

Food for Thought: Local Food Economy and Food Access Simulation

Adapted from a lesson plan on
thefoodproject.org/curriculum/food-system/

Learning Objective

This activity illustrates the factors that impact consumer decisions in choosing between local vs. global food and stores, organic vs. conventionally produced produce, and convenience vs. quality. Players shop for items to make a spaghetti dinner and experience the economic and social costs of their decisions and the decisions that are forced on them by circumstances outside their control.

Leading the Simulation

Time Required: The entire activity can be completed in about an hour. With fewer participants, it will go faster. Extended activities or group discussions may add time to the total length, but those activities could be part of a second session as well.

Participants: This simulation can be done with as few as 10 to 12 participants if you have extra helpers to serve as shopkeepers and the banker. This simulation can be done with students as young as middle school or with adults. A group larger than 30 participants will require adjustments of the shopping times and total activity time for discussion.

Materials:

Note: All materials, except for play money, are located in the Appendix.

- Signs and tables for four stores.
- Play money. Each participant starts with \$10. Each store begins with \$30 in change. For 30 participants, you will need at least 30 ten-dollar bills, 30 five-dollar bills, and 120 one-dollar bills. Additional one-dollar bills may be needed to make change.
- Price lists for each store.
- Pictures of all items for sale in the stores — make sure there are sufficient items for the number of participants.

- Situation cards.
- Poster for each store explaining where their money goes.
- Additional paper and markers for making adjustments during the simulation, if needed.
- Handouts of each activity reflection.
- Handouts of the “Wages Guide” worksheet.

Preparation:

1. Pictures of the food items should be printed and cut apart. Lamination is helpful if materials are reused. You should print enough of each food item so that each store has enough of each item for every shopper.
2. Signs and information sheets printed for each store.
3. Review and adapt the situation cards as needed for the planned group. Possible adaptations are listed after the procedure section.
4. Review and adapt discussion questions depending on the needs of the group.
5. Set up the tables and set out appropriate products, play money, and information at each station. Put up the store name signs. Each store should have \$30 in change, mostly in \$1s.
6. Facilitator should also serve as the “bank” with extra money as needed to make change or collects/pay out funds based on situation cards.
7. Each shopper will receive a baseline \$10 in play money to start the activity.

Shared Expectations:

Consider whether there will be participants whose lived experience reflects some of the difficult choices made during this simulation and be sure to think through any needed ground rules or shared expectations. Pre-write a list of ground rules or shared expectations. Suggested examples:

- Both people and issues will be handled with respect and sincerity.
- Everyone will use neutral body language and avoid things like finger pointing, eye rolling, and sighing.

- If anyone feels emotionally stressed, they can call time-out or request a change in how a topic is being handled.
- It's okay to disagree; it's not okay to shame and blame.

Basic Procedure:

- 1. Introduce the activity and set some ground rules or shared expectations.** Review and agree to the list as a group.
- 2. Assign people to serve as shopkeepers and the banker.** (You can also serve as the banker if you prefer.) Provide a brief orientation to the shopkeepers and allow them to look over their materials. Prompt them to start thinking about a sales pitch to make to the customers. Shopkeepers can decide what information to display.
 - a. They may want to let shoppers know where their items were grown or made or other qualities. They can stress convenience, quality, or price as appropriate. The purpose is to let shoppers know what is available, get them thinking about reasons to choose things, and to simulate the hype we experience in food advertising.
 - b. Depending on the time available and the age of the participants, you may want to meet with the shopkeepers separately to explain more about the pricing and details and give them more time to prepare a sales pitch.
 - c. Alternatively, with younger participants, you may want to prepare sample pitches for each shop.
- 3. Introduce the shopping task.**
 - a. Tell the players that they are preparing a spaghetti dinner for their family tonight and will need to purchase the ingredients to make it — pasta and sauce. You may want to note that the meal does not include a protein to keep the activity simpler.
 - b. They should assume their family size is four people. For this family size, plan to purchase one package of spaghetti, one jar of sauce, or one of each ingredient (tomatoes, peppers, onions) to make sauce.
 - c. They can either buy pre-made spaghetti sauce or make it themselves from tomatoes, peppers, and onions.
- d. The shopkeepers each have different items to offer that the shoppers may wish to buy. Shoppers should listen carefully as the merchants describe the items they have for sale and consider factors such as price, quality, health, convenience, economic impacts, and environmental impacts as they make their purchases.
- e. Each shopper will also be provided with a “situation” card that they will need to consider (and sometimes follow the instructions) before they make their purchases.
- f. Shoppers and shopkeepers can be creative with how they choose to address any challenges they face.
- 4. Distribute \$10 in play money** to each shopper.
- 5. Pass out the situation cards** and give everyone time to pay or collect money through the banker if needed. (Situation cards found in the Appendix.)
- 6. Give each shopkeeper 1 minute** to pitch their products.
- 7. Shopping Round 1:** Give players 10 minutes to shop. If the group is small, you may not need 10 minutes to complete the shopping.
- 8. At the end of 10 minutes,** ask players to take a seat with their purchases. Ask each shopkeeper to count their money and be prepared to announce their sales after the discussion.
- 9. Discuss the shopping results as a group.** If the group is large, grouping participants with the same situation card may be helpful. Refer to the ground rules/shared expectations as needed.
 - a. Have participants share about their situation card, describe what they bought, how their situation card affected their decisions, and what factors were important to them in making their decisions.
 - b. Was everyone able to purchase what they wanted to?
 - c. How does this situation make them feel as a consumer?
 - d. Does the simulation seem realistic?
- 10. Ask each shopkeeper to count their money,** complete the payback guide sheet, and announce their gross sales. (Subtract the money they started with.)

