



SUPERMARKET SMARTS

Everything I Need
to Know I Can Learn
at the Grocery Store!

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- McMinn Living Well
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A HOT TOPICS NEWSPAPER SUPPLEMENT FROM

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NEWSPAPERS IN EDUCATION
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TEACHER'S GUIDE

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SUPERMARKET SMARTS

This teacher's guide is designed to help you introduce the newspaper to your students and provide lessons about what can be learned from the supermarket. It contains suggested activities as well as several worksheets that you may photocopy and distribute for students to complete.



The newspaper is a valuable source of information for students. Reading a newspaper each day keeps people informed about major issues and events that affect their lives. Helping students use a newspaper also teaches them an important skill for lifelong learning. A paper does not have to contain a youth feature to be fun for students. In fact, many students relish the opportunity to relate to “adult” material and “real-world” issues. The topics in any day’s paper can excite students and motivate them to read and learn. The Week 1 activities in this guide make it easy and fun for teachers to introduce the newspaper to students. Weeks 2, 3, and 4 build on that knowledge with “Nutrition Watch,” a group of activities on the science of nutrition; “Meal Planning,” a series of activities on feeding a family; and “Food on the Move,” a collection focusing on the modern distribution systems that allow supermarkets to overcome obstacles of geography.

WEEK 1: Introducing the Newspaper

Newspapers are full of information about things students like: movies, sports, science, art, food and more. Newspapers are also the first rough draft of history. News events today will shape the lives of students for years to come. These activities will help your students get to know the newspaper in a fun way.

Activities

1. Pick and Choose

A newspaper is like the salad bar at a restaurant. You can pick and choose what you like. Have students flip through the paper from front to back, keeping a list of how different topics are grouped together. Discuss how the front page highlights the top news and the index directs readers through the paper. Have them number the different kinds of news in the order they would want to read it. Compare answers through the class.

2. Newsmakers

Not all people make news the same way. Every section of the paper features newsmakers of different kinds. Ask students to pick three newsmakers who interest them from stories or photographs in the paper. Have them write a sentence or paragraph describing what interested them about the person. Compare answers. Were there some newsmakers on many lists?

3. Smart Shoppers

Newspapers present the news, but they also offer information to help consumers. Direct students to the Food section of the paper. Ask them to find the cheapest items for which coupons are offered. Then have them find the most expensive. What are they? Wind up by having them write a sentence or two about the nutritional value of the foods in the coupons.

4. Be Opinionated*

Newspapers contain news reports, but they also contain opinions. Editorials, columns, letters to the editor and reviews by music, food, film or TV critics all give the writers' points of view. Discuss what makes an opinion piece different from a news report and have students skim the paper for an example of an opinion. Using the "Be a Critic" worksheet, have them write a short review of the meals at a favorite restaurant.

5. Food Math

Math is at work throughout the newspaper, and this offers a chance to sharpen math skills. Using the newspaper ads, have the class calculate the cost of feeding a family of four (a) one balanced meal; (b) for a day; (c) for a week. Challenge students to take coupons from the paper to the supermarket next time their family shops. Have them compare food offered in each coupon with similar foods on the shelf. Does the coupon always give the best deal for the money?

6. Ad Impact

Ask students to pick five food items from the newspaper Food section and tell why they would buy a particular product or brand. Is their decision influenced by advertising? Have them analyze a food ad from the paper or a food commercial from TV. Challenge the class to role play a discussion of how the ad works.

WEEK 2 : Nutrition Watch

Educating readers about health and nutrition is one of the most important jobs a newspaper can do. Keeping children and families healthy improves the quality of life in a community's schools and neighborhoods, and can create a more successful working environment. These activities will help students use the newspaper to become better informed about nutrition.

Activities

1. Healthy or Junk Food

Ask students to scan the stories and ads in today's newspaper, and clip 10 healthy foods. Then have them do the same for 10 junk foods. They may clip either a printed word or a picture for each food.

2. Kitchen Watch

Ask students to list foods found in their kitchen at home that would qualify for a food Hall of Fame and Shame. Have them add other foods their families eat often as well. Then ask them to prepare a report on each family's nutrition. Get them to include any suggestions they can think of for improving it.

