

## MEAL MAKE-UP

The basic reasons for eating and factors affecting choice and intake of food are of importance in understanding why we eat as we do.

Suggestions as to kinds of information to include:

### 1. Reasons for eating

\* a. Many reasons for eating may be listed, however among the most basic are:

- (1) Life
- (2) Health or some related aspect such as appearance, growth, or energy
- (3) Security

### 2. Factors affecting choice and intake of food

#### a. Availability of food

- (1) Production
- (2) Distribution

#### \* b. Economics

- (1) Money and choice of food
- (2) Money and an adequate diet

#### c. Hunger

- (1) Hollow
- (2) Hidden - lack of nutrients but not of calories

#### \* d. Appetite

#### e. Health problems

- (1) Allergies to certain foods

#### \* f. Education

- (1) Foods needed each day
- (2) Factors to consider in planning appealing meals
- (3) Gap between knowledge and practice

#### \* g. Personal likes and dislikes

- (1) Attitudes and where we get them

#### \* h. Customs

- (1) Regional
- (2) Religious
- (3) Family

#### i. Childhood habits

### 3. Some changes in our feelings about food

#### \* a. Slimness and longer life

\* More emphasis may be given to these sections.

## 1. Objective:

To help young homemakers (and others participating) gain a better understanding of "why people eat as they do".

## 2. Points of emphasis:

The topic outline for "Meal Make-Up" gives suggestions as to kinds of information to include. More emphasis could be given to the "\*" items on the outline, however each section is important for an overall look at why we eat as we do. If time does not permit including all items in the outline, omit the items without asterisks.

## 3. Some ideas for teaching which include audience participation:

## a. List reasons for eating that might be given by

- (1) A young child
- (2) A teenage girl
- (3) A teenage boy
- (4) A woman
- (5) A man

(Audience can provide reasons)

## b. Provide a check list of specific foods of a certain type (e.g. vegetables - corn, turnip greens, etc.) for individual checking of liked, tolerated, and disliked items. Compare and discuss possible reasons for differences.

## c. Compare availability of foods in sections of this country or compare regional food habits. A comparison could be made of diets in several foreign countries with those typical in the area noting that all could provide adequate diets. Some of the audience might read or use previous experiences as a basis for participation.

## d. Consider group and panel discussions.

## 4. Some suggestions for evaluation of "Meal Make-Up":

The following type of quiz or survey could be used with a club, special interest group or with self-study. A pre-test or pre-survey is useful in making comparisons with results of a quiz or survey at the end of the lessons. The participants need not sign the quiz.

## Suggested questions for pre-test:

## a. Do you sometimes eat foods (or certain foods) for any of these reasons? If so, please check.

- ☐ (1) To satisfy hunger
- ☐ (2) To satisfy appetite
- ☐ (3) For sociability
- ☐ (4) For personal appearance
- ☐ (5) For energy
- ☐ (6) For pleasure
- ☐ (7) To help forget something
- ☐ (8) For proper nutrition
- ☐ (9) For status
- ☐ (10) In keeping with religion

Are there other reasons for some of your eating?

☐ (11) \_\_\_\_\_

☐ (12) \_\_\_\_\_

- b. What things affect a person's choice and intake of food?
- 
- 
- 

- c. Is your diet much different from that of your parents or grandparents? Why?

The quiz at the end of the lessons might include questions such as the following:

- List five of the many things that influence a person's choice and intake of food.
  - Do all people eat for the same reasons?
  - List two reasons for eating which are of importance to you.
  - Tell of one change in our attitude toward food as compared to that of a century ago.
  - Did you feel that the topic was educational? If so, list one thing you obtained from the lessons.
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5. Materials may be adapted for use with varied audiences and through varied media.

6. References:

Fleck, Henrietta Dr. and Dr. Elizabeth Munves. Everybody's Book of Modern Diet and Nutrition. New York: Deil Publishing Company, Inc., 1955.

Food, The Yearbook of Agriculture, 1959. United States Department of Agriculture, Washington: Government Printing Office, 1959.

Leverton, Ruth M. Food Becomes You. Ames, Iowa: Iowa State University Press, 1960.

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"Our Cooking Heritage: Hawaiian Foods," What's New In Home Economics, February 1967, p. 48.

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"Our Cooking Heritage: Japanese Foods," What's New In Home Economics, April 1967, p. 12.

## I REMEMBER MAMA

There is a need to understand the meanings and importance that people attach to certain foods and to eating in order to encourage better eating habits. Attitudes, habits and social customs regarding food come from our general background and from our individual personal experiences. Most people like the foods they learned to eat during childhood.

Suggestions as to kinds of information to include:

### 1. Experiences within the home

#### (a) Variation in kinds of foods served in different families

- \* (1) Family attitudes about food in general, about specific foods, and about trying new foods

#### \*(b) Individual food preferences within the same family

- \*(c) Effect of food abundance or lack of it during childhood on feelings about food and value placed on food

#### \*(d) Attitude of mother toward feeding the family

- (1) Appreciation shown by the family

#### \*(e) Sociability at the table

#### (f) Feelings conveyed with food or while eating

- (1) Dawdling over food
- (2) Foods and moods
- (3) Hospitality

#### \*(g) Symbolic meanings of food

- (1) Foods for holidays and special table decorations
- (2) Foods for special events such as birthdays and anniversaries

#### \*(h) Early food experiences and memories of such

- (1) Importance of parents of child's eating habits
- (2) Palatability of foods served
- (3) Teaching done by parents
  - a. By example
- (4) Foods for comfort

### 2. Some notions about foods and eating

- \*(a) "Foods for company" and "Foods for the family"

2.

