

MATERIALS IN THE BEGINNING FAMILY PACKET

The Beginning Family Packet contains a variety of materials which should be useful to you. Although directed toward the young family, they can be adapted for other audiences.

Don't forget the fact sheets can serve as the basis for radio or news articles. The program material can be used this way too.

In your packet you will find:

CHILD NUTRITION - Basic Information for Agents

THE JUNIOR GOURMET - Recipes for Young Cooks

FOR YOU FACT SHEETS:

Planning Menus for Young Children

Questions and Answers About Feeding Young Children

Facts About Fat Babies or Obesity Begins in Infancy

Snacks for Little Folks

HOME MARKETING POTENTIAL FOR YOUNG COUPLES - Lesson Plan

QUESTIONNAIRE DATA RESPONSE FROM AGENTS

SUCCESS STORIES

NOTES FROM PERSONAL INTERVIEWS

BALANCE YOUR FOOD PLAN WITH YOUR BUDGET - Lesson Showing High and Low Cost Foods to Meet Dietary Needs. Easily adapted to Extension Homemaker Clubs.

PIZZA - PROS & CONS - Lesson Plan and Recipes

CONVENIENCE FOODS - Lessons for Agent and for Leaders. Easily adapted to Extension Homemaker Clubs.

FOR YOU FACT SHEET - Facts About Convenience Foods

Young Adult Lesson Series (can be used singly)

1. Toxic, Poison, Chemical, and You
2. Meaty Tidbits
3. Your Market-Super Star
4. Mom & Dad, Your Habits Are Showing
5. I Choose, You Choose, We All Choose

The Foods and Nutrition Department Staff appreciates the counsel of the following agents from the Western District:

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NUTRITION FOR CHILDREN

The toddler age is that period from one to three years of age. At this age the child has tripled his birth weight and his height is approximately one and one half times his birth length. He may have from six to eight teeth. He can stand with some support and may be able to walk. He makes attempts at talking.

The child's rate of growth slows after his first birthday. In fact, the growth rate diminishes to its lowest level during the toddler period.

At about 18 months of age, there is a sudden spurt in muscle growth. The skeleton may grow slowly, but minerals are being deposited at a rapid rate so the bones are larger. This is necessary to support the increased weight of the child. The muscles are becoming larger and the child starts to lose his baby fat and looks less and less like a baby.

By one year of age the child shows a decided change in appetite and interest in food. This should not be interpreted as a "poor" appetite but rather a decreased appetite of that particular age. This decrease in appetite is due to a slower growth rate. This is an extremely anxious time for the mother. She is accustomed to the healthy appetite of infancy and many panic during this period. The mother should be guided correctly so that food and eating won't become a battleground between herself and the child.

It is an important time for the mother to understand the child's need to explore his food by putting his hand in it, by feeding himself and that all changes in the baby's food acceptance are a part of the normal growth pattern.

As the third birthday draws near, the child takes on the looks and actions of a new growth phase. He is no longer a toddler, but is entering the preschool age. He is more skillful in managing his body. He is more efficient with a glass, fork and spoon and eats more neatly.

Diet for the Child from One to Six

Diet for the young child should include two to three cups of milk a day. This can be incorporated into the diet as a beverage, and in such foods as cream soups, and milk desserts. Milk provides needed protein, phosphorus, Vitamin A and riboflavin.

One to two ounces of meat, fish or poultry and an egg provide the daily requirements for protein. Beef, pork, lamb, liver, chicken, turkey and boned fish are good protein choices. Liver should be included in the diet frequently to meet the high demands for iron. Whether the meat is to be well ground, chopped, or cut into small pieces depends on the number of teeth a child has. A child-size serving of boneless meat is about the size of a hamburger, two and one-half to three inches across and one-fourth inch thick. Peanut butter, cheese, dried beans and dried peas are also important sources of protein.

To meet the Vitamin C requirement of the diet, a Vitamin C food such as oranges or orange juice should be served daily. Four or more servings of fruits and vegetables also should be served daily. Green and yellow fruits and vegetables are especially important for vitamins and minerals.

Two servings of cereal or bread should be served daily in order to contribute to calories, B vitamins and iron. As the child grows older this is increased to four or more servings. A small amount of butter or margarine should be included in the diet.

Foods to be used sparingly are sugar, jams, jellies, cake frostings, candy and soft drinks. They provide only calories and tend to suppress the appetite.

Pointers in Feeding Children

1. Making foods easy to eat develops independence and helps to prevent accidents. Be prepared to face the mess that results from independent eating.
2. Spills may be avoided if the table top is appropriate to the size of the child. Small hands can better handle suitable size and shape utensils. Flat bottomed glasses or mugs are easier to handle.
3. Portions of foods should be appropriate for the child's age and appetite. Too much food on the plate at one time can overwhelm him and destroy his appetite.
4. Allow the child some freedom of choice in deciding what he wants to eat from the foods served at the table. He will tend to follow the examples set by others at the table. This is an extremely important point. Food habits in early childhood are usually modeled after the parents and brothers and sisters. If a father grimaces every time a particular food item appears on the table, a child will also develop a dislike for the food. Nutrition is a family matter.

Parents cannot impose a food double standard on their young. In general, when a family's food habits are poor, so are those of its children.

5. Allow the child plenty of time to eat. If he dawdles and says he wants no more, remove the plate without fanfare.
6. Color, texture, temperature, and flavor are important in planning meals for a child.

These are just a few suggestions that might help develop a healthy, well-nourished youngster. Remember food habits formed in childhood will more than likely continue into adulthood.

References:

- Deutsch, R., The Family Guide to Better Food and Better Health, Creative Home Library, Des Moines, 1971.
- Fleck, H., Introduction to Nutrition, London, The Macmillan Company, 1971.
- Michell, H., Rynbergen, H., Anderson, L., Dibble, M., Cooper's Nutrition in Health and Disease, J. B. Lippincott Company, Philadelphia, 1968.

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Suggested Use

The foregoing information has been prepared as background material for special interest meetings, aide training or Extension homemakers on feeding young children. It also may be used as a brief discussion. The enclosed fact sheets

"Planning Meals for Young Children"
"Snack Ideas for Young Children"
"Questions and Answers about Feeding Young Children"
"Junior Gourmet"

may be used as points of discussion as well as handouts. It would be well to include the daily food guide as a handout also.

An excellent filmstrip available from the Visual Aids Department, N.C.S.U., entitled "Feeding Your Young Children" could also be used during the meeting. It is produced by the National Dairy Council. Another excellent visual that may be ordered from the National Dairy Council is the poster P509, "See How They Grow." The poster, 18 x 29 inches and a two-page leader's guide are available for 20 cents. It would be good to display this during the class.

THE JUNIOR GOURMET

Give children an opportunity to be helpful in the kitchen. Between three and six years, children like to help in the kitchen. The best cooks begin in early childhood and almost always by watching their mothers. There is magic in watching the egg beater turn an egg white into a mountain of white snow. Later there is actual participation--maybe small to begin with, but in time children can become real working partners in the kitchen.

Cooking is fun. It opens the child's door to a new, creative challenging world. It is important that your child's first cooking venture is a success; that it rewards him with a feeling of accomplishment. The preschool child is usually content in stirring batters and cutting out cookies. Older children can measure ingredients and take pleasure that the finished product is their own. Results will not be perfect, but you can praise him and build his confidence in himself. This will strengthen the bonds of affection between you.

A child should be taught safety rules--younger children, the use of pot holders, the proper way of setting a pot on a range; older children the proper use of knives and matches. All should be taught cleanliness and good working habits.

Before you start in the kitchen, why not think of starting the child off with his own tiny garden? All children love their own produce. Give him a few seeds--radishes and lettuce are easy to grow. Imagine any child growing his own carrots and not eating them! If there is no garden plot available, why not rig up a window box or a pot garden? Allow them to tend to the planting, weeding watering, and, of course, the harvesting and eating.

Back to the Kitchen!

Probably the easiest and quickest recipes for children to make are milk drinks. Later on as they progress they'll have fun making soups, main dishes and desserts for their friends and families.

Recipes for the Young Gourmet

Chocolate-Flavored Milk Makes 2 servings

2 cups cold milk	1/4 teaspoon peppermint
2 tablespoons prepared	extract
chocolate syrup	

1. Beat all ingredients together in small bowl, with rotary beater until well combined.
2. Pour into 2 chilled glasses

Vegetable Roll-ups

Makes 10

10 fresh-white-bread slices
1/4 cup soft butter or
margarine
1/2 cup grated sharp
cheddar cheese

Fillings:
10 (3-inch) carrot sticks,
celery sticks, green pepper
strips, or.. cooked asparagus
spears

1. Trim crusts from bread; flatten each slice with rolling pin.
 2. In small bowl, mix butter with cheese. Use to spread on bread slices. Place one of fillings along one side; roll up as for a jelly roll.
 3. Wrap each roll securely in waxed paper. Refrigerate, seam side down on tray, at least one hour before serving.
- Toasted Vegetable Roll-ups: Make vegetable roll-ups as directed above. Run under broiler, 4 inches from heat, until golden-brown. Serve immediately.

Recipes for the Older Gourmet

The following are recipes that will need more help from an adult.

Sloppy Joes

Makes 6 servings

1/2 pound ground beef
1 can (1 lb.) beans and
ground beef in barbecue sauce

1/4 cup catsup
3 hamburger buns, split and
toasted

1. In medium skillet, saute meat, stirring, until it loses its red color.
2. Add beans and catsup, mixing well. Simmer, uncovered 5 minutes. Spoon mixture over buns.

Fudge Cottage Pudding

Makes 8 servings

1 1/2 cups sifted cake flour
1 cup sugar
1/3 cup sifted unsweetened
cocoa
1 teaspoon baking soda

3/4 teaspoon salt
1/3 cup salad oil
1 teaspoon vanilla extract
1 teaspoon white vinegar
1 qt. soft vanilla ice cream

1. Preheat oven to 350 F.
2. Sift flour with sugar, cocoa, baking soda, and salt into ungreased 8-by-8-by-2-inch pan.
3. Shake pan to distribute flour mixture evenly. Make 3 wells in center of flour mixture. Pour oil into one, vanilla into second, and vinegar into third.
4. Pour 1 cup cold water over mixture; stir until smooth and well combined. Batter will be thin.
5. Bake 30 to 35 minutes, or until cake tester inserted in center comes out clean. Let cool slightly on wire rack. Cut into squares while still warm, and serve with ice cream.