3. Nutrition Labeling

The U.S. Congress makes laws on a variety of issues, including health and nutrition. Ask students to scan the paper for news of Congressional action or debate. Is health or nutrition one of the issues being debated? The placement of detailed nutrition labels on food packages was the result of a federal law. There now is discussion of asking restaurants to label the food they serve as well. Ask the class to debate the issue as if they were members of Congress. Should fast-food restaurants like McDonald's be treated the same as a fancy restaurant where the food changes day to day? Which type of restaurant is advertised in the newspaper?

4. Nutrition IQ*

Because health and nutrition interest many people, newspapers frequently run stories on these topics. Have the class follow the newspaper for several days or weeks and keep a list of health and nutrition stories. Have them note next to each what the issue is, and what development has taken place. Then have them test their own nutrition knowledge on the activity sheet titled "Nutrition IQ."

5. Snack Time

What kids eat as snacks contributes significantly to the nutrition level of their diet. Using food advertisements as a starting point, have the class compile a list of the favorite snack foods that students eat. Then have them classify the snacks on the list according to the ones that are most nutritious, least nutritious and in the middle.

6. Puzzler*

Newspapers provide a lot of serious information, but they also provide entertainment and fun. Have students find the puzzles and comics page in the paper and survey the different features. How many different kinds of entertainment can be found among the puzzles and comics? Then for fun have them try the game on the activity sheet titled "Give Me Five."

*Includes activity sheet for students.

NUTRITION IQ

Because health and nutrition interest many people, newspapers frequently run stories on these subjects. New studies often change what we know about diseases, different foods, or different lifestyles. How much do you know about nutrition? Test your knowledge with the questions below. Circle your choices. Then find a health-related news story and summarize it on the back of this sheet.



1 When the foods we eat provide more energy than we need, we:

- a** Tend to sweat a lot
- b** Gain weight
- c** Become overactive
- d** Become aggressive

2 "Calories" is a word often heard in relation to food. What are calories?

- a** The quantity of food we eat
- b** The amount of body fat we have
- c** The units of energy in food
- d** The amount of nutrients in food

3 Meats, poultry, fish, eggs, cheese are all primary sources of protein. But there are other good sources, too. Which of the following is a good protein dish?

- a** A dish of oatmeal with milk
- b** An apple, orange and prune salad
- c** A cupcake
- d** A serving of buttered cabbage

4 We all need several helpings a day of fruits and vegetables to get our needed vitamins and minerals. Which of these is not part of the fruit-vegetable group of foods?

- a** Celery
- b** Navy beans
- c** A banana
- d** Green peppers

5 The single most important nutrient in our diet is:

- a** Protein
- b** Vitamins
- c** Water
- d** Fat



Answers: 1. b 2. c 3. a 4. b 5. c

GIVE ME FIVE

Newspapers provide a lot of serious information, but they also provide entertainment and fun. How many different kinds of entertainment can be found, for example, among the puzzles and comics of today's paper? The "Give Me Five Game" is a fun way to see whether you are eating enough fruits and vegetables. By playing, you'll also see how easy it is to make five daily servings of fruits and vegetables a regular part of your diet.

DIRECTIONS

Place a penny or other small object at the start. Think of what you ate yesterday. Answer the questions and move your object along the course.

START
HERE

Breakfast

If you ate a good breakfast, advance two spaces. If your breakfast included fruit or juice, move ahead two more spaces. If you skipped breakfast, stay where you are.

Morning Snack

Move three spaces if you ate a fruit. Move ahead one space if you ate a fig or fruit bar. Go back one space if you ate cookies or candy.

Lunch

Move ahead one space if you had lettuce and/or tomato on your sandwich. Move ahead one space if you had vegetable soup. Advance three more spaces for each fruit or vegetable serving eaten. Advance one space for drinking 100% fruit juice.

Afternoon Snack

Move ahead two spaces if your snack was a fruit or vegetable. Move ahead one space if you ate a different healthy snack. Go back one space if you ate cookies or candy.

Dinner

Advance two spaces if you ate all your vegetables. Advance one more space if you had an extra helping of any vegetable. Advance two more spaces if your dessert was a fruit.

FINISH

17

16

15

14

13

12

11

1

2

3

4

5

6

7

8

9

10



Did you get to the finish line by the end of the day? If not, try again tomorrow! How many of the foods mentioned are advertised in the Food section of the newspaper?