- a. Ask the shopkeepers what their experience was with selling to the group. Were they successful?
 - b. What strategies could they use to bring in more customers?
- 11. Payday:** Next, have all shoppers line up. Explain that it is payday, and the shopkeepers will pay their employees using the gross sales they collected. Explain that this represents the money that is returned by a business to the local community. Each shopkeeper should pay back the percentage of gross sales listed on the “Where Does the Money Go” sheet and explain why to the group.
- a. Start with the supermarket, then the convenience store, then Suzy’s, then Fredo’s. Pay each person in line \$10 until the money is gone.
 - b. Discuss how difficult it can be for the local businesses to compete with the chain stores, so some people will have to be laid off and not get paid.
- 12. Shopping Round 2:** Complete the same shopping exercise again, giving the shoppers 5 to 10 minutes to shop. Do not use the situation cards this time.
- 13. Debrief the group** again on what happened in round 2.
- a. Did people make different purchases the second time?
 - b. What considerations are important now?
 - c. If they didn’t have the limitations on their situation card, was it easier to shop or decide?
 - d. Did the discussion or results from Round 1 impact their decisions?
 - e. How did the unemployed people feel? Is there anyone that won’t be able to eat tonight?
 - f. What are the advantages or disadvantages of buying locally and supporting local businesses?
 - g. What impact will it have on families’ health if they continue to make the same food decisions?
 - h. What impact will it have on the local businesses if they continue to have the same results? The whole community?
- 14. Brainstorm** a list of things that individuals and the community can do to support local businesses. What about the people that didn’t have food to eat? What is our responsibility to them?

Notes and Possible Adaptations

There are discussion questions provided at the end of the lesson plan that can be used with small groups after the activity. There are also reflection worksheets provided that include the same questions if you prefer to offer that activity as an individual assignment.

It is common, especially with a teen audience, for at least one person to decide to shoplift as part of the shopping activities. Sometimes it occurs during the second round of shopping when people have been unemployed. It may occur during the first round as well. Be prepared for how you want to address that situation as the facilitator and what discussion questions should be ready for that situation. If it occurs during the first round, you may want to have a plan for levying consequences like what might be incurred in real life.

Depending on the group and their perspectives and life experiences, how this plays out could be very different, including what shopping decisions they make in the first round. Be prepared to adjust the discussion questions accordingly.

Situation Card Adjustments:

- Select either the Youth or Adult versions of the situation cards depending on your needs.
- Situation cards #5 and #6 may need to be adjusted to the size of your space and the audience to have the desired impact.
 - » In a small space, consider having them sit and wait to shop for a certain amount of time to mimic the time spent driving or walking.
 - » Instead of walking laps in the room, participants could walk in the hall or otherwise outside the space, which mimics that they can’t see what shopping is happening elsewhere.
- In the basic lesson plan, the situation cards are NOT used for the second round of shopping. If you want to focus more on the local food aspect and encourage local food purchasing, that may work well. If you want to drive home the challenges of food access under these different scenarios, having them use their same situation cards again during the second round will show the challenges families face more clearly.

- Store hours — Setting restrictive store hours for the locally owned spaghetti shop and the farm stand may be helpful in realistically restricting the options for some of the situation cards.

Other Adaptations or Additional Activities:

- **Situation Card Debrief:** If the group is large, having everyone with the same situation card group together to debrief first and then share out may be beneficial.
- **Community Problem Solving:** If time allows, after the second round of shopping, you could pose a new activity related to the problems caused by the situation cards and unemployment. Encourage a discussion about how to solve the problems. This could also be set up as a larger project for a class of students.
 - » What are short-term solutions? (How do we feed hungry people right now?)
 - » What are long-term solutions? (How do we ensure everyone has good jobs and nutritious food every day?)
 - » What is the role of locally-owned businesses and farmers that market their products locally in a thriving local economy and preventing some of these challenges?
- **Proteins:** The meal doesn't include a protein source, mostly for the sake of complexity. You could opt to add proteins to the store options, but you may need to increase the amount of money given to shoppers.

Basic Food System & Local Food Information

Buying Guide for Kansas-Grown Fruits and Vegetables. 2024. Kansas State Research and Extension. Available from: <https://bookstore.ksre.ksu.edu/pubs/buying-guide-for-kansas-grown-fruits-and-vegetables-MF2647.pdf>

The Economics of Local Food Systems Toolkit. 2016. USDA AMS. Available from: <https://www.ams.usda.gov/sites/default/files/media/Toolkit%20Designed%20FINAL%203-22-16.pdf>

Farm to Table: Building Local and Regional Food Systems. 2015. SARE. Available from: <https://www.sare.org/resources/farm-to-table-building-local-and-regional-food-systems/>

Hometown Grocery Factsheet. Rural Grocery Initiative. Kansas State Research and Extension. <https://www.ruralgrocery.org/learn/publications/guides/Hometown-Grocery-Factsheet.pdf>

Introduction to Local Food Systems. 2022. University of Missouri Extension. Available from: <https://extension.missouri.edu/publications/dm271>

Kansas Seasonal Local Food Poster. 2025. Available from: <https://bookstore.ksre.ksu.edu/item/kansas-seasonal-local-food-poster-MF3712>

Local Foods, Local Places Toolkit. 2017. EPA. Available from: https://www.epa.gov/sites/default/files/2017-10/documents/lflp_toolkit_508-compliant.pdf

Public Policy and the Grocery Store: Improving Access to Healthy Food. 2023. CSPI. Available from: <https://www.cspi.org/resource/public-policy-and-grocery-store-improving-access-healthy-food>

Strengthening Communities with Local Food. 2024. KDHE. Available from: <https://www.kdhe.ks.gov/DocumentCenter/View/35884/Eating-Locally-Flyer-PDF>

Resources for Finding Local Data

Food Access Research Atlas. Available from: <https://www.ers.usda.gov/data-products/food-access-research-atlas>

Food and Agriculture Mapper and Explorer. Available from: <https://localfoodeconomics.com/data/food-and-agriculture-data-explorer/>