Egg in a Frame Makes 1 serving

1 white-bread slice
1 tablespoon soft butter
or margarine

1 egg
Salt

1. Spread both sides of bread with butter. With round 2½ inch cookie cutter, cut out center.
2. In small skillet with tight-fitting lid, saute bread slice and bread round, uncovered, until golden on both sides.
3. Remove bread round from skillet; keep warm. Carefully break egg into center of bread slice; cook, covered 4 to 5 minutes, or until egg is set.
4. With pancake turner, remove to serving plate; sprinkle egg lightly with salt. If desired, spread bread round with deviled ham; place on top of egg.

Hearty Pea Soup Makes 3 or 4 servings

1 can (11¼ oz) condensed pea
soup, undiluted
1 cup milk

2 frankfurters, thinly sliced
2 white-bread slices
toasted and buttered

1. Place soup in medium saucepan. Gradually add milk, stirring until well combined.
2. Bring to boiling, over medium heat, stirring constantly.
3. Reduce heat. Add frankfurters; simmer, uncovered 3 minutes longer.
4. Trim off crusts from bread; cut bread into cubes.
5. Serve soup in individual bowls, topped with bread cubes.

Campfire Beans Makes 8 servings

2 cans (1-lb size) barbecue
beans
1/4 cup light molasses

1 teaspoon Worcestershire
sauce
2 tablespoons prepared
mustard

1. Preheat oven to 350F
2. In 1½ quart casserole, combine beans with rest of ingredients, stirring gently to mix well.
3. Bake, uncovered, 30 minutes

Eggs A La King Makes 4 servings

1 can (10½ oz) condensed cream
of-mushroom soup, undiluted
½ cup milk

4 hard-cooked eggs
coarsely chopped
4 packaged toaster corn
muffins, toasted
Chopped parsley

1. In medium saucepan, combine soup and milk, mixing well. Bring to boiling, stirring constantly.
2. Carefully stir in eggs; reheat gently. Serve hot, over corn muffins. Sprinkle with parsley.

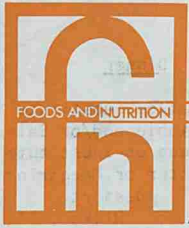
Easy Tuna Casserole Makes 4 to 6 servings

1 can (10½ oz.) condensed cream of mushroom soup, undiluted	1 can (8 oz.) peas, drained
½ cup milk	2 tablespoons sliced stuffed olives
1 can (7 oz) tuna, drained	2 cups corn chips, crushed

1. Preheat oven to 375F.
2. In ½ quart casserole, combine soup with milk, mixing until smooth.
3. Add tuna, peas, and olives, mixing well. Top with corn chips.
4. Bake, uncovered, 25 minutes.

Prepared by:

Diane Fistori, Specialist in
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FOR YOU

PLANNING MENUS FOR YOUNG CHILDREN

Plan according to the Basic Four Food Groups. In planning menus for children be sure foods from the basic four food groups are used for each meal.

Color menus bright. Color invites a child to reach out and eat! Orange carrots, green peas, red radishes, green pepper add interest to a child's plate.

Use many textures. Moist meats and eggs, smooth milk soups, and puddings, crisp and crunchy raw fruits and vegetables. Soft, hard, rough, creamy, chunky, mashed, grated, chopped, and chipped. An important part of a new food is getting used to how it feels as it is eaten.

Use unusual shapes. Coin shaped carrots, French cut green beans, diced potatoes, triangular toast, green pepper rings, apple boats.

Garnishes are intriguing. Raisin faces on cereal, a fruit surprise in a pudding or custard, make a bunny salad or a sandwich cutout.

SIMPLIFIED DAILY FOOD GUIDE FOR CHILDREN

Food Group	Amounts of Food Per Group		
	12 to 24 mos.	24-42 mos.	3½ to 6 years
I Milk	2-3 cups	3 cups	3½ - 4 cups
II Meats, eggs, etc.	2-3 Tbls.	2 servings 2 oz. each	3 servings 2 oz. each
III Vegetables and Fruits*	3 servings 1-2 Tbls each	3 servings ¼ cup each	4-5 servings 1/3 to ¼ cup each
IV Cereals and Bread	3 servings	3 servings 1 oz. each	3-4 servings
V Fat	1 Tbls.	2 Tbls.	2 Tbls.

* Green and yellow vegetables and citrus fruits or tomatoes are important for vitamins and minerals.

The table above indicates the amounts of the various food groups which are reasonable expectations for preschool children. Except for calories, these amounts will provide the needed nutrients. Additional calories can be provided by extra amounts of the four food groups or by fats and sweets.



BASIC PATTERN

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>
Fruit or Juice meat or Substitute Bread and/or Cereal Butter or Margarine Milk	Meat or Substitute Vegetable and/or Salad Bread or Substitute Butter or Margarine Dessert Milk	Meat or Substitute Vegetable and/or Salad Bread or Substitute Butter or Margarine Dessert Milk

SAMPLE MENUS

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>
Orange Juice *Egg in a Frame Butter or Margarine Milk	Vegetable Soup Open Faced Cheese Sandwich Carrot Sticks Oatmeal Cookies Milk	Tuna Noodle Casserole *Bunny Salad Rolls Butter or Margarine Chocolate Ice Cream Milk

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>
Grapefruit Juice Peanut Butter Sandwich Milk	Tomato Soup Frank on a Roll Green Pepper Strips Fruited Gelatin Milk	Meatloaf Mashed Potato Buttered Carrot Coins Stuffed Celery Rolls Butter or Margarine Applesauce Milk

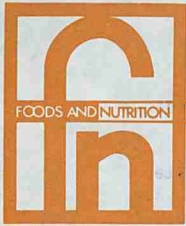
*Egg in a Frame
1 White bread slice 1 Egg
1 Tbls. soft butter
or margarine Salt

1. Spread both sides of bread with butter. With round 2½ inch cookie cutter, cut out center. 2. In small skillet with tight-fitting lid, saute slice and bread round, uncovered, until golden on both sides. 3. Remove bread round from skillet; keep warm. Carefully break egg into center of bread slice; cook, covered, 4 to 5 minutes, or until egg is set. 4. With pancake turner, remove to serving plate; sprinkle egg lightly with salt. If desired, spread bread round with deviled ham; place on top of egg.

*Bunny Salad
1 Canned pear half 4 Orange sections
1 Crisp lettuce leaf 1 Maraschino cherry

1. Place pear half, cut side down, on lettuce leaf. Add 2 orange sections for each ear. 2. Cut cherry into 6 slivers; use to make eyes, nose, mouth, and centers for ears. Serve with mayonnaise, if desired.

Prepared by:
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FOR YOU

QUESTIONS AND ANSWERS ABOUT
FEEDING YOUNG CHILDREN

1. What exactly do finger foods mean?

Finger foods are larger pieces of food that a young child can handle with more ease and comfort than using a fork or spoon. Such foods are lettuce leaves, wedges of cabbage, carrot and turnip sticks, cubes of meat and cheese, long beans. All of these foods help the pre-school child to like to eat a variety of foods.

2. How is the best way to handle a child who dawdles over his meal?

When the first edge is taken off a child's hunger, he may be in no hurry about eating. Small children have little sense of time. Rushing them could spoil their pleasure in eating. If there is no real reason to rush the child, give him help and time.

3. What can a mother do about a child's food jags?

It is perfectly natural and very common for a child to go on a food jag. The child may want one food and nothing else. Giving in to these quirks will not spoil the child. Treat food jags as a matter of fact without making a fuss.

4. Is it true that food habits of a lifetime are formed in childhood?

Yes, the development of desirable tastes and habits in early childhood usually come from modeling those of parents. A mother will make little impression on her child if she uses vegetables grudgingly herself. Family members are your child's food teachers. Seeing you eat and enjoy a variety of foods help teach the child to eat and enjoy his food.

5. Should young children be given between meal snacks?

Yes, most children need some between meal foods. These foods should contribute to the child's food needs. Snacks should be given at regular times and should not interfere with his appetite for meals. Milk, juice, graham crackers, pieces of raw fruit and vegetables are good choices.



6. Why do young children's appetites vary from day to day and from year to year?

Rate of physical growth plays an important part in appetite. The rate of physical growth slows considerably after one year resulting in a less ravenous appetite. Parents should be prepared for this and understand the change in food acceptance and the need for exploration as part of the normal growth pattern.

7. What is pica?

Pica is a craving for unnatural foods or for non-food items such as clay or chalk. It is most apt to occur in children between the ages of 18 and 24 months of age. Investigators have found no correlation between the occurrence of pica and nutritional deficiencies. Investigators tend to agree that it is an environmental and cultural problem most likely to occur among children of mothers who also practice pica themselves.

8. Should a mother bribe her child in order to get him to eat?

No, bribing, threats, scolding, and pleading should all be avoided. These practices help children realize that eating can be an attention getting device. They will concentrate on that rather than eating.

- J. My child has no interest in food. How can I get him to eat?

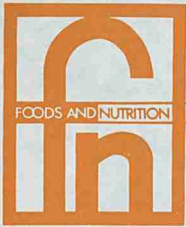
Use foods of bright colors. They add interest to the child's plate. Use many textures. Children love soft, hard, rough, creamy, chunky foods. Use a variety of these in one meal. Use unusual shapes--coin shaped carrots, triangular toast, green pepper rings. Use a variety of garnishes.

10. Should I offer my child a choice of foods at mealtime?

Yes, it is a good idea to give the child a chance at menu decision making. Perhaps if you have a difficult time getting him to eat vegetables, you might give him a choice, "Johnny, would you like carrots or squash for dinner?" It is very important that you follow through with the decision. If he says carrots, don't go ahead and serve the squash.