WEEK 3: Meal Planning

The key to good nutrition is eating a healthy diet. That requires an understanding of the food pyramid and a commitment to eating more of the foods at the base of the pyramid. Those are whole grains, pastas, fruits and vegetables. Sweets and fats, which occupy the point of the pyramid should play the smallest role in diet. The following exercises will show students how to use the newspaper to increase understanding of food planning.

Activities

1. Balanced Meals

Direct students to the Food section or page of the newspaper. Using their knowledge of the food pyramid, have them cut food items out of coupons, ads or articles in the newspaper to create at least one balanced meal for themselves. Then using the same system, challenge students to plan three balanced meals for a family of four. See if they can estimate quantity and cost.

2. Just the Basics*

The basic food groups on the food pyramid are the bread-cereal-pasta group, the fruit-vegetable group, the meat-fish group and the milk-dairy group. Challenge the class with the 10-minute "Score With the Basic Four" game on the activity sheet of that name. Using the newspaper, or their own knowledge, see how many food items they can list in each category in the allotted time. If you like, award healthy snacks for the top performers!

3. Breakfast Time

Foods come from all over the world. Have students scan the paper for different ethnic foods, or have them name foods from foreign countries identified in datelines that appear in the newspaper. Since breakfast is perhaps the most important meal, challenge them to name breakfast foods that you can eat in the morning besides traditional American breakfasts. What do children their age in other countries eat?

4. Mobile Knowledge

The biggest challenge to food shoppers and cooks is breaking away from the "Same Old, Same Old." Using words, pictures and ads from the paper, have each student make an art mobile with foods that would make up an imaginative, healthy meal. Clear a space in the classroom to display the mobiles.

5. Food Bee

A "Food Bee" works like a "Spelling Bee." Divide the class into two teams and using the newspaper as a resource, challenge the teams with nutrition-related questions. If a student misses, he or she sits down. The team with the last student left standing is the winner. Sample questions: "Name one source of Vitamin A." "Why is protein important?" "What vitamins are found in citrus fruits?"

6. Holiday Feasts*

Food is a major part of most holidays and many families have developed traditions for them. Have students pick a favorite holiday and create a menu for it. Examples: Fourth of July picnic, Thanksgiving dinner, their birthdays. On the "Holiday Feast" activity sheet, have them write out the menu. When they have finished, ask them to illustrate the menu so that it will be attractive to look at. Display the menus on a bulletin board.

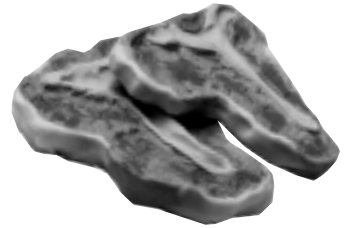
*Includes activity sheet for students.

SCORE WITH THE BASIC FOUR

The basic food groups on the food pyramid are the bread-cereal-pasta group, the fruit-vegetable group, the meat-fish group and the milk-dairy group. With your teacher as timer, see how many foods you can list in each category below in 10 minutes. You may use foods you have seen in the newspaper or list them from your own knowledge.



Bread-Cereal-Pasta



Meat-Fish

Milk-Dairy





Fruit-Vegetable

HOLIDAY FEAST

Food is a major part of most holidays and many families have developed special food traditions for them. Pick a favorite holiday and create a menu for it that reflects your family's traditions. Examples: Fourth of July picnic, Thanksgiving dinner, your birthday. In the space below, write out the menu, course by course, stressing adjectives that would make the meal sound interesting and delicious. When you have finished, illustrate the menu so that it will be attractive to look at. Display the menus on a bulletin board.

Name of holiday

MENU

Don't forget the Appetizers, Soups/Salads, Main Course/Entrees, Side Dishes, Desserts, or Beverages.

WEEK 4 : Food on the Move

Supermarkets today are very different from markets of earlier generations. One reason is the advance made in transportation of fresh foods. Studying the supermarket can provide students a real-life way to learn more about transportation and geography.

Activities

1. Travel Time

With a map of the United States have students take an imaginary trip through the country, stopping in places identified by datelines in the newspaper. In each area, identify regional meals and why they are typical in their region. In the newspaper's Food section, have them identify any regional foods found in recipes or stories.

2. Make a Mural

Ask students to scan the newspaper today or for several days and clip pictures from stories or advertisements that show different types of transportation. Using the images as a resource, create a mural or collage showing how food gets transported from its source to the supermarket.

