

WHY PLAN MEALS?

LESSON 6 OF MONEY FOR FOOD

Learner Objective

- Participant will state 3 advantages of planning meals ahead.

Teaching materials needed

- Activity: “Meal Planning—More or Less” (attached to this teaching guide)
- Activity: “What are we going to Eat?” game (attached to this teaching guide)
- Flipchart or Whiteboard with markers

Teaching Lesson 6

1. Ask participants to think about a time they planned a meal and ask them to share with person next to them.
2. Share with participants that the topic of today’s session, why meal planning. Ask participants what they would like to get out of this session. Record on flipchart or board. Use this as an introduction into the activity that follows.
3. Introduce the activity, “Meal Planning—More or Less.”
4. Play “What are we going to Eat?” game. Use this game to introduce a discussion of the advantages of planning meals ahead of time.

Concluding Lesson 6

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 learned 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 6:

- Do you plan to spend some time planning your meals in advance?

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.

MEAL PLANNING—MORE OR LESS — ACTIVITY

Cut the activity pieces on the lines to make cards.

Place the “More Planning” and “Less Planning” cards on opposite ends of a desk or table.

Ask participants to work together place the other 5 cards on an imaginary line between “More Planning” and “Less Planning” based on how much planning occurs if the statement on the card is true.

After the group has agreed on the placement of the cards on the table, ask participants to each stand next to the card that is closest to the amount of meal planning that he or she usually does.

Conclude this activity by stating that people and families plan meals in many different ways, and there is not one right way. Research has shown, however, that families who plan ahead for the meals they will eat, are better able to control their food spending.

More Planning	I write a plan of 1 or 2 meals each day for a couple days ahead.
Less Planning	I think about meals for the next few days and foods I will need before going to the grocery store.
I write a plan for all meals for my family for each week.	I think about the meal I am going to eat or fix when I get to the grocery store.
I think about what to order while driving into a fast food restaurant	I think about what I am going to fix or eat when I am hungry and my family is ready to eat.

“WHAT ARE WE GOING TO EAT?” GAME

Directions for Play—A game for 2, 3 or 4 players

The purpose of this game is to provide simulated examples of the “costs” and “savings” of planning meals and snacks. Participants gain or lose time, money and/or nutrition, depending on the situation they choose from those on the game cards.

Materials needed:

Situation cards—16 cards

Tokens—Make enough copies so each player will have 4 of each, plus extras will be needed on the table to draw from.

Envelope or container for storing game pieces and instructions

Note: Use the game set provided or make additional sets by duplicating masters onto heavy card stock or pasting copies onto cards.

Set up:

Each participant receives 12 tokens, 4 each of:

- time (clock)
- money (dollar bills)
- nutrition (MyPyramid)































Remaining tokens are placed in a pile for all to add to or draw from as the situation card directs. Situation cards are placed face down on the table.

To play:


































One player is selected to begin. The first player picks a situation card from the table. The player reads the card aloud, and gives up or gains tokens as directed on the card. Set the used card aside - do not put it on the table to be reused. The second player picks a card and does as directed. Play proceeds until all cards have been used once. If a player runs out of a particular type of token the player passes her turn to another player who has enough tokens. Player with the most tokens can be declared the winner.

