

# Writing a list

## LEARNING OUTCOMES

- To recognise and name common food items, particularly those bought regularly
- To remember the items they need (a shopping list is one method)
- To gain confidence in shopping for foodstuffs



## RESOURCES

- Basket of grocery items, including drinks
- Copies of Resource 3
- Picture cards prepared from Resources 1A and 1B
- Word cards prepared from Resource 2
- Card and pictures of food items (e.g. from magazines or food packaging) to make additional word/picture cards (Activity 1, optional)

- Photographs of aisle names (Activity 3, optional)
- Digital camera (Action activity, optional)

## RELATED TOPICS

- Food groups (Theme 1, Topic 1)
- Food labels (Theme 1, Topic 2)

## HEALTH SKILLS

Shopping is an important part of independent living. Shopping in large places like supermarkets can be particularly daunting for people with poor literacy skills and learning difficulties. Learners may struggle to read aisle headings, shelf labels, product labels or prices. They may lack the confidence to ask for assistance. This topic helps learners to be prepared by giving them practice in making and using a shopping list.

## FUNCTIONAL SKILLS

Making a shopping list presents several opportunities for learners to talk about food and the categories foods fit into, and to practise writing in a supported way. There are also opportunities to build on both reading and spelling skills. In order to complete a personal shopping list, learners need to be able to:

- read and understand food labels
- write in a way that they can understand
- sort food into categories.

### Functional Skills/Core Curriculum

Activities in this topic will contribute to learning in the following curriculum areas:

- recognise the names of common food items  
**English** E1.8 (L<sub>Rw</sub>/E1.1)
- write the names of common foods and favourite foods **English** E1.15 (L<sub>Ww</sub>/E1.1)
- understand and use a list format  
**English** E1.10 (L<sub>Rt</sub>/E1.2)
- recognise and use other language associated with food types **English** E1.8 (L<sub>Rw</sub>/E2.3).

- Bring in a basket of grocery items. As you unpack it, discuss which items learners recognise, eat or buy regularly.
- Discuss where they shop and what they like and dislike about shopping.
- Make a quick survey of how many learners use a shopping list.

*Where do you buy your food?*

*How do you remember what to buy?*

### ACTIVITY 1

#### Identify food items that are bought regularly

- Give learners the picture cards prepared from Resources 1A and 1B. Ask them to select and name the items they eat frequently.
- Give out the word cards prepared from Resource 2 and ask learners to match the words to their selected items.
- Extend this activity by asking learners to add other food items that they like. These can be commercial products or raw foods. If pictures are available, stick these on to cards and make matching word cards.
- Make links to the food categories or labels that will help them to find these foods in the supermarket. Talk about how foods relate to one another in groups (e.g. milk and cheese are both dairy products). This is also an opportunity to discuss which foods are healthy and to encourage learners to add fresh products to their lists, such as fruit and vegetables.

*What foods do you buy regularly?*

#### Support

- Ask learners to name each item so they know what to look for.
- Guide learners to look for the first letter of the word first, then say the word aloud to help them check it. Where words are irregular or have unusual spellings, read the word to learners first. Point out different sounds of letters such as 'c' in cereals.
- Some learners will have a strong visual memory for common food items and for brand names. Encourage this as a strategy for recognising items.

#### ESOL

- Discuss other important items learners use in their cooking, adding pictures where possible. Ask learners to record the English names for the items or the name in their own language with a simple explanation (e.g. 'It's like/similar to ...', 'It's used for ...').
- Encourage learners to share the items they've added with others in the group and to explain how they use them.

### ACTIVITY 2

#### Make a short shopping list

- Ask learners to make a short shopping list of up to eight of their chosen items. This can be completed in a number of ways:
  - selecting the cards they need
  - copying items from the cards onto sticky notes
  - writing a list on the blank notepad on Resource 3.
- Encourage learners to use the word cards for reference if they are writing a list. However, there is no specific emphasis on correct spelling. Remind learners that the lists are for their own use.
- Note: learners will sort their list of items by supermarket category in Activity 3, so cards or notes will be more suitable for learners who find writing onerous or difficult.

*What will you shop for this week?*

*How will you note that on your list?*

- Ask learners to read back their lists. Other learners can get additional practice by selecting the correct word cards as they hear the list being read out.
- Ask learners to think of other grocery items/items from the supermarket that they would like to buy or that they eat regularly. Write these items on the board/flipchart. They can add these items to their list, but beware of making the list too long.

### Support

Guide learners to copy the words correctly; support the reading by saying the words aloud.

### ESOL

Learners may prefer to write lists in their own language.

## ACTIVITY 3

### Sort foods by category

- Discuss with learners the problems of finding things in supermarkets. This is particularly true when supermarkets have been reorganised and have moved goods to different parts of the store.
- Ask learners if they have noticed the labelling that many supermarkets have above aisles. Ask for examples of these and write them on the board/flipchart or on large cards.
- Ask learners to suggest examples of food products that fit into each category. Using the cards prepared from Resource 1 and food items from the shopping basket, physically sort food items into the supermarket categories to demonstrate this.
- Point out that it can be useful to organise your shopping list so that items that are in the same aisle are together.
- Ask learners to sort their own selection of foods into groups according to the aisle labels (e.g. all the dairy items together, bread and cakes together, fruit and vegetables together, etc.). If you have the opportunity, take digital pictures of aisle signs at your local supermarket. (Check with the manager first.)
- Once the food items have been sorted into groups, learners can finalise their shopping lists and write them onto the notepad on Resource 3 as accurately as they can.
- Learners who are familiar with the layout of their local store may be able to extend this further by making sure the whole list is in order, aisle by aisle. Encourage them to write their lists by imagining the journey around the store.

### Support

Physically sorting foods into categories is a strong reinforcement for the reading and categorising skills practised in this theme.

### ESOL

As follow-up, practise short conversations in which learners ask supermarket staff where particular items are.

*How do you find the products you need in a supermarket?*

### TIP

To help group the foods, compare the supermarket aisles to market stalls and specialist shops, e.g. butcher, fruit and vegetable stall.

*Can you group the foods on your list?*

## Action

- Take learners on a supported shopping trip with their shopping list and a digital camera if possible. (Permission will need to be sought from the supermarket manager.) Support learners to find and take photos or copy down the names of the food items plus the categories on the aisle labels (e.g. 'home cooking'). Encourage learners to tick off or cross out items as they find them.
- Use the pictures or written information to help learners write a basic list that they can keep to refer to each time they need to go shopping. They can use the photos as well if appropriate.
- The information will act as a reminder to check which items they need or are running out of, as well as helping them to spell the items and look for the aisle categories.

How can you make **your** shopping list easy to use?

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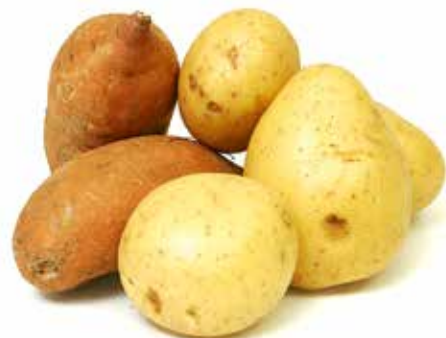
## RESOURCE 1A





# Writing a list

RESOURCE 1B



**juice**

**fish**

**cereal**

**fruit**

**biscuits**

**meat**

**vegetables**

**pasta**

**cheese**

**tea**

**milk**

**lentils**

**sugar**

**eggs**

**margarine**

**potatoes**

**coffee**

**herbs/spices**