- (b) "Heavy", "Light", and "Rich" foods
- (c) "Women's food" - salads and light desserts
- (d) "Men's food" - meat and potatoes
- \*(e) "Reward foods"
- (f) "Status foods" and gourmet foods
- \* (g) Certain foods for certain meals
  - (1) Cereal for breakfast but not for dinner
  - (2) Time of day and eating
- (h) Order of eating or courses of the meal
- (i) Certain pans and dishes for certain foods
- (j) Certain methods of serving and meal etiquette

3. Effect on food intake due in part to:

- \*(a) Advertising
- (b) New food products
- \*(c) Peer group
- (d) Food choices away from home - vending machines, school lunch
- \*(e) Mobility of families



Teaching Guide\* - I REMEMBER MAMA

1. Objective:

To help young homemakers (and others participating) understand that in order to bring about improved eating habits it is helpful to be aware of the meanings and importance that people attach to certain foods and to eating.

To help young homemakers (and others participating) be aware of some of the attitudes, habits and social customs regarding food and the source of such.

2. Points of emphasis:

The topic outline for "I Remember Mama" gives suggestions as to kinds of information to include. More emphasis could be given to the "\*" items on the outline. The items without asterisks could be omitted if there is not time to include all of the information. If item two is included, it may be that some notions about food have no scientific basis.

3. Some ideas for teaching which include audience participation:

- a. List examples of adequate menus frequently served by two homemakers in which differences can be pointed out. Homemakers can provide menus.
- b. Have a member of the group tell of differences in food preferences of children in the same family.
- c. Ask members to list the thing that first comes to mind when they think of their mother's cooking. It is likely that most people will have fond memories of "Mama" and her cooking.

4. Some suggestions for evaluation of "I Remember Mama":

Observation of changes in attitude might be made during sessions.

A short test could help determine knowledge gained. Names can be omitted from tests. The audience could also help evaluate the subject matter presentation by answering a few questions regarding the presentation.

5. Materials may be adapted for use with varied audiences and through varied media.

6. References:

Fleck, Henrietta, Ph.D., and Elizabeth Munves, Ph.D. Everybody's Book of Modern Diet and Nutrition. New York: Dell Publishing Company, Inc., 1955.

Fleck, Henrietta, Ph.D., and Elizabeth Munves, Ph.D. Introduction To Nutrition. New York: McMillan Company, 1962.

Food, The Yearbook of Agriculture, 1959. USDA. Washington: Government Printing Office, 1959.

Leverton, Ruth M. Food Becomes You. Ames, Iowa: Iowa State University Press, 1960.

"Cultural behavior is acquired through a process known as socialization. The socialization process is largely one of learning. We learn most of our customs and ways of doing things, including our food practices by imitating those around us. This is not the only method of learning, but persons with whom we frequently associate have a significant effect upon our actions. This is why the family is so important in fashioning food habits."\*

Objectives: Mothers to understand that:

1. Family is medium through which much of our cultural heritage is transmitted.
2. Age groups vary in their value system regarding good nutrition and that certain behavior patterns may be expected.

#### Suggestions for information to cover

#### I. Culture

##### A. What is culture?

- (1) Man-made part of our environment
- (2) Language, values, beliefs, customs used by society to solve its problems of existence.
- (3) Solutions passed on to children, grandchildren - each generation builds on them.

#### II. Cultural Behavior acquired through process of socialization

##### A. What is socialization?

- (1) Where does it begin?
- (2) Why is it important?

#### III. Cultural Behavior of age groups - a facet of social organization relevant to Nutrition

##### A. Categories of age-graded behavior regarding food

- (1) Infant
- (2) Preschool
- (3) School age
- (4) Adolescent
- (5) Adult
- (6) Elderly

#### IV. Infant & Preschool

##### A. Parents have dominant role

1. Children dependent for economic and social support.

##### B. Parents have concern about eating habits

1. Need to expect drop in appetite about 1 year of age.
2. Need to expect some fluctuations from day to day.

3. Need to show interest, not concern.
  4. Need to expect some food jags.
- C. Parents may exercise control in ways which have important consequences for eating habits.
  - D. Parents and the child are usually a part of the problem when a child refuses to eat enough of right kinds of food.

#### V. School Child

- A. Parents still have dominant role.
  1. Use of dominant role has much to do with presence or absence of feeding problems.
  2. Pressure to eat according to "parental standards" may create serious problems.
  3. Emphasis on "a food is good" rather than "it is good for you" is desirable.
- B. Children's behavior regarding food begins to change.
  1. School brings exposure to eating with peer group.
  2. School brings experience of eating away from home without parental guidance.
  3. A desire to please (especially the teacher) may bring better acceptance of food.
  4. Insecurity may bring about overeating in order to gain praise or eliminate problems.

#### VI. Adolescents

- A. Peer group assumes dominant role -
  1. Real attempt made to abolish dominance of parents.
  2. Becomes well oriented to groups outside the home.
  3. Nutritive value of food eaten of little concern.
- B. Parent has opportunity to be an "emancipator" - or to allow child to grow up.
  1. Food may be one means of controlling behavior, but it should not be used as a bribe or mechanism for control.
- C. Influence on food habits best done:
  - (1) Easy access to foods at home in relaxed, permissive situation.
  - (2) Through groups.
  - (3) An "accepting" adult outside family.