Prepared by:

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FOR YOU

FACTS ABOUT FAT BABIES
OR
OBESITY BEGINS IN INFANCY

Will your child be a fat adult? His chances are pretty good if:

- You coax him to empty his bottle
- You coax him to eat "just one more spoonful" of baby food.
- You teach him that dessert is a reward for cleaning his plate
- You hand him a cookie or a glass of sweet flavored drink when he whines for attention
- You make him feel guilty for wasting food
- You do not encourage active play and exercise

Feeding patterns before a child is three years old are now believed to have a great influence on obesity patterns. It is during the first three years of life that the child is developing most rapidly. It is believed that if a baby is continuously stuffed or coaxed to eat more food than he needs and wants during this period, he will develop more and bigger fat cells than the child who eats less. Later in adolescence or adulthood when "baby fat" isn't cute any longer, this person who has, during his early life, developed lots of large fat cells will find reducing a very difficult experience. When he diets, his large fat cells will shrink, but they do not disappear. As soon as normal eating is resumed, the fat cells "fill up" again.

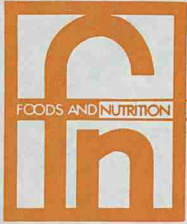
Another danger period for youngsters is between the ages of seven and eleven. Most children this age seem to fatten during the winter as school begins and hours of enforced inactivity start. When calorie needs are less, extra calories are retained as fat unless the diet is adjusted.

This should be a normal process regulated by appetite. But when appetite controls aren't there, a slow building of caloric excess begins. In a few years the child is no longer plump, but is fat.

Prepared by:

Mrs. Carroll M. Beckham
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FOR YOU

SNACKS FOR LITTLE FOLKS

Snacks are especially important for the young child. Whether he is given a mid-morning or mid-afternoon snack should depend on the child's growth needs as well as his appetite at mealtimes. Snacks should be counted as part of his overall meal requirements. If snacks are served they should not dull the child's appetite for the next meal. Raw fruits and vegetables offer needed energy, vitamins and minerals as well as help the child develop his chewing ability and supply necessary roughage.

Sweet snacks, candy, sweet cake and cookies and pop tend to dull the child's appetite. They furnish calories, but little nutritive value. Such high calorie snacks should be avoided if they are replacing foods needed by the body, such as milk, meat, fruits, vegetables, and enriched breads.

Mid-morning and mid-afternoon snacks are especially important for the child attending nursery school. His busy new life requires extra energy and nutritious snacks are the answer. It can also prevent lunch-time problems when the child is over tired.

Some snack ideas for young children are:

Chunky Pretzel Sticks - Alternate slices of hot dogs and cheese cubes on pretzel sticks.

Treasure Loqs - Cut thin slices of beef, ham or balogna. In each piece roll a slice of cheese.

Stuffed Cucumber - Remove center from pared cucumber with apple corer. Stuff with a firm cheese mixture. Chill. Slice 1/4" thick.

Fruit Kabobs - Slip onto a toothpick colorful pieces of fruit.

Black and Orange Pick Ups - Stick cooked dried prunes or apricots on the end of a crisp carrot stick.

Merry Go Rounds - Spread peanut butter on a thin slice of apple. Stand an animal cracker in the peanut butter.

Meat Ball Posies - In the center of green pepper rings, place tiny meat balls, add a garnish of shredded cheese, and place on a thin slice of buttered bread.

(Over)



Polka Dot Open-face Sandwiches - Cut bread into unusual slices with cookie cutters. Cover with a meat spread. Put a small cube of cheese on top. Brown under the broiler.

Get out of the carrot stick rut. Use some unusual vegetables as snacks. Tasty raw zucchini wheels, wafer thin slices of turnip, cherry tomatoes, cauliflowers, green onions, red and green peppers and mushrooms. Vegetable tid-bits make wonderful treats.

For that refrigerator raid keep thinly sliced vegetables in a container or plastic bag. Why not pack a bag of vegetable treats for their snack at school or trip to the playground.

Peanut butter Shake

1-1/2 cup nonfat dry milk
2 tablespoons sugar
6 cups warm water
1/3 cup peanut butter

Add dry milk and sugar to water. Beat until smooth. Add milk gradually to peanut butter, mix well. Chill. Makes six servings.

Banana Shake

1 cup milk
1/4 cup vanilla ice cream
1/2 banana, mashed

Combine ingredients, beat with rotary beater or blend in blender until foamy. Pour into tall chilled glass.

Confetti Punch

Fill and freeze ice cube trays with orange, grape, or any juice preferred. Serve different colors in glasses of juice. Popsicle sticks may also be placed in cubes just before frozen and served as popsicles.

Lemon-Orange Cooler

1/3 cup frozen orange juice concentrate thawed and undiluted
3 tablespoons honey
3/4 cups crushed ice
2 cups milk
1/2 cup lemon sherbet

1. Combine orange juice concentrate and honey in one quart measure; stir until well mixed. 2. Add ice and milk; mix well. 3. Spoon sherbet into four tall glasses; fill with orange mixture. Serve at once.

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Home Marketing Potentials for Young Couples

Objective: To stimulate interest in exploring marketing potentials for young families within the county. It is recognized that there are many people who must depend on others for certain commodities. It is also possible that the potential for perfecting these goods and/or services may lie dormant with people with whom you work. A marketing program should be approached with both these possibilities in mind.

Everyone markets something! It may be skills, time, know-how, a product, a business... himself. Our entire economy is built on the expertise of and the relationship between the seller who has something to sell and the customer who needs and/or wants that commodity.

Many young families who are faced with a multiplicity of money problems, may find it difficult to stretch their income to cover all the demands. This can be a frustrating and devastating experience. The answers may not come from trying to help them spend their money more wisely; but conceivably it may lie in helping families to see opportunities for generating additional income. A home marketing enterprise may well supply the needed funds to bridge the gap.

How to supplement income is as varied as the location, time, interest, know-how, needs and imagination of people. Every county has potential producers--often this potential is latent--not having been recognized by anyone. Most counties have a potential market/s.

A county marketing program obviously is concerned with both production and selling. Marketing is a business, and as such embraces both "U and I." The following concepts cannot be ignored if the program is successful:

1. Find out what the customer wants and/or needs.
2. Develop or improve these products.
3. Find ways to induce the consumer to buy these products.

These concepts imply certain concerns experienced by producers, sellers (retailers) and consumers. These concerns must be "satisfied" at least in part, if the marketing cycle is complete.

Marketing possibilities are almost endless. Below are only a few; you may add many ideas of your own.

Crafts

- Articles sold through craft guilds and associations
- Articles sold through craft and/or gift shops
- Articles sold through special events--craftsmen fairs, etc.
- Articles sold through displays, special orders
- "Know-how" marketed--teaching skills in a specific craft (workshops, seminars, special interest meetings, community college)

Specialty Items

- Herb gardens - herbs, sold fresh and/or dried and packaged
- Certain prepared foods (within specifications set up by Health Department and other agencies)
- Cakes - for anniversaries, weddings, etc.
- Cake decorating (teaching)
- Mints

Flowers and Shrubs

- Flower shop
- Bulbs
- Rooted plants
- Arrangements - corsages
- Seeds
- Shrubbery
- Lawn care
- Teaching special classes

Sewing

- Clothing construction
- Clothing alteration

Sewing (continued)

Reweaving-mending
Fabric shops
Clothing classes
Monogramming

House Furnishings

Quilting - teaching
Slip covers
Reupholstery
Draperies, curtains, bedspreads
Furniture refinishing
Interior decorating
Painting (interior and exterior)

Special Services

Baby (or senior citizen) sitting
"Sitter" for the sick
Small repair jobs to homes or equipment
Writing "special feature" stories, etc.
Catering meals, parties, and other special events
Car wash
Care of pets
Preparing bulk mail (addressing invitations, stuffing envelopes, etc.)
Types of entertainment (musical talent, skits, etc.)
Vacation farm homes

Producing fruits and vegetables to be prepared and sold through:

An organized Extension Homemakers' market (summer or year round)
Roadside markets
"Jam" kitchens
Conserved products associations
Gift shops
"Pick your own" program

Self Contained (family may be PRODUCER and CONSUMER)

A GROW, CONSERVE, EAT program for young families based on the maxim, "A dollar saved is a dollar made" may:

1. Save income for other facets of family living.
2. Provide better nutrition (health).

Which group/s do you think would be most interested in the concerns listed below? Why? Through a county marketing program how can the concerns of each be approached?

CONCERNS	PRODUCER	SELLER	CONSUMER
COST (article)			
Raw materials			
Time			
Wholesale price			
Retail price			
Know-how (workmanship-quality)			
OVERHEAD			
Equipment-Supplies			
Labor			
Facility (rent, taxes, etc.)			
Packaging-labeling			
Advertising			
Displaying			
OTHER FACTORS			
Interaction other agencies Health, Revenue, etc.			
Interest			
Satisfaction			
Needs and/or wants			
Competition			
Salability			
Volume			

Suggestions for Using Information

This information is rather comprehensive and is designed principally for agents' use.

It is suggested that the agent:

1. Read the information with people in your county in mind.
2. Select activities (pages 2, 3) that you see as opportunities for individuals, families, communities, or the county.
3. Try to "spot" people who can and will produce goods and/or services (if trained).
4. Contact existing shops (or potentials for new ones) who can and will sell.
5. What assistance can you offer both producer and seller?
6. Use attached results of questionnaires and interviews to show "their effort has been rewarded with success."