Food Environment Atlas. Available from: <https://www.ers.usda.gov/data-products/food-environment-atlas>

Kansas Local Food Community Roundtable Final Report. 2024. Kansas State Research and Extension. Available from: [https://bookstore.ksre.ksu.edu/item/kansas-local-food-community-roundtable-findings-full-report RPT114](https://bookstore.ksre.ksu.edu/item/kansas-local-food-community-roundtable-findings-full-report-RPT114)

Kansas Local Foods Website. <https://www.ksre.k-state.edu/kansaslocalfoods/>

Local Food Economics Community of Practice. Available from: <https://localfoodeconomics.com/>

Other Local Food Lesson Plans

Big Ideas: Linking Food, Culture, Health and the Environment, Grades K-12. 2014. Center for Ecoliteracy. Available from: https://www.ecoliteracy.org/sites/default/files/uploads/shared_files/CEL_Big_Ideas_Alignment_K-12.pdf

FoodSpan Curriculum. Center for a Livable Future, Johns Hopkins University. Available from: <https://www.foodspan.org/>

Food System Curriculum. The Food Project. Available from: <https://thefoodproject.org/curriculum/food-system/>

Nourish Food System Curriculum. Nourish. Available from: <https://www.nourishlife.org/teach/>

All Things Kansas: k-state.edu/allthingskansas

References

Food System Curriculum. The Food Project. Available from: <https://thefoodproject.org/curriculum/food-system/>

AMIBA. (n.d.). The Multiplier Effect of Local Independent Businesses. Retrieved January 7, 2019, from <https://www.amiba.net/resources/multiplier-effect/>

Groceries and Gatherings: Leveraging Community Social Capital to Increase Local Grocery Store Patronage. <https://www.ruralgrocery.org/learn/research/social-capital/FinalReport-Groceries-and-Gatherings.pdf>

Miller, H. (2015). The economic contribution of rural grocery stores in Kansas [Thesis, Kansas State University]. <https://krex.k-state.edu/dspace/handle/2097/20363>

Appendix

Shopper Small Group Discussion Questions

1. Explain what decisions your situation card required you to make about where you shopped and what you bought.
2. What factors were most important to you the first time you shopped?
3. How did your decisions change the second time you shopped? What factors were most important during the second round of shopping?
4. Were you able to purchase all the needed food in both rounds of shopping?
5. If you could not purchase what you needed after one or both rounds of shopping, what would have been your options in your real community to access food? If you don't know, how would you find out?
6. If you were able to purchase what you needed after both rounds of shopping, how did you feel knowing that others were not able to do so?
7. What is something that happened during the shopping activity that surprised you or that you didn't expect?
8. What is something that one of the shoppers or store owners could have done differently that would have changed their outcome?
9. What is an example of something that this community could have done together to bring about a different outcome for the locally owned stores and the local food producers?
10. What is an example of something that this community could have done together to bring about a different outcome for the families that were unable to purchase what they needed?
11. What is your responsibility as an individual when families or businesses in your community are struggling?
12. What is the responsibility of the community when families or businesses are struggling?

Store Owner Small Group Discussion Questions:

1. What characteristics of your business or products did you use to encourage shoppers to purchase from your business?
2. Did those characteristics result in good, bad, or mediocre sales in the first round of shopping? Explain why you think you had that result.
3. What could you have done differently as a store owner to change the outcome for your business?
4. How did it feel when you paid out wages based on how much money you made and the percentage of costs that stayed in the community? How much responsibility did you feel for the people that did not get paid?
5. What is something that happened during the shopping activity that surprised you or that you didn't expect?
6. What is something that one of the shoppers or store owners could have done differently that would have changed their outcome?
7. What is an example of something that this community could have done together to bring about a different outcome for the locally owned stores and the local food producers?
8. What is an example of something that this community could have done together to bring about a different outcome for the families that were unable to purchase what they needed?
9. What is your responsibility as an individual when families or businesses in your community are struggling?
10. What is the responsibility of the community when families or businesses are struggling?

Local Food Economy and Access Shopper Reflection Worksheet

Name: _____

1. What situation card did you have?
2. Explain what decisions your situation card required you to make about where you shopped and what you bought.
3. What factors were most important to you the first time you shopped?
4. How did your decisions change the second time you shopped? What factors were most important during the second round of shopping?
5. Were you able to purchase what was needed in both rounds of shopping? (Yes/No)
6. If you could not purchase what was needed after one or both rounds of shopping, what would have been your options in your real community to access food? If you don't know, how would you find out?
7. If you were able to purchase what you needed after both rounds of shopping, how did you feel knowing that others were not able to do so?
8. What is something that happened during the shopping activity that surprised you or that you didn't expect?

9. What is something that one of the shoppers or store owners could have done differently that would have changed their outcome?

10. What is an example of something that this community could have done together to bring about a different outcome for the locally owned stores and the local food producers?

11. What is an example of something that this community could have done together to bring about a different outcome for the families that were unable to purchase what they needed?

Local Food Economy and Access Store Owner Reflection Worksheet

Name: _____

1. What store were you operating?
2. What characteristics of your business or products did you use to encourage shoppers to purchase from your business?
3. Did those characteristics result in good, bad, or mediocre sales in the first round of shopping? Explain why you think you had that result.
4. What could you have done differently as a store owner to change the outcome for your business?
5. How did it feel when you paid out wages based on how much money you made and the percentage of costs that stayed in the community? How much responsibility did you feel for the people that did not get paid?
6. What is something that happened during the shopping activity that surprised you or that you didn't expect?

7. What is something that one of the shoppers or store owners could have done differently that would have changed their outcome?

8. What is an example of something that this community could have done together to bring about a different outcome for the locally owned stores and the local food producers?

9. What is an example of something that this community could have done together to bring about a different outcome for the families that were unable to purchase what they needed?