#### VII. Adults -

- A. Are principal components of home. Usually they form independent units, through relationships with relatives continue to be important.
- B. Young parents tend to rely on books and pamphlets more than on their own parents for information.
- C. Parents form important channel for transmitting social heritage.



- D. Parents have large responsibility for planning, preparing, and serving good diets and for influencing children to form good food habits.

VIII. Elderly Adults -

- A. Food is considered a social activity, but many of them live alone.
- B. Modified diets may call for revamping lifetime food patterns.
- C. There is a tendency to under emphasize the significance of food and its relationship to well-being with the passing ritual of family meals.

A. J. Carlson says "We know more about adequate diets - adequate for health efficiency - than we apply. This failure to apply what we know is due in part to faulty food habits which are largely a matter of social inheritance."

## CASH IN ON YOUR TIME

The way a person spends his time is generally influenced by where he lives, how he lives, his interests and needs. His age, family ties, and economic status are also contributing factors.

With many families, time, facilities (including land and labor), and know-how, may be used to advantage in producing and conserving some of their food supply. Many studies show that the family who has a home food supply is better fed than the family who doesn't. This seems to be true regardless of income.

Producing and conserving additional food for market may provide the supplementary income needed to make possible some family goals - home improvements, a much needed vacation, a college education.

The following outline is designed for use with special groups who have the interest, time, facilities and know-how necessary to such a project. This information may be used as 2 series of meetings: one series on producing, conserving, and using a home food supply for good health; the other series on home marketing potentials for supplemental income. It is suggested that other methods such as mass media and home visits be used when feasible to strengthen the idea and to provide additional information. Workshops, especially in food conservation, could be very helpful.

### Special Interest Meetings

**Objective:** To show how a more adequate food supply for less money (through a home food supply program) and how marketing home prepared food items may help families realize many goals otherwise unattainable.

#### Series I - Health

- A. Can a program emphasizing a home food supply (or a partial one), produced and/or conserved fortify the health of the family by providing nutritious foods?  
The answer may depend on:
  1. Facilities - is land available free or for rent?
  2. Labor - will the family do some or all work?
  3. Equipment - is the necessary equipment for producing and conserving food available?
- B. "Storage can make the difference" -
  1. Fresh foods - is refrigerator space ample?
  2. Frozen foods - does the family have a freezer?  
What size? Where located and is it used wisely?
  3. Canned foods - is storage place cool, dark, and dry?  
Where is it located? Is it ample?
- C. Convenience - planning meals ahead can save hours of shopping time, it can hold impulse buying to a minimum, and can result in well balanced meals.

Meals planned and prepared within the food budget and with the health of every family member in mind can bring much satisfaction. Money saved through producing and conserving food at home and through wise buying of other food items may be used to reach goals in other areas of family living.

## Series II - Income

- A. "To Market We Go" - There are potential markets all around us. This is especially true for food items in the raw or processed form. There are existing markets such as Extension Homemakers' Markets, area markets, cooperatives and individual markets. Could supplemental income realized from this type of home marketing program be an answer to some family goals?

Some possibilities are:

1. Home produced foods
2. Home conserved foods - properly made; standard containers
3. Home prepared foods - well made and properly packaged

- B. "Down-on-the-Farm Vacation" - Time, facilities, know-how and a love for people may be used to promote a "farm vacation home" project.

Better management practices, cooperation from family members, and satisfaction may be some "by-products" derived from planning for, and selling marketable food items. These may also come through gaining competencies and skills necessary to having "paid guests". Income received from marketing these family resources may be an answer to some financial as well as other family goals.

Some methods of evaluating these series might include:

1. A questionnaire filled out before and after the series is given:
  - a. Number of families producing some of their food supply
  - b. Number of families conserving some of their food supply
  - c. Equipment for conserving food
  - d. Amount of food conserved in relation to size of family
  - e. Source of information used for conserving food.
2. Number of requests for assistance
3. Tours to gardens and pantries
4. Observation of quality of conserved products (at fairs, exhibits, market)
5. Number of people marketing food items
6. Number of outlets for marketable food items
7. Sales
8. Number of families who take "paying guests"
9. Income from "paid guests"
10. General comments.

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1. Consumers All - U. S. Government Printing Office, 1965
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8. The Yearbook of Agriculture - U. S. Government Printing Office, 1959

## AS THE TWIG IS BENT

### Teacher's Objective

To develop in North Carolina families an understanding of how adults affect the child's food habits and their relation to family values and goals.

#### Introduction (to all three lessons by agent and/or leader)

In any study of sequences in the family, focus can be placed on relative emphasis on various values or goals and their achievement. A value is the learned attraction or repulsion reflected in behavior.

Values emerge through relatedness of the individual and group. According to Ackerman: "From the genetic point of view the infant, to begin with, has no values". Values emerge only as the child differentiates its separate self from mother's self. The emergence of values and socialization are parallel processes. The development of value attitudes is organically linked to socialization and the establishment of personal identity.

It is within the family that the young child finds much of its exogenous environment. When a child is diagnosed as being "malnourished", the question arises whether the family is too poor to provide the child with suitable food, the metabolism of the child's body can utilize the food intake, the mother and father quarrel at virtually every meal in the presence of the child, the child is suffering from a throat spasm which make eating difficult or whether none or all of these factors are involved or that the lack of nutrition education through several generations is the primary cause of malnutrition.

It is one thing to know what to eat for good nutrition - that is basic knowledge. It is another type of learning or wisdom to know how to influence others, particularly children, to establish the kind of eating practices that will help them all of their lives. The following outline is designed to help families understand how food habits are developed and how they relate to families - values and goals.

