

Consumer Awareness and Healthy Choices

This lesson plan will introduce students to consumer awareness and the right to be informed. Through creating a healthy grocery shopping list, students will explore financial literacy concepts such as creating a budget and making responsible purchasing choices. Complete each section by following the instructions below.

 Teacher Led	 Requires Computer OR Mobile Device	 Requires Spaces
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Spaces Prep Create your Activity in Spaces before the lesson. Not sure how to create an Activity? Check out this [short video tutorial](#) on assigning and managing Activities.

Learning Goals

1. Students will gain insight on financial literacy concepts, such as creating a budget and making responsible purchasing choices
2. Students will learn what information to look for when making healthy, responsible food choices

Materials

 Student Handouts	<ul style="list-style-type: none">• HANDOUT [A]: Choosing a Product• HANDOUT [B]: Grocery Shopping List - Budget• HANDOUT [C]: Success Criteria - Working Cooperatively in a Group (<i>Optional Extension Activity</i>)
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 Technology Requirements	<ul style="list-style-type: none">● Internet● Mobile device, tablet, or laptop
 Additional Materials	<ul style="list-style-type: none">● Chalkboard, whiteboard, or Smart Board● Grocery store flyers

Instructions

Introducing the Lesson

1. Ask students to examine the image and text on their handout and choose the cereal product they would purchase by writing their choice on **Handout [A] - Choosing a Product**
2. **Inside/Outside Circle:** Using an “inside/outside circle”, ask students to tell their partner what cereal they chose and explain why. Rotate the circle three times so students can hear from three different classmates

**Teacher’s Note: Inside/outside circle is a discussion technique to give students an opportunity to share ideas with their peers. Students form two concentric circles and share their ideas with a partner. The teacher then instructs the outer circle to move in one direction, giving each student a new partner to talk to*
3. Return to a whole class group and ask students to share and justify their choice. Use the following questions to guide the discussion:
 - Why do you feel you made the best choice?
 - What information did you use to make your choice?
 - Does the information tell you what item is healthier?
 - What other information do you want to know?
4. Introduce students to the term **consumer awareness**, meaning the right for consumers to be informed about the products they are purchasing. Draw attention to the following:
 - Consumers have the right to be informed about the products they choose to purchase
 - You can use information such as price, reviews from other people, and quality of the product to make a choice



- You can also use nutritional information to make healthy, informed choices about the food you choose to buy

**Teacher's Note: A useful example of consumer awareness to share with students is the passing of the Healthy Menu Choices Act requiring restaurants to post the calories for the food and drink items on the menu*

Class Brainstorm and Activity

1. As a class, ask students to share their understanding of the term **budget**. Gather all responses but draw attention to the following:
 - Definition: An amount of money available for spending that is based on a plan for how it will be spent
 - Part of spending on a budget means planning ahead to make good choices, rather than splurging on expensive items
 - Sticking to a budget can help you save and manage your money
2. Inform students that they will receive an imaginary budget and will have to create a grocery shopping list within the budget. Make note of the following points:
 - Students will be working in groups of 3-4
 - Students will be using grocery store flyers to create their list, compare prices, and gather relevant information
 - Students must have enough food to feed the members of their group (e.g., Students may purchase one cereal box for three group members, but might need to purchase three apples for three group members)
 - Students should aim to create a shopping list that includes healthy choices

**Teacher's Note: Students can refer to Canada's Food Guide to help them determine healthy choices. Ensure students have previously been introduced to Canada's Food Guide. Alternatively, take a moment to review Canada's Food Guide as a class.*



3. Divide the class into groups of 3-4 students. Distribute **Handout [B] - Grocery Shopping List - Budget** to each group of students, as well as a copy of [Canada's Food Guide](#) and grocery store flyers.
4. As a class review Handout [B] - Grocery Shopping List - Budget
5. Explain to students that their goal is to create a grocery shopping list that includes healthy choices within a budget of \$40.00
6. Students can begin working on their grocery lists and budgets and complete the activity in their groups
7. After the activity, provide each group with an opportunity to share their experience on creating a grocery shopping list on a budget. Here are some guiding questions:
 - What items do you have on your shopping list?
 - What is your total cost? Were you over or under budget?
 - What strategies did you use to add the prices?
 - What challenges, if any, did your group run into?

Documenting the Activity in Spaces

Teacher Tip!