Group:

1. As a group, list some of the problems that occurred during the simulation for the families and businesses.
2. What is the role of locally-owned businesses and farmers that market their products locally in a thriving local economy, and how do they prevent some of these challenges?
3. If these situations continue, what larger problems might begin to develop?
4. Which problems are the most critical to solve first?
5. What happens if they are not addressed?
6. What are the options for addressing these critical problems as quickly as possible?

7. What happens if we only focus on the most critical problems and don't consider what caused them in the first place?
8. What are ways to prevent these problems from occurring in the first place?
9. If we are facing large challenges because these problems have gone on for a long time, where do we start to make a difference?

Shop Keeper Wage Payment Guide Sheet

1. Remove the \$30 in starting funds from before the exercise and set aside.
2. Count the earned money and record the total below.

Total Earnings: \$ _____

3. Based on your "Pay Back" information sheet, calculate the amount of money you will pay out in local wages.

Convenience store & Supermarket (25% pay back):

1. Divide your earnings into 4 equal piles. One pile will be what you pay back.
2. Total earnings: \$ _____ divided ($\div$) by 4 = \$ _____
 - a. Amount to pay back (–25%): \$ _____
 - b. Amount returned to the bank (–75%): \$ _____

Suzy's Spaghetti Shop (75% pay back):

1. Divide your earnings into 4 equal piles. Three piles will be what you pay back.
2. Total earnings: \$ _____ divided ($\div$) by 4 = \$ _____
3. Total from line 2 and multiply ($\times$) by 3 = \$ _____
 - a. Amount to pay back (–75%): \$ _____
 - b. Amount returned to the bank (–25%): \$ _____

Fredo's Farm Stand (100% pay back):

1. Your entire earnings are paid back! No math required!
 - a. Amount to pay back (100%): \$ _____
 - b. Amount returned to the bank: \$ _____ 0



Where does the Money go?

Supermarket

(Pay back 25%)

Bought produce from Florida (-25%)

Spaghetti sauce made in Italy (-25%)

Pasta made in Tacoma, WA (-25%)

Hired employees locally (+25%)



Price List

Spaghetti O's - \$1.00 per
can (1 serving/can)

Frozen Spaghetti Skillet
Meal - \$9.00 (serves 4)

Sauce - \$4.00

Pasta - \$2.00

Tomatoes - \$1.00

Onions - \$1.00

Peppers - \$1.00



Where does the Money go?

Convenience Store

(Pay back 25%)

Pre-processed, packaged food made in Georgia (-75%)

Hired employees locally (+25%)



Price List

Spaghetti O's - \$3.00 per can
(1 serving/can)

Frozen Spaghetti Skillet Meal - \$11.00 (serves 4)



Where does the Money go?

Fredo's Farm Stand

(Pay back 100%)

Produce organically grown locally (+75%)

Hired employees locally (+25%)



Price List

Tomatoes - \$2.00

Onions - \$2.00

Peppers - \$2.00



Where does the Money go?

Suzy's Spaghetti Shop

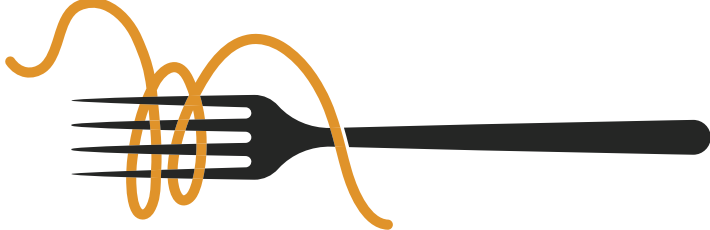
(Pay back 75%)

Pasta was made locally (+25%)

Spaghetti sauce was made locally (+25%)

Ingredients organically grown in CA (-25%)

Hired employees locally (+25%)