Adapted from: “What’s for Supper” game, Fond du Lac County Group Lessons

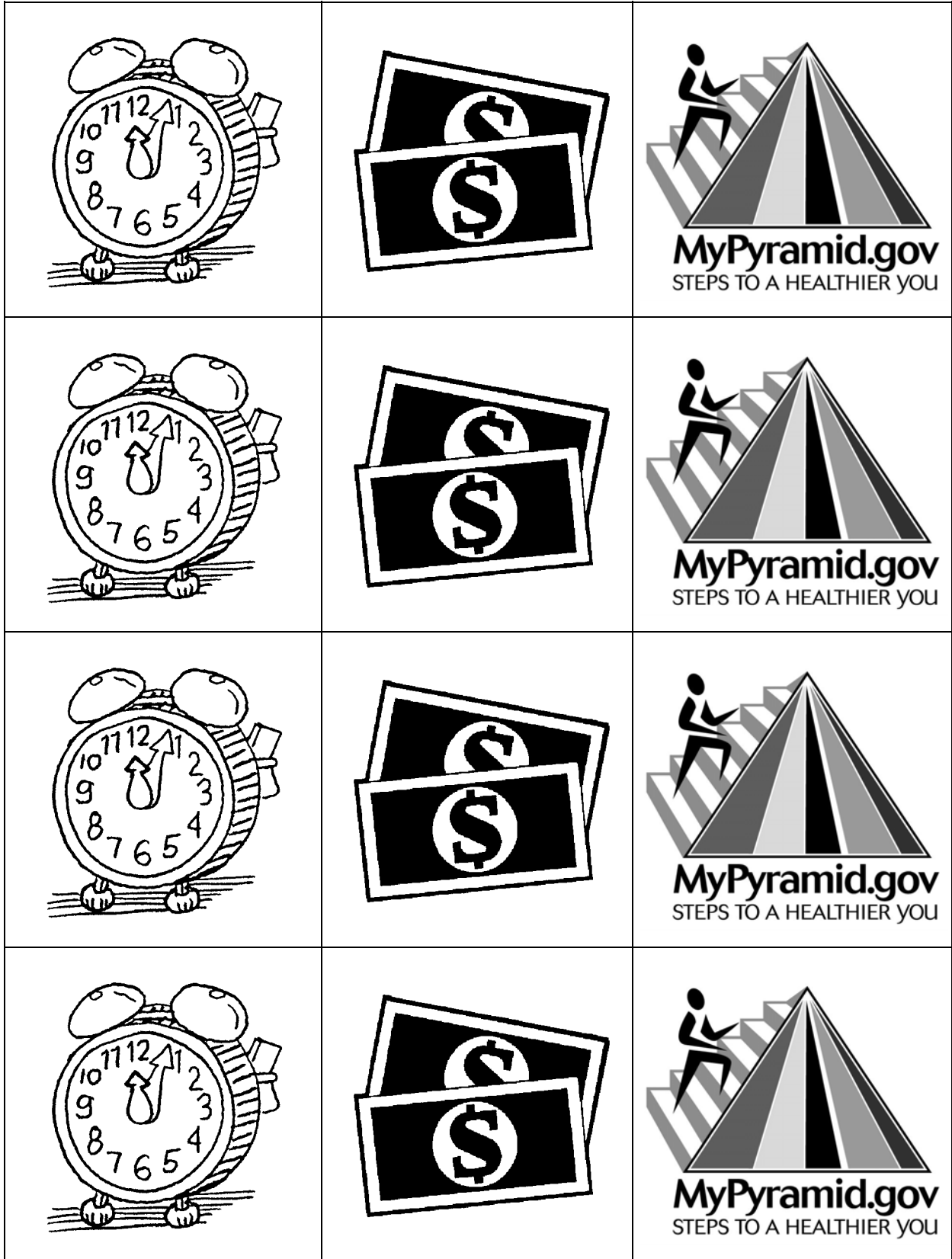
Situation Cards - Page 1 of 2 Make copies of these two pages. Cut into pieces along lines.

