

FOODcents Tour Leader's Guide

FOODcents pre-tour classroom activities

Teaching the main FOODcents concepts in the classroom prior to the tour allows students to explore them further in the supermarket with the food products they commonly eat. The main concepts are reinforced in the supermarket.

The following table details the links to the curriculum framework.

Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Concepts for a Healthy Lifestyle• Self Management Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Writing• Viewing
Mathematics	<ul style="list-style-type: none">• Working Mathematically• Number

10 Plan guide to food purchasing using the Healthy Eating Pyramid

The 10 Plan shows the value in spending food money in the same proportion as choosing foods for a healthy diet. Familiarise students with the 10 Plan in [FOODcents Curriculum Activities](#) to show that foods belonging in the 'eat most' part of the *Healthy Eating Pyramid* are generally best value for money.

KILOcents Counter - comparing foods on a cost per kilogram basis

The KILOcents Counter will be used extensively during the supermarket tour. Familiarise students with the KILOcents Counter by calculating the cost per kilogram of the foods illustrated in the [FOODcents Curriculum Activities](#). Compare the prices of foods between and within food and *Healthy Eating Pyramid* groups.

Comparing grams and millilitres - weight and fluid volume

Throughout the supermarket tour, students will be identifying the cost per kilogram or litre of foods. Familiarise students with the concept of kilograms and litres by weighing and measuring suitable foods (eg. potatoes, rice, bananas etc.) using the Weighing work sheet in [FOODcents Curriculum Activities](#). Compare the prices of foods between and within food and *Healthy Eating Pyramid* groups.

FOODcents supermarket tour

Schools are encouraged to take children on a supermarket tour, or set up 'virtual tours' to demonstrate the cost benefits of buying foods from the 'eat most' category of the *Healthy Eating Pyramid*. The following section outlines suggested supermarket tour activities. The activities involve price comparisons that highlight the relationship between FOODcents budgeting concepts and healthy food choices.

This section will assist you to prepare for the tour:

- Identify and plan food stations
- Plan tour evaluation

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Health & Physical Education	<ul style="list-style-type: none">• Concepts for a Healthy Lifestyle• Self Management Skills
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Logistics

- 6-8 stations is a comfortable amount for a one-hour tour
- Allow 5 minutes at the beginning for the introduction
- Allow 10 minutes at the end to conclude the tour
- Allow 8-10 students per tour leader

Before the tour begins

- Advise the store manager that you have arrived to conduct the tour
- Split the class into groups of no more than 10 students per group
- Provide each student with a KILOcents Counter, KILOcents Counter Supermarket Worksheet, Supermarket Map work sheet (see [FOODcents Curriculum Activities](#)), and pencil
- Briefly review the KILOcents Counter
- Remind students of the behavioural rules for the tour

Selecting stations

The following stations highlight key FOODcents messages. The first six stations are essential to deliver the FOODcents concepts. Select additional stations according to time allowing and information you wish to highlight. Select the order of stations to suit store layout and the activities you plan to do.

At each station students compare the cost per kilogram of foods using the Supermarket Map work sheet and the KILOCents Counter. Walk to each station, assign student pairs their tasks and allow 5 minutes for each pair to obtain the information. Meet and have students feedback to the group what they have found.

Food Stations - ESSENTIAL (Years 4-10)

Station	Foods Covered	Time (minutes)
1	Introduction	5
2	Fresh fruit and vegetables	10
3	Frozen vegetables	3
4	Canned vegetables	3
5	Canned fruit	3
6	Dried fruit	3
7	Breakfast cereals	5-10
8	Bread	3
9	Biscuits	5-10
	'Indulgences' (crisps, chocolate, muesli bars etc.)	5-10
Conclusion	Bringing it all together	10

Station 1: FRESH FRUIT AND VEGETABLES (10 mins)

Use this station to compare the cost per kilogram of fresh fruit and vegetables. Prices are usually advertised per kilogram and are easy to compare. Depending on your supermarket layout, you may also be able to do the cost comparison of bread in this section.

Activity

Ask students to write the following on their KILOCents Counter:

- The cost per kilogram of potatoes, carrots, tomatoes and apples
- The 'best buy' for fruit
- The 'best buy' for vegetables

Ask one student to weigh one kilogram of medium-sized apples and count the number of pieces.

Concluding comments

- Everyone is encouraged to *Go for 2 fruit & 5 vegies every day*
- More than half the money we spend on food should be spent on fruit, vegetables, bread and cereals
- Point out the value of fruit and vegetables in season (the 'best buy')
- Point out fruit and vegetables that are available all year round and store well, eg. oranges, apples, potatoes, onions, carrots and cabbage
- Comment on the number of pieces of fruit you get in one kilogram, the price per piece and the time it takes to eat 1-2 pieces
- Mention that small quantities of higher priced items purchased occasionally can provide variety and interest

Station 2: FROZEN VEGETABLES (3 mins)

Use this station to compare the cost per kilogram of frozen vegetables.