SUZY'S SPAGHETTI SHOP

Price List

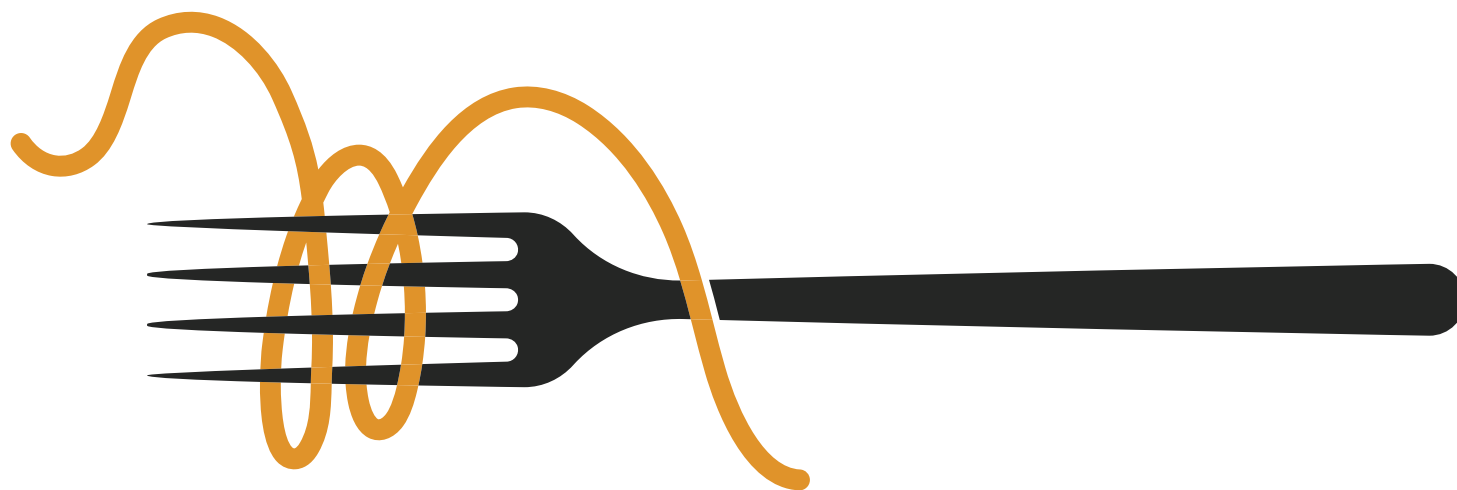
Sauce - \$6.00

Pasta - \$3.00





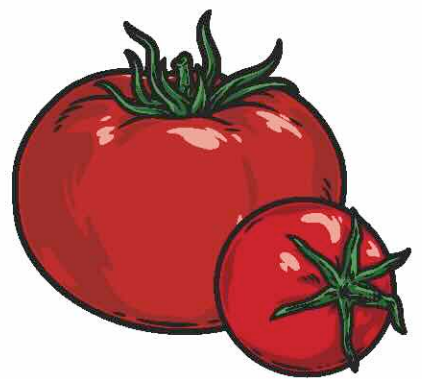
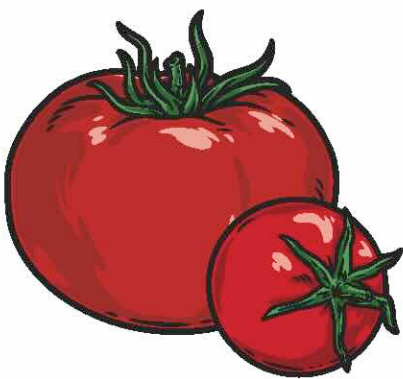
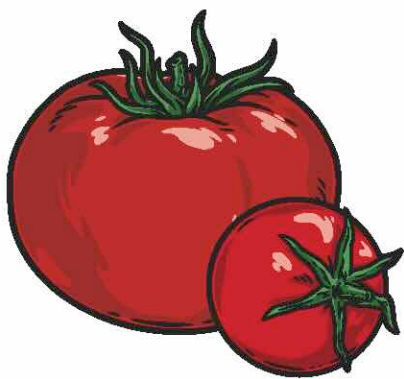
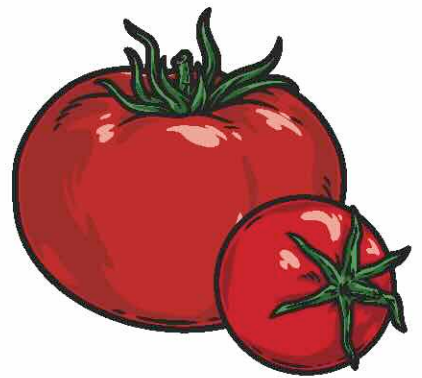
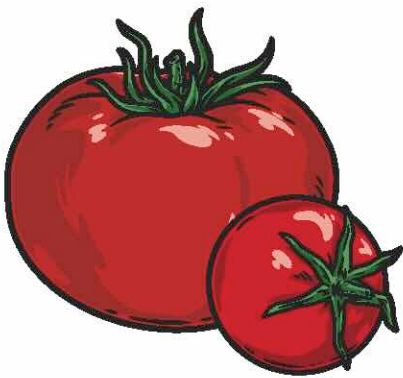
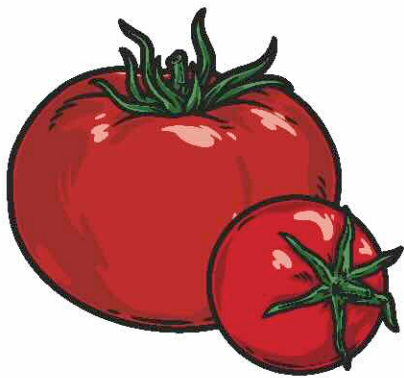
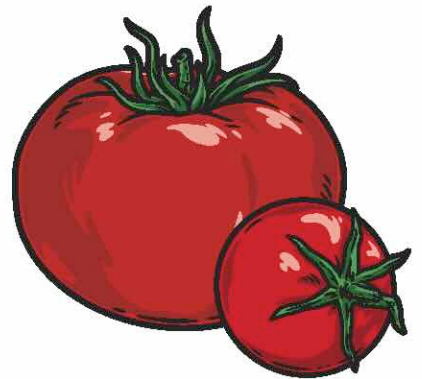
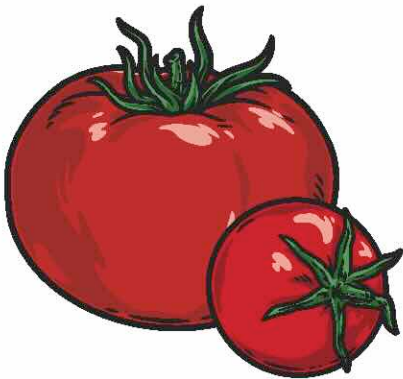
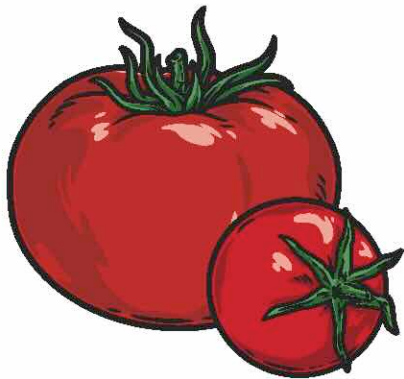
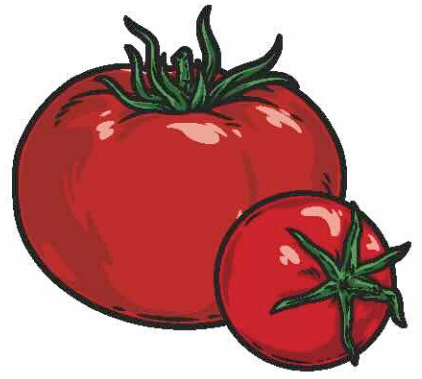
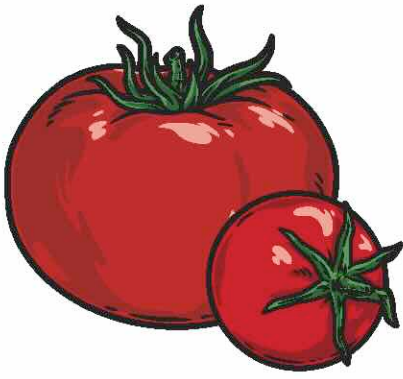
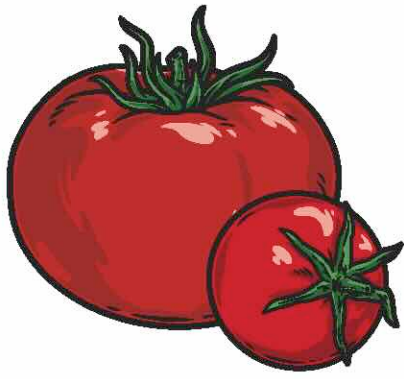
SUPERMARKET

