

# MODULE 8

## GROWING HEALTHY FAMILIES:

### **Budgeting, Shopping and Substituting**



# FACILITATOR GUIDE FOR MODULE 8

## Budgeting, Shopping and Substituting

| Timeframe  | Purpose  |
|--|--|
| Activity 1:.....10 minutes<br>Activity 2:.....20 minutes<br>Activity 3:..... 25 minutes<br>Summary:.....5 minutes<br>Total:.....60 minutes | Buying food can be much less expensive if you follow a few basic rules. Families have their favorite foods and don't want to give them up. They can make some simple substitutions of ingredients that won't change flavor but can cut down on calories and fat. |

### Learning Objectives

1. Develop a plan on how to spend less on healthy meals and snacks.
2. Identify low-cost yet healthy foods.
3. Develop a plan to substitute healthier ingredients in meals.

### Activities

**Activity 1:**  
Welcome and discussion of why to budget and plan meals

**Activity 2:**  
Shopping game to plan menus and then buy

**Activity 3:**  
Recipe Re-Do to use substitutions in recipes

**Activity 4:**  
Summary

| Room Setup   | Handouts/PowerPoint/<br>Materials to Be Prepared  | Materials/Equipment   |
|--|---|---|
| The room should be arranged with several tables so that there are 4-6 people at a table. | <ol style="list-style-type: none"> <li>1. Recipe card handout</li> <li>2. Shopping handout</li> <li>3. PowerPoints</li> </ol> | Computer<br>Projector Markers<br>Pens<br>Pencils<br>Sign-in Sheet<br>Sale flyers from several local grocery stores—one for every 2 people from at least 2 stores if possible<br><i>Parent Guide and Journal</i><br>Optional: Snacks using some of the substitutions listed in the <i>Parent Guide and Journal</i> |

# MODULE 8: BUDGETING, SHOPPING, AND SUBSTITUTING

## Activity 1: Welcome

### Purpose of Activity:

- To welcome the group and explain why we need to shop wisely

### Instructions:

1. Welcome the group and review objectives (PPT #2).
2. Ask them to share at their table or with a partner something they have learned or implemented these past few weeks that has helped or can help their family.
3. Use PPT #3 to help participants understand why they need to budget.

### Facilitator Script:

- *Welcome back! This is our last workshop in this series. Would you share with someone something you have learned or implemented during these past weeks that is new or that has helped your family?*
- *We're going to talk about budget shopping and healthy meal substitutions today. (PPT #2)*
- *(Review PPT #3) Why do we want to shop wisely?*
  - *According to a Gallup poll, Americans making fewer than \$30,000 a year spend \$127 a week on groceries, or \$18 a day. The average family in many neighborhoods earns less than \$19,000 a year or less than \$365 a week to pay for utilities, rent, clothes, transportation, and food.*
  - *The average MONTHLY benefit per person for SNAP is about \$126 a month or \$1.40 a meal.*
  - \* *From feeding america.org, 2017*
  - *If we spent less on food, how could that help our families?*
  - *All of these figures indicate a need for budgeting in our food buying.*

**Time: 10 minutes**

### Materials:

- PPTs #2, #3
- Sign-in sheet
- *Parent Guide and Journal*
- Blank paper
- Pencils

### Notes:

## Activity 2: Planning and Buying Economical and Healthy Meals

### Purpose of Activity:

- To gain basic ideas and practice in planning and buying simple meals

### Instructions:

1. Use *Parent Guide and Journal* page 48.
2. Review PPT #4 and ask participants to mark in their journal three things most important to remember.
3. Show the instructions for Shopping Game (PPT #5.) Hand out the Shopping Game and all flyers.
4. Afterward, have each group share by briefly stating the menu and the total cost for all 3 plans. Then vote on which one had the lowest cost and healthiest ideas that a family would enjoy.

### Facilitator Script:

- *Please turn in your Parent Guide and Journal to page 48, where it talks about budgeting and meal planning.*
- *(Use PPT #4) Mark in your journal three things to remember.*
- *The most important way to cut down on too much spending at the store:*
  - *Write a menu plan before going, and develop a grocery list.*
  - *Use the grocery sale flyers to develop your menu.*
  - *Never shop hungry, and stick to your list!*
  - *Try to leave the children at home.*
  - *When planning menus, plan to have leftovers to eat later or that can be frozen or used for more than one meal.*
  - *Buy dry ingredients such as flour, sugar, rice and beans in bulk.*
  - *Replace meats with beans in stews and chili.*
  - *Most casseroles, soups, and chilies that use meat in the recipe will taste just as good with  $\frac{1}{2}$  or  $\frac{3}{4}$  of the meat called for.*
  - *Buy produce on sale.*
  - *Have breakfast for lunch and supper—it costs less.*
- *We are going to play a game. (Show PPT #5. Then hand out the **Shopping Game** and review the instructions.)*
- *Please share by briefly stating your menu and the total cost. We are going to vote on which one had the lowest cost and healthiest ideas that a family would enjoy.*