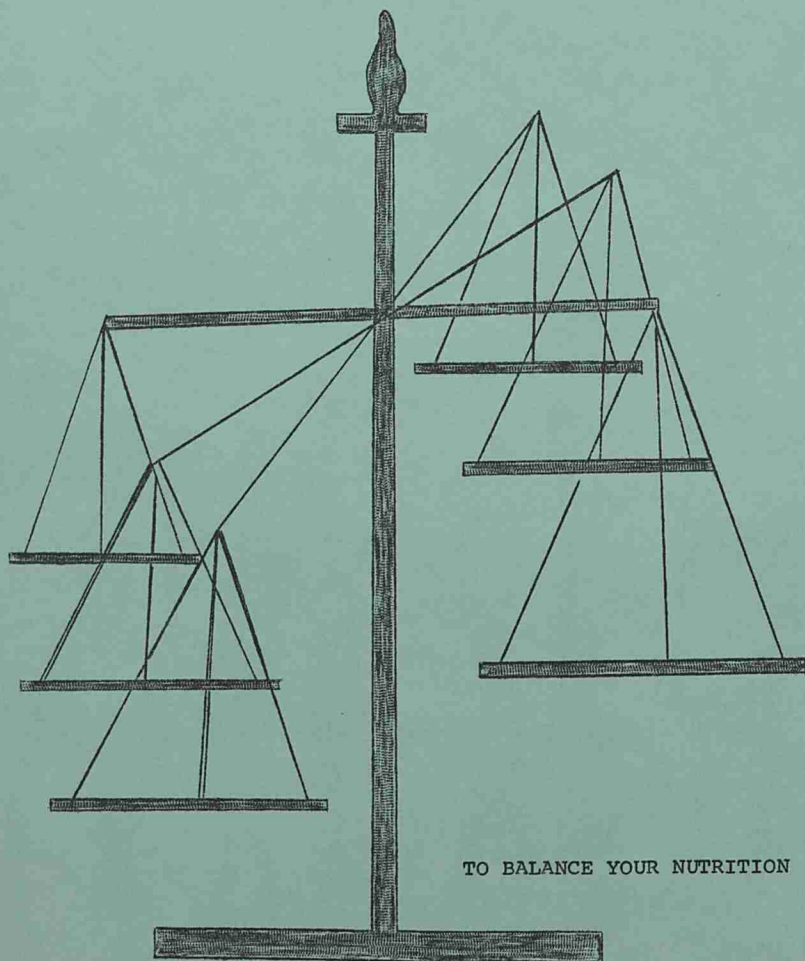
Visuals might include:

1. Examples of quality salable articles.
2. Various kinds of packaging materials--appropriate, attractive
3. Labels--what to include and why. Typical of area.
4. Posters, articles and/or pictures that tell the story.
5. Some slides will be available; however, these will probably be more meaningful if they show local activities.

Some activities might include:

1. Program that included: (This could lend itself to role playing)
 - a. A producer
 - b. A retailer
 - c. A satisfied customer
2. Mass media--news stories, radio, television (attached success stories and applicable results of questionnaires might be incorporated).
3. Trip to a producer's shop and/or retail outlet (shop, roadside or Extension homemakers' market, fair (i.e. Albemarle Sound Area Craftsman's Fair).
4. Exhibits could feature steps in producing items as well as featuring the finished products.

BUDGET BY A FOOD PLAN



TO BALANCE YOUR NUTRITION

BUDGETING AT ALL INCOME LEVELS
YOUR FOOD PLAN
LIBERAL, MODERATE OR LOW

TEACHING OBJECTIVES:

1. To develop in North Carolina families understanding of how to eat well within their financial means.
2. To further increase agents' skills in helping families make wise decisions in budgeting the food dollar.

INTRODUCTION:

In the majority of homes, the cost of food is a matter that requires much attention. Spending or saving should be done without impairing the nutritive value of the diet. "Wise selection and self-discipline are factors affecting dietary adequacy rather than limited money".^{1/} A major cause for differences between diets of higher and lower income families has been found to be the amount of vitamins A and C rich foods and the education of mothers.

The four-person family budgets at three income levels: Low, Moderate and High have been updated to Autumn, 1971, by the Bureau of Labor Statistics and the National Consumer Finance Association. These budgets are for a defined urban family of four. There are no budget available for rural families but it has been estimated to be ninety percent of the urban budget.

^{1/}

"Research In Eating Habits of Children and Youth", Paper given by Dr. Mina W. Lamb, Head, Department of Foods & Nutrition, Texas Technological College, September 19, 1966.

It has also been estimated that within the average budget, a family of four spends 20.1 percent for food in the high income level; 23.0 percent is spent for food in the moderate level and 27.2 percent is spent in the lower income level.^{2/} The cost of food at home for food plans at these three levels for a family of four for one week has been estimated to be as follows: Low cost plan \$28.10; Moderate cost plan \$35.70; Liberal plan \$43.70. On a monthly scale, they would run \$121.40; \$155.20 and \$189.30 respectively. For other size families, adjust thus: 1-person, add 20 percent; 2-persons, add 10 percent; 3-persons, add 5 percent; 5-persons subtract 5 percent; 6 or more persons, subtract 10 percent.^{3/}

In a single family, we expect to find differences in age, activity and taste. Therefore, before selecting foods for a given family, we must consider first the make up of the family, the number in the family, their ages, their activities, their likes and dislikes for food and the percentage of the income available for food.

Families have sensitive areas. This is particularly true with respect to family life style, religious beliefs, ethnic pride, language and education. These have to be considered in adapting food budget to meet the needs of North Carolina families.

^{2/}

Bureau of Labor Statistics and National Consumer Finance Assn.
U. S. Average budget for an urban family of four, Autumn, 1971.

^{3/}

Family Economics Review, June 1972, pp 19.

TIPS FOR THRIFTY BUDGETERS:

1. Fruits and vegetables economics must be sought at the height of their abundance (in season) not when they are scarce.
 - a. Purchase with regard to nutritive value.
 - b. Fresh as possible since both flavor and nutritive value depend on age.
 - c. Vegetables should be cooked with regard to conserving mineral elements and vitamins.
 - d. Green and yellow vegetables are grouped together because they contain carotenes which are the precursors of Vitamin A; they constitute our vegetable source of this vitamin.
 - Dark leafy greens are especially rich in calcium and iron in provitamins A, Ascorbic Acid (C) and Riboflavin (B₂) with a good content of other B vitamins.
 - Vitamin A value varies with the depth of yellow color, but in deep-colored varieties, it is almost the same amount as that of dark green leaves.
 - We are dependent almost entirely on fruits and vegetables for vitamin C and all of them carry some of this vitamin, especially if eaten raw. Canned fruits carry smaller amounts and in dried fruits, it has almost been completely destroyed. Frozen fruits compare very favorably with fresh ones.

2. Meat is usually the most expensive food. Even lower cost cuts are not so very cheap, or else they consist largely of waste. The quantity consumed at a meal need not be very large (2 to 3 oz.). Include a glandular meat at least once a week -- eggs three or four times per week.
3. Breads and cereals furnish food energy and some protein at relatively low cost, therefore; wise budgeting might suggest an increase in the amount of cereal grains and a decrease in the amount of meat. Cereals also make worthwhile contributions of minerals and vitamins, especially when used in quantity.
4. Milk, whole fluid, evaporated or dried, gives the best nutritive return for the money invested.

FOOD NUTRIENTS AND SOURCES

Food Nutrients (most often lacking)*	Good Sources of Nutrient	Inexpensive Sources	Expensive Sources
1. Vitamin A*	Deep dark green & yellow vegetables or fruits, liver, fat, fish, egg yolk, etc.	Turnip greens, collards, mustard, kale	Broccoli, asparagus, green brussel sprouts
2. Vitamin C*	Citrus fruits & juices, tomatoes, cabbage, raw green leafy vegetables, strawberries, cantaloupe, green pepper, white potatoes (when properly prepared)	Cabbage, watermelon, cantaloupe (in season), white potatoes, collards, turnip greens, kale, mustard, citrus fruits if provided by commodity or stamp programs.	Oranges, grapefruit, lemons, (out of season bell pepper, strawberries, cantaloupe, watermelon)
3. Calcium*	Milk & milk products dark green leafy vegetables, sardines, clams, oysters, cheese	Milk (dried or canned) and dark green leafy vegetables	Fresh fluid milk
4. Iron	Lean meats, liver, eggs, dry beans, peas dried fruits, dark green leafy vegetables beet tops, whole grain	Pork & beef liver, heart, kidney, dry beans & peas, eggs, plentiful turnip greens, cream of wheat (fortified farina commodity products)	Calf liver, steaks

Food Nutrients (most often Lacking*)	Good Sources of Nutrient	Inexpensive Sources	Expensive Sources
5. Protein	Lean meats, fish, poultry, dry beans, peas, nuts, peanut butter, eggs, liver, milk and cheese	Dry beans, peas, dry milk, peanut butter, pork liver, beef liver, fish, chicken, ground beef, turkey, he- art, kidney and eggs	Steak - porterhouse, rib roast, sirloin, T-bone, Salmon, smoked oysters, lamb

BASIC MENUS AT DIFFERENT LEVELS

LOW COST

Breakfast

Tomato juice 1 c.
Oatmeal $\frac{1}{2}$ c.
Milk $\frac{1}{2}$ c. (non-fat dry
reconstituted)
Toast 1 slice
Sugar in oatmeal 1 tsp.
Milk 1 c (non-fat dry
reconstituted)
Margarine 1 pat.

Lunch

Tuna 3 oz. and mayonnaise
Green garden peas $\frac{1}{2}$ c.
Pickle
4 saltines
Lemonade 1 c.

Snack

Vegetable soup 1 c.
Hamburger 3 oz.
Hamburger roll
Grape juice drink 1 c.

Dinner

Fried chicken 2 drumsticks
Beet greens $\frac{1}{2}$ c.
Baked potato 5 oz. (medium)
Margarine 1 pat.
Roll
Home made ice cream
3 oz. (non-fat dry milk)

MORE LIBERAL

Breakfast

Apple juice 1 c.
Bacon 3 slices
1 egg
Toast 1 slice
Jelly 1 tsp.
Milk 1 c. whole fluid
Butter 1 pat.

Lunch

Red salmon 3 oz.
French green beans $\frac{1}{2}$ c.
 $\frac{1}{2}$ tomato (wedges)
4 saltines
Pickle
Lemonade 1 c.

Snack

Roast beef sandwich 3 oz.
(2 slices bread)
Ice tea

Dinner

1 Broiled lamb chop
Broccoli $\frac{1}{2}$ c.
Baked potato 5 oz. (medium)
Sour cream 1 tsp.
Lettuce with blue cheese
Roll
Ice cream 3 oz.
Low-fat milk 1 c.

