



SESSION

4

Introduction to Food Shopping

DMCN-FS
Introduction to Food Shopping



STATEMENT OF PURPOSE

This session provides information on choosing healthy food when shopping.

PREREQUISITES

It is recommended that participants have knowledge of the basics of healthy eating and label reading. Participants need to complete *BYLD*, Session #4: *Healthy Eating*, Sections 1 and 2, prior to this session.

LEARNING OBJECTIVES

- | | |
|------------|-------------------------------------------------------------------|
| DMCN-FS-1 | Identify two or more sources of food. |
| DMCN-FS-2 | Identify two or more ways to choose healthy food when shopping. |
| DMCN-FS-3 | Make a shopping list that includes healthy food choices. |
| DMCN-FS-4 | Identify two or more ways to save money when buying healthy food. |
| DMCN-FS-GS | State or write a personal plan for food shopping. |



CONTENT

Food shopping for nutritional management of diabetes

MATERIALS NEEDED

Visuals Provided

- #1 *Forget the Corn! Pass the Kohlrabi!*
- #2 *Steps for Healthy Food Shopping*
- #3 *Choosing Good Foods*
- #4 *Shopping List*
- #5 *Money Saving Tips*
- #6 *You Can Manage Your Budget While You Manage Your Blood Sugar*
- #7 *Changes I Can Make*

Additional Resources

- Local Resource List*
- Samples of foods common in the participants' community
- Food packages with ingredients listing and Nutritional Facts Label
- Food shopping videos
- Food Label*
- Grocery store tours (actual and virtual)
- Local grocery store advertisements
- Honoring the Gift of Heart Health: A Heart Health Educator's Manual for American Indians and Alaska Natives*

METHOD OF PRESENTATION

This session builds on information and skills provided in *BYLD*, Session #4: *Healthy Eating* and the instructor needs to be familiar with its content before teaching this session. The instructor may need to provide content in more than one session depending on participants' knowledge and learning needs. **This session is an introduction only, and individuals need to be referred to a registered dietitian for an individualized meal plan.**

In order to use teaching materials effectively, instructors need to become familiar with the variety of materials available for this session. It is important for instructors to point out specific content in the materials and explain it. **Instructors need to avoid giving these materials to participants without explanation.**

Identify local community resources (see *Resource Directory*) to assist with the presentation of this session. Partnerships with USDA Cooperative Extension Service, USDA Food Distribution Program on Indian Reservations (commodity program) and other educational resources can be helpful.



To enhance the effectiveness of this session, instructors may want to work with a registered dietitian to arrange a grocery store tour. The tour needs to be conducted at the store where most people shop. The tour can be provided for an individual, family or group. Encourage household members to attend, especially those who usually purchase and prepare the food.

Use a creative icebreaker. (See *BYLD* Introduction on p. XIII for examples.) You may want to ask participants to introduce and share something about themselves and how they live with diabetes. Explain that the purpose of this session is to discuss how to select healthy food when shopping.

Use facilitated group discussion to present material. Encourage participants to share stories and ask questions to facilitate the discussion. Have a variety of teaching tools available based on participants’ learning needs. Be creative and encourage interaction. Videos may be used to introduce or reinforce content. **Encourage participants to have the person who shops for their food attend this session with them.**

CONTENT OUTLINE

Objective	Content	Instructor’s Notes
Introduction	Planning ahead before shopping can help a person with diabetes: <ul style="list-style-type: none"> • choose healthy food • save money 	Recognize that individual/community factors and circumstances affect a person’s ability to plan for food shopping, such as: <ul style="list-style-type: none"> • time • food storage capabilities • weather • finances • transportation • special occasions Explore the challenges to participants’ planning and brainstorm ways to overcome barriers. See <i>BYLD</i> , Session #3: <i>Making Healthy Changes</i> for more information on planning.
DMCN-FS-1. Identify 2 or more sources of food.	There are many food sources. They include: <ul style="list-style-type: none"> • grocery stores • food banks/pantries • farmers’ markets • home raised animals • gardens • commodity and other food assistance programs • elderly meals 	Ask, “Where do you/your family get the food you eat? How much of your food comes from each source?” List/discuss responses. What and how much a person buys from a grocery store may be affected by other available food sources. Provide local <i>Resource List</i> for food sources.



Objective	Content	Instructor’s Notes
DMCN-FS-1. (continued)	<ul style="list-style-type: none"> • community events • hunting/fishing/gathering • family/friends • restaurants 	<p>Distribute and discuss Visual #1: <i>Forget the Corn! Pass the Kohlrabi!</i></p>
DMCN-FS-2. Identify 2 or more ways to choose healthy food when shopping.	<p>These are some ways to choose healthy food when shopping:</p> <ul style="list-style-type: none"> • identify available food sources • choose a variety of food • choose food in season • identify healthy foods in store advertisements/flyers 	<p>Ask, “What are some things you do to help you choose healthy food when you shop?” List/discuss responses.</p> <p>Visual #2: <i>Steps for Healthy Food Shopping</i></p> <p>See Objective 1 for more information on food sources.</p> <p>Choose food from each food group. Choose more:</p> <ul style="list-style-type: none"> • whole grains • fruits • vegetables • lean meats • beans • low-fat dairy products <p>See <i>BYLD</i>, Session #4: <i>Healthy Eating</i> for more information on food groups.</p> <p>Visual #3: <i>Choosing Good Foods</i></p> <p>Have participants check off foods they usually eat. Explore whether they are choosing a variety of healthy food.</p> <p>Fresh foods in season may taste better and cost less.</p> <p>Healthy foods on sale may be used to plan meals for the week.</p> <p>Provide samples of local grocery store advertisements/flyers to participants. Using the food list participants made with Visual #3: <i>Choosing Good Foods</i>,</p>