### Time: 20 minutes

### Materials:

- PPT slides #4, #5
- Shopping Game handout for each person (only one has to fill it out in the group but each person may want to keep it to remember.)
- Sale flyers for each group (2, 3, or 4 in a group) from 2 nearby stores if possible, but at least one. You can get them by printing from the stores' Internet sites, or going by and requesting copies as they are free.
- *Parent Guide and Journal*
- Pencils

### Notes:

#### Tips for Trainers!

People will only remember 2 or 3 things that you cover. Be sure that you emphasize your most important points several times during the workshop.

### Activity 3: Recipe Redo: Substituting Healthier Ingredients in Foods

#### Purpose of Activity:

- To practice substituting healthier ingredients

#### Instructions:

1. Use PPT #6 to explain why you would want to make substitutions in foods.
2. Turn to page 50 in your *Parent Guide and Journal* and discuss the substitution ideas. Give your participants recipe cards to write their new recipe. Then have them find partners or form small groups to think about how they can make the recipe healthier.
3. After the activity have them leave their recipes on the table and walk around with blank recipe cards to find at least one recipe to copy. (PPT #7)

#### Facilitator Script:

- *This is why you want to substitute. (PPT #6)*
- *You can substitute items that will taste just as good and be lower in fat, calories and sugar.*
- *One makeover of macaroni and cheese reduced it from 750 to 400 calories, and it still tasted good!*
- *A substitute for mashed potatoes brought it from 200 to 35 calories and it had more nutrients.*
- *Turn to page 50 in your Parent Guide and Journal, and look at the substitution ideas. Then find a partner or small group and see if you can make your recipe healthier. I have given you recipe cards to write your new recipe. If you do not have a recipe, I have some you can use.*
- *Leave your recipes on the table and find one on another table to copy on your extra card. You can also record them in your Parent Guide and Journal. (PPT #7)*

#### Time: 25 minutes

#### Materials:

- PPTs #6, #7
- Recipe Cards (3 or 4 for each person printed on cardstock if possible)
- Extra recipes that they could make over
- *Parent Guide and Journal*
- Optional: Provide some snacks that use some of the substitutes mentioned, such as nonfat cream cheese mixed with a small amount of honey on whole wheat crackers.

#### Notes:

## Activity 4: Summary

### Purpose of Activity:

- To summarize (PPT #8)

### Instructions:

1. Review PPT #8.
2. Share with partner about what was learned.
3. Summarize.

### Facilitator Script:

- *We have done a lot today (PPT #8), and I encourage you to take home your journals and use the ideas for budgeting and substitutions to help your family be healthier.*
- *All of our sessions have been targeted toward a healthier family that is active and maintains a healthy weight.*
- *Please share with someone something you would like to do in the coming weeks related to these workshops to make your family healthier.*
- *Your Parent Guide and Journal contains additional journaling pages. Set goals each week for activities and healthy eating for your family in your journal and record when you accomplish them. This will help you stay on track to growing a healthy family!*

**Time: 5 minutes**

### Materials:

- *Parent Guide and Journal*
- PPT #8.

### Notes:

**Ideas for Expectant Parents:**

Encourage them to consider substitutions that will provide greater nutrients for their babies.

**Ideas for Parents of Infants:**

Remind parents of infants that the baby should have formula or breast milk until age 1. Between 1-2 years, whole milk is important as it helps with some crucial brain development at that time, and then low-fat milk at 2.

**Notes:**

# HANDOUTS AND ACTIVITIES





## Shopping Game

- Plan dinners for 3 days for 4 people (2 adults and 2 children), using the shopping circulars from stores.
- Make sure they are healthy, low-fat and low-sugar items that your family would actually eat.
- You and your partner should develop the least expensive, yet tasty and healthy, meals you can.
- Use at least one ingredient more than once. Additionally, each meal must have at least 2 fruits and/or vegetables, a protein and a grain.
- The pair that develops the least expensive and best sounding menu (voted on by the group) is the winner!
- The foods can be casseroles, stews, soups or individual items. If you are counting more than one category in an item, just put down the food, such as “ Irish stew,” in the category. I would put “Irish Stew” under menu, then potatoes and tomatoes as vegetables and beef stew meat as protein.