#### Special Interest Meetings (3 lessons)

##### As the Twig is Bent

Over All Objective: To help homemakers understand themselves and their children in relation to food habits; to help point out how food habits may influence goals and values.

#### Lesson I

##### Self Understanding:

Teaching Objective: To develop homemaker's (man and woman) understanding of themselves, their own eating habits and factors that influence their value system.

##### I. Specific Kinds of Information:

- A. Basic Fundamental Needs - Security, unit, love, growth values, personality needs
  1. Ideal values; religious values; others.

(Over)



2. How needs are met - the family as a funnel - as a bottleneck.
3. How problems are met - direct attack, detour, giving up, retreat, rationalization and day dreaming.
4. Emotions experienced by self and family that exist - fear, love, hate and others.

B. Self understanding -

1. You the individual and how you became the people you are; (family background), family influence on traits and talents (relate specifically to foods eaten, likes and dislikes, etc.), personal growth through family living; siblings, (if any) influence on foods you eat, your childhood dreams, your education, your religion; life up to now.
2. Family role in meeting food needs - economic support, protection, recognition, learning to eat (social skill) around the home and with friends.

II. Methods used to get information across

A. Group Discussions

1. In your opinion, which of the items already discussed have or had the greatest influence on your eating habits? Have any of the above aided in determining the eating habits of your children? Yes ☐ No ☐  
If yes, which ones? (List on board) \_\_\_\_\_

How \_\_\_\_\_

2. Do you think foods aid in developing one's personality? (Give definition of personality) How \_\_\_\_\_

Assignment: Come prepared next time to discuss some values acquired in early childhood and their influence on adult food practices. (You might want to use someone you know well)

III. Cited References - See page 5.

Lesson II

Understanding the Child

Teaching Objective: To increase homemakers appreciation and understanding of the complexity of the child as it relates to developing food habits, values and goals.

1. Specific Kinds of Information:

Introduction: A child is a thinking, feeling, acting person who is growing and changing; he is also a complex organism. The child's body is his

(More)

equipment for living. Through it, he receives impressions from the world about him. The whole personality of the child includes those things he knows, both consciously and unconsciously as well as his interpretations of himself and his surroundings. In life itself and in his particular behavior, the child reflects his constitution and experience. A child's constitution is not static but continues to change.

Today we shall study the baby - as an infant and factors to consider as equipment for developing good eating habits as life goes on.

A. Start with the child - not with food.

1. Provide companionship.
2. Adapt the schedule to the baby - not baby to the schedule. Why?
3. Difference between "self demanding" and "self regulation of feeding".
4. Add supplementary foods gradually.
5. Introduce new methods of eating along with other new eating experiences. Example (change of flavor or form)
6. Determine amounts of food on individual basis.
7. Repetition of satisfaction builds into the child's concept of confidence, well-being and trust in those about him.
8. Babies and children like best the foods they know best - encourage a variety of foods.
9. Babies and children seem to prefer small portions and eat all of one food before they start another.
10. Very young children begin copying eating habits of those near him. Can you point out examples? Do you dislike foods?
11. Select suitable equipment to encourage self feeding - finger foods, etc.
12. Respect independence in eating as a desirable trait to be encouraged.

II. Methods used to get information across

A. Lecture and group discussions

B. Role playing (use leader and members of group for telling story of):

1. Picture (Beautiful steak - from Healthy Animals)  
How did it get this way?

(Over)

2. Picture - Pigs and/or chickens  
Milk made the difference.

3. Picture - children - good posture, strong teeth vs. opposite.  
How did this happen? (Use opaque projector if available)

Assignment: Bring pictures or stories of how food makes a difference.

Example: Plants in your garden need food. What makes the difference? How? Explain - What is a good stand for tomatoes? What do we mean by a good start for pigs? Chickens? Calf? How is it done? What is a good start for a child? How is this done?

### III. Cited References on page 5.

## Lesson III

### Values Influence Food Habits

Teaching Objective: To develop homemakers understanding of how values of family members further influence eating habits.

#### I. Specific Kinds of Information:

##### Discussion:

- Health realizable through sound food habits may be jeopardized if unwise choices are made. Give examples.
- Time and energy devoted to getting and consuming food may be wisely or foolishly spent. Explain.
- Social customs play a much larger role in food use for many than does scientific knowledge of nutrition. How? Why?
- Values developed from early childhood continue to influence adult food practices, and food habits become so strongly entrenched that changes are difficult to make. Give suggestions for your family changes.
- Do the values you hold in relation to food set priority health goals over custom and prejudice? Yes ☐ No ☐ Explain your answer.

#### II. Methods Used to get information across:

- Group discussions
- Result Demonstrations:  
Parents can help - Let the child see with you how fast a possible pet will grow - (dog, cat, chicken, etc.) That food makes the difference.
- Lecture Demonstrations - Coordinate home and school activities. Use films and posters. Work closely with Lunch Room Managers.
- Study the school lunch programs. Recognize the difference in purpose between youth and adults.

(More)

Suggested Assignment: The job is too big for parents and teachers alone -

1. Have group suggest others who can help.
2. Suggest ways that group work can be done with persons listed.
3. Have groups get commitments from key leaders.
4. Make action plan. (with group)

### III. Suggested Reference List - (see page 5)

#### Suggested Reference List

1. U.S.D.A., Food, The Yearbook of Agriculture, 1959, pp. 636 ff.
2. Pictures found in magazines
3. Dairy Council Posters:  
"As A Twig Is Bent"  
Milk Made the Difference
4. Family Food Fare or Nutrition Up to Date (Leaders)
5. Book - Introduction to Nutrition  
Henrietta Fleck and Elizabeth D. Munves
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## FOOD FEELINGS

The following outline could form the basis for a self-study of feelings about food. Participants in the program may choose one or more aspects of the topic for study.