Objective	Content	Instructor’s Notes
DMCN-FS-2. (continued)	<ul style="list-style-type: none"> • plan meals for a week • use a shopping list • shop when not hungry 	<p>assist them with finding their healthy food choices in the advertisements.</p> <p>Plan ahead for meals that meet the needs of all household members, special occasions, etc.</p> <p>Shopping with a list helps people have the food they need to prepare healthy meals at home. See <i>BYFC</i>, Session #4, Objective 3 for more information on shopping lists.</p> <p>When a person is hungry, he/she may choose unhealthy food and/or buy more food than needed.</p> <p>Provide local <i>Resource List</i> for grocery store tours.</p>
DMCN-FS-3. Make a shopping list that includes healthy food choices.	<p>A shopping list includes the foods people plan to eat.</p> <p>A shopping list helps a person with diabetes buy healthy food.</p>	<p>Ask, “Has anyone had experience with using shopping lists? How has a shopping list helped you make healthy food choices?” List/discuss responses.</p> <p>Have participants look at the foods they checked on Visual #3: <i>Choosing Good Foods</i>. (See Objective 2.) Ask, “What foods would you put on your shopping list?” List/discuss responses.</p> <p>Visual #4: <i>Shopping List</i></p> <p>Assist participants in completing the <i>Shopping List</i>, including the name and amount of each food they plan to buy. Assist participants in organizing their <i>Shopping List</i> according to the layout of the store where they usually shop for food. Provide additional copies of Visual #4: <i>Shopping List</i> for future use.</p>



Objective	Content	Instructor’s Notes
DMCN-FS-3. (continued)	<p>A registered dietitian can help people learn how to choose healthy food when shopping.</p>	<p>Emphasize that reading food labels can also help a person choose healthy food. See <i>BYFC</i>, Session #1: <i>Introduction to Food Labels</i> for more information.</p> <p>Refer participants to a registered dietitian for assistance with their meal plan and food shopping.</p>
DMCN-FS-4. Identify 2 or more ways to save money when buying healthy food.	<p>These are some ways to save money when buying healthy food:</p> <ul style="list-style-type: none"> • think about other food sources • use store advertisements/flyers to plan meals • buy only what is on the shopping list 	<p>Ask, “What are some things you do to save money when buying healthy food?” List/discuss responses.</p> <p>Visual #5: <i>Money Saving Tips</i></p> <p>Many people think that eating healthy costs too much. Emphasize that there are many ways to make eating healthy affordable.</p> <p>Remind participants of other available food sources that might help them save money. See Objective 1 for more information on food sources.</p> <p>For example, if chicken is advertised on sale, plan for one or more chicken meals that week.</p> <p>Buy only the amount of food needed. Food that “goes bad” is money lost.</p> <p>Buy food on sale if it is on the shopping list and needed. Use coupons for food on the shopping list when available.</p> <p>Avoid “impulse buying,” which is buying things not planned or needed.</p> <p>Many things may affect the amount of food purchased, such as transportation, weather and distance to the grocery store. Recognize that some participants</p>



Objective	Content	Instructor’s Notes
DMCN-FS-4. (continued)	<ul style="list-style-type: none"> • limit use of ready mixes and instant food • buy store brands and plain labels • buy food in season 	<p>may have limited storage and refrigeration.</p> <p>Ready mixes and instant food often cost more.</p> <p>Store brands and plain (generic) labels often cost less.</p> <p>Food in season may cost less.</p> <p>Distribute and discuss Visual #6: <i>You Can Manage Your Budget While You Manage Your Blood Sugar.</i></p>
DMCN-FS-GS. State or write a personal plan for food shopping.	Making changes in health habits, such as food shopping, is easier when plans are broken down into small, easy-to-do steps.	<p>Visual #7: <i>Changes I Can Make</i></p> <p>Assist participants in making a personal plan for food shopping.</p> <p>See <i>BYLD</i>, Session #3: <i>Making Healthy Changes.</i></p>

SKILLS CHECKLIST

Participants will be able to choose healthy food when shopping.

EVALUATION PLAN

Knowledge will be evaluated by achievement of learning objectives and by responses to questions during the session. The ability to apply knowledge will be evaluated by identifying personal meal planning goals and the use of food shopping to achieve those goals. Application of knowledge can also be evaluated through *Diabetes and Real Life Activities*. Evaluation will also include program outcome measures.

DOCUMENTATION PLAN

Record class attendance and achieved objectives as appropriate. Document patient response on PCC record using current IHS Patient Education Protocols and Codes (PEPC).