| Menu<br>(record here stew, soup, or any casserole) | Fruit/<br>Vegetable | Fruit/<br>Vegetable | Protein | Grain | Ingredients to be bought (list all needed for your meal) | Cost |
|--|---------------------|---------------------|---------|-------|--|------|
| 1  |                     |                     |         |       |  |      |
| 2  |                     |                     |         |       |  |      |
| 3  |                     |                     |         |       |  |      |
| Total Number of Ingredients Bought: _____          |                     |                     |         |       | Total Cost: \$_____                                      |      |

## Healthier Recipe Redo Cards

These can be printed on heavier paper, such as card stock, and used to redo participant recipes as well as to write down some that others have. Provide at least 4 per person.

|                           |                          |                        |
|---------------------------|--------------------------|------------------------|
| <b>Recipe:</b> _____      |                          | <b>Servings:</b> _____ |
| <b>Ingredients:</b> _____ | <b>Directions:</b> _____ |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |

|                           |                          |                        |
|---------------------------|--------------------------|------------------------|
| <b>Recipe:</b> _____      |                          | <b>Servings:</b> _____ |
| <b>Ingredients:</b> _____ | <b>Directions:</b> _____ |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |
| _____                     | _____                    |                        |

## Additional Activities

|  |  |
|--|--|
| <p><b>Physical activity correlated with theme for parents</b></p>  | <p><b>Shopping Relay:</b></p> <p>The group forms 2 lines. Have items such as apples, oranges, boxes of food (such as cereal) and one or two canned foods. The items should be the same and in the same order for both lines. The first person races up to a table and gets the first item then races back and passes it to next person. The second person races and gets a second item and then passes both to next person and so on until someone wins. If they drop something, they have to go back and do it again. If there are small groups you can begin with several items and add on more.</p>                     |
| <p><b>Physical activity correlated with theme for children</b></p> | <p><b>Make a Healthy Pizza!</b></p> <p>Take the children through making a pizza with all the actions. First they must go to the store and buy the ingredients. Have them pretend to drive the car, get out, push the shopping cart, etc. Ask them which ingredients they need. Then tell them it is almost time for dinner and they need to hurry home - then pretend to rush. When home, they get out the groceries and make the pizza. Be sure you have them throw the pizza dough in the air!</p>   |
| <p><b>Parent-child activity based on theme</b></p>                 | <p><b>Healthy Fruit Pizza</b></p> <p>Have them make healthy fruit pizzas together. Provide a cooked tortilla, pita or thin bagel or sandwich rounds. Have fruit yogurt and low-fat cream cheese spread (you can mix it with honey or fruit spread). Put the spreads in small cups such as 3oz. or 5oz. paper cups, along with a variety of berries, canned mandarin oranges, canned peaches and canned pineapple chunks (or other fruits). Provide small bowls and have the parent and child pick out the fruits and spread they wish to use. Provide a plastic spoon and fork and have them create their fruit pizza.</p> |
| <p><b>Book and activity for children on theme</b></p>              | <p><b>Book:</b> <i>To Market, To Market</i>, by Anne Miranda</p> <p><b>Activity:</b> After reading the book you can either make a soup as they do in the book or act out the book with each child being a different animal and the teacher being the woman.</p>  |

## Abbreviated Research Summary and Implications for Trainers

(A complete summary can be found at the end of this manual.)

| Citation  | Findings   | Implications for Instructors  |
|---|--|---|
| Leibtag, E. S. and Kaufman, P. (2003)   | Those in lower income neighborhoods tend to go out of their neighborhood for non-WIC shopping.   | Ask participants where they shop and why? If they are leaving the area, talk about ways to get lower priced products in their local markets.                |
| Hirsch, J.A., & Hillier, A. (2013)  | Those in poorer neighborhoods have less availability of store brand products which may be lower in cost.   | Discuss whether the cost of transportation would offset the money saved on buying store-brand products from larger supermarkets that are farther away.      |
| Carlson, A. & Frazao, E. (2012)   | Report by the USDA finds that on the whole, healthy foods really cost less than less healthy foods that are high in fat, sugar and/or sodium.                    | Discuss with participants that, although there is a common misconception that healthy foods cost more, they don't really cost more than non-healthy foods.  |
| Zick, C. D., Smith, K. R., Fan, J. X., Brown, B. B., Yamada, I., & Kowaleski-Jones, L. (2009) | The risk of obesity is higher in areas where there are limited opportunities for shopping as the prices are higher and availability of healthier foods is lower. | Encourage participants to check the prices and availability of healthy foods in their local markets and to talk to the grocer and request other food items. |