1. Determine what food means to you and your family
  - a. In what ways is food important to you and your family?
  - b. What attitudes about food were passed down from parents and from other aspects of your past?
2. Determine why you choose to eat certain foods
  - a. Consider factors such as availability, taste, etc.
  - b. What foods do you dislike? What foods are your favorites?
  - c. How can a person learn to like a food that is currently disliked?
3. Consider ways of helping children develop good food habits
  - a. Value in serving a variety of foods
  - b. Example set by parents and others in the family
  - c. Foods which children like and why they like them.

## Teaching Guide\* - FOOD FEELINGS

### 1. Objectives:

To help young homemakers (and others participating) to better understand the basis for attitudes about food.

To help young homemakers (and others participating) to be aware of ways of helping children develop good food habits.

### 2. Points of emphasis:

The topic outline gives suggestions as to kinds of information to include. If time does not permit a study of all three sections, cover item number one alone or number one and either number two or number three.

### 3. Audience participation:

A participant might be expected to read on the topic as well as to study her own and her family's feelings about food. A participant could meet with others to discuss the topic.

### 4. Evaluation:

Participants may be asked to answer a few questions at the beginning of the study for comparison with later knowledge. A short paper summarizing knowledge and feelings regarding each section of the topic could be prepared at the end of the study. The prepared summary and individual growth in knowledge of the topic could be discussed by the participant and the Home Economics Agent to decide whether the topic has been as fully covered as the participant and agent feel is useful.

### 5. The topic is suggested for self-study.

### 6. References:

Fleck, Dr. Henrietta and Dr. Elizabeth Munves. Everybody's Book of Modern Diet and Nutrition. New York: Dell Publishing Company, Inc., 1955.

Food, The Yearbook of Agriculture, 1959. U. S. Department of Agriculture. Washington: Government Printing Office, 1959.

Leverton, Ruth. Food Becomes You. Ames, Iowa: Iowa State University Press, 1965.

Your Child From One to Six. U. S. Department of Health, Education, and Welfare. Children's Bureau Publication No. 30. Washington: Government Printing Office, 1962.

## Values and Goals

### Things to remember for a good TV performance

**Goal:** To give a TV performance that is believable, complete, well-done and well-received. Try this method for programs at meetings. This kind of preparation pays.

1. Decide on basic things you want to teach. Then line up things for viewers to look at as you talk - things that will give impact to your words. (Sometimes this works in reverse - you line up the visuals, then fit words to these).
2. Work up your scrip into segments subject- (or idea-) wise with specific timing for each segment. This is a timing safeguard. It will allow for time cushions throughout your performance.
3. Your words are being published by voice - not by print, so let your script-writing style parallel conversation.
4. Break up long sentences. Short ones are better than long ones.
5. Present tense is often useful.
6. Avoid tongue-twisting phrases e.g. "ice cube cool".
7. Handle transitions skillfully - they may be 1) music 2) blank screen and silence 3) modification of voice 4) repeating or relating an idea. Get unity by reiteration of a common word.

### Suggested Script Form

## Be Hospitable - Let Your Freezer Help You

| SIGHT                                 | SOUND                                | TIME          |
|---------------------------------------|--------------------------------------|---------------|
| Martha and Mary<br>(visual by artist) | Mary and Martha part of introduction | $\frac{1}{2}$ |

To Food Agents:

The script will be written as if for television. It can be adapted for any use. It is well to prepare information and visuals for meetings the same way. The precision of television gives good pace to a demonstration or illustrated lecture for a group not on television. Try it.

Each segment of this script lends itself to a full script for any use. e.g. The Wonderland of the garden can be an entire thing unto itself. Even a part of each segment can be expanded into a complete unit for any use.

Suggestion:

Make a frozen food file with a folder for each of these "Wonderlands". We will add to each one from time to time. You may want to divide your present file material into this grouping.

Re. Supporting teaching aids:

| Tentative                              |   |
|--|---|
| Subject                                | Date Planned to Have Material Ready   |
| ...of the GARDEN-----                  | December 1967   |
| ...of the ORCHARD-----                 | February 1968   |
| ...of the WATERS-----                  | June 1968   |
| ...of the FEED LOT-----                | Lamb will be ready by March.<br>indefinite re other - May be<br>ready at the same time. |
| ...of the ROOST-----                   | January 1968  |
| ...of the PREPARED FOODS-----          | February 1968   |
| ...of BAKED GOODS<br>AND DESSERTS----- | February 1968   |

The script, as a complete thing, is scheduled to be ready in December 1967

## INTRODUCTION

Goal: To fit frozen foods in focus. (Can use this information in other ways in addition to a TV program).

The introduction will include some examples of how we can put food in perspective...how keeping food "handy" helps...how the freezer (home or store or both) can help the homemaker feed family, friends, and guests...how the wonderland of the garden, the orchard, the waters, the feed lot, the roost, prepared foods, baked goods and desserts fits into the hospitality of the family...how the freezer and other modern-wonders can combine the traits of Martha and Mary into one person...how to meet individual needs for different food.

## SEGEMENTS

Goal: That each segment be a brief part of the TV script that can be lifted from the script, expanded, and used in any other effective way.

