

FOOD NEEDS, FOOD WANTS

LESSON 4 OF MONEY FOR FOOD

Learner Objectives

- Participant will recognize that spending priorities for families and individuals vary depending on wants and needs.
- Participants will be able to distinguish between wants and needs when choosing food for his or her family.

Teaching materials needed

- Handout: Food Needs and Wants — What’s the Difference?
- Flip chart, dry erase or blackboard
- FOOD MONEY Game

Background information for educator

The purpose of this lesson is to help participants begin or continue to distinguish between basic needs and wants in general, and between food needs and food wants.

It is important to recognize and appreciate individual differences in food choices that result from a person’s culture, beliefs, values, health, and numerous other factors that affect what one eats. A food that is a “want” for one person may be a “need” for someone else.

Teaching Lesson 4

1. Ask participants to share in pairs about an item purchased that they wanted and an item purchased that they needed.
2. Introduce the lesson:

There is no shortage of things to buy in our food stores today. But, when a family or person is trying to get along on a limited amount of money, many decisions have to be made about **what** to buy and **what not** to buy. One strategy to use when making these decisions is to decide if each item you are thinking of buying is a “need” or a “want” for your family.
2. Group Discussion—Wants and Needs

Challenge the group to define or describe the word “NEEDS”. Record all responses on the flip chart paper or on the chalk board for all to see. Possible answers: for survival, unavoidable, necessities, absolutes, essentials, basics.

Next, ask the group to define or describe the word “WANTS”. Record all responses on the flip chart paper or on the chalk board for all to see. Possible answers: convenience, niceties, luxuries, can vary a lot from person to person, preferences, optional things.

If necessary, provide the group with the following definitions of wants and needs:

 - “**Needs**” are those items that are basic or necessary to our survival.
 - “**Wants**” are those items that make our survival more comfortable.

Lead the group in a brief discussion about wants and needs in each of the following areas of our lives:

- Shelter: we **need** housing; many people **want** to own their own home.
- Clothing: we **need** basic clothing; you may find that your children **want** clothes that are a specific brand or style.

A third area of needs and wants is in decisions about Food. The rest of this lesson will cover choices we all must make about food to buy.

3. Activity: Food Needs and Food Wants—What’s the Difference?

Distribute the handout to participants.

Ask participants to decide whether items on the list are “needs” or “wants” for them and their family.

There are no right or wrong answers—just decisions that each family or person has to make.

Discussion questions: What were some items that were especially hard to classify? Why?

Optional Activity for low literacy and for diverse groups: Have various food items on display and ask participants to decide “needs” or “wants” by a show of hands.

4. Summarize

Conclude the group discussion of needs and wants by summarizing the following points. Ask participants to share any additional thoughts that they may have to add:

- Needs and wants are not the same for everyone.
- Needs and wants change with time and family situations.
- When planning for spending money, both needs and wants are considered.
- All families must make sure that basic needs for shelter, clothing and food are met first, before planning for other items to buy.
- After basic needs are met, then you can choose to buy some of your “wants.”
- People who spend first and think about needs and wants later, often feel broke all the time or find they can’t pay necessary bills or buy food.

5. Play the FOOD MONEY Game.

The FOOD MONEY Game is played like BINGO.

- The goal of the game is to review the following concepts:
- There are many resources families use to get food to put on the table — “**Money**”, cash, food stamps, other food/nutrition programs (items under letter “**M**”)
- “**Overspending**” on certain food items is a common problem (items under letter “**O**”)
- Every household or family has certain food items that are considered “**Needs**” (items under letter “**N**”)
- Some foods are “**Extras**” or wants (rather than needs) for by most families (items under letter “**E**”)
- Some food items are purchased “**Yearly**” or only occasionally by most families (items under letter “**Y**”)

Concluding Lesson 4

Before asking the end of session evaluation questions, say the following to the learners:

“I am going to ask you a couple questions that will help us see what you have heard today. You do not have to answer the questions if you don’t want to. All of your answers will be private.”

End of session questions for Lesson 4:



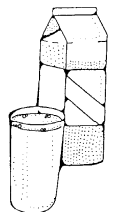
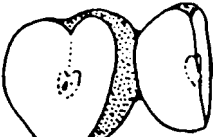

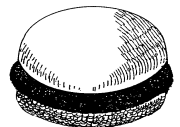

- Who has thought about one food item they could try to buy less of because it’s a “want” for your family

Record participant responses and other information about the lesson on the Educator Notes form.

Do not record individual learner’s names on evaluation forms or questions. Do not share individual answers or comments made by the learners with other teachers or staff.