3. Job Search*

Direct students to the Help Wanted section of the Classified Ads in the paper. From the positions noted in the ads, have them create a list of jobs that must be performed to take food from the field or farm and make it "table ready." Then on the activity sheet titled "Cartoon Fun" have them draw a four-panel cartoon showing a phase of food production. Give extra credit for anyone whose cartoon gets a laugh from the class with a drawing or dialogue.

4. Weather Watch

Weather news is important to newspapers because it affects and interests so many people. Ask students to search the newspaper for stories about weather. How many of the stories mention the effect on food producers? Discuss the possible consequences of a hail storm, freeze, flood or drought on food production. What other things can have an effect?

5. Graph It

Graphs and charts are used frequently in newspapers to help explain the news. Have students search the newspaper for graphs and charts and make a class list of different types. Survey the class about the most common ways to transport food. Tabulate results for airplanes, railroads, ships, trucks, and any other type of transportation your class suggests. Have students graph or chart the results.

6. Look Into It

Transportation is an issue that affects much more than food production. Have students look through the newspaper for local, state, national or international transportation issues. Ask them to pick one and write several paragraphs summarizing what the problem or issue is, and outlining a possible solution.

*Includes activity sheet for students.

CARTOON FUN



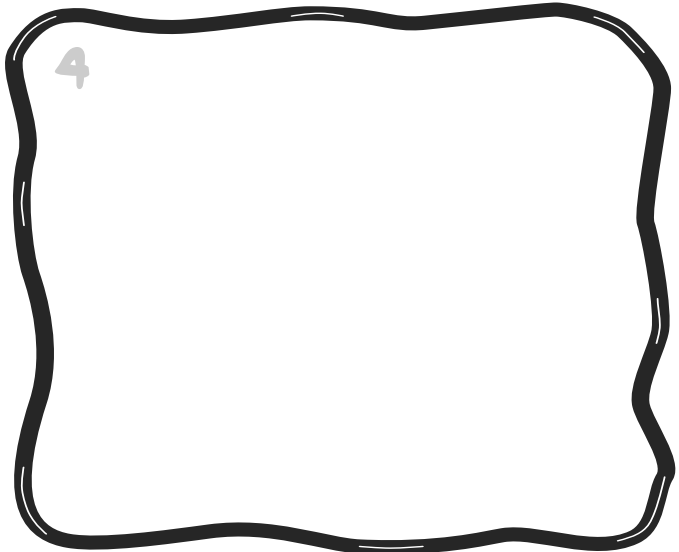
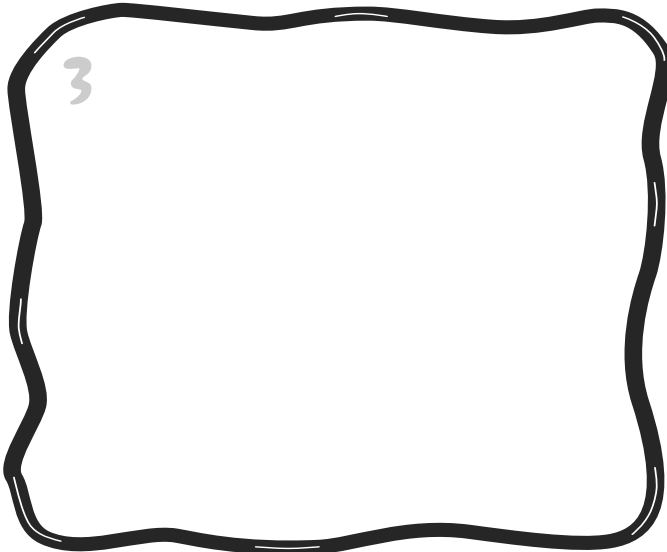
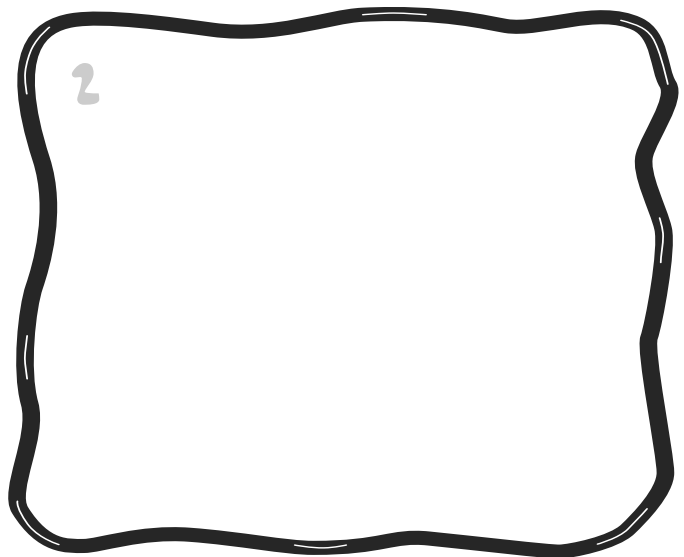
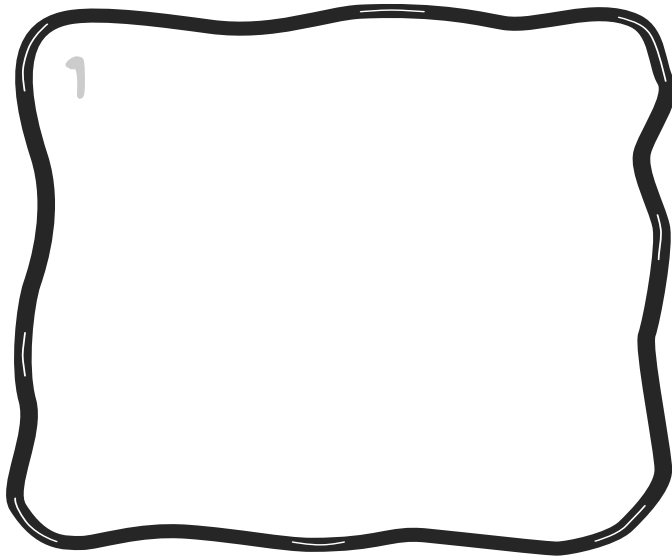
Getting food to your family takes many steps. Look through the Help Wanted section of the Classified Ads, and from the positions in the paper create a list of some jobs needed to take food from the farm and make it "table ready." Then draw a four-panel cartoon showing a phase of food production. See who can get the biggest laugh from the class with a drawing or dialogue!