<p>You have nothing ready for supper, fix frozen TV Dinners</p> <hr/> <table border="0"> <tr> <td>Lose 2 Money</td> <td>\$\$</td> </tr> </table>	Lose 2 Money	\$\$	<p>Kids get home from school and find only chips to snack on.</p> <hr/> <table border="0"> <tr> <td>Lose 1 nutrition</td> <td></td> </tr> </table>	Lose 1 nutrition					
Lose 2 Money	\$\$								
Lose 1 nutrition									
<p>You forgot to make grocery list. Get home from store and find there is no milk for supper.</p> <hr/> <table border="0"> <tr> <td>Lose 1 nutrition</td> <td></td> </tr> <tr> <td>Lose 1 time</td> <td></td> </tr> </table>	Lose 1 nutrition		Lose 1 time		<p>You fix enough casserole for two meals and put half in the freezer to use later in the week.</p> <hr/> <table border="0"> <tr> <td>Gain 1 nutrition</td> <td></td> </tr> <tr> <td>Gain 2 time</td> <td> </td> </tr> </table>	Gain 1 nutrition		Gain 2 time	 
Lose 1 nutrition									
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Gain 2 time	 								
<p>You have 2 days of meals planned before shopping.</p> <hr/> <table border="0"> <tr> <td>Gain 1 nutrition</td> <td></td> </tr> <tr> <td>Gain 1 time</td> <td></td> </tr> <tr> <td>Gain 1 money</td> <td>\$</td> </tr> </table>	Gain 1 nutrition		Gain 1 time		Gain 1 money	\$	<p>Your kids complain there is nothing to eat for breakfast; they go to school hungry.</p> <hr/> <table border="0"> <tr> <td>Lose 1 nutrition</td> <td></td> </tr> </table>	Lose 1 nutrition	
Gain 1 nutrition									
Gain 1 time									
Gain 1 money	\$								
Lose 1 nutrition									
<p>You use yesterday's leftover roast to make sandwiches for lunch.</p> <hr/> <table border="0"> <tr> <td>Gain 1 nutrition</td> <td></td> </tr> <tr> <td>Gain 1 money</td> <td>\$</td> </tr> </table>	Gain 1 nutrition		Gain 1 money	\$	<p>You decide to fix a meal from food on hand instead of going out for fast food.</p> <hr/> <table border="0"> <tr> <td>Gain 1 nutrition</td> <td></td> </tr> <tr> <td>Gain 1 money</td> <td>\$</td> </tr> </table>	Gain 1 nutrition		Gain 1 money	\$
Gain 1 nutrition									
Gain 1 money	\$								
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Gain 1 money	\$								

Situation Cards - Page 2 of 2

<p>You plan tomorrow's family meal using leftover meatloaf.</p> <hr/> <table border="0"> <tr> <td>Gain 1 money</td> <td>\$</td> </tr> <tr> <td>Gain 1 time</td> <td></td> </tr> </table>	Gain 1 money	\$	Gain 1 time		<p>Your family complains about having cheese sandwiches 3 days in a row.</p> <hr/> <table border="0"> <tr> <td>Lose 1 nutrition</td> <td></td> </tr> </table>	Lose 1 nutrition					
Gain 1 money	\$										
Gain 1 time											
Lose 1 nutrition											
<p>You go to store at 5:00 p.m. to get something quick for supper</p> <hr/> <table border="0"> <tr> <td>Lose 2 money</td> <td>\$ \$</td> </tr> <tr> <td>Lose 1 time</td> <td></td> </tr> </table>	Lose 2 money	\$ \$	Lose 1 time		<p>You forget to use leftovers; food spoils.</p> <hr/> <table border="0"> <tr> <td>Lose 1 money</td> <td>\$</td> </tr> </table>	Lose 1 money	\$				
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<p>You don't feel like fixing a meal. Family snacks all evening.</p> <hr/> <table border="0"> <tr> <td>Lose 1 nutrition</td> <td></td> </tr> <tr> <td>Lose 1 money</td> <td>\$</td> </tr> </table>	Lose 1 nutrition		Lose 1 money	\$	<p>You are tired, hadn't thought of anything for meal. Family goes to fast food restaurant.</p> <hr/> <table border="0"> <tr> <td>Lose 1 nutrition</td> <td></td> </tr> <tr> <td>Lose 1 money</td> <td>\$</td> </tr> </table>	Lose 1 nutrition		Lose 1 money	\$		
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Game Tokens: Make copies of this page. Cut into pieces along lines.



COMMENT FORM

Today's topic was "Why Plan Meals?"

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 heard 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 6

Educator name: _____

County: _____

Date: _____

Location: _____

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

Participant responses to “Concluding the lesson” question:**Do you plan to spend some time planning your meals in advance?**

Enter number of participants responding: “YES” _____

“NO” _____

“Unsure” or “Don’t know” _____

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.