The Wonderland..

...of the GARDEN

Asparagus

Goal: To get asparagus beds in every North Carolina County and to get one or two North Carolina commercial growers to produce asparagus crowns for sale. To assure good quality asparagus in home freezers.

Broccoli

Goal: To increase production of broccoli in home gardens..to assure good quality broccoli in home freezers.

Corn

Goal: To introduce new (better) varieties of corn to freeze. To assure good quality corn in home freezers.

Eggplant

Goal: To acquaint more people with eggplant...to assure good frozen eggplant.

Squash

Goal: To improve quality of frozen summer squash...to show convenience of frozen winter squash.

For each Vegetable:

Subject matter in the TV script to include pertinent how-and-why on production, harvesting and handling, freezing (packaging and temperature) and use.

Supporting materials to be made available:

Slides of each vegetable (to buy or to borrow). Fact sheet on each vegetable for each agent. (To be reproduced in county for leaders or public or both.) Garden manual for distribution. Freezing-vegetables leaflet for distribution.



### ...of the ORCHARD

Goal: To give information that assures high quality fruit from the freezer.  
To give the North Carolina fruit picture - both tree (included pecans and water chestnuts) and small fruits.

Information in script to include principles of freezing on apples, peaches, figs, blueberries, dewberries and blackberries and strawberries.

Supporting material to be made available: Folder on peaches, folder on apples, folder on figs, publication on nuts; publication on strawberries, publication on blueberries, publication on dewberries.

### ...of the WATERS

Goal: To give North Carolina residents and tourists further appreciation of North Carolina's fresh water and salt water foods.

Information in script will be a teaser with suggestions for freezing and for use.

Supporting material available:

All USD! Publication (copies for distribution must be bought. Can be done by individuals.) Shells of edible mollusks to use in demonstrations, Slides, Poster ideas, Wildlife in North Carolina (magazine), Mountain Trout bulletin. Possibility of others.

### ...of the FEED LOT

Goal: To teach principles of meat handling and freezing.

Information in script will include pertinent facts on beef, pork, lamb, and game animals.

Supporting material to be made available:

LAMB - leaflets will include general lamb facts and how to freeze lamb. Educational material from the National Lamb Council. Aids on other meats to be determined later.

### ...of the ROOST

Goal: To increase the understanding of the principles of freezing poultry, eggs, and game birds.

Information in script will include basic facts on these products.

Supporting materials available: How to freeze eggs, how to freeze French toast, how to bone chicken thighs and chicken breasts to freeze. Maybe others.

### ...of PREPARED FOODS

Goal: To give pertinent information on what-why-how to freeze prepared foods (raw and cooked).

Script to include summary of this information. (Breakfasts, special meals, modified diets fit here.)

Supporting materials to be made available: Revised "Look, Cook, Freeze Ahead" publication, Slides of some frozen prepared foods that are on the market, and Let Your Freezer Help You Stay on Your Special Diet.

...of BAKED GOODS AND DESSERTS.

Goal: To teach the convenience of good frozen baked goods and desserts. Information in script will give basic facts on frozen products and other desserts...will include suggestions for use.

Supporting material to be made available: Revised Look, Cook, Freeze Ahead publication, Slides of some frozen baked goods that are on the market: Use scripts on bread and cake that should be in files.

CLOSURE

Goal: To be a capsule of the segments. This will show and tell how to "fit frozen foods in focus." This results in letting the freezer help the homemaker be hospitable.

## Suggested Television Program

### COMMON NEEDS AND DIFFERENCES

**OBJECTIVE:** To help viewers understand that while we all have the need for certain nutrients, we do not have to eat the same food or in the same manner.

#### Visuals

(Flash pictures of Chinese, Mexican, etc., on screen)

(Use picture of food, food models, or real food)

(If not used above, use food here)

#### Script

Food means many things to many people. This is a statement we have heard time and time again, yet in spite of it, we frequently try to fit people into the same mold where eating is concerned.

The fact that many people in underdeveloped countries have preferred to starve, figuratively speaking, rather than accept unfamiliar foods shows us it is hard to change food habits, that food is a very personal thing.

Let's be more specific. All of us have heard it is important to eat breakfast. We know, too, that some good source of protein should be included in that breakfast - because it is essential for growth and repair of body tissue; experiments show it's well utilized if spread across the day, etc.

What does breakfast mean to you?

To you, it may mean orange juice, bacon and eggs, toast and coffee.

To an Englishman, it could be kippered herring and broiled tomatoes.

To a Dutchman, it could be bread and cheese, and possibly eggs.

To a Chinaman, it could be a rice porridge, salty dry soy-beans or peanuts, and pickled vegetables.

Actually, we don't have to wander that far away. We find variations between regions of the United States and between age groups - perhaps you have some in your own home.

For example, a Southerner seldom thinks of serving codfish cakes for breakfast as New Englanders do. And, few grandparents enjoy the hamburgers their teenage grandchildren may prefer for breakfast but there is really nothing wrong with eating them.

(Over)

(Camera card -  
Common need is  
Protein)

Again, we point out that the  
Common need is some good quality protein.

(Camera card -  
Different Sources:  
eggs, cheese,  
meat & fish,  
beans, milk)

Whether that protein comes from eggs, cheese, soybeans,  
fish, or ground beef is not important.

We could go on and look at other nutrients, but I think  
this gives you the idea. (We are assuming, of course,  
the individual has enough food to eat.)

