



## Unit 7

### Managing Resources

#### Outcomes

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- Learn strategies for developing a spending plan and tracking expenses
- Ability to encourage effective consumer decision-making for maximizing resources
- Identify community and personal resources that can enhance food security



#### Overview

This unit is about managing resources so there will be money for food. It is also about ways to cope when money is scarce. For many people, food is just one of the many things to worry about when circumstances change or when there are limited resources. It is important for us to consider money for food in the context of all the other demands on a family's resources.



#### Reading Assignments

*Put a check mark in the box as you complete these*

- Food Resource Management Practices and Needs of Low-Income Households, February 2010**

<http://www.uwex.edu/ces/wnep/files/Summary2010.pdf>

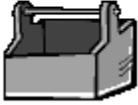
As you read consider what you know about your program participants and others in your County having limited incomes. What have you observed or have they shared with you. How is this summary reflective of those realities?

- How Low-Income Households Allocate Their Food Budget Relative to the Cost of the Thrifty Food Plan**

[http://www.ers.usda.gov/media/861649/err20\\_reportsummary\\_002.pdf](http://www.ers.usda.gov/media/861649/err20_reportsummary_002.pdf)

(Cut and paste link into your web browser to access the summary)

Do the findings in this report summary surprise you? If yes, what was different from what you expected or thought? Did you notice that spending on fruits/vegetables was usually less than for the other food groups? Why might this be? Do you see this also occurring with your program participants?



### Learning Activities

Put a check mark in the box as you complete these

**Cost of Food at Home**

Go to <http://www.cnpp.usda.gov/USDAFoodCost-Home.htm> and click on the link to the most recent costs. View the current official USDA food plans for the U.S. average cost of food at home for four levels. Track your food costs for one week to determine how much you spend and multiply by 4.33 to get your monthly cost (if possible track for an entire month). Using the worksheet, “What Does Your Family Need to Spend for Healthy Food”, adapted from the Money for Food curriculum, determine, using the current monthly cost of food data for the **thrifty plan**, how much can spend for your family/self. Compare this to how much you currently spend. Do you spend more or less than the thrifty plan? If more, what would you have to give up or do differently if only could spend the amount of the thrifty plan? What are the challenges? If less, what have you done or thought about to get more money for food, what is available? How would you find out? What are your challenges to eating a healthy diet?

**How do you Feel About Money?**

Complete this for yourself and with members of your family or friends. Answer the following questions:

- What did you learn about yourself and those closest to you?
- How would this affect decisions about spending or saving money or setting goals?
- What impact will this have on you as you are working with families about managing resources?

**Teach**

Practice teaching one of the concepts from this unit, using lesson 2A, 2B, or 2C from the **Money For Food** curriculum. Teach during a session with WNEP learners or with your office team.

<http://www.uwex.edu/ces/wnep/teach/mff/index.cfm>



**Why is it important to be familiar with the resources available to low income people in your community if your emphasis is supposed to be on food?**

**List five tips for managing food spending.**

# What Does Your Family Need To Spend for Healthy Food?



Based on USDA Cost of Food at Home per month

Age Groups	Number of people in my Family in each Age Group	Usual Cost to Feed a Person in this Age Group for a Month based on the USDA Thrifty Food Plan	Food Costs for my Family Members (Multiply (x) the number of family members in each group by the amount of money needed.)
Infant, birth to 6 months		<ul style="list-style-type: none"> <li>• Breast milk only--\$0</li> <li>• Some infant formula \$62</li> <li>• Infant formula only--\$123</li> </ul>	\$
Infant, 6 to 12 months		<ul style="list-style-type: none"> <li>• Breast milk plus food--\$48</li> <li>• Formula plus food--\$159</li> </ul>	\$
Child, Age 1 to 3 years			\$
Child, Age 4 to 5 years			\$
Child, Age 6 to 8 years			\$
Child, Age 9 to 11 years			\$
Teen Age Female, 12 to 19 yrs			\$
Teen Age Male, 12 to 19 yrs			\$
Female, over age 20 years			\$
Male, over age 20 years			\$
<b>Step 1. Total Family Food Budget for a Month:</b>			\$ _____





## How do you Feel About Money?

Family members may have different values and attitudes about money. Have each family member answer the questions below. Then compare answers and discuss why you feel the way you do. The discussion of “why” is the most important part of this exercise.

### Part 1 – Do you agree or disagree with the following statements? Circle your answers.

1. Money can't buy happiness.	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
2. The most important thing a parent can do for a family is to make a good living.	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
3. Money is meant to be spent.	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
4. People shouldn't take a vacation when they have unpaid bills.	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
5. The person who controls the purse strings in a family is the one who is really the boss.	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
6. Bringing up the idea of money is likely to stir up trouble.	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>

### Part 2 – How important are the following to you? Circle your answer.

1. To have a lot of money.	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Very important</i>	<i>Essential</i>
2. To have a “cushion” of savings for emergencies.	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Very important</i>	<i>Essential</i>
3. To have some money of my own that I can spend as I wish and don't have to account to anyone for.	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Very important</i>	<i>Essential</i>