BEST OF JOBS

Title

by

Your name here



EXTENSIONS



Learning to shop sensibly and prepare food wisely are important life skills. The supermarket, and newspaper features built around food marketing, can be a valuable resource for everyone. This teacher's guide has explored ways students can benefit by becoming informed food shoppers and cooks. But more can be done. Here are some suggestions for extending the lessons of food, nutrition and marketing.

1.

Field Trip

Take the class on a field trip to a food market and ask the manager to explain where food is obtained, how often it is delivered, the influence of weather on food supply and cost and how the selection of food varies with the season.

2.

Cafeteria Check

See if students can visit the food storage room of the school cafeteria. Have them read the labels and rate the foods for nutrition and variety.

3.

Serving Sizes

Do a class experiment exploring "serving sizes" on packaged foods. Ask students to look at the packages of cereal in their homes and compare serving sizes. Are they the same? Pour a "serving size" into a bowl. Is this the amount they usually eat? Then have them look at a carton of ice cream. Do they like to eat more or less than the serving size?

4.

Law Watch

Get the class to research laws and regulations that pertain to food, health or nutrition. Examine areas where students think laws should be changed or made stronger.

5.

Poster Time

Have students make posters showing good habits for food or nutrition: washing hands before eating; choosing a good lunch; eating with the family. Display the posters in a school hallway or community center

6.

Volunteer Work

Visit or volunteer at a "food bank" that helps homeless people or less fortunate families. Have students write a letter to a leader asking that more be done to help the hungry.

7.

Get Adventuresome!

Try to get students to try one new food each week and report on it to the class. Or have a raw vegetable party that includes turnips, carrots, radishes, cauliflower, green peppers and green leafy vegetables.

Today's Living...Tomorrow's Health



Athens City Schools Coordinated Health Program

Our Motto is:

Coordinated School Health - Not just a program but a lifestyle!

Coordinated School Health is designed to connect physical, emotional, and social health with learning. Its goal is to improve children's health and capacity to learn through the combined support of families, schools, and communities.

McMinn County Schools Coordinated School Health

<http://www.mcminn.k12.tn.us/schoolhealth/schoolhealth.htm>

*Healthy Children Learn and Behave Better
Healthy Staff Teach and Live Better*

