ICT) Literacy
- Life and Career Skills: Initiative, Self-Direction, and Social Skills

Objectives:
Students will...
- Understand grocery store design.
- Identify common marketing schemes.
- Evaluate grocery stores from multiple perspectives.
- Develop a family grocery shopping strategy.

Essential Question:
How can consumers successfully navigate the grocery store balancing nutrition and economics while avoiding marketing schemes?

Career Clusters (& Pathways):
- Agriculture, Food, and Natural Resources: Food Products and Processing Systems
- Business Management and Administration: Operations Management
- Information Technology: Web and Digital Communications
- Marketing: Communications and Research

Materials List:
- Computer/LCD projector/PowerPoint® software
- Classroom/personal devices with online access
- Grocery store maps
- “Grocery Shopping Secrets” PowerPoint® presentation (WA28320H)
- Economy graph paper, 8½” x 11” (9706099H) or 11” x 17” (9706100H)
- Wireless Eggspert® Game Show Unit (TB24595H)
- Field trip permission forms
- Clipboards (9712884H)
Prior to Class
Read and pull statistics from CNBC article “Supermarkets Wage War for your Dollars” (www.today.com/id/41259243/ns/today-money/t/supermarkets-wage-war-your-dollars/#UX7fzhrNmSo). Familiarize yourself with www.poll Everywhere.com and set up introductory poll questions. If all students do not have personal devices with online access, create small groups for the introductory activity. Pick up local grocery store maps. Obtain grocery store field trip permission from school administration. Prepare field trip permission forms. Enter student-generated quiz questions into the Wireless Eggspert®.

Day 1: Introduction (15 minutes)
Poll Everywhere (www.poll EveryWhere.com) is a free, online application that allows teachers to set up anonymous poll questions. Students can text or send a response via the web. The results appear live on screen as they are received. Multiple choice and free-form response questions are available. Poll Everywhere can accommodate up to 40 student responses for each question. Create the following multiple choice poll questions on Poll Everywhere for the introduction to this lesson: How many items does a typical grocery store offer? What is the average profit margin on most grocery store products? How much money does the grocery store industry generate annually? Discuss student responses to the questions. Close with the free-form response question: What marketing schemes or “tricks” do you think grocery stores use to sell more product?

Day 1: Activity 1 (45 minutes)
Hand out graph paper and maps of the local grocery store to students. Ask them to sketch out the sections of the store to match the map, leaving plenty of space within the sections for notes. Go through the “Grocery Shopping Secrets” PowerPoint® as a class, making notes in the appropriate sections of the grocery store map. Upon completion, discuss “perimeter shopping” and write “safe zone” around the perimeter of the store. Use red colors to circle and label the center store aisles as the “danger zone.” As a wrap-up activity, ask each student to write a quiz question based on the information in the PowerPoint®.

Day 2: Activity 2 (30 minutes)
Divide the class into six groups. Play a Wireless Eggspert® review game based on PowerPoint® concepts.

Day 2: Activity 3 (30 minutes)
Prepare for field trip by collecting permission forms, reviewing field trip etiquette, and confirming logistical details. Students will be asked to complete two assignments during the grocery store visit. In the first, they will assume a specific role and walk through the grocery store writing observations and notes based on their assigned perspective. Perspectives include: parent (give students a distracting task they must complete while making observations in this role), child (students should walk through the store on their knees or in a nearly seated position), nutritionist/dietitian, elderly shopper, person with limited mobility/wheelchair-bound (obtain permission for one or two responsible students to use motorized scooters/wheelchairs if available), store manager (pay attention to all aspects of running a grocery store, including employee management), marketing specialist, and food company owner. The second assignment will place students in various areas of the store where marketing schemes are common. Ask them to watch shoppers and take notes on potential marketing-driven behaviors they observe.

Day 3: Activity 5 (60 minutes)
Grocery store field trip. Collect clipboards and observation papers for participation points.

Day 4: Activity 6 (50 minutes)
Debrief role playing activity. Move students to groups with all role playing perspectives represented. Ask each student to share their observations from the store walk-through. As they discuss, ask groups to choose their five most surprising or thought-provoking observations and record them on the board. Discuss as a class. Highlight examples of marketing-driven consumer behavior observed by students in the grocery store. Use “U.S. Grocery Shopper Trends 2012 Executive Summary” (www.icn-net.com/docs/12066_FMTN_Trends2012_v5.pdf) in part or full to examine how retailers and consumers might comprehend and apply the information.

Day 4: Conclusion (10 minutes)
Homework: Have students create a “Rules of the Grocery Store” reminder list for their families. Formats will vary as students determine what would work best for their families. Some may put together a Prozi (prozi.com) presentation; others may create a laminated hard copy or digital cheat sheet that can be taken to the store as a reminder of the schemes. Some may prefer making a YouTube (www.youtube.com) video summarizing the main points to remember. These projects can be collected and graded for unit assessment and used for review purposes.

Extended Activity Idea
Invite a grocery store manager or owner to talk with the class about operations management, marketing, and techniques for tracking consumer preferences and behavior.

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Welcome to taste testing! Your job is to determine differences, if any, between the name brand and generic versions of various products. Please note your observations in the chart below. Be as specific and detailed as possible. After each sample, star or circle your preference based on the two choices.

<table>
<thead>
<tr>
<th>Product Name</th>
<th>Sample A</th>
<th>Sample B</th>
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<tbody>
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<td>Name Brand</td>
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