

Ohio SNAP-Ed Adult & Teen Programs Stretching Your Food Dollars – It’s a SNAP!

Task Topic: Food Shopping

Task Title: Stretching Your Food Dollars – It’s a SNAP!

Teaching Message(s): Decrease worry that food might run out before more can be bought.

Resources: Adapted from *ChooseMyPlate.gov*, SNAP-Ed Connection, Ohio Department Of Job and Family Services

Objectives for the Task:

1. Identify at least 2 ways to supplement food money to stretch food dollars.
2. Understand the process for applying for SNAP benefits.

Materials needed for the Task (including Handouts):

- Brochure – Food Assistance Benefits Can Help You Buy More Food
- Fact Sheet – 10 Steps to Help You Fill Your Grocery Bag
- Scenario Cards – Ideas for Food Money
- Worksheet – Getting the Most from the Money I Spend on Food

General Materials List:

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|--------------------|--------------------------------|---------------|
| • Flip chart paper | • Post-it notes | • Index cards |
| • Thought box | • Markers | • Pens |
| • Highlighters | • Masking tape | • Name tags |
| • VOICE principles | • Participant evaluation forms | |

Preparation:

- Hang up the Ideas For Food Money station cards around the room.

Key Points to Review:

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- Include your purpose as the facilitator (i.e. to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health & nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles.
- Ask participants to sign in on the SNAP-Ed sign-in sheet.



- Remember to pass out the appropriate participant evaluation form at the end of the session, making sure to read the questions out loud to the participants.

Transition:

Last time we met, we discussed.... We also Who would like to share an example of ...?

Today, we will talk about food insecurity. We'll discuss what food insecurity is and how to lessen the risk of being food insecure by implementing a few practices, such as taking advantage of federally-funded programs. Let's begin by discussing physical activity. Who would like to share one of their favorite ways to be active? Why do you like doing this activity?

Physical activity guidelines can be found at the following websites:

- Office of Disease Prevention and Health Promotion: www.health.gov/paguidelines/
- CDC: <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
- President's Council on Fitness, Sports, and Nutrition: www.fitness.gov/being-active/physical-activity-guidelines-for-Americans/

Anchor

Complete the following sentence:

“To me, food insecurity means....”

Who would like to share their definitions of food insecurity? *Record responses on flip chart paper or on a dry erase board as participants share.*

Note: if participants are having difficulty with this anchor, probe for things like “Not having enough to eat,” “Not sure if they will be able to make dinner,” “Having to go to a food pantry,” etc.

Add

Households that report three or more of the following conditions that indicate food insecurity are classified as “food insecure.” These include households where:

- They worried whether their food would run out before they got money to buy more.
- The food they bought didn't last, and they didn't have money to get more.
- They couldn't afford to eat balanced meals.

However, there are things families can do to help reduce their level of food insecurity by freeing up more money for food. There are several federally-funded programs aimed at helping families and individuals struggling with food insecurity. Examples of these programs include:

- SNAP (formerly Food Stamps)
- WIC
- National School Lunch Program



- Child and Adult Care Food Program
- Head Start

What are some other programs you know of that help you with getting food?

Some faith-based agencies and community centers also offer emergency food assistance programs, such as a food pantry organized by a local church. Using these programs can help you have more money for food and help to ensure you have enough food to feed your family for the whole month.

SNAP benefits, known as Food Assistance Benefits in Ohio, can be used like money to buy food. They can help people with low income to buy more food. To receive food assistance benefits, you must apply for them at your county's Department of Job and Family Services.

Pass out a copy of the brochure – Food Assistance Benefits Can Help You Buy More Food and the fact sheet – 10 Steps to Help You Fill Your Grocery Bag to each participant.

Instructions on how to apply for food assistance benefits can be found in the information I just passed out. I encourage you to explore SNAP benefits if you are not already participating in the program. You can also share this information with anyone you know who might need more money for food.

Source: USDA Economic Research Service

Apply

Pass out a copy of the worksheet– Getting the Most from the Money I Spend on Food to each participant. Divide the participants into small groups of 2-4 people.

Posted on the walls around the room, you will see various ideas for ways to get more money for food. In your groups, read each idea and discuss if this is something you already do, something you plan to start doing, or something you are not interested in doing. Mark your responses on your worksheets.

Allow about 10 minutes for the participants to complete this activity. Invite participant groups to share what they said about the different ways to get more money for food – and why they gave those responses.

Away

Identify two ideas for getting more money for food you marked as something you plan to start doing from the previous activity. Write down steps you need to take in order to get more money for food.



Facilitator's Notes:

Facilitator's Checklist:

- Have I gathered all of the pertinent materials needed for the lesson?
- Did I spend the requisite amount of time covering each targeted message?
- Did I apply the principles of adult learning to my program?
- Did I create a comfortable and functional learning atmosphere?
- Did I fill out a Program Log with the necessary program information?
- Did I ensure that all participants signed the sign-in sheet?
- Did I read the survey instrument out loud to the participants?
- Did I collect all requisite survey instruments needed for today's lesson?