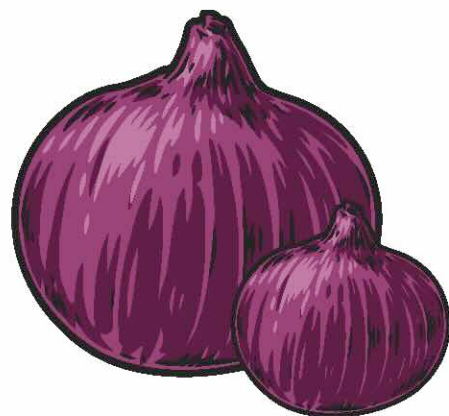
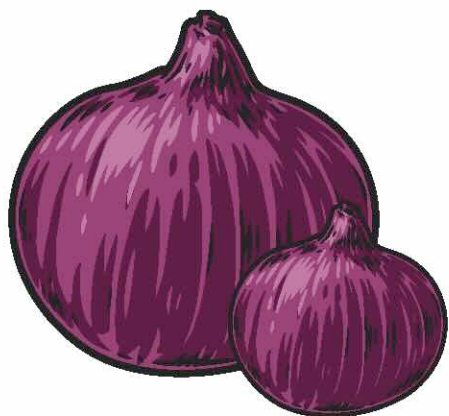
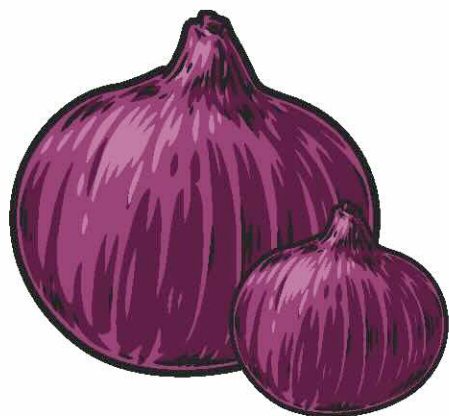
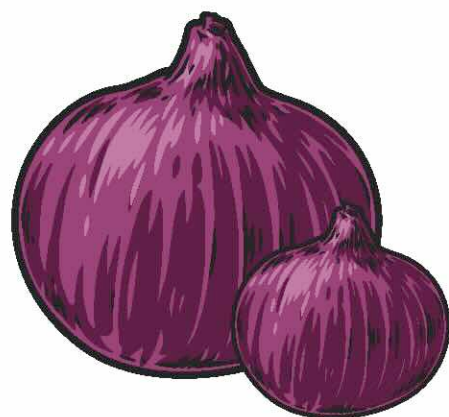
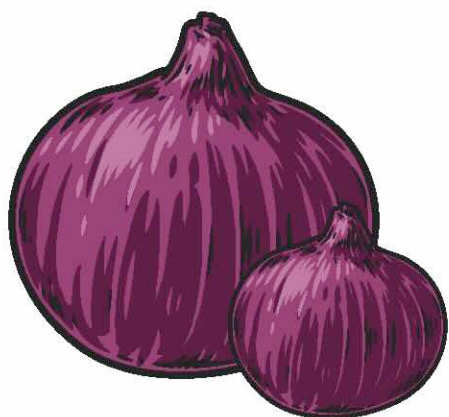
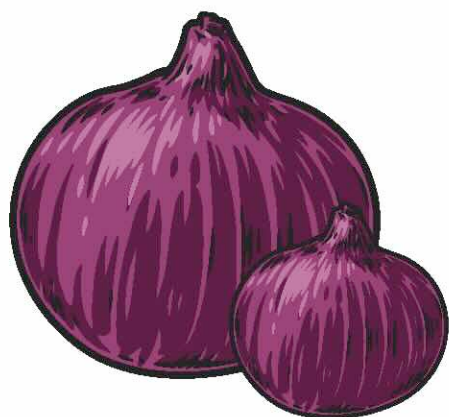
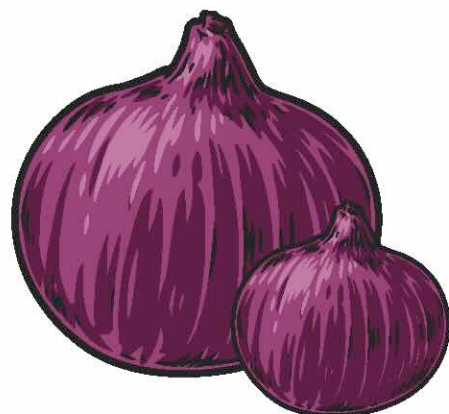
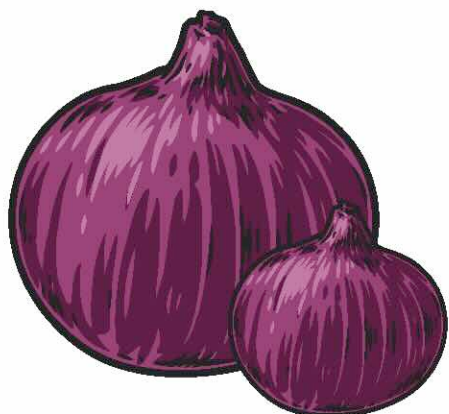
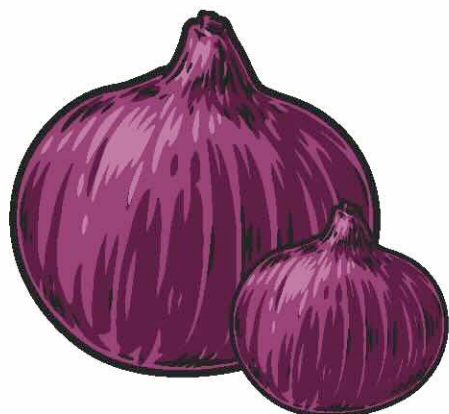
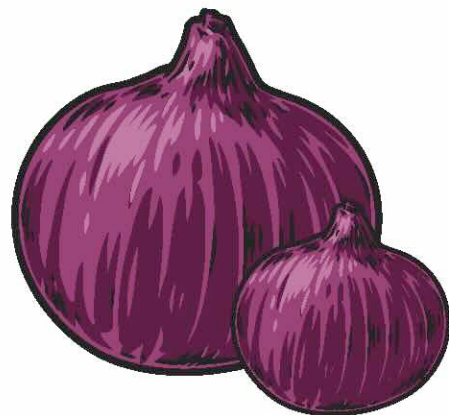
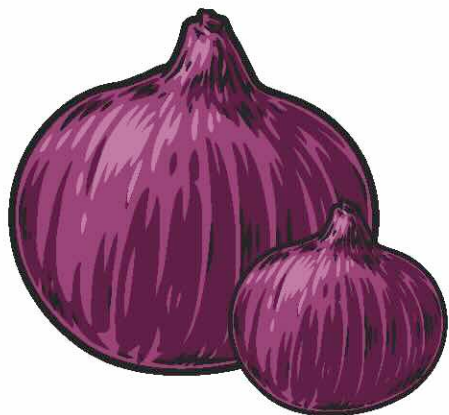
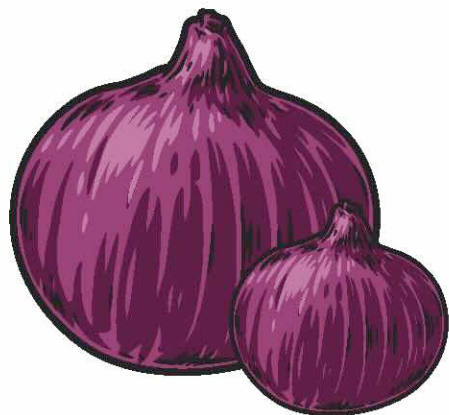