BASIC MENUS AT DIFFERENT LEVELS
NUTRITIVE VALUES AND COST

TOTAL AMOUNT	Calories	Protein grams	Calcium grams	Iron mg	Vit. A. Int. Units	B ₁ mg	B ₂ mg	Niacin mg	Vit. C. mg	Local Cost
By Women 22-35	2,000	55	0.8	18	5,000	1.0	1.5	13	55	\$
Total in Diet Low Cost	2,061	113	.896	17.25	9,882	1.36	2.21	28.82	134	1.15
Total in Diet Liberal	2,561	118	1.156	17.45	5,650	1.20	6.32	34.45	154	2.57

Note: Foods suggested in four food groups provide the minimum foundation for an adequate diet. Other foods will be needed to complete or round out the diet. Use additional servings (make snacks count as added to these three meals) or extra large servings of foods listed in the daily plan. 4/ Most authorities agree that 18 mg. of iron is difficult to secure in ordinary diets, therefore: the question of enrichment and fortification of more foods is presently the subject for discussion.

We have only given you a summary sheet for the nutritive value and cost of planned menus. By request, you may receive a complete set of the calculations. Write to: Mrs. Bessie B. Ramseur
P. O. Box 21928
A. & T. State University
Greensboro, N. C. 27420

4/ Today's Health Guide, American Medical Association, 1965, pp 156.

Suggested Teaching Techniques that lead to better communication to families.

- Review Basic 4 Group and amounts recommended daily. (suggested work sheet attached)
- Role playing of typical consumer activities and situation - planning meals, make a shopping list, visit and buying groceries.
- Stimulation - group discussions - play games which put them into a realistic setting.
- Case studies for presenting a realistic set of circumstances for families to analyze and make recommendations.
- Be sure to have participants keep a record of foods eaten for one week before and after training.
- Evaluation: (Simple suggested questionnaire)

1. How many people did you get to keep a record before and after the training? _____

2. Was the food adequate? Yes _____ No _____

- Did they measure up to 2,2,4,4? Yes _____ No _____

- How many Yes _____ No _____

3. Was any money saved? Yes _____ No _____ If yes, How much? _____

4. Number using low plan _____ More expensive plan _____

Example 2 - for evaluation

- Have a discussion on above questions using a tape recorder and make an analysis of progress.

SUGGESTED WORK SHEET

FOOD GROUP Most for your money	Foods I Have on Hand	Foods I Need to Buy	Amount of Food to Buy	Cost of Food
<p>This is how you get it <u>Milk Group</u>-Evaporated milk (canned) & nonfat dry milk are usually cheaper than fluid milk. Builds strong bones, teeth and <u>muscles</u>.</p>				
<p><u>Meat Group</u>-Consider the amount of bone and fat--cost per serving and cost per pound. Consider storage facilities. Ex--tend meat by use of bread or other cereals. Fish is often cheaper than meat. Use dry beans, peas & lintel often. Use liver & variety meats give extra food value. Grade B & C eggs are just as nutritious as Grade A. Meat builds strong muscles & rich red <u>blood</u>.</p>				
<p><u>Bread & Cereal Group</u> - Choose whole-grain enriched or restored products for extra vitamins and iron. (Please read labels) Good for nerves and <u>appetite</u>.</p>				
<p><u>Vegetable-Fruit Group</u>: Plan for <u>one</u> dark green or deep yellow vegetable and <u>one</u> fruit high in Vitamin C daily. Choose those in season--carrots are nearly always a good buy. Learn to use leafy tops of young beets and turnips. Raw cabbage and some dark greens are cheap sources of Vitamin C. Plan two servings of other vegetables like corn, beets, string beans, etc. This group helps build healthy gums, heal wounds, good eye sight, growth & skin.</p>				

1. U.S.D.A., Food, The Yearbook of Agriculture, 1959, pp. 636
2. "Your Money's Worth in Foods", U.S.D.A., Home and Garden Bulletin, No. 183, 1970.
3. Book - Introduction to Nutrition, Henrietta Fleck and Elizabeth D. Munves, 1970.
4. Nutritive Value of Foods, Home and Garden Bulletin No. 72, United States Department of Agriculture, 1971.
5. Nutrition and Physical Fitness, Bogert, Briggs and Calloway, W. B. Saunders Company, 1966.
6. Cost of Food at Home, June 1972, Estimated for food plans at three cost levels, March 1972, U. S. Average.
7. Reaching Young Families, University of Missouri, United States Department of Agriculture, 1972.
8. Today's Health Guide, American Medical Association, 1965.
9. Composition of Foods - Raw - Processed- Prepared, Agriculture Handbook No. 8, Revised December, 1963.

Prepared by Mrs. Bessie B. Ramseur
September, 1972

PIZZA

Pros and Cons

Pizza is fast becoming one of America's favorite foods as evidenced by the growing number of pizza parlors and the many places in the grocery store which feature pizza or its fixings.

Perhaps you have wondered, is pizza a good snack? A good main dish? What's the best buy--frozen, packaged, etc.?

As snack foods go, pizza is remarkably nutritious. The National Academy of Sciences--National Research Council recommends that the food we eat provide at least two grams of protein per hundred calories. Pizza, meat bedecked or not, typically provides about 12 grams of protein per four-ounce snack, or four grams of protein per 100 calories!

How would these figures fit into your menu planning? Nutritionists believe that if you eat three meals a day, each meal should provide about one-third of your nutrient needs. The recommended daily allowances suggest a 65-gram protein intake for the "reference male;" (22 years old and weighing 154 pounds) and 55 grams for the "reference female" (22 years old, 128 pounds). An eight-ounce pizza serving, the likely amount if pizza were used as a major portion of a meal, would supply about 24 grams of protein. That would satisfy the adults per meal protein needs neatly--and also would provide better than half of the 40-gram recommended daily allowance of an eight-to-ten year old.

Pizza protein is expensive, however. An average, about \$8 per pound for the cheese, sausage or hamburger pizza and

about 50 cents more for the pepperoni variety. All meat hot dogs provide a pound of protein for about \$7, hamburgers for \$4 and peanut butter for \$2 or so.

Looking at pizza on a cost per serving basis, it runs between 33 cents to \$1.15 per serving as compared to hamburger at 20 cents per serving.

Concerning which form of pizza is the best buy, it depends, as it does with any food, on how much time and money you are willing to spend and also upon what your family likes. For example, most "tasters" find a freshly cooked pizza from a pizza parlor superior in taste to those in any other form. Home-made pizza from "scratch" can be just as good (when you've developed skill in making a really thin crust), but the time it takes may make it a poor choice for the busy homemaker. If taste is most important, you'll probably choose a packaged mix over the frozen or chilled ready-to-heat varieties as their crusts are usually excessively hard and dry or overly soft or soggy.

Raleigh prices in July, 1972, showed for a 14-inch cheese pizza, a packaged mix was the least expensive at 65 cents. A chilled ready-to-bake one was 69 cents as were the ingredients for making one from scratch. A frozen pizza was 99 cents and was judged the least palatable of all. The same size and kind from a pizza parlor sold for \$2.30.

14-inch Cheese Pizza

	<u>Cost</u>	<u>Preparation time from start to finish</u>	<u>Taste</u>
Homemade	\$.63	1 hr. 40 min.	2nd best
Frozen	.93	20 minutes	not good at all
Chilled	.69	20 minutes	not too good
*Packaged	.65	35 minutes	2nd or third best
Purchased	2.30	--	best

*All ingredients included

Objective:

To have participants look at pizza from a nutritional and economic viewpoint.

To have participants study the cost and value of varying degrees of convenience in a popular food.

Suggested Use:

Special interest group meetings

News articles

Radio program

Food and Nutrition leader report

Suggested Techniques:

- . Have a taste panel! Let participants taste the product in several forms and draw their own conclusions.
- . Plan a party around pizza.
- . Tour a supermarket, checking different forms of pizza available and prices.
- . Demonstrate pizza-making or ask an expert to show the group his tricks.

Pizza Recipes

Pint-size Pizzas

1 $\frac{1}{4}$ cups canned tomatoes	1 $\frac{1}{2}$ cup milk
3 $\frac{3}{4}$ cup canned tomato paste	2 tbsp. melted butter
1 $\frac{1}{2}$ tsp. garlic salt	2 cups biscuit mix
1 $\frac{1}{2}$ tsp. salt	2 cups cottage cheese
Dash pepper	1 $\frac{1}{4}$ cups grated Mozzarella cheese
1 $\frac{1}{2}$ tsp. oregano	

Mix tomatoes, tomato paste, garlic salt, salt, pepper and oregano.

Add milk and butter to biscuit mix; stir quickly with fork until dry ingredients are just moistened. Knead gently a few seconds; divide in six pieces. Pat out on cookie sheet into 6-inch circles. Pinch up edges to make slight rims.

Spread cottage cheese on circles; cover with tomato mixture. Sprinkle Mozzarella cheese over top. Bake in hot oven, 425° for 15 minutes. Reduce heat to moderate, 350°. Bake 10 to 15 minutes longer.

From: 1001 Dairy Dishes from the Sealtest Kitchens

Meat-za Pie

1 pound ground beef	Dash pepper
1 $\frac{1}{4}$ cup fine dry bread crumbs	2 $\frac{2}{3}$ cup evaporated milk
3 $\frac{1}{2}$ tbsp. instant minced onion	2 tbsp. catsup
1 tsp. salt	

In a mixing bowl lightly mix above ingredients. With a fork, shape meat mixture to line 9-inch pie pan. Form a low rim around edge. Spread 1 $\frac{1}{3}$ cup tomato catsup over meat to the rim. Arrange 1 can (2 oz.) sliced mushrooms, drained on top. Place 2 or 3 slices cheddar cheese, cut into strips in crisscross pattern over top. Sprinkle 1 $\frac{1}{4}$ teaspoon oregano and 2 tablespoons grated Parmesan cheese over top. Bake in preheated 400° oven 20 minutes. Cut into wedges to serve.

