



At the Supermarket

Objectives

1. To facilitate an understanding of the costs associated with food

2. To encourage students to devise practical money-saving techniques

Subject Area

English Language Arts (K-12), Math (4-5, 7), Social Studies (7), Physical Education (K, 2, 4, 6), Science (2, 5), Foods and Nutrition (5-8)



Discussion

Introduce money management as it pertains to the supermarket with the following discussion points:

- Who is responsible for the food budget in the family?
- Do you pack your own lunch? If not, who does? Or do you get money for lunch?
- How much do you think it would cost to buy groceries for yourself for a day? How about a week?
- What is the difference between shopping at a convenience store and a grocery store?
- What are some different ways that you could save money when grocery shopping or buying lunch? (Buying the store brand, buying in bulk, using coupons, etc.)
- Is there a significant difference between the cost of a “homemade lunch” and a “cafeteria bought” lunch? Why?



Activity

Lunch in a \$5 Cash Crunch

Length: 30–45 minutes

Materials: *Lunch in a \$5 Cash Crunch Handout*, supermarket flyers and coupons

- In this activity, students will need to come up with a clever \$5 (or less) lunch idea. On their own or in pairs, have students brainstorm ideas on how to make or buy a lunch for \$5. Students

will need to read and fill out the information on the *Lunch in a \$5 Cash Crunch Handout*. They will need to name their lunch, describe it in an appetizing way and provide a description of each item in the lunch and the cost associated with it.

- Once complete, amalgamate the \$5 lunch ideas into a booklet for distribution. Decide collectively on a booklet title (i.e. “Five-dollar Dining”).

Extension

Ask students to think about what they brought/bought for lunch that day. With the help of a parent or through online research, ask the student to estimate the following:

- How much did this lunch cost?
- How might this cost be improved upon for the next day’s lunch?
- Assuming this lunch cost more than \$5, subtract \$5 from the cost of this lunch to determine what the savings might have been. What would these savings amount to over the course of a week? A month? A year?

Collaborative Feedback

- Discuss how each student’s/group’s \$5 lunch ideas might be improved. Are there any recurring savings tips that arise?
- Compare the results of the Extension exercise and discuss why the costs are as they are.



Teacher Tips

- Reward the most creative/nutritional/inexpensive lunch with a \$5 cafeteria voucher.
- Arrange for the foods and nutrition teacher to come in and speak about cost-saving meal ideas.
- Bring a teacher lunch as an example for discussion.

Pre- and Post-Assessment of Lesson

- How can managing your money wisely affect your spending decisions?
- How did managing your money wisely affect your spending decisions?

At the Supermarket

Lunch in a \$5 Cash Crunch

You've got \$5 and you are hungry. You have got to make that \$5 count! Brainstorm ideas on how to make or buy a lunch for \$5, and fill out the chart below. Will you bring it from home? Will you buy it? What will the lunch include? You should think about all of these things before making any purchases. Remember, even lunches brought from home have a cost.

Make sure your lunch is nutritious, and make it fun and creative! You may want to have a themed lunch or call it something memorable. Then you can share the idea with others.

My \$5 Lunch (Name and describe your lunch, and make it sound good!)

Item	Price
	\$
	\$
	\$
	\$
Total	\$