FOOD NEEDS AND WANTS – WHAT’S THE DIFFERENCE?

Put a ✓ in the box that best describes the food for you.

This is something I NEED		This is something I WANT
	 <p>Ice Cream</p>	
	 <p>Bottled Water</p>	
	 <p>Milk</p>	
	 <p>Fresh Fruit</p>	
	 <p>Salt and Pepper</p>	
	 <p>Hamburger</p>	
	 <p>Rice</p>	

Needs:

- Basic
- Essential

Wants:

- Optional
- Makes life comfortable and enjoyable

THE FOOD MONEY GAME

Preparing to Play:

1. Distribute FOOD MONEY cards and pencils to each participant.
2. Direct participants to fill in the blank spaces on their cards with resources or foods that fit in the categories for each letter in the word “MONEY.” The next page of this teaching guide offers many suggestions for items that could be written in each space. Be prepared to lead the group in creating a list of suggestions, as necessary.
3. HINT: Remind participants to think of items that are common, to increase their chance of winning.

Playing the Game:

1. Have participants take turns naming one item that they had written on their card.
2. Participants look on their FOOD MONEY card to see if they have the item that was read; if they do, they should circle it.
3. The first player to circle 5 items in a row – across, vertically, or diagonally – should say “MONEY” and is the winner.
4. Continue playing as long as the participants are having fun.

Examples and suggestions for items that could be in FOOD MONEY categories:

M Money	O Overspending	N Needs	E Extras	Y Yearly
Food Stamps WIC vouchers pay check/wages tips EITC/tax refund Spousal support child support gifts interest income disability/SSI payments unemployment compensation savings winnings W-2 grant school meals, free or reduced price	national brand foods convenience foods meat and produce that is cut-up for you TV dinners foods from the deli fresh fruits and vegetables out-of- season exotic fruits juice blends premium ice cream single serving items	grain group foods milk, yogurt, cheese fruits vegetables meat and beans or alternates water	soda pop cake, snack cakes cookies candy potato chips beer, alcoholic beverages drink boxes single serving containers coffee bottled water specialty/gourmet items (coffees, beverages, frozen meals and sauces)	holiday treats (Valentines, Easter, Halloween, Christmas, etc.) birthday cakes for kids treats for end-of- school party pumpkins apples from orchard strawberries from pick-your-own farm special dish for family reunion apple cider caramel apples Thanksgiving turkey, cranberry sauce

THE FOOD MONEY GAME

Fill in the squares with words that fit the category. As a term is discussed, circle it. First one to get five across, vertically, or diagonally wins.

<p style="text-align: center;">M</p> <p style="text-align: center;">Money Money, food stamps and other resources</p>	<p style="text-align: center;">O</p> <p style="text-align: center;">Overspending OVERSPENDING on these foods is common</p>	<p style="text-align: center;">N</p> <p style="text-align: center;">Needs Foods we NEED to buy or spend money on</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">Extras EXTRA food that we want but don't need</p>	<p style="text-align: center;">Y</p> <p style="text-align: center;">Yearly YEARLY or irregular food expenses</p>
<p style="text-align: center;">Food Stamps</p>				
	<p style="text-align: center;">Frozen Pizza</p>	<p style="text-align: center;"><i>Free Space</i></p>		
				<p style="text-align: center;">Cake for Child's Birthday</p>
			<p style="text-align: center;">Single serving packages</p>	

COMMENT FORM

Today's topic was "Food Needs, Food Wants"

We are very interested in your comments about today's lesson. Your completion of this form is voluntary and implies your consent to participate. All answers will be confidential to the extent allowed by law. Summary reports or other uses of the information will not identify you in any way. We may use your comments to help us describe the work that we do and to make future lessons better. If you have any questions, please contact Shelley King-Curry at (608) 265-5069. Thank you!

How helpful was the lesson today?

- very helpful
- helpful
- somewhat helpful
- not helpful

Write one thing that you learned today that you will try to do at home:

Please share if there was something you wanted to get out of this session that was not covered that would have met your needs?

EDUCATOR NOTES – LESSON 4

Educator name: _____

County: _____

Date: _____

Location: _____

Number in group (enter “1” if individual learner) _____

Participant responses to “Concluding the lesson” question:

Who has thought about one food item they could try to buy less of because it’s a “want” for your family

Enter number of participants: _____

Number saying “Yes” _____

Number saying “No” _____

Number “unsure” _____

Educator assessment of the lesson and how lesson was received by participants:

Other comments from participants:

Note to Educator:

Complete this form after each time you teach this lesson. Turn in to your supervisor.