From: Modern Approach to Everyday Cooking, American Dairy Association

Pizza Dough

(or use packaged hot roll mix)

1 package yeast	1 tbsp. shortening
$\frac{1}{4}$ cup warm water	$\frac{3}{4}$ cup water
2 tsp. sugar	3-5 cups flour
1- $\frac{3}{4}$ tsp. salt	

Dissolve yeast in $\frac{1}{4}$ cup warm water. Let stand ten minutes. Mix next four ingredients plus one cup flour. Beat for one minute. Add yeast mixture and enough flour to make a stiff dough. Knead until smooth. Put in a greased bowl and let double in size in a warm room. Divide in half and pat each part into big circles on greased baking sheets. Brush dough with oil.

Topping

2 - 6 oz. cans tomato paste	1 tbsp. basil
1 tsp. garlic salt	1 6 oz. pkg. Mozzarella cheese or American cheese
2 tbsp. crushed oregano	$\frac{1}{4}$ cup grated Parmesan cheese
	Olive oil

Mix tomato paste and spices. Spread over dough. Cover with Mozzarella cheese. Scatter Parmesan cheese over all. Drizzle with olive oil (about 1 tbsp. on each). Bake in very hot oven (450°) 20 minutes or until crust is done. Makes two pizzas.

Pinto Pizza

12 slices bread (can use English muffins, biscuits or hamburger buns)	1 tsp. oregano
$1\frac{1}{2}$ cups cooked pinto beans	$\frac{1}{4}$ cup grated Parmesan cheese
3 ounce can tomato sauce	

Place bread on broiler pan. Toast one side under broiler. Turn bread so untoasted side is up. Cover each slice with beans and tomato sauce. Sprinkle with oregano and cheese. Return to oven and broil until cheese bubbles and is slightly brown.

Prepared by:

Carroll M. Beckham
Food and Nutrition Assistant

LESSON ON CONVENIENCE FOODS

Objectives: To help homemakers develop an understanding of convenience foods which will help them make wise choices in the marketplace.

Procedure:

I What is meant by a "convenience food?" Give an example. (Go around room letting homemakers name some convenience foods).

II Webster's Collegiate Dictionary defines convenience as:

- a. Fitness or suitability for performing an action or fulfilling a requirement.
- b. An appliance, device, or service conducive to comfort.

In general, we can say convenience foods are those which have been partially or totally prepared for use.

III The point is all of us do not have the same needs or requirements; we don't enjoy doing the same things -- this is why "convenience foods" are different to different people. Consider some examples:

- a. A person living alone may like franks and beans, but is reluctant to purchase a pound of franks. A small can of "beans and franks" may be the answer.
- b. A person cooking for one or two may not use onions and celery before they spoil. The dried flakes may be great.
- c. If time is limited, a working homemaker may feel a frozen apple pie or even canned baked apples worth the cost.
- d. On the other hand, if you enjoy making cakes, but detest shelling peas or washing greens, frozen vegetables may be your choice for convenience foods.
- e. A large family with limited refrigerator space will probably view canned and/or dried milk a big convenience.

IV Are convenience foods really good buys when you come right down to counting out the dollars and cents?
(Get reaction)

Some are bound to be good buys for you. Which ones will depend on your individual likes, needs and food budget. The choice is yours.

V Factors to be aware of in making choices.

- a. Cost. (Here pick one or two items for examples pointing out good and bad -- using your area prices).
 1. Frozen orange juice is almost always cheaper than fresh and usually a fraction cheaper than canned.
 2. Seasonal influences on cost need to be considered. Earlier this year, green pepper was 79¢ a pound fresh. Frozen and diced it costs 59¢ a pound. During summer months when peppers are sold on a "for each" basis, one needs to consider how many it will take to make a pound in order to determine the best buy. For example, if they are 19¢ each and it takes only three to make a pound, then the fresh will be a better buy than the frozen at 59¢ a pound. On the other hand, if it takes four or five to make a pound, the frozen will be a better buy.
 3. Cost of do it yourself vs. frozen baked stuffed potatoes.
 4. Cost of "from scratch" vs. biscuit mix vs. canned biscuits vs. frozen. (Or cake could be used)
 5. Cost of a TV dinner or frozen hash vs. making your own.
- b. Time - Are you working? Which of these would require the most time? How much do you feel your time is worth?
- c. Do you accept the quality? (Here you might either let them taste the biscuits or cake, or something else. It might be fun to have several "tasters" to judge without knowing which product was homemade and which was a convenience item.
- d. Nutritive Value - Standards for nutritive value of many prepared foods have not been established. Currently there is a move afoot to establish nutrition standards for TV dinners. It would not be mandatory, but food processors would be urged to conform. It is suggested that a frozen dinner should yield 4.6 gm protein/100 calories. Although this is about double the normal ratio, it is believed most people purchase TV dinners expecting them to be a fairly good source of protein. Many fall far short. (Members of the Food and Nutrition staff purchased a 12 oz. dinner, cooked it, then weighed and measured it. It had only 2 oz. of meat, 1/4 cup green peas, 1/4 - 1/3 cup potatoes. The rest (approximately 6 ozs.) was dressing and gravy.

A meat pot pie cooked and weighed had 1-3/4 ozs. of meat, about 1 oz. of vegetables and the rest was gravy.

A foods class cooked and analyzed 12-8 oz. poultry pot pies purchased on the open market. The meat content ranged from 9 grams to 48 (or roughly 1/3 oz. to 1-3/4 oz). Pie crust ranged from 32 to 92 grams, and gravy from 75 to 124 grams. (If this could be illustrated it would be effective.)

Reading labels won't always indicate the exact amount of meat we will find, but it will indicate whether we should expect more gravy and crust than meat. And reading labels for canned foods such as meat stews is equally important.

This means you must be careful not to let convenience cheat you and your family of needed nutrients. Saving time and money at the expense of health is foolish as everyone knows.

Summary:

Convenience foods have a place in everyone's kitchen. Which ones, or to what degree, depends on your needs and your food budget.

Since we can't forget our health, it may be well to evaluate carefully the foods we buy, spending money on the time saving items that don't contribute appreciably to the nutritive value of the meal -- for example, apple pie for dessert rather than a chicken pot pie for the main course.

The choice is yours. What's right for you is what counts.

CONVENIENCE FOODS - (FOLLOW-UP LESSON)

This is intended as a leader lesson following the agent's presentation the month before. Options are given so activities suited to the club and the leader may be chosen.

Objective

To further explore the use of convenience foods by young homemakers emphasizing factors to be considered in making choices re convenience foods.

- I. Review briefly the basic factors to be considered in making decisions about the use of convenience foods.

Factors are:

1. Cost
2. Time
3. Quality
4. Nutritive Value

- II. Set the stage for the fun to follow.
This will depend on the activity chosen.

III. Activity or Participation Period

- A. New Product Evaluation - Each club member to bring a new product (or carton) she has tried since the last meeting. She tells what she does or doesn't like about it, whether she plans to use it again, and perhaps what tempted her to try it.

Canned sandwich spreads, snackpaks, space sticks may be examples.

- B. Debates - This could be spontaneous or prepared ahead of time. Have two members debate the pros and cons of different convenience foods. Several could be done at the meeting to allow more participation.

Examples could be advantages (or disadvantages) of a frozen breakfast over a "fix it yourself" breakfast, or pie crust mix is better than frozen pie shells.

It would add to the fun to have a debate on a given item, then have the hostess serve it for refreshments - for example, chocolate chip cookies bought and sliced vs. homemade.

- C. Play "Let's Make a Deal". (This will require checks on local prices)

Leader will follow pattern of television show. She may use food items, peanuts, play money - whatever she wishes for pay off. Choosing two members, it may go -

"I'll give you ____ if you can tell me within 1¢ the cost of a serving of long grain rice."

"Now, I'll give you ____ if you can tell me within 1¢ the cost of a serving of minute rice."

Frozen pie shells sell for two for 39¢. How much per pie shell will you save if you make your own?

At 1 lb. for 18¢, one serving costs about 1.3/4¢. If person gets it, pay off and go on, if not give second player a choice.

A 7 oz. package at 33¢ plus added butter will run approximately 6¢ per serving.

2 cups flour	10¢
2/3 cups fat	<u>7¢</u>
	17¢

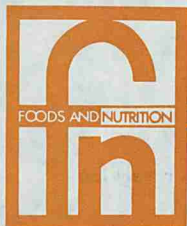
$$39¢ - 17¢ = 22¢ \quad 22¢ \div 2 = 11¢$$

The pattern can be followed using a variety of items such as graham cracker crusts vs. crumbs vs. crackers or instant vs. raw potatoes. It should be planned around commonly used items in the area.

IV. Summary

The activity of the afternoon indicates that most of us realize convenience foods are invaluable to us. Which ones we choose and how many we choose will depend on our time, the food budget, and whether they please our families.

Prepared by: Marjorie M. Donnelly
Foods & Nutrition Specialist
9/72



FOR YOU

FACTS ABOUT CONVENIENCE FOODS

1. What is a convenience food?

Any food, that at the time of purchase, is partially or completely prepared for use can be considered a convenience food. Many people, however, use the term primarily for frozen food products and mixes.

2. How many convenience foods are there?

Probably no one knows. Many items become so well accepted we cease thinking of them as convenience foods. A loaf of bread is a good example. It would have been a convenience food to our great grandmothers.

3. Do they come in many different forms?

Yes. Take a mental trip through your favorite store. Do you find bakery products, cake mixes, instant potatoes, canned soups, TV dinners, dried onion flakes, cheese dips, frozen hors d'oeuvres, and ready to eat cereal? These are but a few; there are many, many more.

4. How does one decide whether to use a convenience food or "start from scratch?"

- a. Compare the cost. How much will it be per serving as compared to the one made at home.
- b. Compare the time involved. How much time will be saved? How do you value your time?
- c. Consider the quality of the product. Is it as good (or better) than you can make? Do you and your family like it?
- d. Consider the nutritive value. Does it meet nutritive needs? Are you short changing your family from a health standpoint? (This is important especially in relation to the meat or protein content of some TV dinners, meat pies, boil in the bag items, and dehydrated entrees.)

5. How do I figure cost?

- a. Write down the amount and cost of each ingredient.
- b. Total costs.
- c. Divide by the number of servings.