Activity

Ask students to write the following on their KILOCENTS Counter:

- The cost per kilogram of common frozen vegetables eg. carrots, peas, corn, and beans
- The cost per kilogram of frozen French or Oven Fries

Ask students to compare the cost per kilogram of fries and fresh potatoes.

Ask students to comment on why frozen vegetables are slightly more expensive.

Concluding comments

- Explain that frozen vegetables are picked and processed soon after harvest and they are NOT nutritionally inferior to fresh
- Prices are usually not too much more than fresh
- Frozen vegetables are convenient and a good alternative when fresh vegetables are not in season

Station 3: CANNED VEGETABLES (3 mins)

Use this station to compare the cost per kilogram of canned vegetables with fresh.

Activity

Ask students to write the following on their KILOCENTS Counter:

- The cost per kilogram of canned carrots and tomatoes
- Point out the no-added salt varieties

Ask students to compare the cost per kilogram of canned with frozen or fresh.

Concluding comments

- Canned vegetables are convenient and a good alternative when fresh vegetables are not in season, or to keep vegetables on hand
- Prices are usually not too much more than frozen or fresh
- Choose no-added salt varieties as vegetables canned with added salt are slightly less desirable than fresh or frozen

Station 4: CANNED FRUIT (3 mins)

Use this station to compare the cost per kilogram of canned fruit with fresh.

Activity

Ask students to write the following on their KILOCENTS Counter:

- The cost per kilogram of canned pie apple
- The cost per kilogram of canned fruit (480 g) and smaller packs (100 g)
- Point out the no-added sugar varieties

Ask students to compare the cost per kilogram of canned with frozen or fresh.

Ask students to compare the cost per kilogram of different sized cans.

Concluding comments

- Canned fruit is convenient and a good alternative when fresh fruit is not in season
- Choose no-added sugar varieties
- Point out that 'pie fruit' (with no juice) is good value as it is usually cheaper and does not contain syrup or juice that is often discarded
- Point out that the smaller the can, the greater the packaging and the greater the cost per kilogram

Station 5: DRIED FRUIT (3 mins)

Use this station to compare the cost per kilogram of packets of dried fruit with loose dried fruit in the fresh produce section, and with canned or fresh fruit as appropriate.

Activity

Ask students to write the following on their KILOCents Counter:

- The cost per kilogram of dried apricot packets
- The cost per kilogram of Roll-Ups® and fruit sticks/bars

Ask students to compare the cost per kilogram of loose dried fruit, packets of dried fruit and fruit sticks/bars.

Ask students to comment on why Roll-Ups® and fruit sticks/bars are more expensive per kilogram.

Concluding comments

- Comment on the added sugar in Roll-Ups® and some fruit sticks/bars
- Comment on the extra cost of packaging and advertising

Station 6: BREAKFAST CEREALS (5-10 mins)

Use this station to compare the cost per kilogram of varieties of breakfast cereal. This activity also allows students to compare the sugar content of breakfast cereals.

Activity

Ask students to select a different breakfast cereal, and write the cost per kilogram on their KILOCents Counter. Make sure the following cereals are covered:

- Porridge or rolled oats
- Wheat biscuits (eg. Weet-Bix®, Mini-Wheats® etc.)
- Plain cereal (eg. Cornflakes, Rice Bubbles® etc.)
- Highly advertised cereals (eg. Nutri-Grain®, Special K® etc.)
- Cereal with added fruit (eg. Mini-Wheats®, Fruity-Bix®, Special K® Peach & Apricot etc.)
- Sugary cereals (eg. Coco Pops®, Froot Loops® etc.)

Have each student hold on to their cereal:

- Ask students to line up in order of the cost per kilogram - from lowest price to most expensive
- Show students how to read the nutrition label. Ask students to look at *added sugars* per 100 grams and to line up in order - from the lowest amount of added sugar to the highest
- Have students record the cheapest cereal and note the percentage of sugar
- Ask students to comment on what contributes to the cost per kilogram of breakfast cereals

Concluding comments

- Comment that high sugar cereals are usually the most expensive
- Comment on 'added sugar' versus total sugar (includes sugar found naturally in the fruit added to cereals)
- Comment on the extra cost of packaging and advertising of breakfast cereals (students should be able to tell you the TV ads for some of the more expensive cereals)
- Demonstrate that high-fibre cereals eg. Weet-Bix®, oats and muesli (not toasted) are the cheapest cereals

Station 7: BREAD, CAKES AND BISCUITS (5 mins)

Use this station to compare the cost per kilogram of bread, cakes and biscuits.

Activity

Ask students to select a different biscuit and write the cost per kilogram on their KILOcents Counter. Make sure the following biscuits are covered:

- Plain savoury (eg. Cruskits®, SAO® etc.)
- Plain sweet (eg. Milk Arrowroot®, Ginger Nut® etc.)
- Chocolate biscuits (eg. a couple of varieties including TimTam®)
- Biscuits marketed to children (eg. Tiny Teddy®, Shapes® in different size packets, muesli bars, Le Snak®, Tiny Teddy Dippers® etc.)

Ask students to write the cost per kilogram of some types of bread (eg. raisin, wholemeal, white, white high-fibre) on their KILOcents Counter.