Yes, food is important to people. We should encourage  
people to express their personalities and cultural back-  
grounds through food. If food patterns are inadequate in  
nutrients, we can 'add to' rather than change.

There was a song long ago, "It's Not What You Do But The  
Way That You Do It". In parody, with relation to food  
intake, remember "It's what you do, but not the way that  
you do it".

M. M. Donnelly

AB/FG

### Suggested Newsletter Material

#### PUT A NICKEL IN THE SLOT

The day of automation is here. Food has proved no exception to the rule. And, though it has been with us for some time, the process of putting a coin in a slot and getting food or beverage in return still intrigues many Americans.

Because not all foods lend themselves to automatic dispensing, a limited selection is usually offered. Noted anthropologists such as Margaret Mead point out that food dispensers may put restrictions on food intake rather than expanding choices.

Dr. Mead also points out that we may be drifting back toward price-meal eating similar to that done by primitive tribes. Our affluent society makes it possible for people to eat when and where they like. What continual practice of this will do to our family life remains to be seen.

Nutritionists are concerned about the quality of the food dispensed - especially as machines invade more industries and schools. There is no quarrel with them as dispensers of snack foods. One wonders, however, if there are enough good foods available in the right amounts to meet nutritive needs of school children and industrial workers.

Ask yourself whether the members of your family who rely, for the most part, on automatic food dispensers for part of their meals are getting full value for the money spent.

Are they eating from the automatic dispensers because they prefer it or because it is easier on you? Which means more - health or the easy way out? A careful assessment of values is important.



## Suggested Newsletter Material

### STATUS OR WASTE

Our values go with us to the grocery store. Here we must make many decisions that involve status or waste.

We have no quarrel with deliberate choices which are costly as long as the individual feels he can afford the choice and as long as nutritive needs of the family are met.

Our concern lies more in the area of the homemaker to whom it is so important to say "I always buy calves' liver" that she is willing to spend extra money and still not get an adequate amount of meat for her family's need. The homemaker who says "I can't afford grapefruit @ 2 for 29¢" but thinks nothing of purchasing a bottle of wine at \$2.29 may need to pause and think.

At times, the purchase of food items may point up a correlation between the desire for status and laziness. This is reflected in the number of ready prepared items which are bought on the "I can't be bothered" basis - items such as congealed salads, entrées, etc. Children's desires to be members of the so-called "in" group also lead us to make purchases which are for status purposes.

American homemakers are a group who do not mean to be a part of the practice of deliberate waste in the United States. We shudder at the term "planned obsolescence". Books such as The Status Seekers, The Hidden Persuaders, The Waste Makers all point up our weaknesses as consumers.

With our weaknesses in mind, we should do an honest analysis of our food purchasing habits. This done, we may then take realistic values with us to the grocery store.

### Suggested Newsletter Material

#### "I'D RATHER FIGHT THAN SWITCH"

"I'd rather fight than switch!" Do you feel that way about your food habits? The well-known cigarette commercial is applicable to many of us and the way we feel about food.

Numerous reasons have been given for peoples' reluctance to change eating habits. Among them are ignorance, prejudice, cultural patterns, complacency, and poverty. Some of the basic reasons, however, are still not known.

We do know that food habits in the everyday life of most people are as significant as language and reading habits. People moving from one country to another usually accept the dress and language - perhaps even the religion - of a new country before they accept the food habits.

Eating is a very personal thing to most of us. Food habits can be considered one form of self-expression, just as clothing or politics. They carry with them a feeling of security.

Much of our unwillingness to change, or rigidity, seems to be associated with early childhood. Those who grow up in an atmosphere of tender loving care with food as a source of pleasure are as resistant to change as those who grow up with a feeling of anxiety or uncertainty with respect to food.

From studies done throughout the United States, we know that most people have food habits which can be improved. Most of us do not change until we have a reason for doing so. Improved eating may come with an awareness of the value of good health. They may be improved through the desire to help children form good habits.

Food habits are personal. Most of us guard them jealously. Let's be sure what we guard is worth it. Set yourself a goal of good health throughout life. Don't "fight the switch" to good food habits.

#### References:

Bogert, Briggs, Callaway - Nutrition & Physical Fitness, W. B. Saunders Co., 1966

Burgess & Dean - Malnutrition & Food Habits, MacMillan Co., 1962.

## ENTERTAINING AT HOME

In some areas, entertaining at home is becoming a "lost art". Many factors play a role in this. Homemakers need to think through the reasons and determine whether or not our emphases have been misplaced.

### Objectives:

1. To help homemakers think through the reasons for entertaining.
2. To help homemakers see that entertaining at home can be simple, yet delightful.
3. To help homemakers see that home entertaining can be a source of much satisfaction.
4. To help homemakers see that entertaining at home may be one way of saving money.

### Suggestions for information which may be included:

1. What do we mean by entertain? (To receive and provide for; to have guests)
2. A discussion of the reasons people entertain -
  - A. To impress - social status
  - B. To repay social obligations
  - C. For business reasons
  - D. To enjoy people and have them enjoy you.
3. Why is less entertaining done at home?
  - A. More women work.
  - B. More fashionable to dine out.
  - C. May afford opportunity to be away from the children.
  - D. Help harder to get.
4. How do you feel about entertaining at home?
5. What do you enjoy most when you are invited out?
6. Planning is key word to success
  - A. Plan number you can easily handle -
    1. Affects what you serve
    2. Affects how you serve.
  - B. Plan your table - formal or informal -
    1. Have some color
    2. Have decorations good size and design.
  - C. Plan your food -
    1. Have things that can be done ahead.
    2. Have things that can be cooked together in the oven.
    3. Have foods you can do and do well.
    4. Have foods that go well together.
    5. Have foods simple but garnished -- almost everyone is watching calories.
  - D. Plan how you will take care of guests needs -
    1. Hostess shouldn't be a "jumping jack" -- especially at a seated dinner.
    2. Ask someone to assist, if needed.