For example, here are some costs based on prices in a Raleigh supermarket in July 1972.

(OVER)



Homemade Yellow Cake

<u>Ingredient</u>	<u>Amount</u>	<u>Cost</u>	
Sugar	1-1/2 C.	.075	
Shortening	1/2 C.	.050	
Eggs	2	.071	$\frac{44¢ \text{ per cake}}{12 \text{ servings}} = 3.7¢ \text{ per serving}$
Flour	2-1/4 C.	.120	
Baking Powder	3 tsp.	.030	
Salt	1 tsp.	.035	
Milk*	1 C.	.060	
Vanilla	1-1/2 tsp.	.060	
		\$0.441	

* Non Fat Dry Milk

Yellow Cake Mix

<u>Ingredient</u>	<u>Amount</u>	<u>Cost</u>	
Mix	1 pkg.	.33	$\frac{40¢ \text{ per cake}}{12 \text{ servings}} = 3.3¢ \text{ per serving}$
Eggs	2	.07	
		\$0.40	

At this particular time, it would have been quicker and cheaper to use the mix provided you were pleased with the quality of the product.

6. How does one judge between two convenience items?

The same basic principles hold. At times it may be easier to figure on an ounce for ounce basis rather than a "per serving" basis.

For example:

Shortening	1-1/2 C.	.075	
Shortening	1/2 C.	.050	
Frozen pound cake	- 11-1/2 oz. @ 91¢	= 7.9¢ per ounce	
Bakery pound cake	- 2 pounds (32 oz.) @ \$1.35	= 6.0¢ per ounce.	

Salt Since no work is involved in either product, the difference in cost and quality are the major factors.

7. Does Extension recommend convenience foods?

It is almost impossible to shop without purchasing some convenience foods by our definition. We do not object to them. We believe the extent to which they are used will depend on the individual family's resources and value system.

<u>Ingredient</u>	<u>Amount</u>	<u>Cost</u>	
Mix	1 pkg.		Prepared by: Marjorie M. Donnelly Extension Foods & Nutrition, In Charge
Eggs	2		

At this particular time, it would have been quicker and cheaper to use the mix provided you were pleased with the quality of the product.

8. How does one judge between two convenience items?

The same basic principles hold. At times it may be easier to figure on an ounce for ounce basis rather than a "per serving" basis.

TOXIC, POISON CHEMICAL AND YOU

Objective: To help young couples understand the role of chemicals in food production and how they may affect the body.

1. Is organically grown food more nutritious than food grown by modern agricultural methods?

Answer: There is no basis for the claim that organically grown foods are nutritionally superior to those grown by modern agricultural methods. On the other hand, they are more likely to be contaminated with Salmonella.

2. How much of the agricultural chemical sprays and pesticides really get into what we eat?

Answer: The Food and Drug Administration keeps a continuing watch over the flow of food from producer to shopper with "market basket" studies in 18 regions in the nation. Several times a year in each of the regions, two week's worth of food for an average teenager is bought, prepared for rating and analyzed. FDA scientists look for more than 50 pesticides. They do find traces of chemicals, but the total usually averages only 1/200 the acceptable daily intake.

3. Will these traces of chemicals accumulate in the body?

Answer: Experiments in which volunteers actually have eaten DDT and other pesticides show they are, in fact, excreted. Some small amounts may be stored in body fats, where they are harmless. Some others are destroyed when they pass through the liver.

4. How many swordfish would you have to eat to receive a harmful amount of mercury?

Answer: Four pounds every day for years.

5. What guidelines do processors or additive manufacturers have to adhere to?

Answer: They must prove the products are safe in the quantity used. The test pattern is extremely conservative. Dosage is stepped up until some physiologic effect is caused. Then this amount is usually multiplied 100 times as a safety factor and further tested.

6. What about good health that is claimed to come from extra nutrition?

Answer: If scientific nutritionists had found this was possible, the current recommended daily allowances would be much higher.

7. Will Vitamin C pills prevent colds?

Answer: The body cannot store Vitamin C -- it must be included in the daily diet. Excessive amounts are excreted through the urinary tract. Consequently, there is no proof that Vitamin C stops colds.

8. How much cyclamate was consumed before harmful effects were discovered?

Answer: The equivalent in man to the sweetness of nine pounds of sugar a day.

9. Are additives necessary in food?

Answer: Without additives, baked goods would go stale or mold overnight, salad oils separate and turn rancid, canned goods discolor, wrapping would stick to contents. Convenience foods from bake mixes to instant puddings would be impossible.

10. Will plants grown in poor soil contain less food value?

Answer: No, if plant nutrients are in the ground but sparse, there will be fewer plants. The USDA, NCDA and NCSU keep close tab on soil conditions; therefore, no land is being farmed that is depleted. Food value depends more on the variety of plant and climatic factors.

MEATY TIDBITS

(This lesson should follow one on meat buying which, hopefully, could be done at a local store. "Beefing Up Your Menu" (attached) can be used as a guide for the lesson on buying.)

Objective: To help young couples have a better understanding of how they can make money spent for meat go farther.

I. Introduction

The USDA's Household Food Consumption Survey shows that 33-50% of the food dollar goes for meats.

Each of us wants the best quality and quantity for his money. How do you get it in meat? Many supermarket cuts can't be found in cookbooks. Without bones they are hard to identify; their names give no clue to their "carcass place of origin" and possible tenderness.

Meats as we will refer to them in this lesson mean beef, pork, or lamb. Fish and chicken are considered meat, it is true, but tips in this program will deal with the four footed animals.

II. Meat Needs and Meat Costs

Most of us eat more meat than we need. Remember a serving is only 2-3 ounces of lean cooked meat. This yields about 20 grams of protein. To maintain good health, 60 grams a day is sufficient, and it can come either from meat or other food rich in protein. To save money on meat depend on "specials" and the ordinarily less expensive meat cuts - served in moderate-size portions. Depend on the many interesting dishes made with dairy products, dry beans, cheese or eggs - both for meatless menus and in meals where a little meat has to go for a long way.

To get the best value for your meat money, real economy depends on the number of cooked servings per pound. It is obvious that a pound of lean ground meat, or stew meat, or round steak yields more portions than a pound of spare ribs (and more protein too - about 23 grams per 3 ounces).

However, some meats are expensive sources of protein - and calories - because much larger portions are required to provide needed protein. For instance, it takes three frankfurters (6 ounces), or 15 slices of bologna to provide as much protein as three ounces of lean ground beef. But serve one frank with baked beans and the meal gets a big protein boost.

Remember, if you can keep your cost for meat, fish and poultry to 25% of your total food expenses, you will be managing well.

III. Tips for Cutting Costs

1. Buy no more meat than you need. When you repeatedly throw away little bits of leftovers, you are throwing away real money. Sixty-three cents goes into the garbage can when you discard 1 cup (5 ounces) of leftover beef roast

that cost 99¢ a pound as purchased. Such meat could be slivered and reheated with crisp-cooked mixed vegetables. Serve on rice and you have a Chinese dinner for about \$1.00. The same slivered meat could be combined with cheese and ham, if available, and raw vegetables for a wholesome, satisfying salad.

2. Buy a wooden (or metal) meat mallet. This is the original tenderizer and a must when you want to turn meat slices into thin cutlets.

3. Consider buying a roast rather than steaks sliced from the same cut (sirloin tip roast). It is usually cheaper, but meat prices are funny, so add it up to be sure you are getting a bargain.

4. Divide a 2 inch round steak to make three meals for a small family. This may be cheaper than buying three separate packages of meat. Braise the bottom round muscle; use the larger top round piece for kebobs; thinly slice the little piece of eye round, flatten with a mallet, then stuff and roll the slices and cook in tomato sauce.

5. Remember one thick round bone chuck steak (5 pounds) will yield beef stew for four, a generous pot roast (use the middle section where the bone is), and a swiss steak dinner.

6. Don't forget a smaller muscle of a blade bone chuck steak can be broiled if you use tenderizer on it. The larger muscle can be pot-roasted in a sauce flavored with leftover wine or favorite spices. Both meals serve four if you start with a 3 pound steak.

7. Make a small eye of round roast go a long way by using it in sukiyaki. Freeze the meat until barely firm, then cut into paper-thin slices and pound with a meat mallet. Stir-fry slices in a bit of oil, add fresh spinach, slivered celery and onions, and soy-flavored beef broth. Cook briefly. Serve on rice.

8. Remember stroganoff strips will usually be cheaper if you cut them yourself from top round or arm steak. Braise with onions, then add sour cream just before serving.

9. Save time and money by cooking that "on-sale" pot roast in the pressure cooker. Brown first, then follow manufacturer's directions.

10. Don't buy huge amounts of ground chuck and ground round. They are consistently on sale in most markets, so it doesn't pay because the flavor deteriorates during prolonged freezer storage.

11. Rediscover canned corned beef, beef stew, chopped beef, meat in barbecue sauce. For a couple, or a small family, the cost per serving is sometimes cheaper than starting from scratch, because there is no waste.

12. Determine whether freezer beef is a bargain for you. Remember about 25 percent of the carcass is bone and fat; another 25 percent is ground beef and stew meat. The rest is split between tender and not so tender steaks. The cost of wrapping and storing must be counted in. How long would it take you to use that much beef? How much do the same cuts, of the same grade, in the same amounts, cost at retail? Sometimes you are ahead when you buy at retail prices!
13. Remember leftover ham or pork combines well with sweet and sour sauce for a quick, economical meal.
14. Grind leftover bits of ham, combine with hard cooked egg and seasonings for delicious sandwich spread.
15. Try julienne strips of lamb with cooked, drained peas, cucumbers, and other vegetables for a delicious salad.

IV. Summary

1. There are many cuts of meat, familiarize yourself with them.
2. Most people eat more meat than is needed for adequate protein.
3. Creative cooking, making every morsel count, can save money and provide interesting satisfying meals.

Activity:

1. Demonstrate the size of a 3 ounce portion of lean meat.
2. Demonstrate several of the tips given and allow participants to taste.