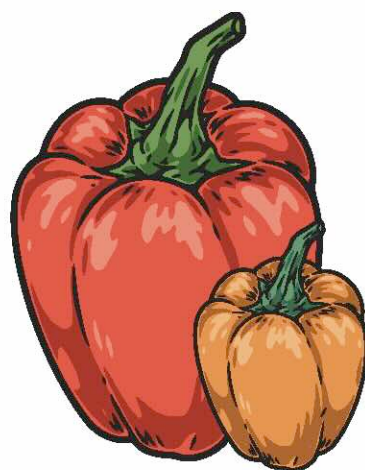
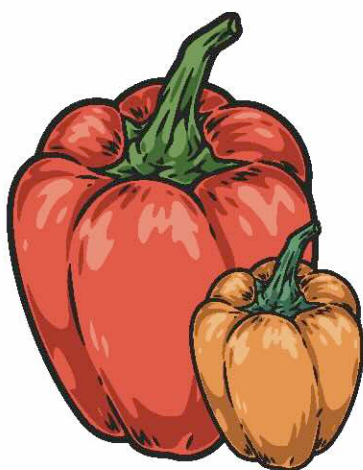
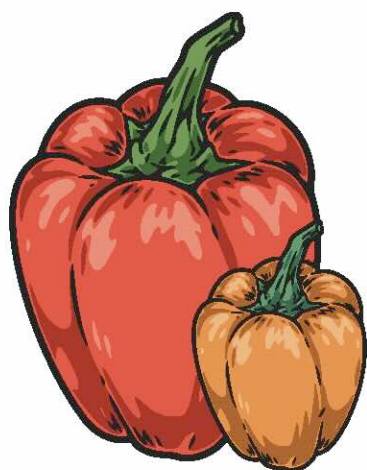
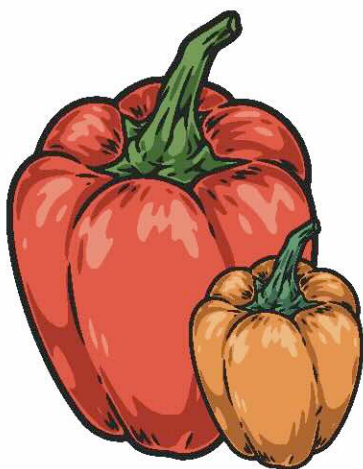
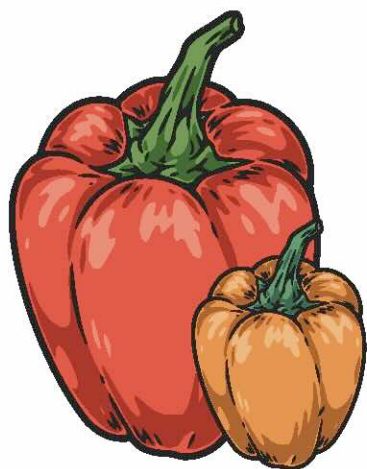
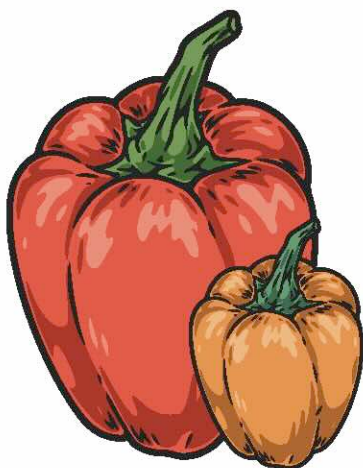
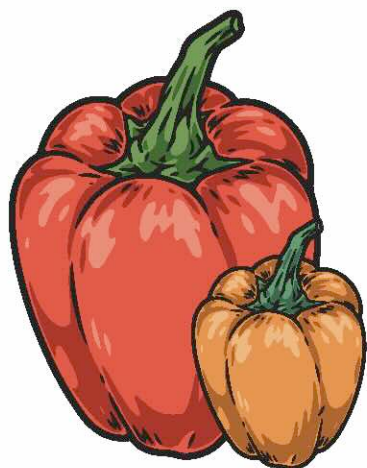
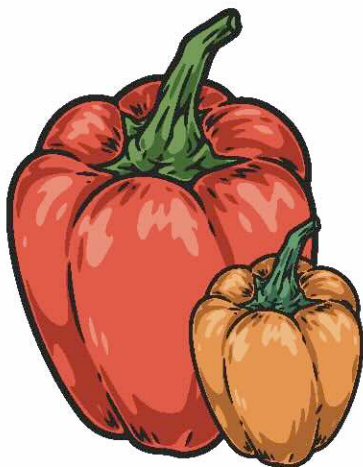
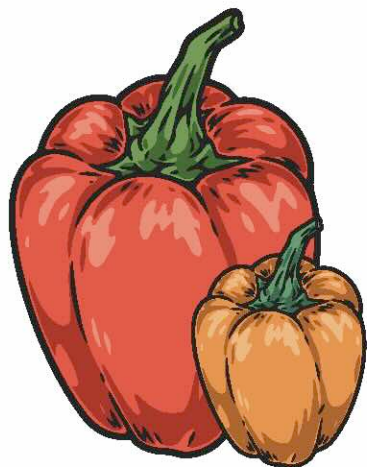
SUZY'S SPAGHETTI SHOP