Ask two students to count the number of slices in a loaf of bread and calculate how many sandwiches per loaf.

Ask students to consider what contributes to the price eg. processing, packaging, advertising etc.

Ask students to compare the cost of biscuits with bread and fresh fruit.

Concluding comments

- Cracker-type biscuits are usually more expensive than bread, they are nutritionally similar and can be used for variety
- Point out that the smaller the pack, the greater the packaging and the greater the cost per kilogram
- Point out that packaging, marketing and promotion to children result in a greater cost per kilogram

Station 8: INDULGENCES (5-10 mins)

Use this station to compare the cost per kilogram of varieties of 'indulgence' foods. These foods should only be eaten sometimes and in small amounts as they are usually high in kilojoules and are of little nutritional value.

Activity

Ask each student to select a variety of their favourite 'indulgence' foods and write the cost per kilogram on their KILOCENTS Counter. Make sure you cover the following:

- Lollies (including family packs and smaller packs of whatever is new and popular)
- Chocolates (including family sized block, and smaller packs of whatever is 'in vogue' eg. Kinder Surprise®, Yowies®, Wonka Bars® etc.)
- Potato crisps (include packets of varying sizes and multi-packs containing 10-12 individual packets)

Ask students to compare the cost of these 'indulgences' with fresh or dried fruit, biscuits and bread.

Concluding comments

- These foods should only be eaten sometimes and in *small amounts* as they are usually high in kilojoules and are usually of very little nutritional value
- The smaller the pack, the greater the packaging and the greater the cost per kilogram
- Packaging, marketing and promotion to children add to price - there may be choices that are better value for money

CONCLUDE THE TOUR (10 mins)

At the end of the tour, ask two groups to collect a trolley each, and put in \$10 worth of fruit and vegetables. Have another two groups collect separate trolleys and put in \$10 worth of 'indulgence' foods (chocolate, chips etc.) *Ask students how long each trolley load would take to eat.*

Conclude the tour by summarising information learned, and use the food in the trolleys to demonstrate how the cost per kilogram can affect quantity of food purchased. Review the nutritional value of apples, fruit and vegetables compared to chocolate, biscuits/cake, crisps etc.

Evaluation

To evaluate the tour, have students complete the Student Assessment of Tour form. You can use the Six Hats Thinking proforma to assist students to demonstrate their learned understandings.

FOODcents VIRTUAL supermarket tour

Students can be guided through a 'virtual tour' if a visit to the supermarket is not possible. They will experience the key FOODcents concepts in the classroom.

Creating the virtual tour

Imagery

Seek permission from your local supermarket to capture footage of the supermarket layout with either a video and /or digital camera.

Make sure you film the 7 essential stations outlined in the FOODcents Tour Leader's Guide.

Supermarket map

Show the students the supermarket imagery (video and/or digital photos). Discuss the way supermarkets are set out and ask students to share their own personal experiences. Use the Supermarket Map work sheet and ask students to draw from memory and /or the digital footage the bird's eye view of the supermarket layout. Make sure students label their work.

Classroom supermarket props

Ask students to bring food packaging in from home to make a classroom supermarket. Ensure that a wide variety of packaging is collected covering those identified in the food stations in the FOODcents Tour Leader's Guide:

- Frozen vegetables
- Canned vegetables
- Canned fruit
- Dried fruit
- Breakfast cereals (make sure you have the suggested varieties)
- Bread
- Biscuits and cakes
- Indulgences (chocolate, crisps, muesli bars, Roll-Ups®, Le Snak® etc.)
- Packaged convenience foods (pasta and rice meals, cake mixes)

You may wish to supplement the food packaging with cut outs from grocery catalogues eg. fresh fruit and vegetables. Digital photos will also supplement this collection.

Evaluation

- Conduct a debate about value for money when buying food
- Make a booklet that shoppers could use to educate them about FOODcents.
- Write a letter to recommend the changes required to promote fresh foods as better than processed foods

Knowledge

- Make a facts chart about fresh food and processed food
- Make a list of all the fresh food you see on tour
- Make a list of all the processed food you see on tour
- Make a chart showing all the foods made by the same manufacturer eg. Arnotts

Synthesis

- Write a TV show/play/song about FOODcents
- Design a magazine cover to promote healthy eating and/or FOODcents
- How do you feel about healthy fresh food? Compose a song and music to show your feelings

food cents



Comprehension

- Write a summary of what you learned on the tour
- Make a flow chart to illustrate the sequence of processing events for one type of processed food
- List the differences between fresh food and processed food
- Make a cartoon strip showing you shopping for food

Analysis

- Design a questionnaire to gather information about shopper's food preferences. Present the information to your peers
- Write a commercial to sell fresh food product
- Construct a graph to illustrate information you learned during FOODcents
- Investigate how music influences shoppers
- Review successful food ads and presents present your findings

Application

- Design a market strategy for a fresh food product using an existing processed food strategy as a model
- Construct a model of a FOODcents meal (breakfast, lunch or dinner). Write an information card detailing costs etc to put with your model
- Design a board game to teach children about fresh foods v processed foods