

Ohio SNAP-Ed Adult & Teen Programs Budget-Friendly Ways to Include Vegetables & Fruits

Task Topic: Vegetables & Fruits

Task Title: Budget-Friendly Ways to Include Vegetables & Fruits

Teaching Message(s):

- ☒ Use MyPlate to make healthy food choices with a limited budget.
- ☒ Eat at least one kind of vegetable daily.
- ☒ Eat at least one kind of fruit daily.

Resources: Adapted from *ChooseMyPlate.gov*, *Dietary Guidelines*, California Department of Public Health

Objectives for the Task:

1. Identify low-cost vegetable and fruit options during various seasons of the year.
2. Name two strategies for saving money on vegetables and fruits.

Materials needed for the Task (including Handouts):

- Fact Sheet – Ten Tips Nutrition Education Series: Smart Shopping for Veggies and Fruits
- Fact Sheet – Shopping for Produce by the Season
- Foods for 2 stations (not to be sampled):
 - Canned, fresh, and frozen peaches
 - Canned, fresh, and frozen carrots
- Price cards for the 2 stations (each station will have 3 cards – canned, frozen, fresh; print on cardstock and cut into 6 total cards)
- Worksheet – Vegetable & Fruit Prices and Amounts

Food and Equipment for Demonstration and Sampling:

- [None needed for this task]

Some ingredients may not be available in your area. Feel free to make ingredient substitutions as necessary. If you decide to make a recipe substitution, please use a SNAP-Ed approved recipe from the What's Cooking? USDA Mixing Bowl website:
<http://www.whatscooking.fns.usda.gov/>

General Materials List:

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



THE OHIO STATE UNIVERSITY

OHIO SNAP-Ed PROGRAM

Revised 06/19/15

Preparation:

- Print the station cards on card stock and cut out.
- Set up 2 stations, one for each type of vegetable or fruit (fresh peach, canned peaches, and frozen peach bag on one table; fresh carrots, canned carrots, and frozen carrot package on another table). Place corresponding price card in front of each item.

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 be talking about the barrier of cost when it comes to eating vegetables and fruits. We'll discuss ways that we can make buying fruits and vegetables more affordable so you can fit more of them into your grocery budget. Let's begin today's session with some suggestions for how to address some barriers for being physically active. Who would like to share some ways they overcome obstacles for including physical 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

Find a partner and tell that person about a time you wanted to buy a fruit or a vegetable but it was too expensive. What did you end up doing? How did that impact your decision on what to buy at the store?

Add

For many people, the *cost* of vegetables and fruits can be seen as a barrier to buying and serving vegetables and fruits. Yet, did you know that there are over 75 different kinds of fruits and vegetables that cost less than 80 cents per serving? There are many tricks you can use to make buying vegetables and fruits more affordable.

Pass out the Fact Sheet – Ten Tips Nutrition Education Series: Smart Shopping for Veggies



and Fruits to each participant.

It is possible to fit vegetables and fruits into any budget. There are many low-cost ways to meet your vegetable and fruit needs. Here are some “smart shopping” tips for buying vegetables and fruits:

1. **Buy seasonal.** Use fresh vegetables and fruits that are in season. They are easy to get, have more flavor, and are usually less expensive. Your local farmer’s market is a great source of seasonal produce. “In-season” produce also tends to be on sale at the grocery store.
2. **Try canned or frozen.** Compare the price and the number of servings from fresh, canned, and frozen forms of the same veggie or fruit. Canned and frozen items may be less expensive than fresh, especially for varieties that are not in season. For canned items, choose fruit canned in 100% fruit juice and vegetables with “low sodium” or “no salt added” on the label.
3. **Buy a variety of fresh.** Some fresh vegetables and fruits don’t last long. To avoid having to throw away spoiled food, buy a variety of fresh fruits and vegetables and store them properly at home. For instance, berries and asparagus tend to last a couple of days in the refrigerator. Apples and carrots, on the other hand, will last 1-2 weeks in refrigeration. By buying different kinds of produce, you’ll ensure that you have fresh fruits and veggies all week long.
4. **Keep it simple.** Buy vegetables and fruits in their simplest form. Pre-cut, pre-washed, ready-to-eat, and processed foods are convenient, but often cost much more than when purchased in their basic forms.
5. **Plan and cook smart.** Prepare and freeze vegetable soups, stews, or other dishes in advance. This saves time and money. Add leftover vegetables to casseroles or blend them to make soup. Overripe fruit is great for smoothies or baking. The more you can use your fruit and vegetables in cooking, the less you’ll waste by throwing out.

Who has some other ideas on how to overcome the barrier of cost?

List any ideas on flip chart paper.

Pass out the Fact Sheet – Shopping for Produce by the Season. These fact sheets are for participants to take home to read later. Do not read these as part of the lesson.

Here is some additional information about shopping for produce and seasonal availability for you to read at home.

Apply

Refer to the stations set with canned, frozen, and fresh vegetable and fruit labels and the corresponding display cards. The cards indicate the overall costs, cups per container, and price per cup for each item. Pass out the Worksheet – Vegetables & Fruits Prices and Amounts to each participant.



Visit each station, identifying the cost of canned, frozen, and fresh vegetables and fruits. Record the overall cost, cups per container, and price per cup on the worksheet. Discuss findings with a partner. If these were the prices of items at your grocery store this week, what would be the cheapest option for vegetables? For fruits?

Allow 10-15 minutes for participants to complete this activity. Have them return to their seats when finished.

What did this activity teach you about buying fruits and vegetables in different forms?

Away

How will what you just learned change the way you shop for vegetables and fruits? Call out your ideas.

Facilitator's Notes:

For the Apply activity:

Price comparison: Talk about overall costs. Then talk about servings/container. Which will provide the most servings at the lowest cost? Which has the potential to spoil before consuming?

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?