This lesson has been created as an Activity in Spaces, but you can easily adapt the instructions if you'd prefer for your students to post directly into the Class Space or their Individual Space.

1. Explain to students that they will complete an Activity in Spaces. Their activity will include:
 - Media entry (picture): Handout [B] - Grocery Shopping List - Budget
 - Description: Students should describe their budgeting experience and choices from the group budgeting activity by answering the following questions:
 - What items do you have on your shopping list?
 - What is your total cost? Were over or under budget?
 - What strategies did you use to add the prices?

- What challenges, if any, did your group run into?
 - Reflection: Students should reflect on what they learned and how they can apply this learning in the future. Some prompts to consider:
 - What lesson did you learn in math today?
 - What strategies did you use in math?
 - What tips would you give a friend who is trying to stick to a budget?
 - How can you use what you learned in math today in your daily life?
2. Students will complete the Activity in Spaces by following these guidelines:
- Click **Activities** > Choose today's activity
 - Read the Activity and Click ✓ **Start Activity**
 - Media > Choose **Camera** > add a picture of Handout [B] - Grocery Shopping List - Budget
 - Add a title > "Consumer Awareness and Healthy Choices"
 - Post Description > This is where students should answer one or more of the description questions outlined above
 - Add Comment > This is where students should answer one or more of the reflection questions outlined above.
 - ✓ **Submit** > Click **Yes, Submit**

Extension: Evaluation of Working in a Group

After completing their grocery shopping lists, students should be encouraged to complete a group evaluation of how well their group worked together using **HANDOUT [C]: Success Criteria - Working Cooperatively in a Group**.

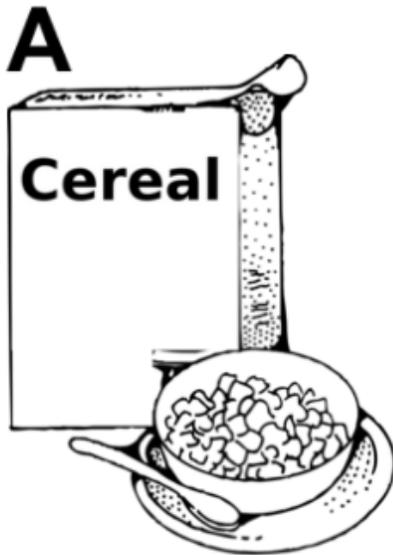
1. Students can complete HANDOUT [C]: Success Criteria - Working Cooperatively in a group independently or with their group members



2. If their Activity has been 'Reviewed and Published,' students should locate their post in the **Class Space** or their **Individual Space**
3. In the **Add reflection** box, students can **Add Media** and take a picture of HANDOUT [C] and/or they can answer additional reflection questions:
 - What did you enjoy about working in a group?
 - What did you find challenging about working in a group?
 - What do you want to work on next time you are in a group? (e.g. Listening to others' ideas, sharing your own ideas, using kind or encouraging words, etc.)

HANDOUT [A]: Market Shopping List

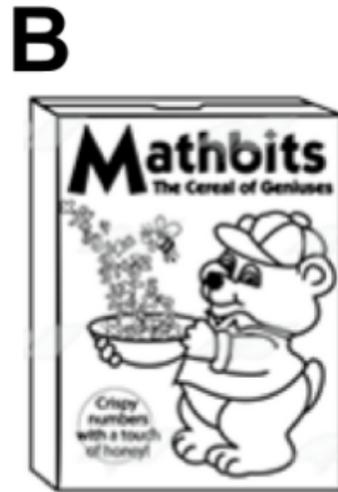
Name: _____



Delicious honey roasted, whole grain flakes.

Made from whole grain oats and without artificial
flavours or colours!
Only one gram of sugar per serving.
100 calories per serving.

Price: \$4.99 for 340 grams



*Delicious frosted, whole-grain flakes with
number-shaped marshmallows.*

Made with whole grain oats!
130 calories per serving

Price: \$3.50 for 380 grams

What cereal product would you purchase? _____

Why would you purchase this product? *You can write your answers in point form.*

HANDOUT [C]: Success Criteria - Working Cooperatively in a Group

Group Members:

As a group we:

- Decided on a role for each person in the group
- Used kind and encouraging words
- Listened to each other
- Helped each other with challenges

Our strengths as a group were:

Our challenges as a group were:

What would our group do differently next time to avoid these challenges?
