

FOODS AND NUTRITION II – CONSUMERISM LECTURE

<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will practice consumerism and budgeting skills related to food. 2. Students will read and interpret food labels as it applies to nutritional value. 	<p>STANDARD:</p> <p>Students will apply skills for consumerism and budgeting as it applies to meal planning, meal management, and meal service.</p>
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BELL RINGER	DESCRIPTION: Bell Ringer Question	MATERIALS: Bell Ringer Cards
TIME: 5 min.		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Have the students answer the following question on their bell ringer cards, “Why should you shop alone?” (answers will vary) 2. When done, have the students return their cards to the class basket. 		

ACTIVITY 1 (Individualistic)	DESCRIPTION: Food Labels	MATERIALS: <i>CONSUMERISM STUDY GUIDE</i> Consumerism PowerPoint Presentation
TIME: 30 min.		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Hand out the “Consumerism” study guide to the students and have them take notes throughout the discussion today. 2. Discuss the required components that should be found on each food label. (slide 3) 3. Discuss additional label requirements. (slide 4-6) 4. Discuss food label terms. (slide 7-8) 5. Discuss what the dates on food labels mean. (slide 9-10) 		
<p>PROCESS QUESTIONS:</p> <ol style="list-style-type: none"> 1. What is required to be on a food label? 2. Name some other information that should be found on any food label. 3. Define the following terms: low in, reduced, good source of, organic, high source of fiber, and juice. 4. Define the following terms: sell date, use by date, opening date, and expiration date. 		
<p>REFERENCES:</p> <p>Information found in the Foods & Nutrition II Curriculum Guide – Utah State Office of Education</p>		

ACTIVITY 2 (Individualistic)	DESCRIPTION: Budgeting and Shopping Strategies	MATERIALS: <i>CONSUMERISM STUDY GUIDE</i> Consumerism PowerPoint Presentation
TIME: 30 min.		

CONTENT:

1. Discuss with the students how to establish a food budget. (slide 12)
2. Discuss the various shopping strategies that should be used. (slide 13)
3. Discuss the many advertising strategies companies use to get your business. (slide 14-15)
4. Discuss what unit pricing is and how it works. (slide 16-17)
5. Have the students put their pencils down and figure out the unit pricing problems. (slide 18-20)
6. Discuss the difference between national and store brands. (slide 21)
7. Discuss convenience foods. (slide 22-23)
8. Discuss eating out. (slide 24)

PROCESS QUESTIONS:

1. How do you set up a food budget?
2. Name some shopping strategies.
3. What advertising strategies do companies use?
4. What is unit pricing and how does it work?
5. What is the difference between national and store brands? Which is better?
6. What are convenience foods and what are some of the advantages and disadvantages of using them?
7. What are some of the dangers to eating out on a regular basis?

REFERENCES:

Information found in the Foods & Nutrition II Curriculum Guide – Utah State Office of Education

SUMMARY:

Become a better consumer by understanding what information is on food labels.
 Be careful with your money.
 Budget wisely.
 Be cautious of advertising strategies.
 Understand how unit pricing works.
 Know what types of brands of foods are available.
 Evaluate if convenience foods and eating out is right for you and your budget.

STUDENT EVALUATION:

Instruct the students to fill out the study guide throughout the lecture today. Encourage discussion and answer any questions the students may have throughout the lesson. At the end of class, have the students keep their study guides to prepare for the upcoming test. There will be no homework today.

TEACHER EVALUATION:

OPTIONAL ACTIVITY:

If time allows, pull some food containers out from the cupboards and have the students critique the labels. What printed on the label is required? What is not required? What do each of the terms mean? What type of date is printed on the label? What does the date mean?