Resource Materials: (These have been sent you for your files)

Meat for Thrifty Meals

Lamb in Family Meals

Beef and Veal in Family Meals

Pork in Family Meals

Answers to Questions Consumers Ask About Meat and Poultry.

Prepared by: Rachel K. Kinlaw
Food and Nutrition Assistant

YOUR MARKET - SUPERSTAR

Objective: To help young couples with guidelines to save money in the grocery store and still provide foods for an adequate diet for their family.

Shopping for the best food value is difficult enough these days, when a supermarket may have as many as 8 to 10,000 items, and many foods come pre-packaged - with inadequate information on what they contain. Often we are "pre-sold" by mass TV advertising.

Housewives whisk through the supermarket, typically spending in 17 minutes the \$15 it may have taken four hours to earn. They fail to study the ingredients shown on the package or to calculate the cost per pound of competing products and brands.

One reason for this haphazard shopping is the rationalization that only pennies are involved. But look at it this way: if you have a family, you probably spend \$2,000 a year for food, perhaps as much as \$100,000 in your family's lifetime!

Follow these guidelines to save money when you buy groceries:

-- Don't let advertising and merchandising persuade you or your family to buy foods you do not really need.

-- Give the same time and care to food planning and buying as to other important jobs. Surveys have shown that the typical shopper buys 32 items from 50 locations in about 15 minutes of shopping time. That's an average of one purchase every 28 seconds. Obviously there is only time enough to look at the name of the product and perhaps the price.

-- Read the list of ingredients on similar packages to know what you are buying and which product is least expensive.

-- Buy the grade best suited to your cooking purposes. Understand first of all that the grade has nothing to do with food value. The higher grades merely have better appearance and more uniform size. In the case of meat, it may be juicier and sometimes, not always, more tender. Unfortunately there is no uniform way of labeling the different grades in a given packer's or store's line of canned fruits and vegetables. Learn how the grading game is played in the stores where you shop, it will soon become automatic and you'll be saving money. When in doubt about grades of canned fruits and vegetables, you can usually go by price.

-- Don't be misled by brand names. We have been conditioned to buy advertised products. The unadvertised brands of canned goods and other groceries and the so-called "store brands" of the larger retailers offer significant savings. A store's own brand of packaged or canned foods may cost 10-22 percent less than nationally advertised brands. Savings on household cleaners and paper products are even larger.

-- Consider the store you shop in. Prices are cheaper, as a rule, at non-stamp chain stores. Stores using stamps usually are closer to the prices of non-stamp stores on nationally advertised products. Remember, while store brands are cheaper, not all store brands offer the same savings. For example, one store's brand of non-fat dry milk may be 30% less than a nationally advertised one, another's may be only 10% less.

-- Compare weights. Manufacturers assume that most people are poor at arithmetic or too rushed to care about checking weights. Packaged, canned, frozen foods, and cleaning supplies all need to be checked for weight. Many people, for example, have been fooled by 12 oz. packages of bacon.

-- Buy large sizes when feasible and plan ways to use the extra food in different ways. Remember, however, the largest size is not always the best buy. This is why "unit pricing" can be a big help to the shopper.

-- Plan your meals around specials. Savings from knowledgeable sale shopping can be important. Only by knowing prices can one determine when a so-called "special" really is one. Often the label special is put on a product merely to move it because the general public isn't aware that the usual price is the same or even less. For example, soups that are usually 2/39¢ may be on "special" at 5/\$1.00.

-- Buy foods plain and add your own seasonings. Frozen foods in butter sauce is an example of expensive seasoning.

-- Watch what you spend for commercially baked products. Personal skills need to be considered, of course, but the bakery area of a supermarket can be hard on the food budget.

Activity:

Divide couples (or homemakers) into groups and ask each group to discuss ways they save money in the grocery store. Have a reporter for each group.

If enough people are present, you may divide into four groups with one of the four food groups assigned to each.

MOM AND DAD, YOUR HABITS ARE SHOWING

Objective: To have parents understand how their eating habits are transmitted to their children.

- A. Remember both parents bring their food habits to a marriage to be transmitted to the child. Such influential factors are:
1. Good or poor food habits
 2. Relative importance of food and eating
 3. Religious or ethnic habits, preferences, background
 4. Specific food likes or dislikes
 5. Preferences for certain methods of preparation
 6. Types of meals served in the home
 - a. rigid or relaxed meal schedules
 - b. types and availability of snacks
 - c. types of meal pattern (heavy lunch and supper or dinner)
 - d. place of feeding children and adults
- B. It is important that parents be aware of their own feelings about eating and food in general so they realize what they are showing their children.
1. If mother or father is on a diet and doesn't eat foods children are served, what effect does this have on the child?
 2. How does a child react when one or both parents do not eat a particular food?
 3. What effect does magazine and TV advertising have upon eating habits of children? (show magazine advertisements and talk about TV commercials) Count number of advertisements for junk food in an evening or Saturday morning.
 4.
 - a) Serve nutritious snacks to children such as raisins, fruits, vegetable sticks, milk and juices.
 - b) Combine snack foods with more nutritious ones - for example, corn chips served with soup instead of alone.
 - c) Contrast differences between fruit juice and fruit drink. Compare nutritive value and prices of various cereals.

C. What is the behavior like at the table during family meals?

a. Tense? Anxious? Hurried?

b. Preoccupied?

c. Relaxed?

Prepared by: Mrs. Rachel Kinlaw
Foods and Nutrition Assistant

I CHOOSE, YOU CHOOSE, WE ALL CHOOSE

Objective: To help young couples understand that food choices may relate to current life styles and still provide nutritionally adequate diets.

I. INTRODUCTION

No other time in history has demanded the consumer to make the choices he must make today. It's not a matter of merely choosing, but of choosing wisely. Your future is tied to these choices -- economically, healthwise, as parents, and, perhaps, whether or not you remain mates. Food choices, food habits are guarded -- consciously or unconsciously -- by most of us. Efforts to change them by someone like me or a marriage partner can build up resentment and may find little success.

II. WHAT WE KNOW

- A. Food is plentiful in the United States but doesn't reach all people in the right amounts.
- B. There is a wealth of scientific information on nutrition.
- C. Eating habits seem to be deteriorating (NSDA Food Consumption Series).
- D. Malnutrition is not always a problem of the poor.

III. FACTORS CONTRIBUTING TO THE PROBLEM - (These are overlapping in a way, but examples can stand on their own.)

- A. Food Faddism - this has hit an all-time high in the United States.
 1. Promises made by faddist appeal - especially to aged or ill.
 2. Desire to be a part of the group converts the young.
 3. "Half-truths" appear scientific to those who do not reason through the faddists claims.
 4. Some fad diets are relatively harmless -- those that are "here today and gone tomorrow," others may lead to literal death through starvation if followed long enough.

- B. Fear. Current emphasis on ecology has formed the basis for much of this.
 - 1. Organic gardening and natural foods are prime examples. These are not to be condemned as foods, but it should be pointed out:
 - a. All fertilizer is broken into its chemical elements before being used by plants.
 - b. Reduction in crop sizes could lead to starvation of many if used as sole source of food supply.
 - c. Nutritive value more apt to depend on variety, sun, rain, etc. than on fertilizer - get lower yield of the crop, not of food value in the crop when soil is poor.
 - d. Not as much organic food is being grown as is being sold in the stores. One may pay 89¢ at the health store for green beans; bought at the chain store for 39¢.
 - 2. Changing life styles - by changing life styles, we don't necessarily refer to "hippie communes" - some of the changing styles are represented by:
 - 1. More women working.
 - 2. Fewer family meals.
 - 3. More eating out and use of convenience foods.
 - 4. More snacking - fewer full meals.
 - 5. More food shopping done by the man or by both persons.
 - 6. More substitution of vitamin pills for an adequate diet.

IV. WHERE DO WE GO? WHAT DO WE DO?

- A. First, many of you do not eat like your parents ate. Some of you have experienced changes in eating since you married. (Perhaps the class will volunteer to name some.)
- B. There is a way to be reasonably sure you meet your daily needs and still be able to conform to your own particular life styles.
- C. The four food groups form the key to good eating. (Briefly review the basic four.)

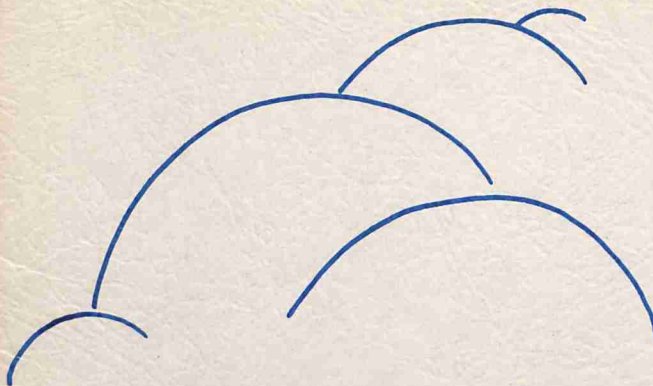
V. ACTIVITY

- A. Have each couple write out a typical day's food intake. Then modify it to meet the minimum nutritive needs -- realizing this is a first step toward better health, that a constant diet of hamburgers with french fries or steak and baked potato won't provide the variety of foods needed.

	<u>Typical</u>	<u>Modified</u>
Breakfast	Juice and Coffee -----	Juice, coffee and cheese wedge
Mid-morning	Coffee and doughnut -----	Coffee - doughnut or toast
Lunch	Hamburger french fries coke apple pie -----	Hamburger french fries milk apple pie
Mid afternoon	Soft drink -----	Ice cream or yogurt
Dinner	Steak Baked potato tossed salad Rolls Butter Coffee -----	Steak Baked potato tossed salad Green or yellow vegetable Rolls Butter Coffee
Bedtime	Beer -- peanuts -- pretzels -----	Beer -- cheese and crackers -- Fruit or raw vegetables

- B. As an alternative, the couple could plan a week's menu which would fit into their budget and life style.

Prepared by Mrs. Marjorie M. Donnelly, In Charge, Extension Foods and Nutrition
and Mrs. Rachel Kinlaw, Foods and Nutrition Assistant



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