

Week 2: Meal Planning and Shopping on a Budget

Time Needed	Materials Needed	Set-Up Needed
40 minutes	Newspaper, coupon materials, store flyers, packaging examples of unit pricing	See CMYC p. 77 – Cooking activity
Task, Content, Rational Aim	Background, Givens, Focus	Group, Mood, Experiential Aim
Have participants be capable of creating meal plans and a shopping list.	Concepts covered in today's class will be reinforced on supermarket tour.	Plan, Purchase, Prepare
Topic	Procedural Steps/Activities/Key Points to be made	
Meal Planning	<ol style="list-style-type: none"> 1. Ask participants if they use a meal plan and shopping list. Why or why not? Ask what the benefits of doing a meal plan and creating a shopping list might be (e.g. save time, save money, less waste). Emphasize the concept: Plan, Purchase, Prepare (PARTICIPANT HANDOUT: MYPLATE Plan, Purchase, Prepare) 2. Ask class to use the concepts from Meeting MyPlate Goals on a budget to begin to think about creating a meal plan for a week using the participant handouts. Ask class: What are some things to keep in mind when creating a meal plan? (e.g. food budget, time, what's on sale, family preferences) Let class know that they will be asked to complete meal plan for homework. (PARTICIPANT HANDOUTS: MYPLATE tip sheet 2, Grocery Game Plan Interactive, Grocery Store List Interactive) https://www.choosemyplate.gov/budget-weekly-meals https://www.choosemyplate.gov/budget-sample-two-week-menus 	
Shopping on a Budget	PARTICIPANT HANDOUT: MYPLATE tip sheet 16 <ol style="list-style-type: none"> 1. Couponing Ask class: What are some benefits of using coupons? Some challenges (e.g. time consuming)? (PARTICIPANT HANDOUT: MYPLATE tip sheet 37) Where can coupons be found? Handout examples if desired. 2. Buying fruits/vegetables on a budget Ask class: How can you save money on fruits and vegetables? (PARTICIPANT HANDOUT: MYPLATE tip sheet 9) Also review concepts learned in fruit and vegetable lesson (e.g. utilize fresh, frozen, canned) 3. Unit price comparison Show class where to find unit price (use examples). Do unit price comparison examples/practice. Ask class: Do convenience foods cost more? Use examples (e.g. precut veggies vs. whole veggies). Compare unit prices on convenience foods vs. non-convenience foods (use packaging examples). How can you avoid high cost convenience foods and still save time? (e.g. cooking ahead of time and freezing) 4. Buying in bulk Ask class: What are some benefits of buying in bulk? What are some risks? (e.g. food spoilage, wasted food) How can you avoid these risks? (e.g. freezing, sharing with friend) 	
Homework	For next class be prepared to share your weekly meal plan and shopping list. What methods did you use to minimize costs?	