E. Plan for conversation

1. If group is strange to you, several non-controversial subjects may be thought about ahead of time in case conversation lags.
2. Find out something, if possible, about each guest. Give each a chance to participate.

## 7. If a meal frightens you, consider simple entertaining other than for a meal -

- A. Morning coffee
- B. Tea
- C. Cocktails
- D. Dessert and coffee.

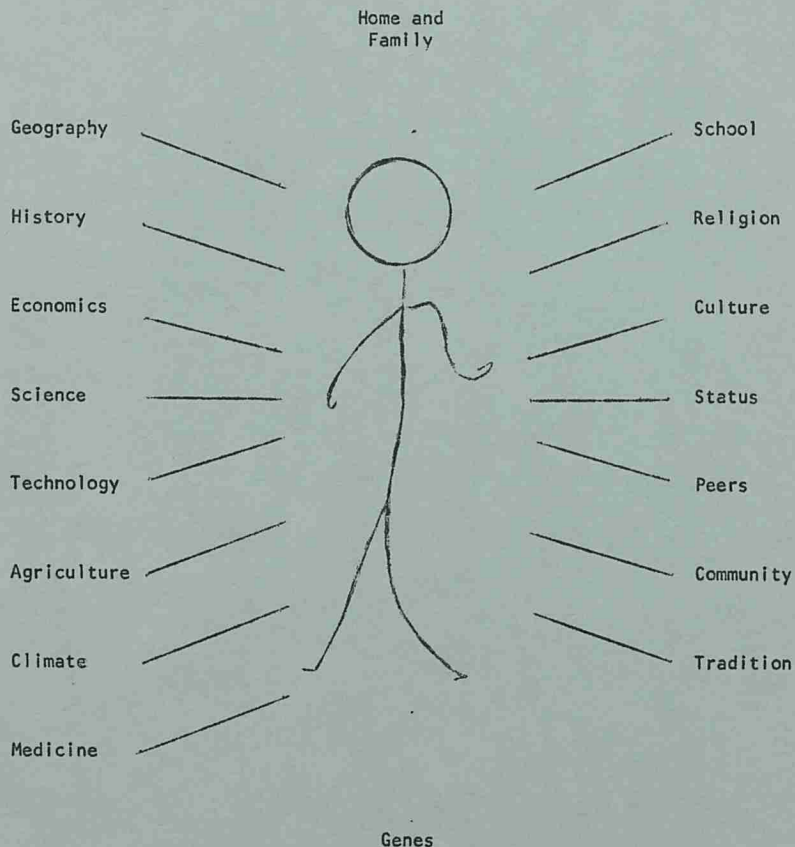
Activities

1. Have tables set showing attractive informal or semi-formal service -
  - A. Use fondue pot, for example, for centerpiece. Discuss ease of entertaining this way.
  - B. Let a casserole be the focal point.
  - C. Set up a buffet.
2. Illustrate plain food "dressed up" -
  - A. Grapefruit sections for salad - with and without slices of red apple.
  - B. Broccoli with slivered almonds.
  - C. Soup with croutons.
  - D. Canned biscuit topped with butter and Parmesan cheese.
  - E. Sugar cube - lemon extract in a baked apple.
3. Show equipment making it easy for hostess - hot trays, thermal pots, etc.
4. Do cost comparisons of 4 guests served at home vs. eating out.

Emphasis

1. Simplicity
2. Hostess satisfaction and enjoyment!

A SUMMARY OF  
FACTORS INFLUENCING THE NUTRITION OF MAN



From a talk by Dr. E. Neige Todhunter, Nutrition Consultant, National Extension Nutrition Workshop, 1966.



### Basic Nutrition Concepts\*

1. Nutrition is the food you eat and how the body uses it.
2. Food is made up of different nutrients needed for health and growth.
3. All persons, throughout life, have need for the same nutrients, but in varying amounts.
4. The way food is handled influences the amount of nutrients in food, its safety, appearance and taste.

### Concepts Relating to Values and Goals in Foods and Nutrition

1. Food intake is influenced by many factors.
2. Food has played and continues to play an important role in history.
3. Food habits established early in life should be based on needs.
4. It is not the amount of money spent but the type of food used that affects health.
5. Many kinds of food irrespective of source can lead to a well balanced diet.
6. Food has its social aspects.

\*Developed by Interagency Committee for Nutrition Education, Washington, D. C.

**TARGET 2**

**VALUES AND GOALS**

# **FOODS AND NUTRITION**

## **This Packet Contains:**

**Materials for Organized Groups**

"Meal Make-Up" ✓

"I Remember Mama" ✓

"Cycle In" ✓

**Materials for Special Interest Groups**

"Cash In On Your Time"

"As the Twig Is Bent" ✓

**Materials for Self Study**

"Food Feelings" ✓

"Food Through the Ages"

**Materials for TV**

"Let Your Freezer Help You To Be Hospitable"

"Common Needs and Differences" ✓

**Materials for Newsletters**

"Put a Nickel in the Slot" ✓

"Status or Waste" ✓

"I'd Rather Fight Than Switch" ✓

**General Reference Materials**