Situation Cards

Youth Audience

Situation #1:

Your sister needs to borrow money so that she can have her asthma prescription refilled. Pay the bank \$2.00.

Situation #2:

You stayed at school today until 6 p.m. You promised your family that you would have dinner ready by 6:30 p.m.

Situation #3

You baby-sat for your neighbor's twin 2-year-olds this afternoon.
You earn \$5.00 (collect from the bank), but you're exhausted.

Situation Cards – Youth Audience

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Situation #4

Your father has recently been diagnosed with heart disease. You
want to make him a very healthy spaghetti dinner.

Situation Cards – Youth Audience

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Situation #5

Your home is 10 miles from Fredo's Farm Stand and 15 miles from Suzy's Spaghetti Shop. If you choose to visit these stores, pay \$1 to the bank in gas and walk 1 lap around the room before you begin shopping. Unfortunately, you are 40 miles from the nearest Supermarket. If you choose to visit the Supermarket, pay the bank for \$3 in gas and walk 3 laps around the room before you begin shopping.

Situation #6

Your parent has the only family vehicle with them at work. You must walk to buy groceries to prepare dinner for your family.

- To shop at the convenience store, walk 2 laps around the room before shopping.
- To shop at Fredo's Farm Stand, walk 5 laps around the room before shopping.
- To shop at the supermarket, walk 6 laps around the room before shopping.
- To shop at Suzy's Spaghetti Shop, walk 10 laps around the room before shopping.

Situation #7

You have homemade tomato sauce at home from your garden this summer.

Situation Cards – Youth Audience

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Situation #8

You haven't learned to cook beyond running the microwave and the toaster. Your mom texted you that she wouldn't be home from work until late, asking you to shop and prepare dinner for your family.

Situation Cards – Youth Audience

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Situation Cards

Adult Audience

Situation #1:

You need to have your son's asthma prescription refilled. Pay the bank \$2.00.

Situation #2:

You stayed at work today until 6 p.m. You promised your family that you would have dinner ready by 6:30 p.m.

Situation #3

You were able to work extra hours today. You earn \$5.00 (collect from the bank), but you're exhausted.

Situation Cards – Adult Audience

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Situation #4

Your spouse has recently been diagnosed with heart disease. You want to make them a very healthy spaghetti dinner.

Situation Cards – Adult Audience

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Situation #5

Your home is 10 miles from Fredo's Farm Stand and 15 miles from Suzy's Spaghetti Shop. If you choose to visit these stores, pay \$1 to the bank in gas and walk 1 lap around the room before you begin shopping. Unfortunately, you are 40 miles from the nearest Supermarket. If you choose to visit the Supermarket, pay the bank for \$3 in gas and walk 3 laps around the room before you begin shopping.

Situation Cards – Adult Audience

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Situation #6

Your spouse has the only family vehicle with them at work. You must walk to buy groceries to prepare dinner for your family.

- To shop at the convenience store, walk 2 laps around the room before shopping.
- To shop at Fredo's Farm Stand, walk 5 laps around the room before shopping.
- To shop at the supermarket, walk 6 laps around the room before shopping.
- To shop at Suzy's Spaghetti Shop, walk 10 laps around the room before shopping.

Situation Cards – Adult Audience

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Situation #7

You have homemade tomato sauce at home from your garden this summer.

Situation Cards – Adult Audience

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Situation #8

You haven't learned to cook beyond running the microwave and the toaster. Your spouse texted that they wouldn't be home from work until late, asking you to shop and prepare dinner for your family.

Situation Cards – Adult Audience

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